



ASAP

A Systemic Approach to social media
and pre-adolescents through thinking

ASAP EDUCATIONAL PROGRAMME

EDUCATOR TRAINING PROGRAMME & GUIDE



Co-funded by
the European Union



Erasmus+ Programme

Key Action 2 - Cooperation Partnerships in School Education

ASAP - A Systemic Approach to social media and pre-adolescents through thinking skills education

Grant Agreement No. 2022-1-IT02-KA220-SCH-000090043

www.socialmediakids.eu | [Erasmus+ Project Results Platform](#) project page | [Zenodo](#) project community page

R5.1 ASAP Educator Training Program and Guide

August 2025



Co-funded by
the European Union

The ASAP project is co-funded by the Erasmus+ Programme of the European Union under the Grant Agreement No. 2022-1-IT02-KA220-SCH-000090043. The support of the European Commission and of the Italian National Agency INDIRE to produce this publication does not constitute an endorsement of its content, which reflects the views of the authors only. The European Commission and the Italian National Agency INDIRE shall not be held responsible for any use which may be made of the information contained herein.

Licence



This work is licensed under a [Creative Commons Attribution 4.0 International \(CC BY 4.0\)](#) licence, allowing for the use, distribution, and modification of the work, including commercially, as long as proper attribution is given to the original creators and any changes are indicated.

You may be required to clear additional rights if a specific content includes third-party works or depicts identifiable private individuals. To use or reproduce content that is not owned by the creators of this work, you may need to seek permission directly from the right holders.

Content

- 1. Framework and Objectives of the ASAP Educational Program..... 3
 - 1.1 Building a Resilient Digital Generation: The Vision Behind ASAP 3
 - 1.2 Core themes and competencies 4
 - 1.3 Delivering ASAP - methods and audiences..... 6
 - 1.4 Bridging practice and vision..... 7
 - 1.5 Educators competence model 9
- 2. Practical guidance for educators 15
 - 2.1 Why it matters: addressing the key topics..... 15
 - 2.2 Tips for effective delivery 16
 - 2.3 Adapting activities to different audience 18
- 3. Becoming the ASAP Educator 21
 - 3.1 Step 1 – Orientation and self-reflection 21
 - 3.2 Step 2 – Building knowledge and familiarity with the materials..... 21
 - 3.3 Step 3 – Practising facilitation skills..... 22
 - 3.4 Step 4 – Implementing ASAP with learners and reflecting on practice..... 22
 - 3.5 Step 5 – Continuing your development as an ASAP educator 23
- 4. How to Implement the ASAP Educational Program 25
 - 4.1 Laying the Groundwork: Timeline and Preparation 25
 - 4.2 Integrating ASAP into curricula..... 27
 - 4.3 Strength in unity 29
 - 4.4 Sustaining the program’s impact 31
 - 4.5 Evaluating ASAP implementation in practice..... 33
- 5. Empowering educators and inspiring change 35

1. Framework and Objectives of the ASAP Educational Program

1.1 Building a Resilient Digital Generation: The Vision Behind ASAP

Social media plays a central role in the lives of preadolescents. While these platforms offer spaces for creativity, connection, and learning, they also come with significant risks—misinformation, emotional pressures, privacy issues, and the often-overwhelming influence of online role models. Recognizing the need to address these challenges, the **ASAP Educational Program—A Systemic Approach to Social Media and Preadolescents Through Thinking Skills Education—was developed to guide preteens, parents, and educators in navigating the digital landscape safely and responsibly.**

Understanding the need for ASAP Educational Program

The preadolescent years are a critical period of growth and self-discovery, and social media has become an inseparable part of this journey. While platforms offer opportunities for connection and self-expression, they also expose young users to challenges that can deeply impact their development.

Misinformation spreads at an unprecedented rate, making it harder for preteens to distinguish fact from fiction. Emotional strain is common, as the pressures of maintaining an online persona, dealing with comparisons, and facing the risks of cyberbullying take their toll. The influence of online figures and trends often shapes preteens' expectations in ways that may conflict with family or community values. Finally, a lack of awareness about digital footprints and privacy risks means that many young users are unknowingly making choices that could affect their futures.

ASAP was created as a proactive response to these realities. Its aim is to equip preadolescents with the skills and mindset to engage with social media thoughtfully and responsibly, while supporting the adults in their lives to guide them through these challenges effectively.

The vision: a generation empowered for the digital world

ASAP envisions a future where preadolescents use social media not only with confidence but also with a deep sense of responsibility. These young users are equipped to critically evaluate online content, understand how social media platforms work, and protect their emotional well-being in a fast-paced digital world.

The program's ultimate goal is to empower preteens to build positive online communities, set healthy boundaries, and make informed decisions about what they share and consume online. It also seeks to create a ripple effect, providing parents and educators with the tools they need to foster digital literacy and critical thinking in the young people they support.

Objectives of the ASAP Educational Program for preadolescents

ASAP's approach is grounded in clear, actionable objectives that address the unique challenges of social media use in preadolescence. The program works to:

1. teach preteens to evaluate online content critically and understand the mechanics behind social media algorithms;
2. help young people manage the emotional highs and lows of social media with resilience, empathy, and self-awareness;

3. guide preteens to think critically about their digital actions and their potential consequences for themselves and others;
4. equip adults with strategies, activity plans, and practical tools to guide preteens through the complexities of social media use.

Core values guiding ASAP

At the heart of the ASAP program are the values of empathy, responsibility, inclusivity, and resilience. These principles shape every aspect of the initiative, ensuring that it is not only practical but also deeply rooted in creating a positive impact. ASAP aims to build a generation that thrives in a digital world while staying grounded in real-life connections and values.

The role of educators

Educators are a cornerstone of the ASAP program. They play the main role in shaping how preteens view and use social media by modeling the skills and values the program seeks to instill. ASAP provides teachers with ready-to-use resources, including strategies for teaching media literacy and emotional intelligence, as well as hands-on activities that engage students in meaningful conversations about social media use.

ASAP program ensures that its activities extend far beyond individual classrooms, fostering change that ripples through families and communities.

A systemic approach for a complex era

Social media is here to stay, and its influence on preadolescents will only grow. ASAP recognizes that a piecemeal approach isn't enough to address the complex issues at play. Instead, it offers a systemic approach—one that combines the efforts of students, parents, and educators to create a culture of responsible and resilient social media use. The program helps preadolescents thrive online and prepares them for a lifetime of informed, empathetic, and socially responsible decision-making.

1.2 Core themes and competencies

The ASAP Educational Program is built on a foundation of six thoughtfully designed learning units, each addressing a critical aspect of social and digital competence for preadolescents. These units go beyond teaching technical skills—they focus on empowering young people to navigate the digital world with empathy, confidence, and critical thinking. Rooted in frameworks like LifeComp and DigComp, the program ensures that its content aligns with European standards for lifelong learning and digital literacy, making it both relevant and impactful.

1.2.1 Building bridges with empathy and assertiveness - Communication

At the heart of meaningful relationships lies effective communication. This learning unit focuses on developing the skills necessary for active listening, empathy, and assertive self-expression. Preadolescents are guided to express their needs and opinions confidently while respecting the perspectives of others. Activities such as role-playing and perspective-taking exercises help participants practice navigating conflicts constructively and building stronger connections.

By mastering these interpersonal skills, students will improve their ability to resolve conflicts and also boost their self-confidence, laying the groundwork for healthy social interactions in both online and offline contexts.

1.2.2 Understanding ourselves and others - Emotions

The ability to recognize, understand, and manage emotions is a vital life skill, especially in the emotionally charged world of social media. This unit helps participants explore their own emotional responses while fostering empathy toward others. Through reflective games and collaborative activities, students learn how to express their emotions constructively and build supportive relationships.

This unit equips preadolescents with tools to handle emotional challenges in both digital and face-to-face interactions, enhancing their overall resilience and well-being.

1.2.3 Finding balance in a digital world - Onlife

The integration of digital and physical realities, often referred to as "Onlife," presents unique challenges. This unit teaches students how to navigate these blurred boundaries responsibly. Participants explore their digital footprints, engage in discussions about balancing online and offline interactions, and collaboratively create agreements for healthy digital habits.

Students gain the tools to approach online spaces with intention and responsibility, ensuring a positive and balanced relationship with technology.

1.2.4 Unmasking misinformation - Authenticity and authority

In a world filled with endless streams of information, the ability to evaluate authenticity and credibility is crucial. This unit introduces critical media literacy, teaching preadolescents how to distinguish fact from opinion and identify misinformation. Through engaging activities like fact-checking and analyzing different types of content, students become more discerning consumers of digital media.

Participants protect themselves from misinformation and also contribute to a culture of informed and responsible digital engagement.

1.2.5 Unlocking curiosity and critical thinking - The Power of Questions

Asking the right questions is at the core of understanding the world. This unit emphasizes the importance of inquiry and metacognition as tools for growth. Participants practice distinguishing between open-ended and closed-ended questions, explore the connection between thought and action, and develop creative questioning skills.

By honing their ability to ask insightful questions, preadolescents strengthen their critical thinking and problem-solving abilities, preparing them to tackle challenges with curiosity and confidence.

1.2.6 Shaping values in the digital age - Role Models

Role models—both traditional and digital—play a significant role in shaping the values and behaviors of young people. In this unit, participants critically evaluate the influence of online figures, explore the risks and benefits of viral trends, and reflect on how societal expectations affect their choices.

By examining these influences, students develop a deeper sense of self-awareness and learn to align their decisions with their own values, rather than succumbing to peer or societal pressures.

How the learning units work together

The six learning units form a cohesive framework, addressing the multifaceted challenges of today's interconnected world. Units on communication and emotions lay the groundwork for interpersonal skills and emotional intelligence. Onlife and authenticity build digital literacy and promote responsible online behaviors, while the focus on questions and role models fosters critical thinking and ethical decision-making. Together, these units create a holistic learning experience that equips preadolescents with the tools they need to thrive in the digital age.

Detailed step-by-step activity plans for each learning unit are provided in the accompanying ASAP Handbook, which can be used together with this handbook.

Supporting educators in delivering the units

Educators are essential in bringing these learning units to life. Each unit is designed to provide practical tools, strategies, and activities that help teachers create engaging and meaningful learning experiences. By facilitating discussions about the digital challenges students face, teachers foster an environment where critical thinking and empathy can flourish.

Through the themes and competencies explored in ASAP’s learning units, educators have the opportunity to guide preadolescents toward becoming confident, responsible, and resilient digital citizens—ready to navigate the complexities of the digital age with clarity and purpose.

1.3 Delivering ASAP- methods and audiences

The success of the ASAP Educational Program goes beyond its content; it lies in how effectively it reaches and resonates with its audiences. Designed with flexibility and adaptability in mind, the program ensures that educators, parents, and preadolescents can access and benefit from its resources in ways that suit their unique needs and contexts. From interactive workshops to self-paced learning, ASAP offers diverse methods of delivery that make its implementation both practical and impactful.

Flexible delivery methods for maximum Impact

The ASAP program is designed to be delivered primarily in face-to-face settings, where educators can actively guide and facilitate the learning process. By emphasizing in-person delivery, the program creates rich opportunities for real-time interaction, relationship-building, and responsive support. This approach allows educators to adapt activities dynamically to their students’ needs, fostering an engaging and safe environment for exploring the complex social and emotional themes of the digital world.

Interactive workshops and classroom-based sessions form the core of ASAP’s delivery methods. These sessions encourage active participation through role-playing, group discussions, and practical exercises, helping students apply the skills and concepts in authentic, collaborative ways. The immediate feedback and modeling provided by the educator help reinforce positive behaviors and deepen understanding.

By focusing on in-person delivery, the program also supports educators in building strong connections with their students, encouraging trust and openness. Group-based activities promote teamwork, empathy, and shared reflection, enriching the overall learning experience and strengthening social bonds within the class.

While all ASAP activities are designed to be facilitated live, they remain flexible enough to fit different classroom settings, school schedules, and group sizes. Educators can select, adapt, and sequence activities in a way that aligns with their learners’ needs and their broader curriculum goals. This adaptability ensures that ASAP can make a meaningful impact across diverse educational contexts, while preserving its core emphasis on personal connection and hands-on, guided practice.

Reaching key audiences

ASAP is tailored to meet the needs of its core audiences—teachers, parents, preadolescents, and community leaders—each of whom plays a vital role in fostering digital and social competence.

Teachers and educators are at the forefront of ASAP's delivery, acting as facilitators who bring the program to life in classrooms. They are provided with practical tools and strategies to teach topics like digital literacy, empathy, and critical thinking. Through interactive workshops or blended learning, educators gain the confidence and resources to integrate ASAP seamlessly into their existing curricula and manage diverse classroom dynamics effectively.

Parents and caregivers are equally crucial, serving as the primary guides in their children's digital lives. ASAP offers them resources to navigate the digital landscape alongside their preteens, promoting open communication and responsible online behavior. Collaborative workshops or blended learning sessions provide parents with the skills to support their children in facing digital challenges, strengthening the bond between home and school environments.

For **preadolescents**, the program delivers engaging, age-appropriate activities that build critical thinking, emotional intelligence, and digital literacy. By participating in classroom-based lessons or group projects, preteens develop the skills to tackle misinformation, peer pressure, and the complexities of digital engagement. The program equips them not only to understand the digital world but also to approach it with confidence and resilience.

Finally, **community leaders and organizations** play a pivotal role in expanding the program's reach. These partners can organize workshops, facilitate group projects, and promote ASAP's values within their communities. Self-paced learning units and ready-to-use templates empower these leaders to deliver the program consistently and effectively.

Adapting to diverse contexts

One of ASAP's strengths is its adaptability. Whether in a classroom, a community center, or an online setting, the program can be tailored to fit the needs of participants. In schools, ASAP activities can be seamlessly integrated into existing subjects like Citizenship, Social Studies, or Media Literacy, providing students with practical, real-world applications of their learning.

In community workshops, parents, caregivers, and preadolescents can learn together, fostering collaboration and shared understanding. This approach not only strengthens individual skills but also builds a sense of collective responsibility. For those unable to attend in-person sessions, the program's online platform ensures that all resources are available digitally, breaking down barriers to participation and making the program truly inclusive.

Empowering audiences through tailored delivery

The strength of the ASAP Educational Program lies in its flexibility and its ability to meet participants where they are. By offering a variety of delivery methods and tailoring content to the unique needs of its audiences, the program maximizes its impact, ensuring that every participant—whether an educator, parent, preadolescent, or community leader—can develop the skills and knowledge needed to navigate the digital world with confidence, empathy, and critical thinking.

1.4 Bridging practice and vision

The ASAP Educational Program is more than a set of educational activities. It represents a strategic initiative to address the unique challenges of the digital age while fostering critical social, emotional, and cognitive skills among preadolescents. This chapter examines how the program's practical components align seamlessly with the overarching goals of the ASAP project, ensuring its impact resonates with its vision.

Connecting the learning units to project goals

Together, the six learning units translate ASAP’s vision into concrete practice. Through activities on communication and emotions, they strengthen learners’ social and emotional resilience. Through Onlife and Authenticity and authority, they foster digital literacy and responsible online behaviour. The Power of questions and Role models cultivate critical thinking, ethical reflection and a balanced view of online and offline influences. In this way, the learning units directly support ASAP’s central goals: helping preadolescents navigate social media thoughtfully, care for their own well-being and contribute to a respectful digital environment.

Empowering educators and parents

The success of the ASAP project relies heavily on the support of educators and parents, who serve as the primary facilitators of the program. By providing practical resources, such as comprehensive activity plans and step-by-step activity guides, the program equips adults to effectively support preadolescents in navigating digital and social challenges.

Strategies for addressing sensitive topics, fostering inclusive discussions, and adapting activities to diverse settings ensure that educators and parents feel confident and prepared. By empowering these key influencers, ASAP extends its reach and amplifies its impact.

Contributing to broader educational and societal goals

The ASAP Educational Program aligns with global and regional frameworks to address broader educational and societal challenges. By promoting inclusive, equitable education and lifelong learning opportunities, it supports **Sustainable Development Goal 4 (Quality Education)**. It also integrates the competencies outlined in the **LifeComp** and **DigComp** frameworks, emphasizing personal, social, and digital literacy.

Furthermore, the program contributes to fostering social cohesion and well-being by encouraging empathy, collaboration, and responsible citizenship in an ever-changing world.

Measuring alignment and impact

To ensure the program’s alignment with its goals, ASAP incorporates mechanisms for feedback, evaluation, and sustainability. Regular input from educators, parents, and students helps refine activities and approaches, while tools like surveys and observations assess whether objectives are being met.

Additionally, strategies for sustainability ensure that the program’s resources continue to be used and adapted even after the project concludes, maximizing its long-term impact.

Bridging vision and reality

The ASAP Educational Program translates the project’s vision into actionable, meaningful educational experiences. By bridging theory and practice, it ensures that its activities resonate with the realities faced by preadolescents today. The program equips young people with the skills they need to navigate a complex, interconnected world with confidence, empathy, and critical thinking, fulfilling the project’s mission to create a resilient, informed digital generation.

The following chapters show how these goals are translated into everyday practice through educator guidance, implementation strategies and evaluation.

1.5 Educators competence model

The competence levels described in this model are intended as indicative and aspirational rather than prescriptive. They represent desirable developmental directions for educators implementing the ASAP programme, not mandatory requirements. Educators may therefore engage with the programme from different starting points and progressively strengthen their skills over time.

The success of the **ASAP Educational Program for preadolescents** relies on the capabilities and preparedness of educators to deliver its content effectively. The **ASAP Educator Training Program** described in this handbook supports educators in building the necessary competencies, confidence and reflective practice. To ensure consistency, impact, and alignment with program objectives, this competence model outlines the essential competencies, skills, and knowledge areas required for educators. This program fosters an environment where students, parents, and communities can thrive in their understanding of digital media literacy and social-emotional development.

Key competencies for ASAP educators

The following competencies describe areas that can support the effective delivery of the ASAP programme. They are not mandatory requirements and may develop progressively over time, depending on each educator's background, experience, and context.

Delivering the ASAP program effectively requires educators to cultivate specific competencies that align with the program's goals and the needs of preadolescents. These competencies encompass digital literacy, metacognitive development, and a transdisciplinary approach to teaching.

Digital literacy and media evaluation

Educator should be able to critically analyze and evaluate digital content, including identifying misinformation and promoting responsible online behavior. Also, the educator needs to be proficient in teaching online safety and digital citizenship principles.

Facilitation of emotional and social learning

Educator needs to be skilled in guiding learners to develop empathy, self-awareness, and emotional regulation, and capable of managing discussions on social dynamics, conflict resolution, and other sensitive topics.

Metacognitive development

Educator should possess the competence in fostering learners' reflection on their cognitive processes and digital habits. Apart from it, the educator should possess the expertise in promoting self-regulation and a growth mindset.

Activity facilitation and adaptation

Educator ought to be proficient in designing and delivering engaging, interactive activities tailored to diverse age groups, learning styles, and cultural contexts, and skilled in adapting activities for various learning environments, including online, hybrid, and in-person settings.

Communication and collaboration

Educator should be an effective communicator capable of explaining complex digital and emotional concepts in accessible ways. Also, the educator should have strong facilitation skills to promote collaboration among students, educators, and parents.

Problem-solving and Innovation

Educator should be able to identify and resolve challenges during activity delivery, and should be also innovative in creating and applying solutions to enhance engagement and learning outcomes.

Inclusivity and cultural sensitivity

Educator must be knowledgeable in fostering inclusivity and cultural relevance in educational settings and skilled in adapting content to address diverse socio-economic, cultural, and accessibility needs.

Assessment and feedback

Teacher needs to be proficient in using formative and summative assessment methods to evaluate learners' progress, and skilled in providing constructive, actionable feedback to learners and adapting teaching strategies based on insights.

ASAP educator Knowledge area

In addition to core competencies, educators who deliver the ASAP program should build a solid foundation of knowledge that supports their teaching practice and enhances their ability to guide preadolescents in the digital age. These knowledge areas equip educators to address the multifaceted challenges of social media use, foster students' emotional growth, and create inclusive and safe learning environments.

A strong grasp of digital media literacy is essential, including understanding online safety, privacy, and the ways misinformation can spread. Educators must be familiar with how digital platforms function and how to help students navigate them responsibly.

Socio-emotional development is another key area, as educators need to support learners in recognizing and managing their feelings, developing empathy, and building positive relationships both online and offline.

Knowledge of metacognitive strategies and reflective practices enables educators to encourage preadolescents to think about their thinking, develop self-awareness, and strengthen their ability to regulate their own learning and online behavior.

Understanding diversity, equity, and inclusion in education is vital for reaching all learners. Educators should be able to identify and address diverse socio-economic, cultural, and accessibility needs, ensuring that every student feels represented and valued.

Finally, familiarity with assessment tools and ethical considerations in evaluating learners' competencies supports fair and constructive evaluation. This includes being able to select and apply appropriate methods for formative and summative assessment, while respecting privacy and ensuring that feedback is meaningful and growth-oriented.

Key attributes of the ASAP educator

Beyond competencies and knowledge areas, educators delivering the ASAP program are encouraged to cultivate a set of personal attributes that will help them connect with learners, foster trust, and inspire positive change. These attributes reflect the values and attitudes that underpin effective teaching in the context of digital literacy and social-emotional learning.

An adaptable educator is willing to modify teaching approaches to respond to the diverse needs, backgrounds, and contexts of their learners. Flexibility in delivery ensures that every student has the best opportunity to engage meaningfully with the program.

Being collaborative is equally important. Educators who actively engage with colleagues, parents, and community stakeholders create a shared learning environment where ideas and practices are exchanged, enriching the educational experience for everyone involved.

A reflective mindset helps educators continuously evaluate and improve their own practice. By thoughtfully considering what works well and where adjustments are needed, they model a growth-oriented approach that inspires their students to do the same.

Finally, an empathetic educator demonstrates patience, understanding, and respect for each learner's experiences, perspectives, and challenges. This quality is essential for creating a safe, inclusive, and supportive classroom atmosphere where all students feel seen and valued.

Together, these attributes empower educators to deliver the ASAP program with confidence, authenticity, and care, setting the foundation for meaningful learning and long-term impact.

Comparison of ASAP competence model with the DigCompEdu levels

To help educators situate the ASAP competence model within a broader European context, this section provides a comparison with the DigCompEdu framework. DigCompEdu is a well-recognized reference across Europe for describing educators' digital competence levels. By aligning ASAP competencies with DigCompEdu levels, educators can better understand how their current skills relate to both the requirements of the ASAP program and the wider expectations for digital teaching in schools.

The DigCompEdu framework describes educators' digital competence progression from basic skills (Newcomer level) to advanced leadership (Pioneer level). Mapping ASAP's specific competencies onto this progression helps clarify what minimum levels are needed for effective delivery of the program, as well as what ideal levels educators might aim for to ensure the greatest impact.

In the following overview, you will find a side-by-side comparison of the key ASAP competence areas with their corresponding DigCompEdu levels. This comparison is meant to guide self-assessment, professional development planning, and continuous improvement for educators implementing the ASAP program.

Overview of DigCompEdu levels

A1 - Newcomer: Limited digital skills, basic understanding of tools.

A2 - Explorer: Regularly uses digital tools but without clear pedagogical strategies.

B1 - Integrator: Uses digital tools purposefully for teaching and learning.

B2 - Expert: Adapts digital tools and resources to specific learning contexts.

C1 - Leader: Innovates and inspires others in digital teaching practices.

C2 - Pioneer: Explores new digital practices and contributes to the development of knowledge.

ASAP competence model vs. DigCompEdu levels

This mapping is intended as a reference point to help educators situate their practice within the DigCompEdu framework. It does not define minimum requirements to participate in the ASAP programme. Instead, it highlights possible developmental trajectories for professional growth.

1. Digital literacy and media evaluation

ASAP requirements:

- Teaching critical evaluation of digital content (e.g., misinformation).
- Promoting safe and responsible online behavior.

DigCompEdu Level:

- **B1 – Integrator** - Educators need to purposefully integrate digital tools to analyze and evaluate content with learners.
- **B2 – Expert** - Educators should adapt activities like fact-checking or digital footprint evaluation to their learners' needs.

2. Facilitation of emotional and social learning

ASAP requirements:

- Supporting learners' emotional resilience and empathy.
- Managing discussions on social dynamics and conflict resolution.

DigCompEdu level:

- **A2 – Explorer** - Basic facilitation of digital discussions on emotional and social topics.
- **B1 – Integrator** - Educators need to purposefully use digital tools for collaborative learning to explore emotional and social dynamics effectively.

3. Metacognitive development

ASAP requirements:

- Guiding learners to reflect on their cognitive processes and digital behaviors.
- Supporting self-regulation in media usage.

DigCompEdu Level:

- **B1 – Integrator** - Educators should use reflection tools to foster metacognitive awareness.
- **B2 – Expert** - Educators must adapt reflection strategies to the specific needs and maturity levels of learners.

4. Activity facilitation and adaptation

ASAP requirements:

- Delivering interactive, activity-based activities.
- Adapting activities to various learning contexts (e.g., cultural, age-based differences)

DigCompEdu Level

- **B1 – Integrator** - Educators use digital tools to deliver activities effectively and engage students.
- **B2 – Expert** - Educators adapt activities using advanced digital tools and techniques.

5. Communication and collaboration

ASAP requirements

- Facilitating discussions and collaboration among learners.
- Communicating complex digital concepts effectively.

DigCompEdu Level:

- **B1 – Integrator** - Educators facilitate collaboration using basic digital tools (e.g., shared documents, discussion boards).
- **B2 – Expert** - Educators leverage advanced collaborative platforms (e.g., Padlet, Jamboard) for deeper engagement.

6. Problem-solving and innovation

ASAP Requirements:

- Developing solutions for challenges during activity delivery.
- Encouraging innovative thinking in learners.

DigCompEdu Level:

- **B1 – Integrator** - Educators solve problems using digital tools during teaching.
- **C1 – Leader** - Educators innovate and inspire others in solving complex educational challenges.

7. Inclusivity and cultural sensitivity

ASAP Requirements:

- Adapting content to diverse cultural and socio-economic contexts.
- Ensuring inclusivity in digital education.

DigCompEdu Level:

- **B1 – Integrator** - Educators purposefully adapt content to diverse learner needs using digital tools.
- **B2 – Expert** - Educators innovate inclusive practices and create resources to address diversity challenges.

8. Assessment and feedback

ASAP requirements:

- Evaluating learners' progress in digital literacy and emotional competencies.
- Providing meaningful feedback using digital tools.

DigCompEdu Level:

- **B1 – Integrator** - Educators use basic digital tools for formative assessment (e.g., quizzes, surveys).
- **B2 – Expert** - Educators analyze assessment data and adapt strategies based on insights.



Summary of required DigCompEdu levels for ASAP

Competence Area	Minimum Level	Ideal Level
Digital Literacy and Media Evaluation	B1 - Integrator	B2 - Expert
Facilitation of Emotional and Social Learning	A2 - Explorer	B1 - Integrator
Metacognitive Development	B1 - Integrator	B2 - Expert
Activity Facilitation and Adaptation	B1 - Integrator	B2 - Expert
Communication and Collaboration	B1 - Integrator	B2 - Expert
Problem-Solving and Innovation	B1 - Integrator	C1 - Leader
Inclusivity and Cultural Sensitivity	B1 - Integrator	B2 - Expert
Assessment and Feedback	B1 - Integrator	B2 - Expert

The ASAP program primarily requires educators to function at the **B1 (Integrator)** level of DigCompEdu for effective delivery. However, in many areas—particularly in adapting activities, fostering inclusivity, and leveraging digital tools for assessment—the ideal level is **B2 (Expert)** to ensure deeper engagement and better outcomes.



2. Practical guidance for educators

2.1 Why it matters: addressing the key topics

The themes and activities within the ASAP Educational Program respond to concrete challenges faced by preadolescents in today's digital and social environment. By focusing on communication, emotions, Onlife, authenticity and authority, the power of questions and role models, the program supports resilience, empathy and responsible participation online and offline.

Communication

Communication skills such as active listening, empathy and assertiveness are essential for building and maintaining healthy relationships, especially when much interaction happens through screens. For preadolescents, difficulties often arise when messages are misunderstood, tone is unclear or conflicts escalate quickly in group chats and on social media. Many young people struggle to express emotions constructively, set boundaries with peers, or disagree respectfully. Miscommunication can easily lead to exclusion, rumours or online conflicts that continue into offline life. By addressing communication explicitly, ASAP helps students recognise these patterns and practise more constructive ways of interacting with others.

Emotions

Emotional intelligence underpins mental well-being and social functioning. Social media can quickly trigger strong feelings such as envy, shame, anger or anxiety, and preadolescents may not yet have the tools to manage them. Common difficulties include reacting impulsively to posts or comments, comparing themselves to idealised images, feeling left out when they see others' activities, or struggling to empathise with how their own posts affect others. Emotional overload can contribute to cyberbullying, withdrawal or ongoing tension in peer groups. By helping learners notice, name and regulate their feelings, ASAP addresses these challenges directly and supports healthier emotional responses.

Onlife

The Onlife perspective highlights how digital and offline experiences are deeply intertwined. For preteens, this often means that what happens online has real social and emotional consequences. Challenges include spending excessive time on devices at the expense of sleep or hobbies, sharing personal information without understanding privacy risks, underestimating the long-term impact of digital footprints, or feeling pressure to be constantly available and responsive. Some young people find it difficult to switch off from online drama or to separate online identities from real-life relationships. By exploring balance, boundaries and digital traces, ASAP supports more conscious and sustainable technology use.



Authenticity and authority

In a context of constant information flow, preadolescents need to learn how to judge what – and whom – to trust. They are frequently exposed to clickbait headlines, manipulated images, half-truths and opinions presented as facts. Influencers, peers and algorithms can amplify misleading or harmful content. Young people may struggle to distinguish credible sources from unreliable ones, to question what they see, or to recognise when information is incomplete or biased. This makes them vulnerable to misinformation, stereotypes and polarising narratives. ASAP tackles these risks by strengthening media literacy and encouraging learners to evaluate authenticity and authority critically.

The power of questions

Being able to ask thoughtful questions is a key skill for learning and for navigating complex situations. Preteens often receive large amounts of information but may not habitually question it. They may accept content at face value, rely on first impressions or repeat opinions they have seen online without deeper reflection. Some may feel insecure about asking questions at all, fearing judgement from peers. This limits their ability to investigate issues, understand different viewpoints or recognise gaps in what they know. By practising different types of questions and linking them to real online situations, ASAP supports curiosity, critical thinking and metacognition.

Role models

Role models, both offline and online, strongly influence how preadolescents see themselves and what they consider desirable or “normal”. Young people encounter a wide range of examples: parents, teachers, older peers, celebrities and influencers. Challenges arise when online role models promote unrealistic standards, risky behaviour or values that conflict with those of the family or school. Viral challenges and trends can encourage conformity or behaviour driven mainly by likes and visibility. Some learners struggle to reflect on these influences and to choose whose example they want to follow. By analysing different role models and their messages, ASAP helps preteens align their choices with their own values and long-term well-being.

2.2 Tips for effective delivery

Delivering the ASAP Educational Program is more than simply following a activity plan. It’s about creating an environment where participants feel engaged, supported, and inspired to learn. Success lies in preparation, adaptability, and fostering meaningful connections with the material and each other. This chapter provides educators with practical strategies to optimize delivery, ensuring a powerful and impactful learning experience for all.

Preparing for success

Every effective session begins with a strong foundation. Before diving into the content, it’s essential to familiarize yourself with the material, from the objectives to the specific activities in each unit. By understanding how the topics align with the needs of your audience, you can approach the session with confidence and clarity.

Preparation is key to a seamless experience. Organize all necessary materials in advance, such as worksheets, templates, and any digital tools you plan to use. Having a checklist can help prevent last-minute disruptions and keep the session running smoothly. At the start of the session, take a moment to set clear expectations. Explain the objectives and outline what participants will achieve, providing a sense of direction and purpose from the outset.

Engaging participants

Engagement transforms learning from passive to active, making the experience memorable and impactful. Interactive methods, such as group activities, role-playing, and discussions, encourage active participation and help bring abstract concepts to life.

Creating a welcoming atmosphere is just as important. Foster inclusivity by ensuring every participant feels comfortable sharing their thoughts. Simple icebreakers or group introductions can help build rapport, breaking down barriers and setting a positive tone. Throughout the session, encourage reflection by asking guided questions like, “What surprised you most about this activity?” or “How can you apply this knowledge in your daily life?” Reflection deepens understanding and reinforces the lessons learned.

Adapting to diverse audiences

One of ASAP’s strengths is its flexibility, allowing it to be tailored to various audiences and settings. For younger students, simplifying language and using playful, age-appropriate examples can make complex topics accessible and engaging. Parents and caregivers, on the other hand, benefit from real-life applications and relatable scenarios that connect the material to their family lives.

For teachers and educators, the focus shifts to practical implementation. Providing classroom management strategies and encouraging the sharing of best practices among peers ensures the content is relevant and actionable. By tailoring your approach to the audience, you ensure that the program resonates with every participant.

Handling sensitive topics

Some ASAP topics, such as cyberbullying or misinformation, may evoke strong emotions or require careful facilitation. Start by acknowledging participants’ feelings, creating a space where emotions are validated and open dialogue is encouraged.

As a facilitator, it’s important to maintain neutrality, avoiding personal opinions while guiding discussions with thought-provoking questions. Be prepared to provide additional resources or referrals if participants need extra support. This approach ensures that sensitive topics are addressed with care and respect.

Managing group dynamics

Group dynamics can greatly influence the success of a session. Encourage collaboration by assigning roles within activities, such as note-taker or presenter, to foster teamwork and accountability. If certain voices dominate discussions, gently steer the conversation to ensure everyone has an opportunity to contribute.

To minimize disruptions, establish clear ground rules at the beginning of the session. Emphasize respect and active listening, and enforce these expectations consistently to maintain a positive and productive environment.

Leveraging digital tools

Digital tools can enhance both engagement and accessibility, making sessions more dynamic and interactive. Platforms like Canva or Genially can create visually appealing presentations, while online whiteboards such as Miro or Jamboard facilitate group brainstorming.

For gathering real-time input and reflections, tools like Mentimeter or Google Forms offer valuable feedback and foster participation. By integrating technology thoughtfully, you can make the learning experience more engaging and effective.

Ensuring continuity

Learning doesn't end when the session is over. Reinforce activities by assigning practical applications that participants can explore independently. For example, students might create a map of their digital footprint, while parents could draft a family digital agreement.

Encourage peer learning by facilitating opportunities for participants to share their experiences and insights in follow-up sessions. Regularly tracking progress through reflective exercises or self-assessment tools helps measure growth and ensures that key concepts are retained over time.

Monitoring and adjusting

Staying responsive to participants' needs is critical for effective delivery. Solicit feedback regularly, asking for input on what worked well and what could be improved. Use this information to refine future sessions, ensuring continuous improvement.

Flexibility is also important. Be prepared to adjust activities or timelines if participants need more time to grasp certain concepts. This adaptability ensures that every participant can engage meaningfully with the material.

Delivering impactful learning

Delivering the ASAP Educational Program effectively is a dynamic process that blends preparation, engagement, and adaptability. By creating a supportive and inclusive learning environment, educators can ensure that the program's goals are met and its activities resonate deeply with participants. With these practical tips in hand, you are well-equipped to inspire and empower the next generation of resilient, responsible, and critical digital citizens.

2.3 Adapting activities to different audience

The versatility of the ASAP Educational Program allows educators to customize its delivery for diverse audiences and settings. By tailoring activities to the specific needs, interests, and abilities of participants, educators can maximize engagement and ensure meaningful learning experiences. This chapter offers practical guidance on adapting the program for students, parents, and educators, as well as tips for addressing varied contexts and cultural sensitivities.

Adapting for students

Students are the core audience of the ASAP program, yet their needs vary widely based on their age, maturity, and digital literacy. Younger students often benefit from playful, simplified activities, while older students may be ready to tackle more complex and reflective tasks.

For younger students (ages 9–12), breaking down abstract ideas into relatable examples can make key concepts more accessible. For instance, comparing a digital footprint to footprints in the sand can help explain the long-term impact of online actions. Visual aids such as cartoons, illustrations, and videos are particularly effective for this age group, as are interactive games and role-playing exercises. To align with shorter attention spans, sessions should ideally be kept concise, with activities lasting no longer than 15–20 minutes.

Older students (ages 12–15) often engage more deeply with critical thinking exercises and real-life scenarios. Case studies or news articles can help them connect theoretical concepts, such as misinformation or influencer culture, to real-world events. Encouraging the use of digital tools, like collaborative platforms or video creation tasks, taps into their growing technological fluency. Providing opportunities for independence—such as self-directed projects or reflective journaling—also nurtures a sense of ownership over their learning journey.

Adapting for parents and caregivers

Parents and caregivers are vital allies in supporting preadolescents' digital literacy and social development. However, their familiarity with digital challenges and solutions may vary, requiring a thoughtful approach to workshops and activities.

In parent workshops, relatable examples tied to family dynamics, such as managing screen time or fostering open communication, can make the material more relevant. Offering practical solutions, like creating a family digital agreement or discussing online safety with children, ensures that the content feels actionable and useful. Collaborative activities, such as peer sharing of parenting experiences, build a supportive environment where participants can learn from one another.

When parents and students participate in mixed sessions, the focus should shift to fostering collaboration. Joint activities, such as drafting a family media-use plan, bridge generational perspectives and highlight shared goals. Celebrating successes, like examples of positive digital behavior management, helps to end these sessions on an encouraging and constructive note.

Adapting for educators

Educators bring valuable expertise to the program but may have varying levels of comfort with certain topics or methodologies. Tailoring activities for this group involves focusing on practical applications and peer collaboration.

Providing detailed activity plans and ready-to-use templates can reduce preparation time, giving educators confidence in delivering the material. Reflection activities, where educators consider how their teaching practices align with ASAP principles, promote professional growth. Facilitating peer learning, such as through group discussions or co-facilitation opportunities, allows educators to share strategies and build a collective knowledge base. For diverse classroom settings, including tips on adapting activities for mixed-ability groups or hybrid learning ensures inclusivity and effectiveness.

Tailoring to contexts

The adaptability of the ASAP program allows it to be implemented across a variety of contexts, from traditional classrooms to community workshops and online platforms.

In classroom settings, activities can be integrated into existing subjects, such as Media Literacy, Social Studies, or Citizenship. Leveraging familiar tools, like whiteboards or projectors, simplifies implementation and aligns with the resources already available in schools.

Community workshops, on the other hand, often involve families and local leaders. Designing activities that emphasize collaboration and shared responsibility encourages broader engagement. Addressing region-specific challenges, such as access to technology or local social media trends, further enhances the program's relevance.

For online learning, interactive platforms like Zoom or Padlet can replicate in-person engagement, while asynchronous options such as recorded sessions or downloadable resources ensure accessibility for participants with time constraints.

Emphasizing cultural and social sensitivity

Cultural and social contexts influence how participants engage with certain topics. Educators should ensure that activities and materials reflect participants' values and experiences.

Using culturally relevant language and examples makes concepts more relatable. For instance, discussing local role models alongside global influencers can ground discussions in familiar contexts. Being mindful of differing values, especially when addressing topics like media ethics or role models, ensures that discussions remain respectful and inclusive.

Accessibility is equally important. Activities should be designed to accommodate participants with varying abilities, languages, or technological resources, ensuring that no one is excluded from the learning experience.



3. Becoming the ASAP Educator

The success of the **ASAP Educational Program for preadolescents** relies on educators who feel confident, prepared and motivated to guide learners through its learning units. The **ASAP Educator Training Program** outlined in this handbook supports educators on this path. Becoming an ASAP educator is not about mastering every digital trend or psychological concept in advance. Instead, it is a gradual process of building understanding, practicing facilitation, and reflecting on your experience with learners.

This chapter outlines a practical training path that you can follow before and during implementation. It connects directly to the competence model described in Chapter 1.5 and to the practical guidance for delivery in Chapter 2. The infographic that accompanies this chapter provides a visual overview of the same steps and can be used as a personal roadmap for your preparation.

3.1 Step 1 – Orientation and self-reflection

The first step is to gain a clear picture of what ASAP is about and where you are starting from as an educator.

- **Explore the overall framework.**
Read Chapters 1 and 2 to familiarise yourself with the six learning units, the key topics (communication, emotions, Onlife, authenticity and authority, the power of questions, role models) and the goals of the programme.
- **Review the educator competence model.**
Look at the competencies and DigCompEdu levels described in Chapter 1.5. Identify areas where you already feel confident (for example, group facilitation, digital safety) and those where you would like to grow (for example, metacognition, media literacy).
- **Reflect on your context.**
Consider your students, school and community:
 - What digital challenges do preadolescents in your setting face?
 - Which units are likely to be most urgent or impactful?
 - Which parents and colleagues could become allies in implementing the programme?

A short self-reflection at this stage helps you set realistic expectations and choose a feasible starting point.

3.2 Step 2 – Building knowledge and familiarity with the materials

The second step is to deepen your understanding of ASAP content and tools so that you feel comfortable adapting and using them.

- **Study the learning units.**
Read through the unit descriptions and activity plans (where provided) and note how the units connect to each other. Pay attention to how emotional, social and digital skills are woven together.
- **Connect content with your subjects.**
Identify where the units can naturally link to your existing lessons (e.g. Media Literacy,

Citizenship, Social Studies, ICT or class tutor periods). Make short notes on concrete lessons or themes where ASAP activities could fit.

- **Strengthen specific knowledge areas.**

If needed, revisit key concepts such as misinformation, digital footprints, emotional regulation or role models using the references and resources recommended in the programme. This does not require becoming a specialist, but rather gaining enough familiarity to feel secure when facilitating discussion.

At the end of this step, you should have a clear idea of which units you will start with and how they can be integrated into your teaching.

3.3 Step 3 – Practising facilitation skills

Before implementing ASAP with students, it is helpful to practise key facilitation skills in a safe environment.

- **Role-play activities with colleagues.**

Try out selected activities with fellow teachers or in a training workshop. Take turns acting as facilitator and participant. This allows you to test timing, instructions and potential difficulties in advance.

- **Practise handling sensitive topics.**

Many ASAP activities touch on emotions, online behaviour, peer relationships and family rules. Use preparation sessions to practise neutral questioning, active listening and ways of redirecting discussions when they become too personal or tense.

- **Plan adaptations.**

Based on your practice, decide what you might need to adjust: language level, examples, group sizes or the amount of time devoted to reflection. Note these adaptations directly into your activity plans.

This step builds confidence and reduces uncertainty when you start working with preadolescents.

3.4 Step 4 – Implementing ASAP with learners and reflecting on practice

Once you feel prepared, you can begin implementing selected ASAP units with your group.

- **Start small and focused.**

Rather than delivering all units at once, choose one or two to pilot first (for example, Emotions and Onlife). This allows you to observe how students respond and adjust your approach.

- **Use simple evaluation tools.**

After each session, gather quick feedback from students (for example, “one thing I learned / one thing I still find difficult”) and note your own observations. This can be done through short written reflections, exit tickets or a brief group discussion.

- **Reflect and adjust.**

After the first cycles of implementation, review what worked well and what was challenging:

- Were the activities appropriate for your students’ age and digital experience?
- Did the timing and level of discussion feel right?
- Are there topics that need more preparation or support?

Documenting these reflections will help you refine the next sessions and share insights with colleagues.

3.5 Step 5 – Continuing your development as an ASAP educator

Becoming an ASAP educator is an ongoing process rather than a one-time training.

- **Share experiences with peers.**
Discuss your lessons with other educators in your school or network. Exchange activity adaptations, classroom management strategies and examples of student reactions. This peer learning strengthens both your practice and the overall impact of the programme.
- **Extend to new units and audiences.**
Once you feel confident with a few units, gradually introduce the others and consider involving parents or the wider school staff, for example through workshops or joint activities.
- **Align with your professional development.**
Use the competence model and DigCompEdu mapping to plan your own growth over time:
 - Identify one or two areas (e.g. assessment and feedback, inclusivity, metacognition) where you would like to progress to the next level.
 - Look for professional learning opportunities (courses, webinars, reading groups) that support these goals.

The infographic that accompanies this chapter provides a visual overview of the same steps and can be used as a personal roadmap for your preparation. For each learning unit, you will find concrete session ideas and activity descriptions in the ASAP Handbook. You can use it as a personal checklist before each school year or training cycle to monitor your readiness and growth as an ASAP educator.

Educator's Training Path

for ASAP Training Implementation



STEP
01



Assess Your Digital Competence

What? Evaluate your digital teaching skills using the DigCompEdu Wheel assessment.

Why? Identify strengths and areas for improvement in your digital pedagogy.

STEP
02



Self-Study the Training program & Educator Guide

What? Review the ASAP Training program & ASAP Educator Guide, covering key methodologies, lesson structures, and best practices.

Why? Gain foundational knowledge before hands-on practice.

STEP
03



Hands-On Practical Testing

What? Pilot a set of ASAP activities in a real classroom setting, following detailed lesson plans.

Why? Gather first-hand experience and document key observations and challenges.

STEP
04



Review & Strengthen Competence

What? Reflect on feedback and observations gathered from your practical testing, and revisit relevant Learning Units from the ASAP Training Program to clarify any doubts or secure areas of competence.

Why? Strengthen confidence and ensure you feel fully prepared before moving on to run ASAP activities independently.

STEP
05



Final Adjustments & Training Wrap-Up

What? Reflect on lessons learned, fine-tune problem areas, and consolidate insights for long-term implementation.

Why? Ensure confidence and readiness to integrate ASAP activities into teaching practice.

4. How to Implement the ASAP Educational Program

4.1 Laying the Groundwork: Timeline and Preparation

The successful implementation of the ASAP Educational Program begins with thoughtful planning and thorough preparation. A well-structured timeline, clear milestones, and comprehensive readiness ensure that educators and facilitators can deliver the program smoothly and effectively. This chapter provides a recommended framework for both short-term and long-term implementation, along with practical steps to prepare educators and secure stakeholder support.

Establishing a timeline

The timeline for delivering the ASAP program can be tailored to fit the needs of your audience and setting. Whether conducting a one-day workshop or integrating the program into a multi-week initiative, planning ahead ensures that all key elements are covered effectively.

Short-term implementation

Short-term workshops or training sessions are ideal for quick but impactful delivery.

- **Week 1: Preparation**
Begin by familiarizing yourself with the program materials, including the training handbook, learning units, and activities. Select 2–3 learning units most relevant to your audience, and gather all necessary resources, such as worksheets, templates, and digital tools.
- **Week 2: Delivery**
Conduct a one-day workshop or split sessions across consecutive days. Allocate 2–3 hours per learning unit, incorporating activities, discussions, and time for debriefing to ensure meaningful engagement.
- **Week 3: Follow-Up**
Collect feedback from participants through surveys or informal discussions to assess the program's impact. Share additional resources and encourage participants to practice their new skills independently.

Long-term implementation

For more comprehensive integration, a multi-week timeline is recommended.

- **Phase 1: Introduction (Weeks 1–2)**
Introduce the program to stakeholders, such as educators, parents, and administrators, explaining its objectives and benefits. Conduct an orientation session to outline the framework and delivery methods.
- **Phase 2: Delivery (Weeks 3–10)**
Dedicate 1–2 weeks to each learning unit, allowing ample time for activities, discussions, and reflection.
- **Phase 3: Conclusion and Follow-Up (Weeks 11–12)**
Summarize the program's key learnings and outcomes in a final session. Distribute additional resources for continued practice, gather participant feedback, and evaluate the program's overall impact.

Preparing educators and facilitators

Effective preparation ensures that educators feel confident and well-equipped to guide participants through the program.

1. **Understand the program framework**
Take time to review the training handbook and familiarize yourself with the objectives and activities of each learning unit. Chapter 3 provides detailed activity plans that illustrate how the units build upon one another, creating a cohesive learning experience.
2. **Gather resources**
Compile all materials required for the sessions, including printed worksheets, multimedia resources, and digital tools. Test any digital platforms or tools in advance to ensure they function smoothly during delivery.
3. **Adapt content for your audience**
Consider the unique needs and interests of your participants. Adjust examples, activities, or language to ensure they are culturally and developmentally relevant.
4. **Plan the session flow**
Outline the agenda for each session, including time allocations for activities, discussions, and breaks. Anticipate potential challenges, such as managing sensitive topics, and prepare strategies to address them effectively.

Securing stakeholder support

Engaging key stakeholders early in the process is crucial for successful implementation.

Engaging school leaders

Demonstrate how the ASAP program aligns with the school's goals, such as fostering digital literacy, emotional intelligence, and critical thinking. Highlight how the program complements existing curricula or extracurricular activities, ensuring that stakeholders see its relevance and value.

Collaborating with parents

Host an informational session to introduce the program and its benefits for students. Provide actionable examples of how parents can support their children's learning at home, such as setting screen time boundaries or discussing digital safety.

Engaging the community

Partner with local organizations or community leaders to expand the program's reach. Collaborative workshops or shared resources can strengthen the program's impact and foster a sense of collective responsibility.

Setting the environment

Creating a conducive learning environment enhances the program's effectiveness and participant engagement.

Physical setup

Arrange spaces to encourage interaction, such as group seating or semicircles for discussions. Ensure that necessary technology, such as projectors, laptops, or tablets, is readily available and tested beforehand.

Virtual setup

If delivering the program online, test platforms to ensure they support interactive features like breakout rooms, polls, or whiteboards. Share clear instructions with participants in advance and troubleshoot common technical issues to avoid disruptions.

Atmosphere

Establish a welcoming and inclusive atmosphere by setting ground rules, such as promoting respect and active listening. Use icebreakers or team-building activities to build rapport among participants, creating a sense of community and mutual trust.

4.2 Integrating ASAP into curricula

To unlock the full potential of the ASAP Educational Program, its activities and objectives must seamlessly align with existing school curricula and broader educational frameworks. By integrating ASAP into current subjects and teaching goals, educators can enhance students' academic, social, and emotional development while fostering essential 21st-century competencies. This chapter provides practical strategies to weave ASAP into the fabric of everyday learning.

Identifying curriculum connections

The six learning units of ASAP naturally align with a range of subjects and cross-curricular themes, making it easy to incorporate the program into standard educational frameworks.

For **Media Literacy and Digital Citizenship**, units like *Authenticity and Authority* and *Onlife* provide activities that teach students to critically evaluate digital content and practice responsible online behavior. These activities are a perfect fit for subjects like ICT, Language Arts, and Social Studies.

For **Social-Emotional Learning (SEL)**, the *Communication* and *Emotions* units equip students with skills like empathy, self-awareness, and conflict resolution. These topics integrate well into subjects such as Personal, Social, Health, and Economic Education (PSHE), Ethics, or Psychology.

When focusing on **Critical Thinking and Inquiry**, the *Power of Questions* unit encourages inquiry-based learning and analytical thinking. Subjects like Science, History, and Philosophy provide excellent opportunities to apply these skills to real-world data and historical analysis.

Finally, **Civic Engagement and Ethics** can be explored through the *Role Models* unit. This unit fosters discussions about values, decision-making, and the influence of societal norms, making it a natural addition to Citizenship Education and Sociology classes.

Embedding ASAP into activity plans

Rather than treating ASAP as an extra responsibility, educators can integrate its activities into existing activity plans to create a cohesive and enriched learning experience.

One effective approach is to **supplement existing topics** with ASAP activities. For example, a Language Arts lesson on persuasive writing can include a fact-checking exercise from the *Authenticity and Authority* unit. Similarly, a Social Studies lesson on civic responsibilities could incorporate a discussion on digital citizenship from the *Onlife* unit.

Another option is to use ASAP as a **thematic framework** by dedicating a week or term to exploring key themes like emotional intelligence or digital literacy. Each class can focus on a different learning unit, creating a structured, cross-disciplinary exploration of the program's core ideas.

Project-based learning is another powerful tool for embedding ASAP into the curriculum. For instance, after completing the *Role Models* unit, students could work in groups to create multimedia presentations comparing the values of traditional and digital role models, encouraging collaboration and deeper understanding.

When planning such projects, educators can draw directly on the activities suggested in the ASAP handbook for each learning unit (e.g. fact-checking tasks, reflection sheets, role-play scenarios).

Aligning ASAP with educational standards

ASAP aligns with key educational frameworks, ensuring its relevance and applicability to broader teaching goals.

The program supports the **LifeComp Framework**, which emphasizes personal, social, and learning-to-learn competencies. Activities in the *Emotions* and *Power of Questions* units, for example, promote skills like self-regulation, critical thinking, and collaboration.

It also aligns with the **DigComp Framework**, which focuses on digital competence. The *Onlife* and *Authenticity and Authority* units provide tools to develop digital literacy and foster responsible online engagement.

Additionally, ASAP contributes to achieving **Sustainable Development Goal 4 (Quality Education)** by addressing critical 21st-century skills and promoting inclusive, equitable education for all learners.

Encouraging cross-disciplinary collaboration

ASAP offers unique opportunities for teachers across different subjects to work together, enriching students' learning experiences through interdisciplinary approaches.

One strategy is to design **interdisciplinary projects**. For example, a History teacher and an ICT teacher could collaborate on a project exploring the impact of digital misinformation on historical narratives, combining critical thinking and digital literacy.

Thematic days or weeks provide another avenue for collaboration. During a Digital Literacy Week, all subjects could incorporate ASAP-related activities, such as analyzing digital footprints in ICT or discussing ethical dilemmas in Philosophy.

To support this collaboration, schools can organize **teacher training workshops** that help educators from different disciplines understand how ASAP can enhance their activities and integrate seamlessly into their curricula.

Creating a ripple effect

Integrating ASAP into the curriculum can extend its impact far beyond the classroom, fostering connections with families and the wider community.

Family engagement can be encouraged by assigning take-home activities that students complete with their parents. For example, after the *Onlife* unit, students could work with their families to create a digital agreement outlining shared technology rules and responsibilities.

Community involvement can further amplify the program's reach. Schools can partner with local organizations to host workshops or events that reinforce ASAP's themes. For instance, a community library might collaborate with the school to offer a session on evaluating online information, inviting families and community members to participate.

4.3 Strength in unity

The ASAP Educational Program is most effective when it is not implemented by individual educators in isolation, but supported by a broader network of adults and young people. Collaboration between teachers, parents, students and local partners creates a coherent environment in which the messages of the programme are reinforced in everyday life. This chapter offers practical strategies for building such cooperation.

Building a collaborative ecosystem

To create a shared approach, it is helpful to start with a small set of **common goals** that everyone understands. Examples might include:

- supporting preadolescents to use social media more thoughtfully;
- improving communication between children and adults about digital life;
- reducing conflicts and misunderstandings linked to online behaviour.

Once these goals are agreed, clarify the **contribution of each group**:

- teachers facilitate learning activities and classroom discussions;
- school leaders create time and conditions for implementation;
- parents reinforce key messages at home;
- students participate actively and share their perspectives;
- local partners (e.g. NGOs, youth services, libraries) provide expertise or additional spaces for activities.

A simple written overview of these roles, shared at a staff meeting or parent event, helps everyone see how they fit into the bigger picture.

Encouraging collaboration among educators

Cooperation between educators strengthens the programme and reduces the workload for individuals.

- **Team planning.**
Organise short joint planning sessions where teachers review the learning units together, choose activities and sequence them across subjects or school terms.
- **Co-teaching where possible.**
For example, an ICT teacher and a class teacher might co-facilitate a lesson on misinformation, combining technical and social-emotional perspectives.
- **Sharing materials and reflections.**
Create a shared folder or simple template where colleagues can upload adapted activity plans, worksheets and short notes on what worked well or what they would change next time.

These practices help spread responsibility, increase consistency and make it easier for new colleagues to join the programme.

Engaging parents and caregivers

Parents and caregivers play a central role in shaping children’s digital habits. Their involvement increases the impact of ASAP and reduces potential misunderstandings.

- **Information sessions.**
Offer a short introductory meeting (in person or online) to present the aims of the programme, typical challenges preteens face on social media and examples of activities used in class.
- **Practical tools for home.**
Provide simple resources such as a template for a family digital agreement, conversation starters about online experiences or tips for responding calmly to digital conflicts.
- **Opportunities to share experiences.**
During workshops or parent evenings, invite participants to discuss what works for them at home and what they find difficult. This peer exchange can be as valuable as input from educators.

Regular communication through newsletters, school platforms or brief updates at parent-teacher conferences helps maintain engagement and trust.

Involving students as active participants

ASAP is not only something done *for* students, but also *with* them. When preadolescents are treated as partners, they are more likely to adopt and sustain the programme’s messages.

- **Student voice in planning.**
Ask learners which topics feel most relevant to them and what kind of activities they prefer (e.g. role play, discussion, creative projects).
- **Peer support and mentoring.**
Older students can help facilitate selected activities, support younger peers during group work or present their own examples of responsible online behaviour.
- **Student-led products.**
Encourage groups to create posters, short videos, digital campaigns or class agreements about social media use. These outputs can be displayed in school or shared with parents.

Giving students visible responsibility strengthens their sense of ownership and increases the likelihood that changes in attitudes and behaviour will last.

Partnering with the community

Local organisations and professionals can provide additional perspectives, resources and spaces for learning.

- **Inviting guest speakers.**
Journalists, psychologists, youth workers or police officers specialised in online safety can enrich specific sessions with practical examples.
- **Joint events.**
Schools may co-organise events such as a “Digital Awareness Day” with libraries, youth centres or NGOs, combining workshops, exhibitions and discussions for students and parents.

- **Resource sharing.**
Community partners may be able to offer venues, printed materials, online resources or access to specialised tools that support the programme.

These partnerships demonstrate to students that the issues addressed by ASAP are relevant beyond school and are taken seriously by the wider environment.

Promoting a culture of collaboration

Finally, collaboration is more sustainable when it becomes part of everyday school culture rather than a one-time project activity.

- **Regular communication and feedback.**
Create simple channels for stakeholders to share comments and suggestions, for example short feedback forms, discussion points at staff meetings or parent councils.
- **Recognition of contributions.**
Acknowledge and celebrate the efforts of students, teachers, parents and partners, for example by presenting projects at school events or highlighting success stories in newsletters.
- **Continuity across school years.**
Where possible, plan how ASAP themes will be revisited with different age groups or integrated into school policies and development plans.

In this way, the programme becomes a shared reference point for how the school and its partners support preadolescents in navigating social media and relationships, and not just a series of isolated lessons.

4.4 Sustaining the program’s impact

The true success of the ASAP Educational Program lies in its ability to create lasting change. While delivery is a critical first step, sustaining the program’s impact requires thoughtful follow-up, continuous engagement, and embedding its principles into everyday life. This chapter explores strategies to ensure the program continues to benefit educators, students, and communities long after its initial implementation.

Embedding ASAP principles into daily practice

To make ASAP’s activities enduring, its principles should seamlessly integrate into participants’ daily routines and behaviors.

Reinforcing core themes regularly keeps the program’s ideas fresh and relevant. Educators can incorporate short activities or reflections into weekly lessons, such as asking students to share “one way they used empathy this week” or discussing “a strategy to identify misinformation.” These moments keep the program alive in everyday learning.

Encouraging a culture of inquiry further deepens the impact. The practices introduced in the *Power of Questions* unit—such as thoughtful questioning and self-reflection—should become habits that guide students’ interactions and problem-solving approaches.

Finally, educators and parents must model the behaviors taught in the program. Demonstrating active listening, empathy, and responsible digital engagement in everyday interactions reinforces these values for students, showing them how to apply the activities in real life.

Building on the resource repository

ASAP's resource repository is a vital tool for sustaining the program's momentum, offering participants ongoing access to materials and inspiration.

Expanding the repository ensures it remains dynamic and useful. Adding new templates, activities, and case studies from participants' experiences can provide fresh ideas and showcase real-world applications of the program. Making the repository user-friendly and widely accessible further enhances its value, allowing educators, parents, and community members to easily find the tools they need.

Inviting contributions from participants keeps the repository relevant and collaborative. Educators and parents can share their adaptations of ASAP activities, creating a shared pool of resources that evolves alongside the program.

Providing follow-up support

Ongoing support helps participants apply what they've learned and navigate challenges as they arise.

Regular check-ins for educators and parents provide opportunities to discuss experiences, share successes, and troubleshoot difficulties. These sessions help refine approaches and maintain engagement with the program's principles.

Mentorship programs can pair experienced participants with newcomers, offering guidance and encouragement for those just beginning to implement ASAP. Online forums or virtual communities provide a space for participants to connect, exchange ideas, and collaborate on new initiatives, fostering a sense of shared purpose and support.

Encouraging lifelong learning

The ASAP program can inspire participants to adopt a mindset of continuous growth, extending its impact far beyond the initial training.

Offering advanced training workshops or modules allows participants to delve deeper into topics such as advanced digital literacy, emotional regulation, or ethical decision-making. Encouraging regular self-reflection helps participants assess their progress in applying ASAP principles and set new goals for improvement.

Providing curated resources—such as recommended books, articles, and online courses—supports independent exploration, empowering participants to deepen their understanding of the program's themes.

Scaling and sharing the program

Expanding ASAP's reach ensures that its activities benefit a broader audience and foster a ripple effect of positive change.

Introducing the program to new schools, communities, or local organizations extends its influence. Sharing the program's outcomes and best practices at educational conferences or public events raises awareness and inspires others to adopt its principles.

Creating program ambassadors—enthusiastic participants who can advocate for ASAP and mentor others—further supports its growth. These ambassadors help sustain the program's legacy by spreading its message and ensuring its continued implementation in diverse contexts.

Monitoring long-term impact

Measuring the program's effectiveness over time ensures that it remains relevant and continues to meet participants' needs.

Conducting follow-up surveys allows educators to gather insights on how participants are applying ASAP principles in their daily lives. Analyzing outcomes—such as improvements in digital literacy or emotional resilience—provides valuable data on the program's long-term benefits.

Using feedback and data to refine the program ensures that it evolves alongside the challenges and opportunities of an ever-changing digital landscape. Regular updates keep the program impactful and aligned with its original goals.

4.5 Evaluating ASAP implementation in practice

Evaluating the ASAP Educational Program helps educators and organisations understand whether the activities are achieving their intended aims and how the programme can be improved over time. The goal is not to create a heavy reporting burden, but to gather clear, useful information that supports better practice.

4.5.1 What to evaluate

Evaluation can focus on three main areas:

- **Learning outcomes for preadolescents**
 - increased awareness of their emotions and digital habits;
 - improved communication skills (empathy, assertiveness, active listening);
 - better understanding of digital footprints, online safety and misinformation;
 - greater ability to ask critical questions and reflect on role models.
- **Changes in educator practice**
 - more frequent and confident use of ASAP activities in lessons;
 - integration of programme themes into different subjects and school routines;
 - development of competencies described in the ASAP educator model and in related frameworks such as DigCompEdu and LifeComp.
- **Implementation process**
 - suitability of the chosen timeline and activity sequence;
 - participation and engagement of students, parents and colleagues;
 - organisational conditions that support or hinder delivery (time, resources, leadership support).

4.5.2 Simple tools and methods

Evaluation does not require complex instruments. A combination of simple tools can already provide rich information:

- **Short questionnaires or exit tickets for students**
For example, asking after a session: “One thing I learned”, “One thing I still find difficult”, or using a brief rating scale (1–5) on statements such as “I feel more confident speaking about my online experiences”.
- **Teacher reflection notes**
After each activity or unit, educators can record:
 - what worked well,
 - what was challenging,
 - which adaptations they made,
 - what they would change next time.
- **Feedback from parents and caregivers**
During or after the programme, parents can be invited to share observations on changes in their children’s behaviour or attitudes (e.g. more open conversations about social media, more responsible online decisions).
- **Observation and learner products**
Educators can use simple observation grids during activities (participation, collaboration, emotional reactions) and analyse learner products such as posters, agreements, reflection sheets or digital projects created in the units.

4.5.3 *When to evaluate and how to use the results*

Evaluation works best when it is built into the programme rather than added at the end.

- **Before implementation**
A short baseline activity (e.g. a quick anonymous survey or group discussion) can capture learners’ initial attitudes and experiences with social media. This provides a reference point for later comparison.
- **During implementation**
Ongoing feedback after key sessions or units helps educators adjust pacing, examples and methods to the needs of the group. Small changes made early can significantly improve the experience for learners.
- **After implementation**
A final reflection with students and educators can summarise what has changed, what was most useful and what should be done differently next time. Where possible, this information can be shared with school leadership and partners to support future planning.

The results of evaluation should always be used **constructively**: to refine activity plans, strengthen support for educators, and decide which aspects of the programme to repeat or scale up. In this way, evaluation becomes an integral part of the ASAP approach, supporting continuous improvement rather than simply documenting what has been done.

5. Empowering educators and inspiring change

The **ASAP Educational Program for preadolescents** is a collaborative initiative designed to address the challenges of the digital age while nurturing resilience, empathy, and critical thinking in preadolescents. Its impact depends on the commitment and creativity of educators, parents, and other adults who bring the programme to life in their own contexts.

This handbook, as part of the **ASAP Educator Training Program**, provides a complete pathway for doing so: it outlines the conceptual framework and objectives of ASAP, presents the core themes and competencies, offers practical guidance for delivery and adaptation, and describes a competence model that supports educators in planning their own professional growth. Together, these elements form a coherent support structure for anyone wishing to implement ASAP in schools or other educational settings.

By using the tools and strategies described here, educators can help preadolescents:

- understand and regulate their emotions;
- communicate with empathy and assertiveness;
- navigate the “Onlife” space where digital and offline experiences intersect;
- question information critically and recognise misinformation;
- reflect on the influence of role models and align their choices with their own values;
- become more responsible, confident and reflective users of social media.

At the same time, the programme encourages adults to strengthen their own digital, social-emotional and pedagogical competences. It invites educators to reflect on their practice, collaborate with colleagues and parents, and gradually expand their skills in line with recognised frameworks such as DigCompEdu and LifeComp.

The true strength of ASAP lies not only in its materials, but in the relationships and learning processes it helps to build: dialogue between students and teachers, cooperation between schools and families, and shared reflection on how to live and learn well in a digital world. When these relationships are nurtured, the programme can generate lasting changes in school culture and in the everyday lives of young people.

As you implement ASAP, you are not expected to follow every step perfectly or to become an expert overnight. What matters most is a willingness to experiment, to listen, and to adapt the programme to your learners’ realities. By doing so, you contribute to a broader aim: supporting a generation that is better equipped to navigate social media thoughtfully, care for their own well-being and that of others, and participate responsibly in an increasingly interconnected world.

This handbook is therefore not an endpoint, but a starting point. It is an invitation to continue learning, to refine and share your experiences, and to keep developing educational practices that empower preadolescents to thrive both online and offline.



www.socialmediakids.eu

ASAP EDUCATIONAL PROGRAMME