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# **METHODOLOGICAL GUIDE**

## **"ADDICT TO YOU"**

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## **INTRODUCTION**

This methodological guide is a tool designed for school educators and youth educators in order to identify adolescent leaders and encourage their involvement during the development of the methodology created.

It is document that will allow a better identification of leadership skills in the adolescents within their environments, and how to get them involved and committed to the cause and the objective of the project. It is an innovative resource created thanks to the project partners and their experience in the educational field.

This tool encourages the participation of the adolescents, helps them to be part of the solution to avoid addictive behaviours and favours greater education among peers.



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# ***ABOUT THE PROJECT***



## THE PROJECT

“Addict to you: adolescence empowerment and prevention through innovative tools” project is a strategic partnership project in the field of school education. The main purpose is to enable educators and adolescent leaders to develop inclusive activities, in which school students can actively participate, with the objective of creating and enhancing social and behavioural skills that prevent addictive behaviours.

## OBJECTIVES

The **main purpose** of the project is to develop, test and implement **innovative working methods in the field of school education** that enable the development of **inclusive activities** in which school education pupils can actively participate, regardless of their needs and personal or social situations.

These innovative methods aim to increase the knowledge of educators and support workers in the field of school education, generating for them an **inclusive pedagogical methodology to prevent the most representative behavioural** (that is, non-substance) addictions: **gambling addiction, social media addiction, gaming/videogames addiction and cyberaddiction.**

The **specific objectives** are:

- **Create innovative practices in the field of school education** through the development of a working methodology based on non-formal education and the development of **inclusive activities** in order to identify, strengthen and evaluate significant competences for the personal and social development of students to prevent the main behavioural (non-substance) addictions.
- **Reduce the harmful effects of behavioural addictions** in school settings, especially for school children with fewer opportunities.
- **Increase the transferability of innovative and non-formal methodologies** through the development of interactive and digitised training.
- **Organisational development of 6 institutions** with different cultural and organisational experiences and strengthening of the partnership for cooperation between them through the development and dissemination of project results and innovative working methodologies created in the field of school and non-formal education.



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# THE PARTNERS



## **FEDERACIÓN DE CENTROS JUVENILES DON BOSCO DE CASTILLA Y LEÓN**

Federación de Centros Juveniles Don Bosco de Castilla y León is a non-profit association. That since its foundation in 1995 federates Youth Centres and Youth Associations in Castilla y León (Spain). It currently includes five youth centres in Valladolid, two in León, Salamanca and Villamuriel de Cerrato (Palencia).

We work in the field of prevention, education in leisure time, youth animation and socio-cultural development, with an educational style and identity of our own cultural development, with a Salesian identity and educational style, especially with groups in a situation of social exclusion. The quality volunteering and working with the neediest groups are our main strengths.

Our main objectives are:

- To offer a qualified service of Education in Free Time, Youth Animation and Sociocultural Development, helping the children, adolescents and young people who participate in them to promote their integration following the educational style of Don Bosco and our Educational Proposal.
- To analyse the needs and promote an exchange of concerns and experiences between the Youth Centres in order to better achieve the common objectives.

We network by being active members of the Regional Youth Council of Castilla y León or our National Confederation, always with an active role and aligned to our objectives. We work in education and in the defence of human rights, especially those of children and young people, offering our services.





## **FUNDACIÓN ASPAYM CASTILLA Y LEÓN**

Fundación ASPAYM Castilla y León starts working in 2004. Its main aims are to promote autonomy, equal rights and opportunities and to increase the quality of life of people with physical disabilities, allowing them a significant integration among the society. In addition, ASPAYM CyL seeks to be a leading association, providing its target users with the tools to achieve that mission. That goal is reached thanks to the quality of its programs and activities, the research and the proper use of new technologies. The organisation, and also the youth department, has headquarters in different cities in Castilla y León, with a special emphasis on rural areas. It includes Ávila, Burgos, Camponaraya (León), Cubillos del Sil (León), León, Matapozuelos (Valladolid) Palencia, Paredes de Nava (Palencia), Segovia, Valladolid, Villadiego (Burgos) and Villalpando (Zamora).

ASPAYM CyL has a youth department focused on activities with young people. This department is an active member of the Regional Youth Council of Castilla and Leon, and also part of the Permanent Youth Council of the Province of Valladolid, where ASPAYM is a member of the board. We are also part of the network of youth information points in the province of Valladolid, which makes it the only entity of young people with diversity that meets everything above. The youth department of ASPAYM Castilla y León develops many activities for advocacy, non-formal education, employment, leisure inclusive, etc.

 **aspaym**  
castilla y león

## **JOBRA**

Jobra was founded as Movimento de Jovens da Branca on December 8, 1969 in the parish of Branca, Albergaria-a-Velha, with the goal of occupying the free time of young people by promoting socio-cultural, recreational, and sports activities.

Currently, it has 5 sections in operation, regularly mobilising thousands of people and performing more than 400 activities per year. It is a true local socio-economic hub, as a result of the 135 jobs it provides.

Jobra Educação, as a department dedicated to education and training, groups three schools: CMJ - Conservatório de Música da Jobra, Art'J - Escola Profissional de Artes Performativas da Jobra, and Made in J - Academia de Artes da Jobra.

Created in 1986, Jobra Educação is the largest section of the Association, having reached 856 enrolments in the 2022/2023 school year, as part of its training offer of Professional Education, Specialized Artistic Education and Free Education.

The section is composed of students and employees, involving a large school community, as well as the general public, captured over the several years of educational, cultural, artistic and sports work.

The integration in the programming of several theatres in the region and in the country and the performance of activities that deserve highlighting at different levels increase the constant enlargement of the school community and the general public.

It brings together, in the same educational space, 5 areas, three of which are performing - music, dance and theatre - to which are added music and sports production and technologies. Jobra is, by its history, specificity of the offer and results achieved, a unique case in Portugal.

 **Jobra**  
Educação

## ROSTO SOLIDÁRIO

Rosto Solidário's work aims to foster global citizenship and solidarity by enhancing local communities' human and social development. RS core principles are civic participation, social integration, solidarity, networking and partnership.

The organisation's scope of work includes four main areas: International Development Cooperation, Global Citizenship Education, Volunteering and Family-based Social Support. Gender Equity, Human Rights and Social Inclusion are addressed as cross-cutting issues. Also, a methodological approach the organisation considers Non-Formal Education as a vehicle for lifelong learning opportunities within the Global Citizenship Framework.

Rosto Solidário (RS) legal status of public utility as an NGO has been recognized by the Ministry of Foreign Affairs in 2008. As a Portuguese NGDO Platform member it is represented both in the Development Education Working Group and Working Group on Ethics.

RS is an accredited host and sending organisation for European Voluntary Service projects since 2011.

At local level, RS is a member of Rede Social do concelho de Santa Maria da Feira (local network of 115 organisations with social intervention programmes – following National Action Plan for Inclusion guidelines). Within this network, RS has been awarded four times as recognition of its work in volunteering and supporting local communities' development.

Rosto Solidário has been promoting mobility and learning opportunities for youth since 2011 under the Erasmus Plus programme. RS promotes and is a partner in European voluntary service / European Solidarity Corps, partnership building activities, training courses and youth exchanges. It is also a Eurodesk multiplier. Overall RS initiatives within Global Citizenship Education aims to raise awareness and training young people for global citizenship and diversity, European values, civic participation, intercultural dialogue as well as fostering solidarity and action on common wealth behalf.



 **LORELAY PRIMARY SCHOOL**

Lorelay Primary School (Scoala Primara Lorelay) is a small, accredited private school, in Iasi, a town situated in the East part of Romania. We have around 50 preschool children and 80 primary school pupils (aged between 6 and 10/11 years old), coordinated by 18 teachers. We are interested in finding the best ways of approaching our kids, in order to reach their potential. Our goal is to develop in children a set of values, in order to develop a healthy lifestyle, physically, cognitively and socio-emotionally. We aim to develop a proactive attitude in the community, to create national and international networks that will become live libraries of resources for everybody, pupils, parents or teachers. Learning to live together, to learn for knowing, doing and being are our main key-concepts, that are the foundation for future actions. Our school is focused on finding different active methods for teaching, in order to help pupils achieve the curriculum goals. We are partners in Erasmus projects, aimed to teach the school subjects differently, using outdoor teaching or using board games. We are interested in developing healthy relationships between children and creating opportunities for preventing bad habits, that is why we are involved in an Erasmus project regarding the way they can use the breaks for being inclusive. We also focus on teaching foreign languages from a young age, motivating pupils to take an active part in their development. We teach Arts, Science, and Social Studies using CLIL methodology. Our students study German beginning with the second grade (8 years).

We are focused on Multiple Intelligences, aiming to develop the children as a whole and we are equally interested in using equally Arts, movements, senses or ICT in learning. We are very interested in making our school more European and we want our students and teachers to have opportunities to connect with people abroad. We have been involved in eTwinning projects, since 2012, aimed to develop CLIL materials and use of ICT in teaching, and we won several National Quality Labels and 2 European Quality Labels. Two of the most liked by the pupils eTwinning projects were those involving Music and Feelings expressed in Music and Arts (which won a European Quality Label). We are a Cambridge evaluation sub-centre and we organise Cambridge Exams for primary school pupils.

Every summer, we are involved in a partnership with our local university and we coordinate the activity of international volunteer students, who come to Romania for internship activities. This school year, we are involved as partners in for Erasmus school partnerships, aimed to find new approaches in teaching and equal chances for all children in school. Our institution has Erasmus accreditation for KA121 and it is preoccupied in the professional development of its teachers and the development of life skills in children.



## GAMMA INSTITUTE

Gamma Institute - ASOCIAȚIA INSTITUTUL DE CERCETARE ȘI STUDIUL CONȘTIINȚEI CUANTICE: AICSCC is an NGO whose purpose is to promote, develop, research and to initiate activities in the field of psychology, psychotherapy and mental health in particular (training for specialists, workshops, non-formal education for adults and professionals), promotion of best practices; training for specialists in various psychological and mental health branches of modern forms; facilitate collaboration between Romanian specialists and experts from the international space. AICSCC (with Gamma Institute as a brand name), has 3 departments:

- Gamma Training is the educational department of the organisation and is formed by 2 training schools: Systemic Training School and Self-Activation School. Systemic Training School – launched in 2011 is accredited by the Romanian Psychologists College as a provider of training in Systemic Psychotherapy of Family and Couple and incorporated into the training curricula the newest research related to the clinical practice. The aim of the training school is to create a national and international network of practitioners trained with a high standard of quality and offers a space of constant evolution to therapists from all over the specialities (couple therapy, child psychology, clinical disorders etc). A training group has a curricula on a 4 years postgraduate format, with approximately 150 graduates so far. The graduates have the opportunity to work after their graduation in the private practice clinic and research department of the organisation, described below.
- Gamma Clinic is the health department of the organisation and has 2 parts: Gamma Clinic Psychology and Gamma Kids. Gamma Clinic Psychology offers different psychological services to adolescents, youth and adults with different issues, in individual, couple, family or group sessions. The practitioners are accredited clinical psychologists and psychotherapists. The other part is Gamma Kids, which is a department which aims to help children (of all ages) and their families, with all kinds of difficulties. The issues approached are: anxiety and depressive disorders, school inadaptation, learning disorders, speech disorders, bullying, family and social difficulties and not only. The psychologists involved in Gamma Kids are psychotherapists specialized on children's psychological issues, clinical psychologists, speech therapists, art-therapy psychotherapists and therapists for children with special educational needs (including learning disorders). On Gamma Kids, we work with the child, but also with the whole family in a systemic approach and we collaborate with the teachers and other specialists. The activities are individual sessions, family sessions, parenting sessions, workshops for children, art-therapy workshops, trainings for parents and specialists.

- Gamma Research is the research department of the organisation and has the aim to develop fundamental research in the field of neurosciences and consciousness, but also in the psychotherapy field. Through this department, we want to develop new training curricula for professionals in the psychological field, to develop new methods and instruments for a high standard intervention. Our research platform reunites specialists from psychology, cognitive sciences, genetics, human sciences and children psychology (the psychologists who are working on Gamma Kids are also researchers in the Gamma Research department).







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# **CHAPTER 1: IDENTIFICATION OF THE ADOLESCENT LEADERS**





## **PEER GROUP AND INTERPERSONAL FACTORS**

Interpersonal relationships are one of the most important and ubiquitous environmental contexts in which individuals develop, and this is especially true for adolescents.

Whereas early childhood is dominated by family and caretaker relationships, adolescence is more strongly associated with peer groups and the transitions into those groups. Thus, adolescence serves as a critical developmental period for social skills and social perception – both key processes that underlie leadership.

Leaders' knowledge of their group members plays a critical role in their ability to manage the group, assign certain members to tasks, and allocate resources in a way that promotes both the group and its goals. **Good leaders** also:

- Display responsibility and commitment;
- Provide concrete guidance and broader vision to subordinates;
- Understand and further the priorities of a group, both internally and externally;
- Earn the respect and trust of others in the social system.

Good leaders should also be effective both interpersonally and perceptively; they should be skilled at reading and understanding the verbal and nonverbal signals of others.

Emotional intelligence and the ability to consider the perspectives and feelings of others (e.g., one's subordinates and peers) are key social skills underlying leadership (Gardner et al., 2005; George, 2000; Harms & Credé, 2010; Joseph & Newman, 2010), and they tend to develop rapidly during adolescence.

Leadership capacity and its concomitants, such as social dominance, have rarely been studied in adolescence. However, mechanisms of peer influence have played a prominent role in developmental theories of adolescent decision-making and risky behavior (Dishion & Tipsord, 2011; Mrug et al., 2014; Steinberg, 2008). This research suggests that peer influence mechanisms (e.g., peer pressure) are particularly strong in adolescence, as compared with other age groups, and may even account for many deleterious outcomes disproportionately affecting youth (e.g., delinquency, obesity, unhealthy body image). Positive effects of peer influence, as we might anticipate in successful or adaptive adolescent leadership behaviour, have been studied far less often than negative effects of peer influence in children and teens (Brechwald & Prinstein, 2011; Dishion & Tipsord, 2011).

Research on youth popularity offers a synergistic opportunity for connection with adult leadership science, as well. This work has identified 2 distinct dimensions of popularity: sociometric and perceived (Cillessen & Rose, 2005; Parkhurst & Hopmeyer, 1998). Children who are high in sociometric popularity, or likeability, tend to be described as prosocial, entertaining, cooperative, kind, and trustworthy. Sociometric popularity is associated with better emotional adjustment and high-quality friendships. Children who are high in perceived popularity, or status, tend to have higher social ranking, influence, and dominance. They may engage in prosocial behaviors but also engage in antisocial behaviors, such as overt and relational aggression. Importantly, these two types of popularity draw comparison to two widely studied pathways to leadership in adults, prestige versus dominance, respectively (Maner & Case, 2016). Ultimately, the field needs to better understand how teenagers sort into social hierarchies and confer leadership status to their peers, as well as those factors predicting adaptive, successful, or effective leadership functioning in those systems.

## CONTEXTUAL GOALS AND SOCIAL ROLES

A third highly relevant domain for adolescent leadership is that of broader contextual goals and social roles. In addition to personality and peer group factors, a number of broader contextual features likely influence leadership emergence and development. Prominent theoretical models of adolescent development emphasise developmental processes as occurring as a result of mutual interactions between the adolescent individual and the peer group, hierarchies, and other contexts in which they are embedded (the peer group and hierarchies, just discussed, being one such context; Bronfenbrenner, 1977; Lerner, 1991; Lerner et al., 2015).

**Leadership activities for students work best when kids know what skills they're developing.** We're breaking down 4 skills that support young people's development at any age, as well as sharing a full list of the most important leadership skills for kids/teenagers to learn:

**1. Self-awareness:** they understand their emotions and how they influence their moods and behaviors. For identifying the leaders, the facilitators can answer to these questions:

- What do they contribute during a group project? (Could be tangible skills, like notetaking or making a plan, or social skills like being a good communicator or listener)
- How do they respond when they experience stress?
- When they don't like someone's idea in a group, what do they do about it?
- Do they consider themselves to be a leader? In leadership, what are their strengths and weaknesses?

**2.Responsibility:** Being responsible is an important quality for youth to strive toward and it's absolutely essential in a leader. Someone who is responsible is trusted to do what is right or the things that are expected or required — without being asked. Building responsibility also requires giving kids plenty of opportunities to be independent.

**3.Listening:** A good leader isn't the loudest person in the room — they're someone who listens to the perspectives of everyone. Active listening is a skill anyone can learn, and a powerful tool in kids' leadership toolbox.

**4.Inclusion:** When people feel included, seen and valued, they're empowered to be an active teammate and do great work. Effective leaders know the value of including others, from fresh ideas to creating team camaraderie. Unfortunately, school settings are where most people first experience feeling left out; most kids have experienced not being selected for an activity or isolated from a friend group.

Beside these 4 main qualities, there are some great leadership qualities for kids and teenagers to practice:

- Identifying and solving problems.
- Collaboration.
- Communication.
- Self-advocacy.
- Time management.
- Goal-setting.

Every young person has the potential to be a great leader when they work on skills to lead themselves, lead others and lead the community. When young people feel empowered, they're more likely to take on leadership roles and be the change they want to see.



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# **CHAPTER 2: FOSTERING THE INVOLVEMENT OF THE ADOLESCENT LEADERS**





## INTRODUCTION

Participation in political and cultural life is a fundamental right recognised in a series of international human rights treaties; in fact, particularly, child and adolescent participation is one of the rights of children and adolescents contemplated in the 1989 Convention on the Rights of the Child (Girao del Olmo, 2020). Therefore, citizen participation is essential and its inclusion in social projects is undeniable, because social projects are generated towards society and for this there must be an interaction, an effective participation of citizens (Balón Vera, 2023). Specifically, if we talk about the young population, it is necessary that they become actively involved in the aspects of their community in general, and in those that concern them in particular, such is the case of this project for the prevention of behavioural addictions. The participation of young people involves sharing responsibilities and strengthening it would generate a common good, both socially and culturally, from the educational level, thus awakening the new generations, making them not only aware of the problem in question, but also part of the solution or prevention of it.

Working with adolescents can be tricky, given that most of them are sometimes still children trapped in adult bodies. They are confused about which world they belong in (even though they think they know the answer) and the fact that they are often treated as children but expected to behave like adults does not help to resolve the issue.

But, despite this, it is worth noting that many young people from an early age begin to stand out as leaders among their peers. Even if there are many opportunities in a person's life for leadership and the development of that capacity, as we mentioned, some people become leaders at an early age -for example, as class delegates or captains of the school football or basketball team. Some of these youth leaders go on to become the movers and shakers of their generation.



## STEPS TO FOLLOW IN ORDER TO INVOLVE ADOLESCENT LEADERS

- **Step 1, respect, empathy and cooperation:** The first step in involving and engaging potential adolescent leaders is to put aside the “adulthood”, that is, the idea that only adults have the absolute truth and that they are the only ones capable of carrying out tasks successfully (Aguilar Talero, 2021). In this sense, Goleman (2015), Carpena (2016) and Palomera, Briones and Gómez-Linares (2019), among other researchers, have exposed postulates related to the management of empathy, capacity that is essential to support the formation of adolescent who assume a leading role in a given educational context. We must sow in the aforementioned adolescents the seeds of respect, empathy and cooperation so that they can later flourish -and help their peer groups, friends, relatives and communities to flourish as well.
- **Step 2, ask them:** Many adolescents would never consider assuming leadership, if not suggested. The best way to let them know they can be useful is by asking them and explaining the main benefits and abilities involved which are necessary in that leadership.
- **Step 3, start where they are:** Provide opportunities at the level where adolescents feel most comfortable (Soledispa Rivera, San Andrés Soledispa & Soledispa Pin, 2020). Someone who has never spoken out at a meeting probably is not willing to lead a school exchange. If being secretary of this Training is what that youngster is ready for, then this is a good first step. Once he or she feels comfortable in that position, we can empower him/her to continue with something bigger.
- **Step 4, challenge them with achievable goals:** In order to generate expectation and desire to continue this process of involvement towards leadership, a very useful tool is to employ challenges with adolescents. The challenges should be real, but not so great that they cannot be overcome -it is better to start by being successful at something small than to fail at something huge.

- **Step 5, provide them training:** Once adolescents are getting involved in this leadership process, it's time to help them to develop enough skills and abilities to carry out that leader role successfully. Some of the areas where youngsters may need leadership's training are:
  - Communication skills.
  - Planning.
  - Facilitation of the group.
  - Problem solving and Conflict resolution.

Training is crucial especially for the youth population who have never had leadership experiences -people need the right tools to work! During this training, it is very important that adolescents admit without fear their failures or lack of knowledge of certain aspects, always from a perspective of acceptance and appreciation of the contributions they can make in this regard (Gonçalves-de Freitas, 2004). This favours human bonding and generates greater confidence, not only in one's own person, but also in the group of young people. By offering the youth this security -not only during the training, but also during the whole process-, it is important to do it within a horizontal relationship that recognises the capacities and knowledge of the other.

- **Step 6, show them models and examples:** Participatory, respectful and visionary leadership is not intuitive for most people: it has to be learned, ideally through experience. If potential adolescent leaders are exposed to examples of the kind of leadership that works and we empower them as such, they will probably have a better chance of learning to practise it within their peer groups, families and communities. Moreover, by offering examples and models to increase their knowledge and open their minds to different approaches and perspectives, adolescent leaders will not only develop their listening and apprehension skills (Fernández-Barba & Heredia-Escorza, 2018), but also take for themselves and try to integrate these examples into their knowledge, consciously; youth may or may not agree with the above mentioned models and examples, but the important thing is to motivate them, open their mind and boost their efforts to integrate all new information.

- **Step 7, attend their emotional intelligence:** Considering that the stage of adolescence is full of changes and discoveries, it is important to teach adolescent leaders not just to understand and control their own emotions, but also how to understand what others feel and why. In this sense, youth's motivation is vitally important because it is the starting point for learning, creates the drive to act and also makes learning possible (Soledispa Rivera, San Andrés Soledispa & Soledispa Pin, 2020).
- **Step 8, provide support -and have it from- their peer groups:** Closely related to the previous step, a mechanism by which leaders -especially those who are in leadership positions for the first time- can receive support from others who understand their situation can keep enthusiasm high and avoid discouragement and wear and tear in the long run. Hence the importance of involving and forming groups of adolescent leaders, not individually, but collectively.





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# **CHAPTER 3: MAINTENANCE OF THE INVOLVEMENT AND MOTIVATION**



*“Humans are naturally self-motivated, curious and interested, but the right conditions must be in place to be intrinsically motivated”.*  
(Deci & Ryan, 2008).

Motivation is an internal process that influences human behaviour, capable of influencing people to carry out a certain action. According to theoretical evidence, there are two main types of motivation- intrinsic and extrinsic:

- **Intrinsic:** an action that is carried out because it is interesting or enjoyable (Ryan & Deci, 2000). In other words, a person is considered to be intrinsically motivated when they carry out an action because they are actually interested in it or because they feel satisfaction from the behaviour.
- **Extrinsic:** behaviour carried out to achieve a certain result is extrinsically motivated. This means that an individual is extrinsically motivated when they act to achieve something (Ryan & Deci, 2000).

For example, a student who suffers consequences for having failed an assessment test will probably work to avoid a negative score in the next assessment. In this case, the work done by the student will be motivated by the fact that they don't want to suffer the consequences (extrinsic motivation). In other words, when an action is extrinsically motivated, it can be carried out with various factors in mind, such as rewards/punishments and approval/validation from others (Ryan & Deci, 2000). However, it is important to note that any behaviour can be motivated by both intrinsic and extrinsic variables, and an individual can also be motivated by the context in which they find themselves (Usher & Kober, 2012).

That said, it is possible to point out several **factors/variables that can influence** adolescents' involvement and motivation.

A **positive relationship** with educators and/or trainers is a good predictor of the development of motivation in adolescents, leading them to maintain a greater interest in carrying out the proposed activities (Usher & Kober, 2012).

Some studies have shown that **positive validation** of adolescents' performance increases their intrinsic motivation. On the other hand, they have shown that negative feedback decreases intrinsic motivation (Deci & Cascio, 1972).

Other studies have shown that educators' promotion of **adolescents' autonomy** and taking breaks during tasks help to increase their motivation (Deci, Nezlek, & Sheinman, 1981; Ryan & Grolnick, 1986).

The fact that **individuals believe** they have the ability to complete a certain task, feel in control of that task and have some interest in it, will probably make them feel more motivated to carry it out.

If adolescents **are rewarded** for carrying out a certain action, they will certainly be more interested and motivated when carrying out tasks (Bandura, 1996; Dweck, 2010; Murray, 2011; Pintrich, 2003; Ryan & Deci, 2000; Seifert, 2004).

In addition, it has been proven that **setting realistic conditions/objectives** also contributes to maintaining motivation in young participants (Usher & Kober, 2012). Involvement in projects, addressing social issues, using methods that **promote creativity and perseverance** can all be strategies that keep adolescents engaged (Usher & Kober, 2012).

Another equally important factor in the involvement and motivation of adolescents is **the role of their family**. In other words, the promotion of new experiences and problem-solving by parents can be an essential contribution to the development of motivation in these individuals (Usher & Kober, 2012).

Finally, another very important variable that influences adolescents' involvement in activities is whether or not they are **motivated to learn**. It has been proven that when teenagers are interested in learning, they become much more involved in the activities (Guo, 2018).

Having all the above in mind, here are some **practical strategies** that help keeping the motivation among adolescents by an adult educator/facilitator, during learning activities:

- Providing a **good working environment** will foster well-being, productivity and growth. It is rooted in having good working practices, relatable values, a supportive atmosphere, and a culture of trust and respect, among all.
- **Encouraging participation and curiosity**, and, at the same time keeping the emphasis on progress rather than scores. This growth mindset pushes adolescents to continually challenge themselves and reflect on their improvement. Even small improvements and successes can help to spur a learner's motivation.
- Providing **authenticity and reinforcement** of adolescents' confidence and self-esteem, through actions like slow removal of support, positive reinforcement and opportunities to receive support along the way, will keep them at a level of optimal challenge as they improve.

- **Effective communication** is essential: it facilitates the exchange of ideas, questions, and information crucial for learning. Listening to the adolescents' opinions during the activities, for example, is crucial for the maintenance of motivation.
- **Clearly communicate the objectives** of the activities and present optimally challenging goals. For example, differentiating tasks so they are appropriately challenging allows adolescents to maintain optimal engagement. Also, very important is the contextualising and substantiating the applicability of the subjects and activities presented to current (and future) life. Their life.
- By **integrating ICT tools and strategies** in learning activities, educators can create a more engaging, effective and accessible learning environment for all, as well as personalised learning, access to a world of information and the fostering of collaboration and communication.

Concluding, motivation, as the name suggests, is what “moves” us. It is the reason we do anything at all. First and foremost, motivation is an orientation towards learning. Therefore, it impacts how likely adolescents are either to give up or push forward, and how thoughtful their reflection on their learning will be.

For sure, the benefits of motivation are visible in how we live our lives. As we are constantly responding to changes in our environment, we need motivation to take corrective action in the face of fluctuating circumstances. Motivation is a vital resource that allows us to adapt, function productively, and maintain wellbeing in the face of a constantly changing stream of opportunities and threats.

Adolescents, deeply involved in a growth process, need to learn on how to work on/increase their motivation because it will allow them to change behaviour, develop competencies, be creative, set goals, grow interests, make plans, develop talents, and boost engagement. And keep on growing.

*“Destiny is not a matter of chance; it is a matter of choice.  
It is not a thing to be waited for, it is a thing to be achieved”.*

William Jennings Bryan



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# **CHAPTER 4: GOOD PRACTICES**





## INTRODUCTION

According to the Food and Agriculture Organisation of the United Nations (FAO), “a good practice is a positive experience that has been tested and replicated in different contexts and can therefore be recommended as a model”. The purpose of documenting and sharing good practices is to enable different organisations/entities or countries to learn from their own experiences and also from each other's -that is, they can be experiences at local, national, European or even global level. Through this knowledge, it can be developed concrete actions and strengthen their capacities to respond more effectively to the various changes that may occur in the current times.

For this reason, and concretely in a project such as this one, the consortium has found it enriching to add to this Methodological Guide a chapter in which to find several projects or systems of good practices developed in the countries that make up the consortium (Spain, Portugal and Romania), examples of the involvement of adolescents in projects, of empowerment and also of the training of these young people to become leaders and catalysts of positive changes.



## ***"Diálogo con la Juventud"***



### **CONTEXT AND OBJECTIVES:**

"Diálogo con la Juventud" is a European Union initiative that promotes youth participation in political, social, economic and cultural development at all territorial levels, from local to European. It also encourages debate between young people and decision-makers for the design, implementation, monitoring and evaluation of public policies that have an impact on youth. In this way, young people are put in the centre, given the predominant role, a leadership role, to make their voices heard.

### **ACTIVITIES:**

In 2023-2024, the Dialogue programme reaches its 10th edition. A new programme cycle is organised every 18 months and each one -based on the results of the previous cycles- should preferably have a thematic priority that is linked to the European Youth Goals.

This programme works at 3 levels: European, national, regional and local.

The programme has groups of young volunteers in each autonomous community of Spain (called "Embassies") who carry out different types of activities in which they collect the opinions of other young people in their environment about the issues of each cycle and pass them on to political representatives at local, regional or state level. This is a way of giving young people a voice, enabling them to develop their leadership and decision-making skills, among others, as well as empowering them, while also contributing to improving public policies in general that affect young people.

**WEBSITE:** <https://dialogojuventud.cje.org/>

## ***“Esfera Joven”***

### **CONTEXT:**

“Esfera Joven” is the youth participation programme of the Marianao Foundation and offers young people between 14 and 25 years of age spaces for meetings, relationships and also training to empower themselves and lead initiatives that improve their context. The programme enables young people to promote initiatives for social transformation and improvement of their community, with autonomy and freedom. The end result is the constitution of voluntary youth collectives, which organise themselves to develop social projects that strengthen and revert to the community.

### **OBJECTIVES:**

- To strengthen the associative fabric of the community and its social commitment, connecting and personalising the educational and participatory experiences of adolescents and young people, taking into account their diversity, through participation and youth leadership.
- To make adolescents and young people themselves decide and build their own learning process.

All this is done under an organised and collective process approach, with innovative responses to the social challenges that arise in the environment, developing their social projects in tune with their motivations and interests and in accordance with the needs, agents and resources of the neighbourhood where the young people live.

The 3 key axes of the project are:

1. Education in participation (inside and outside the school classroom);
2. Accompaniment, support and guidance in the development of social projects for adolescents;
3. Co-management of the local youth reference point in the community.

### **ACTIVITIES - TRAINING FOR YOUTH LEADERS:**

- Youth space: the youth space, open in the afternoons from Monday to Friday and freely accessible to any young person between 15 and 25 years old, is a space of reference and a meeting point for the many participatory activities that different groups of young people carry out in the community. It is called Lokal9 and this space allows for meetings, leisure and guidance in everything that young people may need.



- Participation in the classroom: the dynamisation team of the Marianao Foundation enters the 3rd and 4th ESO classrooms of the Marianao Secondary School to carry out 4 workshops to introduce the students to the world of participation and get them involved in improving their environment. The training culminates in a practical experience that has a direct impact on the school and which is designed, led and promoted by the young people themselves.
- Youth dynamisation course: a 20-hour theoretical-practical course in which a group of young people aged between 15 and 25 discover the environment around them, analyse what it is like and the main social needs it has, in order to then design an intervention action that has a positive social impact on one of the challenges identified.
- Youth Incubator -Youth project development centre: organised young people who are interested in leading actions or projects to improve their environment have at their disposal in the Youth Incubator the technical support and the necessary resources to develop their concerns.

**WEBSITE:** <https://www.marianao.org/es/que-hacemos/participacion-y-comunidad/esfera-joven/>

## **PORTUGAL**

### **SOS CENTERS - School Organized Centers**



#### **CONTEXT:**

The project refers to preventing and combating violence against children (VAC) in the context of COVID 19 pandemic or similar emergency situations. The pandemic limited children's opportunities to access support services that would help them when they feel threatened or experience violence. This project has the ambition to contribute to overcoming this problem by proposing new ways for children to be informed, to report, to seek support in cases of violence.

#### **OBJECTIVES:**

- To reinforce mechanisms of early detection, reporting and supporting (potential) victims by establishing SOS centres in 9 schools and 2 child sports clubs that will have positive impact on 1400 children.
- To upgrade the capacity of 140 stakeholders and relevant professionals to detect and respond to VAC.

#### **ACTIVITIES:**

Setting up SOS centres in each of the schools or the sport clubs the project partners are working with, to include trained educators, school counsellors and youth leaders. The centres delivered training to children/teenagers, organised initiatives to raise awareness on the topics, created opportunities for children to have access to procedures and protocols for reporting violence.

#### **TRAINING FOR YOUTH LEADERS:**

The goal was to train the chosen youth leaders in how to work in a team; to share their experience and guide peers in acquiring specific knowledge and skills; to recognize violence and its various manifestations; to seek help and provide support in cases of violence.

## TRAINING FOR YOUTH LEADERS: HOW?

Before the training, meetings were held with the principals of each school, to frame the SOS Centers project and its activities and identify the professionals who could be part of the staff that will constitute these centres.

After these 2 meetings, contact was made with representatives of the selected staff in each school, in order to discuss the profile of students that should be taken into account to select the students for the Youth Leaders training.

Students from each school were then selected to integrate each SOS Center's youth team and attended the training for 2 days. For evaluation purposes the participants fill in Questionnaire 1 before the training and Questionnaire 2 after the training. At the end of the project the youths fill in Questionnaire 3.

During the sessions the participants were very participative and committed to all activities. One of the activities presented was identification of the skills that a youth leader in school should have:

<b><i>Be supportive</i></b>	<b><i>Good listener</i></b>	<b><i>Respectful</i></b>	<b><i>Know how to talk with people</i></b>	<b><i>Be helpful</i></b>
<b><i>Be patient</i></b>	<b><i>Be responsible</i></b>	<b><i>To have critical thinking</i></b>	<b><i>Know how to guide and be a leader</i></b>	<b><i>Be self-confident</i></b>
<b><i>Be creative</i></b>	<b><i>Be friendly</i></b>	<b><i>Be comprehensive</i></b>	<b><i>Be open mind</i></b>	<b><i>Be trustful</i></b>
<b><i>Be calm</i></b>	<b><i>Be discreet</i></b>	<b><i>Be attentive to other's needs</i></b>	<b><i>Be committed</i></b>	<b><i>To ensure confidentiality</i></b>
		<b><i>Know how to defend and protect the others</i></b>		

### **ACTIVITIES OF YOUTH LEADERS:**

Many activities were then put to practice, starting from the youth leaders' ideas:

- Regular meetings (weekly base) with project managers and with the staff of each school selected for the project (teachers, non-teaching staff).
- Promotion of dissemination actions in all classes of the school (5th to 9th years).
- Promotion of awareness-raising sessions for the 7th year.
- Creation and promotion of social networks (website page, Instagram).
- Publication of the design competition “Make yourself present” and as members of the jury.
- Creation of information materials (e-mail and questionnaire reporting violence situations) and dissemination (video, music, poem).

**WEBSITE:** [https://rostosolidario.pt/sos\\_centres/](https://rostosolidario.pt/sos_centres/)

## SCOUTING



### CONTEXT:

As an introduction to Scouting, you can watch a video (link: <https://www.youtube.com/watch?v=lgH2fxxODdA>) about the fundamentals of Scouting: a worldwide movement of non-formal education that helps young people to be their best, supporting them as they develop in all facets of life so they can grow into constructive citizens in their communities.

Designed for members of all ages, the **Scouting Methodology** engages young people in a relevant program of self-development and personal progression. It puts young people at the centre, no matter their age and is adventurous, fun, challenging, and inclusive. At all stages, activities and events are developed by young people partnered with adults to support them. No matter their age, youth members will feel empowered and enabled to contribute to the program they experience.

### THE TEAM SYSTEM:

The Team System is a way of making use of this natural tendency in order to provide: an environment in which young people enjoy being; to channel the substantial influence that peers have on each other in a constructive direction; relationships that develop as a result of a multitude of shared adventure; a common code of living (Scout Law) with many gains from living and working together.

Therefore, each Team is an organised social structure and a democratic system of self-government based on the Scout law, that organise their life as a group and decide upon. Also, they organise and carry out their activities in which each young person has a specific responsibility which contributes to the life and welfare of the team.

*“The leader leads through Role-model”.*

In each of the teams, 1 of the young scouts, is acknowledged by the others to be the leader of the group then assuming a general coordinating role with multiple tasks (e.g., to convene meetings with the other members, to make sure that each member has the opportunity to take part in the decisions and to be fully involved in the life of the patrol).

*“Natural bonds are created between them due to the time spent together”.*

### PEER TO PEER EDUCATION:

Peer to peer education is 1 of the success secrets of the Scouting Methodology, with many benefits to the boys and girls:

- A strong sense of belonging and being appreciated.
- Scouts get to know each other with their strengths and weaknesses.
- Scouts grow to care about each other and to count on each other.
- Each scouts seeks the approval of the others, thus improving attitudes and behaviour.
- Each scout is stimulated to play his/her part in making their experiences possible.
- By developing and using their talents and skills for the success of the team.

As a result, Scouts develop constructive relationships with other young people and adults, based on mutual trust, which strengthen over time as a consequence of all the adventures shared together.

WEBSITE: <https://www.scout.org/>



## ROMANIA

### ***“MENTORING LIFE: Small waves in the big ocean of change”***



#### **CONTEXT:**

The aim of this project was to increase the rate of active involvement of young people in sustainable changes, which concern both independence and decision-making in independent life, as well as solving problems at the level of the community in which they live.

#### **OBJECTIVES:**

- Increasing the involvement capacity of 1000 young people from 5 European countries (Romania, Italy, Spain, Portugal and Poland) in sustainable changes at the personal and social level, through the development of:
  - Critical thinking and problem solving.
  - Healthy lifestyle.
  - Planning the educational and professional path, during a mentoring process lasting 6 months.
- The growth of the quality of mentoring and guidance activities for young people, by training 50 youth workers from 5 European countries in implementing sustainable change programs and by developing an innovative change methodology and development of critical thinking skills, healthy lifestyle and career planning for young people.
- Increasing the capacity of 5 European organizations (Gamma Institute from Romania, Compacting from Portugal, CEIPES from Italy, ASPAYM Castilla y León from Spain and IAiRS from Poland) in offering activities with a high level of quality, addressed to youth workers (through innovative mentoring methodology) and young people (through the program of sustainable changes), in the context of changing the way of organizing activities for young people.

## ACTIVITIES:

The project was implemented between February 2022 and January 2024 and had, as final results, 3 outputs that focused on both directions -teenagers and youngsters, and youth workers.

The main methodology was in cascade, so the team members trained youth workers to be mentors and the mentors made small groups of mentoring (10 youngsters/group), tackling the 3 dimensions: healthy lifestyle, critical thinking and career planning.

After the groups ended, some of the youngsters became promoters of these dimensions, creating some video tutorials in which to give tips and tricks for life to other youngsters.

The **main results** were:

- The “Youth Mentor's Guide”: is a manual whose main purpose is to improve the capacity of youth workers to guide young people when they want to implement a change, either in their own lives, or solving a problem at the level of their local community. In the actual context, especially during and after the Covid-19 pandemic, the youth workers from the 5 organizations are quite confused and reluctant to organize activities for young people. The main reason is that they do not know how to approach young people in the new context in which socialising is no longer a priority, young people are much more anxious, have lost their motivation, and are especially disappointed by the fact that change at the level of society is not a provisional, but seems to be prolonged.
- The “Small waves of change-Toolkit for youth personal development”: is a cascade personal development program, which started from the need identified at the level of the 5 local communities of the partners -having a concrete guide, with clear examples and transmitted in a close and accessible message, at the same time attractive for young people. Mentors provided guidance in changes on 3 topics: critical thinking and solving community problems, healthy lifestyle and career planning. The program contains exercises for 21 consecutive days -according to neuroscience research, our brain needs 21 consecutive days of voluntary effort to build a new neural network. The mentors have access to the exercises from the project staff and implement them, receiving feedback and providing close support to the young people in their group.





- The “Change Life videotoolkit”: aims to facilitate the integration of change on the 3 levels addressed by the project -critical thinking, healthy lifestyle, and career planning, using the predominant language and learning style of young people - video tutorials. During the tutorials, the youth workers, who have become mentors and with the help of some young volunteers, filmed some tutorials to explain to others the program and the steps to follow. 5 episodes are available now on the project website and on a Youtube channel, being also disseminated on social media.

**WEBSITE:** <https://www.gammaprojects.ro/mentoring-life>

## ***"Change the story! Change comes from YOU(th)!"***



### **CONTEXT:**

This is a project implemented by Gamma Institute from Iasi, and the main goal is to increase the level of involvement of children and young people in awareness and involvement in solving the pressing problems they face. In this project, we specifically refer to the issue of violence and bullying in the school environment. The purpose of the project is to develop an intervention model for children and young people, in solving the different problems in their own community by running an information campaign and prevention of the bullying phenomenon. The information that was carried out in cascade, the older ones learnt how to inform the younger ones, in relation to a certain problem in the community. This goal involves increasing the level of involvement of students in solving their own problems in society.

### **OBJECTIVES:**

- Training of, at least, 300 students and young people on combating violence and bullying in the school environment. This objective refers to increasing the degree of involvement of students from the city of Iasi in reducing the level of violence and bullying behaviours in the school environment, during the 10 months of training and information.
- The development of a system in the cascade of involvement of young people in solving a specific problem they are facing. This objective refers to increasing the degree of awareness and information of at least 300 students from grades I-XII in the municipality of Iasi on how they can organise campaigns in the cascade to solve a specific problem they are facing (in this case applied to bullying), for a period of 10 months.

## ACTIVITIES:

The project was implemented between April 2018 and April 2019, and after its completion, there was as a result a brochure for youth workers and school counsellors, but also anti-bullying promoters, with specific activities that they can implement on kids and teenagers groups, starting from 7 years old to 23 years old, of course with adaptations, that are detailed in the activities toolkit.

The main methodology of the project activities was a cascade one, in which students trained teenagers from highschool, the ones from the highschool trained the students in gymnasium and the ones from the gymnasium trained the ones from primary school. In this case, all ages were involved and the students not only that learnt how to get out of bullying situations, but also became promoters of anti-bullying strategies in their local community.

The aim of the methodology was to develop an intervention model for children and young people, in solving problems in their own community by carrying out an information and prevention campaign of the phenomenon of bullying. This goal has led to increased student engagement in solving their own problems in society.

The project “Change the Story! Change comes from YOU(th)!” methodology: from each educational unit were participating 2 groups of students, and for each group of students, 3 were holding workshops, helping one another, as a team. Their purpose was to stimulate kids and teenagers to assimilate the information received, become aware of it and apply it in everyday life, incorporating new constructive behaviours and a way of thinking to help them build functional interpersonal relationships.

Thus, the first workshop aimed at establishing a relationship of mutual knowledge between trainers and students and introducing the concept of bullying as well as the way it is manifested in their school environment. The information regarding the phenomenon of bullying was supported by an activity, “Find the ball!”, through which the students understood the implications and emotional effects of aggressive actions on children. The second workshop continued the information about bullying and underlined a more common manifestation of non-physical aggression, namely, cyberbullying, followed by an activity through which young people wanted to become aware of how emotional aggression affects them. Were also discussed the methods of resilience and adaptability to the group, which they use consciously or not, to be accepted. In the last workshop, the intervention method in situations of bullying by breaking the victim-witness-aggressor triangle was explained, and young people had the opportunity to apply the information received and use this type of intervention in a problematic situation proposed by them. The condition of learning and understanding new information is its application in a real situation. This was also how it was demonstrated the fact that the workshops had the desired impact on the students, in fact supported by the subsequent involvement of these young people in the promotion of anti-bullying in the school environment.



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# **CHAPTER 5: SCHOOL EXCHANGE IN SPAIN**





# AGENDA

	<b>THURDAY 1ST OCTOBER</b>	<b>WEDNESDAY 2ND OCTOBER</b>	<b>TUESDAY 3RD OCTOBER</b>	<b>FRIDAY 4TH OCTOBER</b>	<b>SATURDAY 5TH OCTOBER</b>
<b>9:30 - 10:00</b>	Welcome and Icebreakers	<b>Session 5:</b> <ul style="list-style-type: none"> <li>• Energizer</li> <li>• Initial Questionnaires (adquisition of knowledge)</li> <li>• Gambling Theory</li> <li>• 3 Transnational Teams prepare activities</li> </ul>	<b>Session 9:</b> <ul style="list-style-type: none"> <li>• Energizer</li> <li>• Gaming Theory</li> <li>• 3 Transnational Teams prepare activities</li> </ul>	<b>Session 11:</b> <ul style="list-style-type: none"> <li>• Energizer</li> <li>• Cyberaddiction Theory</li> <li>• 3 Transnational Teams create activities</li> </ul>	<b>Session 15:</b> <ul style="list-style-type: none"> <li>• Energizer</li> <li>• Action plan</li> <li>• Presentations Action Plans</li> </ul>
<b>10:00-11:00</b>	<b>Session 1:</b> Knowing each other				
<b>11:00-11:20</b>	Coffee break	Coffee break	Coffee break	Coffee break	Coffee break
<b>11:20-12:50</b>	<b>Session 2:</b> <ul style="list-style-type: none"> <li>• Teambuilding activities</li> <li>• Plans for the week</li> </ul>	<b>Session 6:</b> All Transnational Teams present the activities	<b>Session 10:</b> All Transnational Teams present the activities	<b>Session 12:</b> <ul style="list-style-type: none"> <li>• All Transnational Teams present the activities</li> <li>• Final Questionnaires (adquisition of knowledge)</li> </ul>	<b>Session 16:</b> Evaluation (Satisfaction questionnaires, conclusions...)
<b>13:00-15:30</b>	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
<b>15:30-16:30</b>	<b>Session 3:</b> Leadership I	<b>Session 7:</b> <ul style="list-style-type: none"> <li>• Energizer</li> <li>• Social Media Theory</li> <li>• 3 Transnational Teams prepare activities</li> </ul>	Visit to Ponferrada	<b>Session 13:</b> "Common ground": Situation of the addictions in each country	Final Ceremony
<b>16:30-16:40</b>	Coffee break	Coffee break		Coffee break	
<b>16:40-17:40</b>	<b>Session 4:</b> Leadership II + Creation of groups	<b>Session 8:</b> All Transnational Teams present the activities		<b>Session 14:</b> Explanation of the Action Plan	

## ACTIVITIES DEVELOPED

### **30th September, 2024 - Arrival Day**

It was the arrival day for all the participants of the exchange. The participants (teenagers and professionals) came from their places of origin. Some of them, with the aim of reducing the ecological impact as much as possible, arrived by public transport and by train (the transport with the lowest CO2 impact).

As the arrival was staggered, the opportunity was taken to get to know the facilities and make it easier for the teenagers to get to know the spaces.

### **1st October, 2024 - Day 1**

We started the day with an official welcome, which was done by Fed. Don Bosco. The aim was to start with the creation of a good atmosphere, a group cohesion that would help us to grow. For this reason, the agenda was presented, the objectives of this exchange were explained and what had been done so far was recalled, always focusing on the protagonists: the adolescents. They themselves took charge of the first actions of repercussion, such as the first official selfie.





This was followed by activities to get to know each other: among adolescents, in which the professionals also participated, as there were a few days of coexistence ahead of them. These moments were important to create the desired atmosphere. These activities were led by all the entities.

After lunch, we worked on leadership. Rosto Solidario, Scoala Primara Lorelay and Gamma Institute organisations were in charge of running sessions to transmit the concept of leadership to the participating adolescents, chosen for a series of characteristics that they had demonstrated in previous stages of the project, especially in the testing phase. In addition, strategies were given to see what it means to be a good leader and a good ambassador of the “Addict to You Methodology”.



Once the practical contents were finished and more related to the objectives of the project, actions were carried out with the aim of bringing the group together, weaving personal networks, giving ideas for the good functioning of the activities proposed...

## 2nd October, 2024 - Day 2

This day was used to do a first test that measured the previous knowledge about the addictions that have been worked on throughout the project. A reflective and important test to improve all the dimensions of the project.

After the test, we worked specifically on Gambling. There were theoretical contents, preceded by activation games (something that would be repeated in all the sessions, to activate body and mind). After these, the teenagers were divided into international groups and worked on some of the activities tested in the previous months. The aim was to empower, to act as ambassadors, as well as to improve what had been planned.

The sessions concluded with a presentation by the different groups of teenagers of what they had worked on.



After lunch, this structure was repeated and we worked on Social Media addiction. This time the groups were national. However, the objectives and this work had the same aims: to empower, to review activities, to improve previous practices.



On this second day we were able to see the importance of group cohesion in adolescents, as well as the characteristics that the adolescents themselves put into play. In addition, while sharing experiences in their respective countries, new ideas for future implementation were emerging.

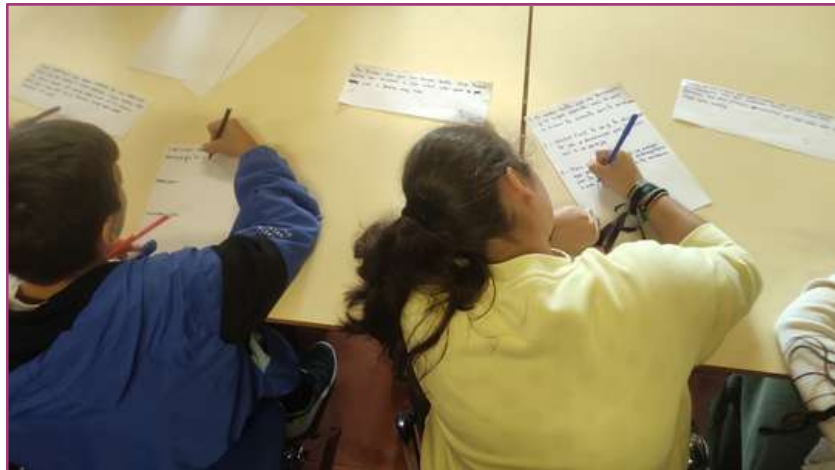


When the specific sessions were over, the social programme continued, offering leisure activities and educational free time. In addition, after dinner, the team of Portuguese teenagers presented their country to the rest of their colleagues.



## 3rd October, 2024 - Day 3

The addiction that was worked on this day was Gaming. We repeated the same tone of teamwork, this time transnational. An opportunity to continue collecting improvements, empowering and improving the project and the “Addict to You Methodology”.



That day was special because, after working in groups and sharing, we went to Ponferrada, a historic city near Cubillos del Sil. This activity falls within the framework of group cohesion and respecting rhythms adapted to teenagers. This served to share the local culture with the Romanian and Portuguese participants and also to reward the excellent attitude shown by the teenagers.

Once this final activity was over, the adult team met specifically to evaluate (positively) what had been worked on so far and to review future contents.

The day ended with the presentation of the group of Romanian teenagers presenting their country, their customs, their culture.





## 4th October, 2024 - Day 4

On this day we worked on Cyberaddiction. It was noticeable that it was day number 4 and that the group worked very well: the teenagers showed themselves to be real leaders, listening to others, working as a team... Moreover, having already finished dealing with the addictions worked on in the project, they took a test to measure the knowledge acquired so far.



After lunch, the work continued with an image of the current situation of behavioural addictions in the countries of the consortium. A dynamic activity that made it possible to share the situation in each country, as well as to reflect and generate new ideas.

Finally, there was time for national groups to work on a work plan for the adolescents, with a view to implementing the methodology in their contexts. There was not enough time to finish this work. For this reason, and by consensus, it was decided to spend more time in the following day's sessions.



The day ended with the group of Spanish teenagers presenting the culture and traditions of the host country.





## 5th October, 2024 - Day 5

The agenda for the day was slightly adjusted as the groups needed more time to work on their plans. Everyone agreed to this change and it was implemented, making it a lesson in leadership and consensus.



After all the groups finished their realistic future work plans, the rest of the group was introduced to the rest of the group, who were able to ask questions and resolve doubts about how their fellow ambassadors were going to do it.

This presentation was followed by two other activities: the first was a satisfaction test for adults and teenagers, led by the entity responsible for the quality of the project, Lorelay.

Afterwards, there was time for a ceremony, which was almost the end of the project. In it, apart from recognising the great work done, it served to listen to the impressions of the protagonists of the exchange and of the project: the adolescents. They evaluated, in their own language, in their own way, what they had experienced during these days, during the project and shared all that they can give of themselves. Also personal situations in relation to substance-free addictions. It was a festive moment but also reflective and listening, as it was marked.

After the informal conclusion, activities continued, which indirectly improved the adolescents' leadership skills. Finally, to close the last evening, each group organised themselves as they wished, joining together, playing games, talking...





## **EVALUATION OF YOUNG AMBASSADORS' KNOWLEDGE OF BEHAVIOURAL ADDICTIONS BEFORE AND AFTER THE EXCHANGE**

The intention with the exchange was to provide the ambassadors with the necessary tools to prevent behavioral addictions through empowerment and peer education. Therefore, at the beginning and end of the School Exchange, each school ambassador filled in a knowledge questionnaire about Behavioral Addictions, so it could be possible to evaluate the level of knowledge acquisition with the School Exchange sessions.

In this document an analysis of the results obtained will be presented.

### **A. Level of Knowledge about Behavioral Addictions:**

For each addiction (Cyberaddiction, Gaming/Video Games Addiction, Social Media Addiction and Gambling Addiction), the ambassadors were asked about their current level of knowledge.

As we can see from Table 1, the adolescents increase their perception of knowledge regarding all the addictions, since the majority positively rated their answer after the School Exchange:

- Cyberaddiction: Before the exchange 47% rated between 1 and 3 and after this number decreased to only 14%
- Gaming/Video Games Addiction: Before the exchange only 52% of the participants rated between 4 and 6 and this percentage increased to 79% after the training
- Social Media Addiction: after the training only 6% of the participants rated level 3 of knowledge and 94% perceived their level of knowledge between 4 and 6
- Gambling Addiction: if before the exchange 60% of the participants showed levels of knowledge between 1 and 3, after the exchange 75% perceived their knowledge between levels 4 and 6.

In a rate from 1 to 6 (being 1 "None" and being 6 "A lot"), what is your current level of knowledge about...	1		2		3		4		5		6	
	Before	After	Before	After	Before	After	Before	After	Before	After	Before	After
<b>Cyberaddiction</b>	6%	0%	0%	0%	41%	14%	18%	43%	29%	43%	6%	0%
<b>Gaming / Video games addiction</b>	0%	0%	24%	12,5%	24%	12,5%	29%	25%	24%	25%	0%	25%
<b>Social Media addiction</b>	0%	0%	0%	0%	12%	6%	41%	19%	29%	44%	18%	31%
<b>Gambling addiction</b>	24%	0%	12%	19%	24%	6%	12%	31%	24%	25%	6%	19%

Table 1. Level of Knowledge about Behavioral Addictions before and after the exchange

## **B.Ability to give definitions about the addictions:**

In the questionnaire, the participants were also asked, between and after the exchange, to give brief definitions of each addiction.

Only in Cyberaddiction was evident a change of the definitions after the exchange.

In the other cases (Gaming/Video games addiction, Social Media addiction and Gambling addiction) we concluded that participants, even before the exchange, had the correct idea of what the addictions mean. So, we will present the results on those addictions together for both moments.

### **B.1. Cyberaddiction:**

**Before the exchange**, the participants had some problems distinguishing cyberaddiction of other behavioral addictions. Therefore, several definitions arise, namely:

- Confusion with other addictions like Social Media addiction, Gaming/video games addiction and Gambling addiction - *"Addiction to technological devices, social media and internet"; "When you are addicted to a game"; "Problem with electronic devices, both video games and phones"; "Includes gambling that makes you lose money and friends and family relationship"; "Makes you lose money" and "When a person pays a lot for a game"*.
- More related to the use of technological devices - *"The inability to stop using technology"; "When someone can't be far from the technology, always wanting to be online"; "Addiction to the virtual world and internet use (including mobile, computer etc.)" or "Addiction of phones, laptops, tablet"*.



- Based on medical and/or psychological symptoms – *“It is a pattern of behavior that involves a dysfunctional desire to use for long periods of time, unregulated and excessive, which can result in significant psychosocial and functional damage”* or *“A mental problem of someone who can't get rid of it easily and it becomes their life (the internet)”*.

**After the exchange**, almost every participant gave the correct definition of Cyberaddiction, focusing on the addiction to the internet or online devices. Some examples of that definitions are *“Cyberaddiction is the addict to the mobile phone or any type of technology that affects you in your life”*; *“Cyberaddiction is a compulsive action to stay on the internet for too long and can't stop”* or *“Internet addiction is a pattern of behavior that involves a dysfunctional desire to use for long periods of time, unregulated and excessive, which can result in significant psychosocial and functional impairments”*.

Only 2 students focused more on the consequences of the addiction rather than giving a definition.

### **B.2. Gaming /Video game addiction:**

Regarding Gaming / video game addiction, it was easier for the participants to give the correct definition, even before the training, since the name of the addiction orients the definition. Therefore, the participants, before and after the training...

- Gave general definitions of gaming addiction as *“an individual's inability to control their gaming habit, online or offline, resulting in a negative impact on their daily functioning, including personal, social, educational and occupational responsibilities”* or *“The inability to stop playing video games”*.
- Focused mainly in the loss of control related to this addiction: *“When you don't control how much time you spend playing and how it affects your life”*; *“When someone can't stop play video games, it doesn't import where neither when, they always be playing video game”*; *“It makes you forget about the important things”*; *“Is when all you want to do is play and play, you only think about it and you prefer playing to doing other things”*; *“No matter how much homework you have to do, no matter how much exams you have to study for, you are playing video games instead”* or *“It is characterized by an individual's inability to control their gaming habit, online or offline, resulting in a negative impact on their daily functioning, including personal, social, educational and occupational responsibilities”*.

### **B.3. Social Media Addiction:**

As Gaming/Video games addiction, participants were able to define properly Social Media addiction before the training. In this case, we didn't see many differences in the definitions given at both moments (before and after). Here are some examples of the definitions gathered at both moments:

- General definitions: *“Social media addiction is characterized by excessive and compulsive use of online platforms, leading to a dependency that is detrimental to emotional, social and even physical well-being. The constant desire to check notifications, likes and shares can turn into a vicious cycle that is difficult to break”*; *“Excessive and uncontrolled use of social networks”*; *“Social Media addiction is the addiction to social media apps”*; *“The inability to stop using applications such as Instagram, Facebook and Twitter”*; *“Always posting and caring about likes”* or *“It's when someone is obsessed with applications like Instagram, Facebook, Twitter”*.
- Definitions focused on the time spent on social media: *“You're on social media all day long”*; *“Need to be connected to Instagram, TikTok... at all times”* or *“It means that you are on social media all day long, uploading everything about yourself to get approval and likes”*.
- Definitions focused on the consequences: *“The social media addiction is an addiction that can be bad in your life because it does bad for your health and causes things like social isolation, sleep deprivation and bad things in life”*; *“You cannot stay without it”*; *“You lose a lot of free time”*; *“Feeling bad if you don't get likes, retweets or views”*; *“Preferring to communicate with friends and family via social media rather than face-to-face”* and *“You invent and show a life that is not yours and you are in it every day”*.

#### **B.4. Gambling addiction:**

As far as gambling is concerned, examples of definitions that were given **before and after the exchange** will also be presented, as there were not many changes in the definition between these moments:

- General definitions: *“The addiction to gambling and betting”*; *“Reliance on games involving gambling and risk”*; *“When someone bets money and is always like that because they want to win more and more money”*; *“The inability to stop playing games such as poker”* or *“Playing in casinos or online casinos”*.
- Definitions focused on consequences: *“It can be prejudicial in your life since it changes your life for the bad, like stay away from your family and friends”*; *“When gambling dominates the person's life and causes them to miss out on social, professional and family commitments”* or *“You lose money easily”*.
- Definitions focused on the lucky aspect of this addiction: *“You cannot stop because you always say to yourself that you will try one more time, maybe you have luck”*.

#### **C. Consequences of addiction in a person's life:**

Participants were also asked to describe what they think the consequences of each addiction may be in a person's life.

At this level too, the participants revealed prior knowledge of the content covered in the exchange.

The consequences identified by the participants for each addiction will therefore be described in Table 2, regardless of whether they were provided before or after the exchange. The consequences were grouped into three major categories: Related to health (Physical or mental); regarding personal life and in social / academic dimensions.

	CYBERADDICTION	GAMING/VIDEO GAMES ADDICTION	SOCIAL MEDIA ADDICTION	GAMBLING ADDICTION
<b>CONSEQUENCES RELATED TO HEALTH (PHYSICAL AND MENTAL)</b>	Sleep deprivation	Sleep deprivation / exhaustion	Sleep deprivation	Sleep deprivation
	Altered eating habits	Altered eating habits	Altered eating habits	Altered eating habits
	Headaches	Headaches	Headaches	Headaches
	Eyesight could be affected (wear eyeglasses)	Neglect of personal health	Eyesight could be affected	The constant stress and compulsive behavior associated with gambling can have negative effects on health, such as heart problems
	Anxiety, depression, irritability	Anxiety, depression, low self-esteem, aggressive behavior and obsession with the body	Losing control, depression, anxiety	Possible abuse of forbidden substances (alcohol and drugs)
		Possible abuse of forbidden substances		
<b>CONSEQUENCES REGARDING PERSONAL LIFE</b>	Schedule changes to your phone	The daily routine is changed	Becoming obsessed in an unreal world	You only think in betting and gambling / the obsession to keep doing that betting/gambling
	Losing Money	Loss of control of financial management	The person starts to hate her face and body because of photoshop on internet	Loss of control in financial management
	Doesn't have selfcare / Not caring about oneself	Unconcerned about ourselves	Stop caring about themselves and lose self-love.	Going bankrupt / losing their house / loss of valuable property
	Discontinuing hygiene habits		Lying about the time spent online, both with other people and to one's own self	
<b>CONSEQUENCES IN SOCIAL/ACADEMIC DIMENSIONS</b>	Social isolation / Loss of interest in socializing / Deterioration of relations / Detachment from real life and family relationships	Social isolation / stay away from your family and friends	Less in-person interaction / Social isolation / Create a 'life' in the social networks that is not really yours	Social isolation / Stay away from family and friends
	Bad school performance	Poor academic or work performance	Reduced performance in school / Neglecting school responsibilities	Poor academic or work performance

Table 2. Consequences of addiction in a person's life

## **D. Prevention actions:**

The participants finally were asked to describe some prevention actions/activities they think could be applied to adolescents like them, for each addiction.

The analysis of their answers showed very similar perspectives before and after the training and common ideas for the four addictions.

Therefore, the answers were grouped into different prevention/intervention categories, namely:

### ***D.1. To raise awareness:***

- Education on the subject (behavioural addictions), teaching not only what it is and what it does, but also how to spot the signs and to acknowledge it; the consequences and how to stop.
- To use activities / educational games / films to show the danger of these addiction and to prevent it.
- To give information and do prevention from an early age.
- Talking to professionals about their behaviors.
- to speak with people with severe addictions, to see what an impact cyberaddiction could have on their lives.

### ***D.2. To do different activities:***

- Trying to socialize more (face to face): go out more with friends in the street or go for a walk with a family member.
- Doing other activities that entertain (fun activities), cover the time and not to be bored.
- More exercise / Do sports.
- Outdoor activities (with no technological devices/internet).
- To earn money from a scholarship.
- To help people (Volunteering).

### ***D.3. To have Rules for the time (or money) spent online:***

- To keep track of the time you're on your mobile phone, such as setting alarms, set limits on apps, time limit on screen time, ... so you know how much you're connected to the internet.
- Certain time established to play.
- Don't use cell phone when you don't have need.
- Self-control about gaming/video games addiction and gambling addiction.
- To create a target amount of money to spend: for example, for a month you can only bet €10.

#### ***D.4. To restrict/forbid the use:***

- No connection to the internet.
- Not playing videogames.
- Uninstall all social networks.
- No gambling or betting on such games of chance.
- Take away the phone.
- Close all shops and gambling bars.

#### **Conclusion:**

The young ambassadors of the project who took part in this exchange were chosen based on the attitudes, skills and knowledge they demonstrated during the training and testing phase in each country. In this way, we are talking about participants who already had the right tools and knowledge about the different addictions before this exchange.

Therefore, the results obtained in the questionnaires before and after the exchange don't show very significant differences. However, the exchange was extremely important for consolidating knowledge and, above all, for the young people to practice their leadership and teamwork skills, which go beyond assessing theoretical knowledge about addictions.

## FINAL EVALUATION OF THE SCHOOL EXCHANGE

### STUDENTS

At the conclusion of their mobility experience, the participating teenagers completed a survey to share their impressions and evaluate the activities. Their feedback highlighted the positive impact of the program on their learning, personal development, and cultural awareness.

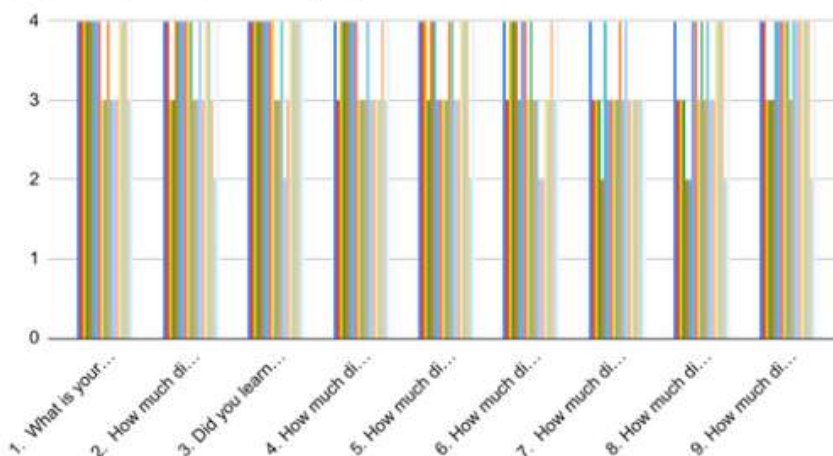
The students expressed high levels of enjoyment with all the activities conducted during the exchange. They appreciated the thoughtful blend of theoretical and practical elements, which not only made the sessions engaging but also deepened their understanding of the topics covered. Many noted that the opportunity to actively coordinate some of the activities allowed them to develop leadership and organizational skills, further enhancing their experience.

One significant outcome was the students' recognition of the program's contribution to broadening their cultural horizons. Through interactions and shared activities, they reported gaining a better understanding of other cultures and countries, which they considered a valuable addition to their personal growth.

However, the students also provided constructive feedback: they expressed a desire for more time to socialize and engage in outdoor activities, which they felt would have further enriched their experience by fostering stronger connections among participants.

Overall, the participants described the experience as highly beneficial. They unanimously expressed interest in participating in similar programs in the future, underscoring the positive and lasting impression the mobility had on them.

School Ambassadors - pupils



## ADULTS

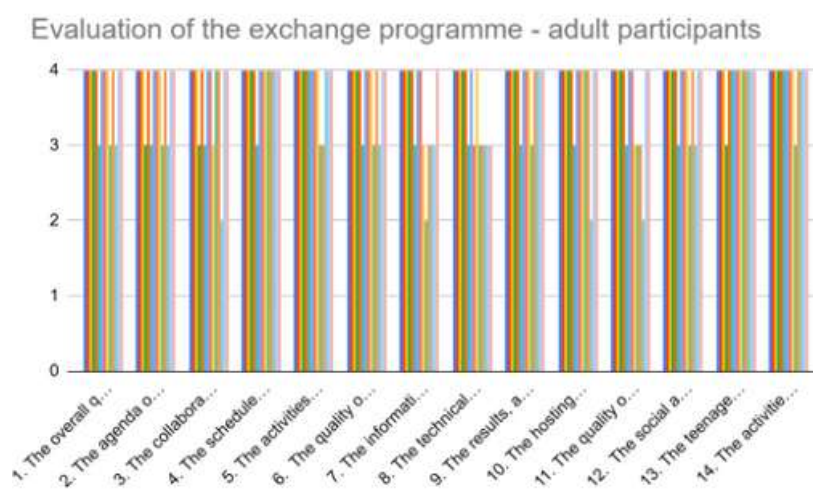
The participating adult educators provided positive feedback, highlighting the overall quality and effectiveness of the exchange program. They affirmed that the experience met its intended goals and objectives, offering a well-rounded and impactful learning opportunity.

Participants noted that the sessions successfully covered all the proposed themes, balancing theoretical and practical aspects effectively. This comprehensive approach was praised for addressing the needs and expectations of the attendees, ensuring a thorough exploration of the topics at hand.

The collaboration between the partner organizations was another key highlight. The adults commended the efficiency and seamless coordination among the partners, which contributed significantly to the program's success.

Additionally, Fundación ASPAYM Castilla y León, as the hosting institution, received high praise for its support. Participants rated the logistics, materials, and assistance provided as good to very good, emphasizing the role of these elements in creating a smooth and productive experience.

In summary, the adults regarded mobility as a successful endeavor that fully achieved its objectives. Their positive impressions underscore the program's value and its effectiveness in fostering collaboration, knowledge sharing, and professional growth.







Co-funded by  
the European Union

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## **CHAPTER 4: GOOD PRACTICES**

### **SPAIN**

- “Diálogo con la Juventud”: <https://dialogojuventud.cje.org>
- “Esfera Joven”: <https://www.marianao.org/es/que-hacemos/participacion-y-comunidad/esfera-joven/>

### **PORTUGAL**

- SOS Centers (School Organized Centers): [https://rostosolidario.pt/sos\\_centres/](https://rostosolidario.pt/sos_centres/)
- World Scouting: <https://www.scout.org/>

### **ROMANIA**

- “Mentoring Life: Small waves in the big ocean of change”: <https://www.gammaprojects.ro/mentoring-life>



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# ***ANNEXES***





# ANNEXE 1: PRESENTATIONS USED DURING THE SCHOOL EXCHANGE

## Session 1: Welcome

**1**

School Exchange in  
Cubillos, Spain  
30th September – 6th  
October, 2024

Project number: 2021-1-ES01-KA226-SOH-H0001477

**2**

Cubillos  
del Sil

- Welcome
- Bienvenidos
- Bun venit
- Bem-vindo

**3**

Cubillos  
del Sil

- What's your name?
- ¿Cómo te llamas?
- Cum vă numiți?
- Como te chamas?

**4**

What is this?

- Addict to you project
- School exchange
- Ambassadors
- Behavioural addictions

**5**

Addict to you

- Project with 6 Partners

**6**

Addict to you

- THE GOALS
- 1. To train educators
- 2. To train adolescent leaders
- 3. To development of inclusive activities

**7**

Addict to you

- THE GOALS
- 1. To Innovate
- 2. To Reduce effects of behavioural addictions
- 3. To create educational resources

**8**

What have we done?

- A research
- Designing a methodology
- Testing of the methodology (April – May)

**9**

Thanks!

- Gracias
- Mulțumesc
- Obrigado

**10**

And now?

- This school exchange
- Agenda
- Trabalho em equipa
- Învățarea
- Empoderamiento

**11**

AGENDA

DATE	ACTIVITY	LOCATION	TIME	LEADER
30th Sep	Registration	Spain	10:00-14:00	Spain
1st Oct	Orientation	Spain	10:00-14:00	Spain
2nd Oct	Workshop	Spain	10:00-14:00	Spain
3rd Oct	Workshop	Spain	10:00-14:00	Spain
4th Oct	Workshop	Spain	10:00-14:00	Spain
5th Oct	Workshop	Spain	10:00-14:00	Spain
6th Oct	Workshop	Spain	10:00-14:00	Spain
7th Oct	Workshop	Spain	10:00-14:00	Spain
8th Oct	Workshop	Spain	10:00-14:00	Spain
9th Oct	Workshop	Spain	10:00-14:00	Spain
10th Oct	Workshop	Spain	10:00-14:00	Spain
11th Oct	Workshop	Spain	10:00-14:00	Spain
12th Oct	Workshop	Spain	10:00-14:00	Spain
13th Oct	Workshop	Spain	10:00-14:00	Spain
14th Oct	Workshop	Spain	10:00-14:00	Spain
15th Oct	Workshop	Spain	10:00-14:00	Spain
16th Oct	Workshop	Spain	10:00-14:00	Spain
17th Oct	Workshop	Spain	10:00-14:00	Spain
18th Oct	Workshop	Spain	10:00-14:00	Spain
19th Oct	Workshop	Spain	10:00-14:00	Spain
20th Oct	Workshop	Spain	10:00-14:00	Spain
21st Oct	Workshop	Spain	10:00-14:00	Spain
22nd Oct	Workshop	Spain	10:00-14:00	Spain
23rd Oct	Workshop	Spain	10:00-14:00	Spain
24th Oct	Workshop	Spain	10:00-14:00	Spain
25th Oct	Workshop	Spain	10:00-14:00	Spain
26th Oct	Workshop	Spain	10:00-14:00	Spain
27th Oct	Workshop	Spain	10:00-14:00	Spain
28th Oct	Workshop	Spain	10:00-14:00	Spain
29th Oct	Workshop	Spain	10:00-14:00	Spain
30th Oct	Workshop	Spain	10:00-14:00	Spain

**12**

Work

- You are Ambassadors
- You will be the best Ambassadors of the project

**13**

Learning

- More about Behavioural addictions
- In a fun way 😊
- How to be leaders
- New cultures

**14**

Create

- New activities
- Future plans
- A great international team

**15**

Ready?

- Estão prontos?
- Sunteți pregătiți?
- Listas?

**16**

Simple favour?

- Addict to you - Erasmus Plus project
- addicttoyou\_erasmusplusproject (instagram)

**17**

LETS GO!

- ¡VAMOS!
- VAMOS LÁ!
- SĂ MERGEM!

I hope that I have been able to respect the Romanian and Portuguese language. I am sure you will learn a lot!

**18**

Let it start!

## Sessions 3 and 4: Leadership I and II

Youth Exchange  
Cubillos del Sil - SP  
1<sup>st</sup> - 5<sup>th</sup> oct

1

Project number: 2023-1-DE01-KA220-SCH-000087473

2

Leadership 1

Project number: 2023-1-DE01-KA220-SCH-000087473

Leadership 3

Leadership 4

- Did you spot the leaders in these situations?
- What did the Ant Leader do?
- Did you notice the Crab Leader was the smallest of the group?

What makes a Leader?  
Who can be a Leader?

Leadership 5

Let's ask people, shall we?

What is Leadership?

Leadership 6

- It's a good question!
- Responsibility & Integrity & Vision.
- Someone you aspire to be like.
- Leadership doesn't come from above.
- It's the energy pushing you up!
- (Someone) who inspires confidence in someone to get something done.

Leadership 7

- It's not just about you, it's about them: the team!
- It's important for generations to have people ahead that say "ah ah!"
- Someone who is willing to fight.
- Someone with an eye to humanity's problems.
- Someone who tries to make a difference.
- I believe anyone can.

Leadership 8

- When you watch people doing great things and you get inspired
- You want to talk to them
- Learn from them and do the same or even better
- Is about changing people's lives for the better.

Leadership 9

You are here!  
You are Embassadors to this project.  
You are potential Leaders, did you know?

Let's see the Leaders you are all hiding inside!

Leadership 10

Activities to promote Leadership skills:

A1 - The fist  
A2 - Profiling



# Session 5: Initial questionnaire to measure participant's knowledge acquisition and Gambling addiction Theory

**Initial Questionnaire about Behavioural Addictions** **1**

School Exchange in Cubilles, Spain  
30th September – 6th October, 2024

Project number: 2022-1-ES01-MA220-SCH-00083470

**Initial Questionnaire about Behavioural Addictions** **2**

QUESTIONNAIRE IN ENGLISH  
<https://forms.gle/3V9V34V83QV4814W>

QUESTIONNAIRE IN ROMANIAN  
<https://forms.gle/3V9V34V83QV4814W>

**Initial Questionnaire about Behavioural Addictions** **3**

QUESTIONNAIRE IN PORTUGUESE  
<https://forms.gle/3V9V34V83QV4814W>

QUESTIONNAIRE IN SPANISH  
<https://forms.gle/3V9V34V83QV4814W>

**Thank you for your attention!** **4**

**GAMBLING Addiction to betting** **1**

Project number: 2022-1-ES01-MA220-SCH-00083470

**INTRODUCTION** **2**

- It is not always easy and clear to define gambling and gaming, separately.
- The way gaming and gambling come together highlights the potential for harm: a **double risk**.
- However, official finding indicates **online gambling and gaming addictions are different disorders**, both in terms of their clinical presentations and users' profiles.

**GAMING VS GAMBLING**

**DEFINITION** **3**

**DEFINITION** **4**

**Gambling:** Is all about betting or staking money where the outcome is uncertain. It's based either wholly on chance or on some combination of skill and chance.

For example:

- rolling a dice or playing roulette has a completely random outcome
- betting on a horse race may involve some skill, but chance is a big component of the outcome

Gambling covers more than a trip to the casino or an illicit poker game – it includes lotteries, online poker, and sports betting, and there's a debate over whether it also includes daily fantasy sports leagues...

**DEFINITION** **5**

**HIDDEN DANGERS:**

- Competition**... very problematic.
- Collaborators**: players feel they belong to a group of friends.
- The "Almost win" situations**: what motivates the players to keep on playing... until they get it.
- Flow experience**: video games are built on the idea that any player can improve and step up (as long as he/she keeps on playing).

**SYMPTOMS** **6**

**ADDITION SIGNS**

- Constant preoccupation with gambling.
- When gambling is not possible: feel sadness, anxiety, irritability, emptiness.
- The need to spend more time gambling to satisfy the urge.
- Inability to reduce playing / unsuccessful attempts to quit gambling.
- Lossing interest in previously enjoyed activities because of gambling.

**SYMPTOMS** **7**

**ADDITION SIGNS**

- Continuation or escalation of gambling despite negative consequences: family, job, school, relationships.
- Deceiving family members or others about the amount of time spent on gambling.
- The use of gambling to relieve negative moods, such as guilt or hopelessness.

A diagnosis of IGD requires experiencing five or more of these symptoms **within a year**.

(This ignores a significant population at high risk of dependence, which makes it impossible for early intervention.)

**CONTEXT** **8**

**FAMILY & COMMUNITY**

- Inconsistency of parental discipline
- Poor parental monitoring
- Poor interfamilial relationships
- Family conflicts
- Academic difficulties
- Low educational level
- Regular and early contact with game contexts

**THE CYCLE** **9**

**RECREATIONAL PLAYER**

- Play on leisure time
- Play for fun
- No consequence resulting from their behaviour
- It is a pleasant and trouble-free activity to pass the time.

**THE CYCLE** **10**

**PROBLEMATIC PLAYER**

- The user still has control in behaviour
- and more ability to set limits and regulate their use
- The user may benefit from some sort of reduction in their gambling behaviour
- but they are unlikely to accept a treatment

**THE CYCLE** **11**

**ADDICTED PLAYER**

- Loss of control, obsession, compulsiveness
- Corruption of values and principles
- Cognitive distortions that reduces reality and will.
- Huge loss of control and abstinence
- Illegal activities
- Feelings of guilt
- Denial of problems
- An exaggerated sense of power and control

**GAMBLING** **12**

**GROUP WORK TO PREPARE THE ACTIVITIES**

- "1 bet" -
- "Reality show" - Portugal
- "Roleplay" -

# Session 6: Activities about Behavioural Addictions (Gambling)

**1**

## Session 6: activities about Behavioural Addictions

School Exchange in Cubillos, Spain  
30th September – 6th October, 2024

Created by Addictcenter.com  
Project number: 101015470-KC2024-0001471

**2**

### ACTIVITY "ROLEPLAY ABOUT GAMBLING"

**OBJECTIVES:**

- To discover the knowledge (and stereotypes) that participants have about Gambling.

**TIME:** about 30-40 min

**DEVELOPMENT:**

- The participants will be divided in 3 groups and each group will be given some random sentences and they will have to debate and decide which type of player/gambler they think they are.
- Later, the facilitator will explain the correct characteristics of each of the 3 types of players/gamblers to the participants. Then, he/she will ask for some volunteers to act out the behavior, if they want, on each type of player/gambler.

**3**

### ACTIVITY "ROLEPLAY ABOUT GAMBLING"

**DEBRIEFING:**

- What are the main factors that make a player go from one stage to another?
- Do you know someone who has crossed the line? How did it affect their surroundings?
- How do you realize that the person has changed their behavior?

Share your thoughts about Gambling' stages before and after doing this activity.

**4**

## Thank you for your attention!

# Session 7: Social Media Addiction Theory

**1**

## Social Media Addiction

10/10/2024  
Addictcenter

**2**

### What is Social Media

- Internet-based online media that allows people to interact
- Facebook
- Twitter
- Instagram
- WhatsApp
- Snapchat
- Wikipedia
- YouTube

**3**

### What type of Social Media do you use more/prefer?

**4**

### Definition

Social media is a web-based service that allows individuals, communities and organisations to collaborate, connect, interact, and create communities.

**5**

### Why/for what do you use Social Media?

**6**

### How much do you use Social Media/day?

**7**

### Social media addiction

- spending more time on the internet
- feeling the desire to be directly connected to the internet once they get home
- receiving complaints from family members and friends about too much time on the internet
- failed attempts to reduce internet usage

**8**

### Prevalence

- 34% of adolescents "constantly connected" to the internet
- 52% "feeling addicted" to their phones
- 95% of 12-17-year-old teenagers are now online
- 22% of teenagers use their preferred social media sites more than 10 times per day
- 39% of the world's population are mobile social media users

**9**

### Symptoms of Social Media addiction

What are their behaviour? Choose how you think they behave!

**10**

### How do they behave?

**11**

### How does Social media addiction affect us?

- may change sleeping and waking habits
- depression and anxiety
- mental health issues like tension, anxiety and depression
- negativity influences the interpersonal relations
- inability to concentrate on academic studies in adolescents, stress, anger and adaptation problems
- anxiety, depression, sleep problems, and low self respect
- a negative effect on self-esteem and life satisfaction

**12**

### What can we do to prevent it?

**13**

## Let's play!

Thank you!



## Session 8: Activities about Behavioural Addictions (Social Media)

**1**

### Session 8: activities about Behavioural Addictions

School Exchange in Cubilloa, Spain  
30th September – 6th October, 2024

Project number: 10101-1-2023-1-ADD2-GB1-00001474

**2** ACTIVITY "SCREENTIME"

OBJECTIVES:

- To understand the "position" on a recreational to addictive scale.
- To compare each individual result with peers and reflect on how the group influences themselves and others to spend time online.

TIME: about 1 hour.

DEVELOPMENT:

- Each participant will present his/her screentime from their mobile phone (that is, their average screen time and also the apps they use). In case they don't have a mobile phone, they can just calculate it.
- On a board, it will be prepared a scale from 0 to 24 hours. According to the results from the screentime, each participant will write his/her place in the scale.

**3** ACTIVITY "SCREENTIME"

DEBRIEFING:

It will be presented "The equation", where each person will subtract from 24 hours his/hers daily routine (the obtained number should be higher than the screentime):

$$ST = 24 H. - (\text{sleep} + \text{school/work} + \text{extracurricular activities} + \text{meals} + \text{socializing})$$

- Are you surprised by the time you spend on social media?
- How could you change your time spent on social media with another activity?
- What or who could help you?

**4**

Thank you for your attention!

## Session 9: Gaming addiction Theory (Internet Gaming Disorder)

**1**

### GAMING

#### Internet Gaming Disorder - IDG

#### Addiction to videogames

Project number: 10101-1-2023-1-ADD2-GB1-00001474

**2** DEFINITION

The National

**3** DEFINITION

**GAMING – IDG – Internet Gaming Disorder**

Players look for chance but doesn't involve money.  
Players seek interaction, success, and progression to differentiated levels.  
Players seek to their skills.  
Favours the establishment of bonds, cooperation, competition and affective, including feelings of belonging (EIGAD 2016)

↓

... Internet gaming disorder is a condition in need of further investigation (APA 2013)  
... gaming disorder is a mental disorder (11 – ICD 2022)

**4** THE CYCLE

This progression begins in the occasional and recreational player/gambler who is, in fact, the majority of the population.  
From this general population, there are some players who begin to have problems with their game behaviour, which can be more or less serious, culminating in addicts, who often lose control and systematically change their old priorities

Recreational → Addicted → Problematic

**5** GAMING

GROUP WORK to PREPARE THE ACTIVITIES

- "What would they do?" -
- "One step ahead"
- CREATION of NEW activity -



# Session 10: Activities about Behavioural Addictions (Gaming)

**1**

## Session 10: activities about Behavioural Addictions

School Exchange in Cubillos, Spain  
30th September – 6th October, 2024

**2**

### ACTIVITY "WHAT WOULD THEY DO?"

OBJECTIVES:

- To increase the number of decisions and critical thinking.
- To increase the awareness of the members of the system.

TIME: about 30min

DEVELOPMENT:

- Each participant will think individually of 3 people or fictitious characters that he/she admires (or just famous people he/she likes).
- Then, each participant will be given some specific situations and each person should consider how he/she 3 people/characters chosen would solve the situations. What options will they consider for each problem? How will they approach the different situations?

**3**

### ACTIVITY "WHAT WOULD THEY DO?"

DEBRIEFING:

- Did you find it easy or difficult to put yourself in the shoes of the characters or people you chose?
- Have you come up with more solutions to problems by putting yourself in the shoes of other people, or on the contrary, by thinking like yourself?
- Have you seen any problems similar to those proposed in your real life? Do you know if it has happened to anyone around you?
- What would you say, explain or recommend to each of the people involved in each one of the problems?

**4**

## Thank you for your attention!

# Session 11: Cyberaddiction Theory

**1**

## Session 11: Cyberaddiction Theory

School Exchange in Cubillos, Spain  
30th September – 6th October, 2024

**2**

### Energizer!

"How the king died?":

We all will stand in a circle and the facilitator will announce: "The king of Blabluchi has died; does anyone know how it happened?" Each participant will give an answer, accompanied by a mime; for example, if someone says that the king died of poison, they should gesture as if they drank or ate something poisoned. Then the next person in the circle gives their own answer with a corresponding mime and repeats the previous participant's phrase and gesture. The sound continues in this way, until all participants have answered and mimed how the king of Blabluchi died.

**3**

### Index

- What is "Cyberaddiction"?
- Different facets of Cyberaddiction
- Signs and symptoms of possible Cyberaddiction
- Consequences of Cyberaddiction
- Prevention of Cyberaddiction

**4**

### What is "Cyberaddiction"?

- Cyberaddiction is defined by Daske (2006) as "the loss of control over the rational use of the Internet".
- Arab and Dlez (2015) describe cyberaddiction as: "Behavior pattern characterized by loss of control over internet use. This behavior leads to isolation and neglect of social relations, academic activities, recreational activities, health and personal hygiene".

**5**

### Different facets of Cyberaddiction

Cyberaddiction is also known as Internet Addiction Disorder (IAD) and can have different facets such as the following:

- Internet addiction: for example, addiction to online shopping, social networks, blogs, chats and online auctions, among others.
- Mobile phone addiction: devices used to access the internet and social networks at all times.
- Computer addiction: this encompasses not only cyberaddiction through computer use, but also the use of computers in general, in an uncontrolled way.

**6**

### Signs and symptoms of possible Cyberaddiction

- Sleep deprivation (less than 5 hours)
- Alteration of eating habits
- Neglecting other important activities, such as family contact, social relations or studying
- Thinking about the network at the Internet use constantly, even when the person is not connected

**7**

- Irritability or high nervousness when faced with the possibility of not being able to connect to the Internet
- Unsuccessful attempts to reduce the amount of time spent online
- Feeling absent, restless and aggressive when the person is taken off the computer or mobile phone
- Increased secrecy and concealment of their activities on the Internet

**8**

- Lying about the actual time that the addictions is connected to the Internet
- Social isolation
- Lower academic performance

**9**

### Consequences of Cyberaddiction

- Consequences at the physiological level: being distracted while walking, jogging or cycling and have an accident; decrease in food intake and in sleep time; headaches, tiredness, dry eyes or visual fatigue, etc.
- Consequences at the psychological level: irritability, low mood, feelings of emptiness; emotional alterations, absence of coping skills; risk of suffering depressive symptoms; etc.

**10**

- Consequences at the academic level: decrease in academic performance; weaker working memory; lower sustained attention; greater impulsivity, etc.
- Consequences at the psychosocial level: arguments and alterations at home, abandonment of routine activities such as hygiene habits, social isolation, etc.

**11**

### Prevention of Cyberaddiction

The best form of treatment is preventive.

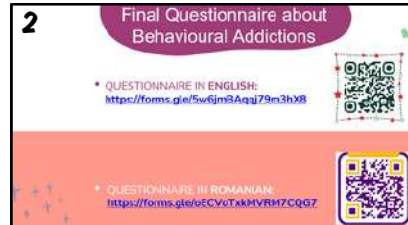
Some recommendations:

- Educate from childhood on self-regulation of immediate pleasure and frustration tolerance.
- Educate on the appropriate and controlled use of the Internet and ICTs.
- Regulate the time of use of technologies.
- Encourage the development of other healthy leisure activities offline.
- Encourage face-to-face social contacts.
- Avoid compulsive use of the Internet, such as not constantly checking e-mail or not replying to messages immediately.

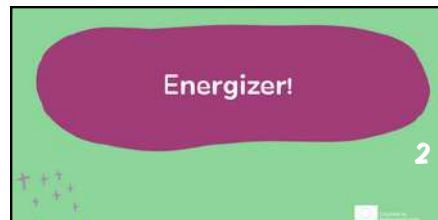
**12**

## Thank you for your attention!

## Session 12: Final questionnaire to measure participant's knowledge acquisition



## Session 13: "Common Ground" (Situation of the addictions in each country)



## Session 14: Action Plans for School Ambassadors





## ANNEXE 2: EVALUATION QUESTIONNAIRES USED DURING THE SCHOOL EXCHANGE

### Questionnaire to measure knowledge acquisition

In order to measure the knowledge acquisition of the young participants of the School Exchange (that is, the "School Ambassadors Addict to you"), the consortium grouped the 4 competence acquisition questionnaires designed in the framework of this project (1 per addiction) into a single form. This form was answered by the young participants on the first day of the Exchange, before the beginning of the sessions, and also just after the end of the sessions, on the last day. In this way, we were able to compare the answers and measure the participants' learning during the School Exchange.

The questionnaire was as follows:

#### Cyberaddiction:

**1. In a scale from 1 to 6 (being 1 "None" and being 6 "A lot"), what is your current level of knowledge about Cyberaddiction?**

1     2     3     4     5     6

**2. Describe below in no more than 2 - 3 lines the concept of "Cyberaddiction":**

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---

**3. Was it easy for you to give a definition of "Cyberaddiction"?**

Yes     No

**4. Please, from the following list, select the signs and symptoms that you think are related to Cyberaddiction:**

- Increased contact with friends.
- Alteration of eating habits.
- Increase in sleep time.
- Preoccupation with the Internet use.
- Sleep deprivation.
- Increased contact with family/relatives.
- Social isolation.

**5. Describe what you think the consequences of Cyberaddiction may be in a person's life:**

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**6. Do you think that the consequences of Cyberaddiction can be the same in all people?**

Yes       No

**7. Please, explain briefly your answer to the previous question (no.6):**

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**8. Describe some prevention actions/activities you think could be applied to adolescents like you. In case you don't know any actions/activities, what would you do to prevent Cyberaddiction?**

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### *Gaming/Video games addiction*

**1. In a scale from 1 to 6 (being 1 "None" and being 6 "A lot"), what is your current level of knowledge about Gaming?**

1       2       3       4       5       6

**2. Describe below in no more than 2 - 3 lines the concept of "Gaming/Video games addiction":**

---

---

---

**3. Was it easy for you to give a definition of "Gaming"?**

Yes       No



**4. Please, from the following list, select the signs and symptoms that you think are related to Gaming/Video games addiction:**

- More control in financial management.
- Poor academic performance.
- Possible abuse of alcohol, tobacco or other drugs.
- Lost of control in financial management.
- Increase in sleep time.
- Preoccupation with gaming.
- Improved academic performance.
- Sleep deprivation.
- Increased contact with family/friends.
- Social isolation.

**5. Describe what you think the consequences of Gaming/Video games addiction may be in a person's life:**

---

---

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**6. Do you think that the consequences of Gaming/Video games addiction can be the same in all people?**

- Yes       No

**7. Please, explain briefly your answer to the previous question (no.6):**

---

---

---

**8. Describe some prevention actions/activites you think could be applied to adolescents like you. In case you don't know any actions/activities, what would you do to prevent Gaming?**

---

---

---

### Social Media addiction

**1. In a scale from 1 to 6 (being 1 "None" and being 6 "A lot"), what is your current level of knowledge about Social Media addiction?**

- 1       2       3       4       5       6



**2. Describe below in no more than 2 - 3 lines the concept of “Social Media addiction”:**

---

---

---

**3. Was it easy for you to give a definition of “Social media addiction”?**

- Yes       No

**4. Please, from the following list, select the signs and symptoms that you think are related to Social Media addiction:**

- Lying about the time spent online.
- Better concentration in academic studies.
- Withdrawing from friends and family.
- Increase in sleep time.
- Fear Of Missing Out.
- More contact with family/friends in real life.
- Neglecting school responsibilities.
- Sleep deprivation.

**5. Describe what you think the consequences of Social Media addiction may be in a person’s life:**

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**6. Do you think that the consequences of Social Media addiction can be the same in all people?**

- Yes       No

**7. Please, explain briefly your answer to the previous question (no.6):**

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**8. Describe some prevention actions/activities you think could be applied to adolescents like you. In case you don't know any actions/activities, what would you do to prevent Social Media addiction?**

---

---

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## Gambling addiction

**1. In a scale from 1 to 6 (being 1 “None” and being 6 “A lot”), what is your current level of knowledge about Gambling?**

- 1       2       3       4       5       6

**2. Describe below in no more than 2 - 3 lines the concept of “Gambling”:**

---

---

---

**3. Was it easy for you to give a definition of “Gambling”?**

- Yes       No

**4. Please, from the following list, select the signs and symptoms that you think are related to Gambling:**

- More control in financial management.  
 Poor academic performance.  
 Possible abuse of alcohol, tobacco or other drugs.  
 Lost of control in financial management.  
 Increase in sleep time.  
 Preoccupation with gambling.  
 Improved academic performance.  
 Sleep deprivation.  
 Increased contact with family/friends.  
 Social isolation.

**5. Describe what you think the consequences of Gambling may be in a person’s life:**

---

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**6. Do you think that the consequences of Gambling can be the same in all people?**

- Yes       No

**7. Please, explain briefly your answer to the previous question (no.6):**

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---

**8. Describe some prevention actions/activities you think could be applied to adolescents like you. In case you don't know any actions/activities, what would you do to prevent Gambling?**

---

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## **Questionnaire to measure the satisfaction of participants**

At the end of the working sessions, on the last day of the School Exchange in Spain, the participants answered a questionnaire on their satisfaction with the Exchange - professionals, on the one hand, and young people, on the other.

The 2 questionnaires used were as follows:

### *Addict to you - Satisfaction survey "School Ambassadors" (teenagers)*

**1. What is your overall score regarding this week (being 1 "Very bad" and being 4 "Excellent")?**

1       2       3       4

**2. How much did you like the getting to know each other activities in the first day (being 1 "Not at all" and being 4 "Very much")?**

1       2       3       4

**3. Being 1 "I didn't learn anything" and being 4 "I know at least 3 ideas about each", did you learn at least 3 main theoretical ideas (what is it, how it manifests, what can we do) about each addiction?**

1       2       3       4

**4. How much did you like to coordinate activities (being 1 "I didn't like it at all" and being 4 "I liked it very much")?**

1       2       3       4

**5. How much did you actively participate in the activities coordinated by the other partners (being 1 "I didn't participate" and being 4 "I was very active")?**

1       2       3       4



**6. How much did you contribute to the creation of the action plan (being 1 “Not much” and being 4 “I was very active”)?**

1       2       3       4

**7. How much did you improve your knowledge of other cultures (being 1 “I didn’t find anything new” and being 4 “I know more about each country now”)?**

1       2       3       4

**8. How much did you socialize with the other teenagers from the partners' countries (being 1 “I didn’t talk to them” and being 4 “I made friends”)?**

1       2       3       4

**9. How much did you like the free time and activities (being 1 “I didn’t like them at all” and being 4 “I had a lot of fun”)?**

1       2       3       4

**10. Would you like to repeat the experience?**

Yes       No

**11. Leave us your general impression at the end of this mobility and project.**

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### *Addict to you - Satisfaction survey (adults)*

**1. The overall quality of the School Ambassadors' Meeting was (being 1 “Very poor” and being 4 “Excellent”):**

1       2       3       4

**2. The agenda of the meeting was (being 1 “Very unclear” and being 4 “Very clear”):**

1       2       3       4

**3. The collaboration among partners was obvious since the beginning (being 1 “I absolutely disagree” and being 4 “I absolutely agree”):**

1       2       3       4

**4. The schedule of the week covered all the themes needed in the project (being 1 “I absolutely disagree” and being 4 “I absolutely agree”):**

1       2       3       4

**5. The activities in each session had theoretical and practical approaches, adapted to the age of the participants (being 1 “I absolutely disagree” and being 4 “I absolutely agree”):**

1       2       3       4

**6. Being 1 “Very poor” and being 4 “Excellent”, the quality of preparation (background reading, presentation etc.) by participants was:**

1       2       3       4

**7. The information you received before the meeting, intended to facilitate your participation in the meeting, was (being 1 “Insufficient and unclear” and being 4 “Very clear and complete”):**

1       2       3       4

**8. The technical equipment used during the meeting was (being 1 “Very unsatisfactory” and being 4 “Very satisfactory”):**

1       2       3       4

**9. The results, aims and objectives reached at the end of the meeting were (being 1 “Very unsatisfactory” and being 4 “Very satisfactory”):**

1       2       3       4

**10. The hosting institution offered all the support needed for the good organization of the meeting (being 1 “I absolutely disagree” and 4 “I absolutely agree”):**

1       2       3       4

**11. The quality of the different logistical aspects was (being 1 “Very unsatisfactory” and being 4 “Very satisfactory”):**

1       2       3       4

**12. The social activities organized during the week period were (being 1 “Very poor” and being 4 “Excellent”):**

1       2       3       4

**13. The teenagers were actively involved (being 1 “I absolutely disagree” and being 4 “I absolutely agree”):**

1             2             3             4

**14. The activities fulfilled the expectations of the purpose of this mobility (being 1 “I absolutely disagree” and being 4 “I absolutely agree”):**

1             2             3             4

**15. Do you have any other suggestion or comments?**

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