

# WALK

BOOKLET



Funded by  
the European Union

# OFFline

RECLAIMING BALANCE IN A HYPER-CONNECTED WORLD



We Add Wings



# TABLE OF CONTENT

**About “We Add Wings”**

**Introduction**

**Aim of the booklet**

**Habit loop**

**Digital Hygiene/digital declutter**

**Introduction to mindfulness**

**Forest mindfulness practice**

**Microcommunities workshops**

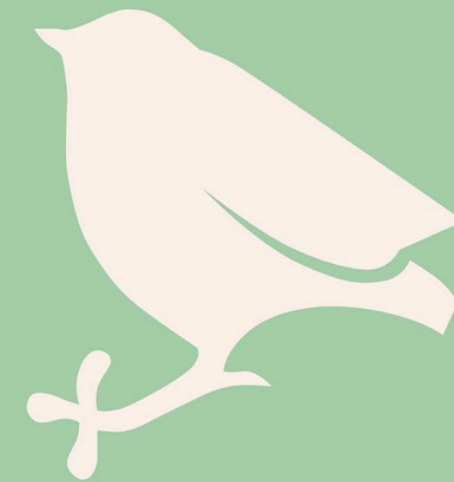
**Glossary of terms**



# ABOUT "WE ADD WINGS|"

Uskrzydlamy/We add Wings is non-governmental, non-profit organization which was founded in 2007. Since that time we organized a lot of national and international projects on the topics of bridge building, active citizenship, entrepreneurship, inclusion, intercultural dialogue, theater, music, democracy, street campaigning and change making.

Our mission is bringing positive change to the community and especially youth; tolerant, open-minded society, inclusion of vulnerable groups, social activism, gender equality, development of skills and competences of young people and youth workers, development of entrepreneurial education, recognition of non-formal learning, promoting volunteering and intercultural cooperation and solidarity, contribution to the strengthening of youth to become active in their own community, promotion of non-violent culture /culture of peace, sustainability and ecology. Since 2023 we hold Erasmus+ Youth accreditation.



# Introduction

We live in a time where technology accompanies us almost every moment of the day. Smartphones, social media platforms, artificial intelligence, and constant connectivity shape how we communicate, work, learn, and relax. While digital tools bring enormous opportunities, they also introduce new challenges that affect our attention, relationships, mental health, and sense of balance.

We all experience digital overload from time to time - a state of constant stimulation, information pressure, and difficulty disconnecting. Notifications compete for our attention, algorithms shape the information we see, and online environments influence our emotions, opinions, and behaviors. Research increasingly shows that excessive or unconscious technology use can contribute to stress, decreased concentration, sleep disturbances, and weakened offline relationships. At the same time, people are exposed to new risks such as misinformation, manipulation, cyber threats, and privacy violations.

Yet technology itself is not the problem. The real challenge lies in how we relate to it.

This booklet was created as part of the Walk OFFline training course, an international educational initiative that brings together youth workers, educators, trainers, and community leaders interested in promoting healthier and more conscious relationships with technology. The project explores the intersection of digital hygiene, cybersecurity awareness, mindful technology use, emotional regulation, and sustainable digital practices.

# Aim of the booklet



The aim of this booklet is to share practical knowledge, methods, and inspiration that emerged during the project. It is designed as a resource not only for participants but also for anyone who would like to organize micro community projects, workshops, or educational activities related to:

- digital hygiene and healthy digital habits
- mindful connection with technology
- cybersecurity in everyday life
- critical thinking and information awareness
- self-regulation and emotional balance
- digital minimalism and deep work
- sustainable and ethical use of technology
- nature-based practices supporting digital wellbeing

# Aim of the booklet

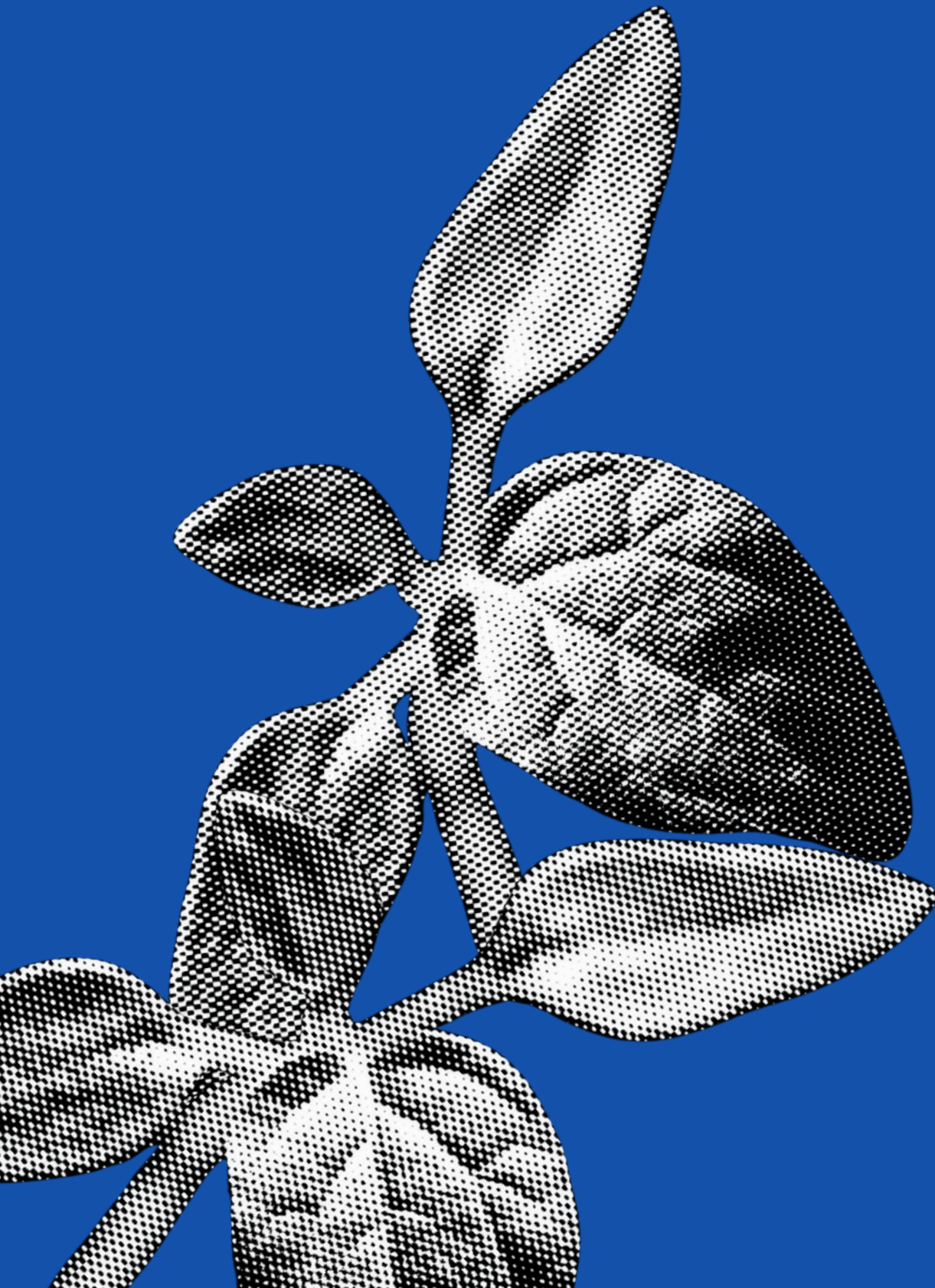
Inside this booklet you will find ideas, exercises, reflections, and tools that can be easily adapted to different community contexts—schools, youth organizations, local initiatives, workplaces, or informal learning spaces.

At its heart, this project is about reclaiming agency in the digital age. It invites us to pause, reflect, and ask important questions:

- How can we use technology consciously rather than automatically?
- How do we protect our attention, data, and wellbeing online?
- How can communities support healthier digital habits?
- What does a sustainable relationship with technology look like?

Through small community actions, conversations, and shared learning, we can build a culture where technology supports human wellbeing instead of overwhelming it.

This booklet is an invitation to walk offline more often—while still navigating the digital world wisely.



# Habit loop

Habits shape a large part of our daily behavior. Research suggests that many of our actions—sometimes even 40% of our daily decisions—are automatic patterns rather than conscious choices. In his book *The Power of Habit*, journalist and researcher Charles Duhigg explains that habits follow a simple neurological structure called the Habit Loop.

Understanding this loop helps us recognize why certain behaviors repeat—and how we can intentionally change them.



# Habit loop

According to Duhigg, every habit consists of three components:

## 1. Cue (Trigger)

The cue is the signal that tells your brain to start the habit.

It can be:

- a time (e.g., evening scrolling)
- a place (e.g., checking phone in bed)
- an emotional state (stress, boredom)
- the presence of others
- a preceding action (e.g., finishing work)

The cue activates the automatic behavior.

## 2. Routine (Behavior)

The routine is the habitual action itself.

It can be:

- physical (checking the phone)
- mental (thinking about notifications)
- emotional (seeking reassurance online)

Routines often occur automatically once the cue appears.

## 3. Reward

The reward is the positive feeling or benefit the brain receives after the routine.

Examples:

- dopamine from new information
- relief from boredom
- feeling connected to others
- quick distraction from stress

Over time, the brain starts anticipating the reward and the habit becomes stronger.



# Example: checking social media before sleep



Element	Example
Cue	Going to bed and feeling tired but not ready to sleep
Routine	Opening Instagram or TikTok
Reward	Entertainment, distraction, feeling connected

THE PROBLEM IS THAT THE REWARD IS SHORT-TERM, WHILE THE LONG-TERM EFFECT MAY BE POOR SLEEP, OVERSTIMULATION, AND MENTAL FATIGUE.

UNDERSTANDING THE LOOP ALLOWS US TO CHANGE THE ROUTINE WHILE KEEPING THE CUE AND REWARD.

EXAMPLE OF REPLACING THE ROUTINE:

Cue	Routine	Reward
Bedtime boredom	Reading 5 pages of a book	Relaxation and mental calm

# Self-Reflection Exercise: Mapping Your Habit Loop

## STEP 1 – IDENTIFY THE HABIT

CHOOSE ONE HABIT YOU WOULD LIKE TO UNDERSTAND OR CHANGE.

EXAMPLE:

- CHECKING PHONE IMMEDIATELY AFTER WAKING UP
- CONSTANT EMAIL CHECKING
- SCROLLING DURING BREAKS

WRITE IT DOWN.

## STEP 2 – DISCOVER THE CUE

ASK YOURSELF:

- WHAT TIME DOES IT HAPPEN?
- WHERE AM I?
- WHAT EMOTIONS DO I FEEL?
- WHAT DID I DO JUST BEFORE?

WRITE YOUR CUE.

## STEP 3 – IDENTIFY THE REWARD

ASK YOURSELF:

- WHAT DO I GET FROM THIS BEHAVIOR?
- AM I SEEKING DISTRACTION, CONNECTION, INFORMATION, OR RELIEF?

WRITE YOUR REWARD.

## STEP 4 – EXPERIMENT WITH A NEW ROUTINE

KEEP THE SAME CUE AND REWARD, BUT TRY A DIFFERENT ROUTINE.

EXAMPLE:

CUE: FEELING OVERWHELMED AT WORK

OLD ROUTINE: CHECKING SOCIAL MEDIA

NEW ROUTINE: 3 MINUTES OF BREATHING OR SHORT WALK

REWARD: MENTAL RESET

TRY THIS NEW ROUTINE FOR ONE WEEK AND OBSERVE HOW IT FEELS.

## KEY INSIGHT

CHANGING HABITS RARELY MEANS REMOVING THEM COMPLETELY.

INSTEAD, THE MOST EFFECTIVE STRATEGY IS: KEEP THE CUE AND REWARD — CHANGE THE ROUTINE.

THIS PRINCIPLE IS PARTICULARLY USEFUL WHEN BUILDING HEALTHY DIGITAL HABITS, SUCH AS MINDFUL TECHNOLOGY USE, DIGITAL HYGIENE, AND SUSTAINABLE ATTENTION PRACTICES.



# What is Digital Hygiene?

Digital hygiene refers to the set of habits and practices that help us use technology in a safe, balanced, and conscious way. The concept emphasizes that, just like physical hygiene supports our physical health, digital hygiene supports our mental wellbeing, relationships, attention, and security in the digital environment.

According to the Instytut Cyfrowego Obywatelstwa (Institute of Digital Citizenship), digital hygiene means developing everyday habits that allow people to use technology intentionally while protecting their wellbeing, attention, and privacy.



## DIGITAL DECLUTTERING

### AND SELF-PROTECTION

#### *PASSWORD SECURITY*

- I use strong passwords (min 12 digits, symbols, lower - upper case)
- I use a password manager
- I have MFA enabled on email, SM, banking

#### *DEVICE SECURITY*

- I keep my devices up to date
- I lock devices with PIN/biometrics
- I use VPN when needed
- I regularly delete unused apps
- I avoid sensitive logins on public Wi-Fi

#### *PRIVACY SETTINGS*

- I reviewed privacy settings in the last 6 months
- Location tracking is off for non-essential apps
- I limit who can see my posts
- Ad personalization is disabled

#### *DATA MINIMIZATION*

- I removed old tagged photos that reveal too much
- I don't overshare real-time location
- I think before participating in online quizzes
- I delete unused accounts
- I use separate email accounts for different purposes

#### *SOCIAL ENGINEERING AWARENESS*

- I verify urgent requests before acting
- I check email sender addresses carefully
- I pause before reacting emotionally online



# Introduction to Mindfulness

Mindfulness can be described as **the practice of paying attention to the present moment intentionally and without judgment**. Instead of reacting automatically to thoughts, emotions, or external stimuli, mindfulness helps us observe what is happening in the moment—with curiosity and awareness.

Regular mindfulness practice can support:

- better concentration and attention
- emotional regulation
- reduced stress and anxiety
- stronger connection with the body and surroundings

Within the **Walk OFFline project**, mindfulness was explored as a practical tool for managing digital overload and reconnecting with ourselves, others, and nature. One of the most effective and accessible practices used during the training was **forest mindfulness**, inspired by the idea of *forest bathing* (Shinrin-yoku).

Nature helps slow down our nervous system and provides a sensory-rich environment that supports presence and reflection.



# Exercise: Forest Mindfulness Practice

## **Purpose:**

This exercise helps restore attention, calm the mind, and reconnect with the present moment through nature. It is especially helpful for people experiencing digital overload, stress, or mental fatigue.

**Duration:** 30–45 minutes

**Format:** Individual or group activity (up to 25 people)

## **Step 1** — Arrive and Breathe (5 minutes)

Pause and stand quietly.

Take 3–5 slow breaths.

Notice:

- your feet touching the ground
- the temperature of the air
- the sounds around you

Set a simple intention:

"For the next moments, I allow myself to slow down and observe."

If possible, turn off or silence your phone.

## **Step 2** — Mindful Walking (15–20 minutes)

Walk slowly through the forest or natural environment.

Bring your attention to your senses:

Sight – colors, shapes, light between trees

Sound – wind, birds, rustling leaves

Touch – bark, moss, stones, the ground beneath your feet

Smell – forest air, soil, wood, plants

Walk slowly and observe with curiosity.

Imagine you are seeing the forest for the first time.

## **Step 3** — Connect with One Element (10 minutes)

Choose one natural element that draws your attention:

- a tree
- a leaf
- moss
- a stone
- water

Observe it quietly.



# Exercise: Forest Mindfulness Practice

Ask yourself:

- What details do I notice?
- What patterns or textures appear?
- How do I feel when I slow down?

Allow yourself to simply observe without judging.

**Step 4** — Reflect (5–10 minutes)

Take a moment to reflect.

You may write down or share:

- What did you notice when you slowed down?
- How does your body feel now?
- Did your mind become calmer?
- What surprised you?

**Take the Practice With You**

Even a few minutes of mindful observation in nature can:

- calm the nervous system
- restore attention and focus
- reduce stress
- support digital balance

Nature reminds us that **not everything needs to move fast.**

**Tip:**

You can repeat this exercise regularly—during a walk, in a park, or even while observing a tree outside your window.

Slow down. Breathe. Notice.



# I feel sLOVEnia - workshops

It is often seen, that teenagers have a lot of screentime for communicating (Snapchat) and also watching brain rot videos, that effects on their cognitive skills and doomscrolling (Instagram, TikTok, YouTube). They spend more and more time on their phones that could be used in better way. Why is this important?

By the end of the workshop participants will:

1. Understand how screentime affects their focus, mood and daily life.
2. Reflect on their own phone habits and how much time they spend online.
3. Practice simple ways to reduce screen time and enjoy offline activities.
4. Commit to one small change to use their phone in a healthier way.

## Main focus area

Main theme(s): Awareness

Our angle/perspective: We want to help teenagers to see how much phone affects them and show them easy ways to spend more time offline, to understand their phone habits and try healthier, more balanced screen use.

# Workshop structure

Part	What happens?	Time
Icebreaker	Write your name and stick it on your shirt. Short energizer name (train, bus, me too). Take phones for a short activity (Why do you use it? How do you feel? One fact)	20 min
Input / Mini-lecture	Social media and doomscrolling, phone in bed and binge watching, AI and algorithms, How screen time affects focus and mood	30 min
Interactive Activity	Walk outside and breathing exercise (5-4-3-2-1). Short reflection walk.	30 min
Video and discussion	Short video about blackmailing and phishing. Group discussion is how to stay safe?	15 min
Test / quiz	Digital hygiene test	10 min
Learning points	What have you learned?	10 min
Closing & Commitment	Each participant writes one small change they will try this week. And how to achieve it?	5 min

## TARGET GROUP

**Age group:** 14-19 (highschool)

**Background:** Social media, Chat GPT, Video-games, ...

**Estimated number of participants:** 20-30



# Let's (dis)connect! - workshops

The primary challenge identified is the excessive use of smartphones and various digital technologies within the community, which often escalates into dependency or full-scale addiction.

By the end of the workshop participants will:

1. Understand the consequences of the digital media overusing.
2. Reflect on the time they stay connected.
3. Practice of digital hygiene.
4. Commit to reduce screen time, to focus on human-to-human connections.

## Main focus area

Main theme(s): Digital Hygiene

Our angle/perspective: protection/awareness of threats connected with using digital media

## TARGET GROUP

**Age group:** 18-19

**Background:** students

**Estimated number of participants:** 15-25

## Workshop structure

Part	What happens?	Time
Icebreaker	I go by train, I go bus, Me too..	Approx. 10
Input / Mini-lecture	Test on digital media habits or Kahoot play, mini-lecture on the subject: Why do you need to be connected all the time? (VLOP mechanisms; use of AI; consequences for the body & mind)	Approx. 30
Interactive Activity	Group work (4 teams working on alternatives: screen time; AI usage; Body & Mind; Relationships). Presentations.	Approx. 30
Reflection	Whole group sitting together & Dixit cards	Approx. 10
Closing & Commitment	How can you apply what you learn today in your life (micro-changes)?	Approx. 10

## Key Interactive Activity

**Name of activity:** Group work in the teams

**What participants will DO:** Each group will work on one of the 4 subjects which are: Screen time, AI usage, Body & Mind, Relationships with other people. The first step is to find out how digital media affect those areas, and the second is to find some alternative/replacements for those habits (even the small ones). Preparation of short presentation.

**Materials needed:** laptop, projector, internet connection, phones, papers, pens, markers, flipchart

# Facilitator Script

**Icebreaker:** We chose this specific game, because it helps people to connect, while also staying in their personal space.

**Input:** We will explore how the algorithms are created in order to get us addicted to this intensive use of social-media and to get us so dependent on our phones. We will further focus on this constant need to stay connected by always enabling internet connection, expecting notifications and relying on our devices for basic human tasks. Furthermore, we will discuss ways to take control over our screen time and the use of AI with a goal of limiting (then as much as needed in order to) elevating our social skills and promoting independence from the internet.

**Solution-oriented mindset:** Moreover, we could raise awareness on the topic of possible health risks that lie within the immersive mindless use of technology.

However, since reading from a pdf or just listening to someone talking can get tiring, it is our firm conviction that interactive activities should be involved into our workshop as well.

1. We would like to promote developing of the healthy habits when it comes to the use of digital tools and there is no other option that is as fun as a Kahoot game It is easily accessible, easy to understand and keeps people interested.

2. After that, we can move on dividing unto smaller groups, which will discuss possible alternatives to the use of AI, social media and other aspects of the internet and come up with their own answers and ideas.

By that time, people will be ready for some reflections. The whole group could do a debrief & everything they have learned during the sessions and of ways they can integrate all this new knowledge I their day-to-day lives. We also support the creation of phone detox challenge for 21 days that reduce screen time to maximum 2 hours per day.

Last but not least: We hope that our work will be enough for them to influence other people from their microcommunities through online posts or just spreading the word. We also hope that our input has cleared up the root cause of desensitiation, isolation and lack of social media skills, which is the overuse of social media and has proposed enough protective methods of our well-being when going online.

Our motto is: DETACH, REPLACE AND THINK BEFORE ACTING



# Truth Seekers - workshops

Information overload and difficulties in managing online information, evaluating its reliability, and distinguishing what is true from what is false.

Why is this important? The rapid growth of digital media has increased the spread of misinformation (false information shared without intent to harm) and disinformation (false or misleading information shared with the intention to deceive or for economic or political gain), especially via social media, online platforms and AI-generated content.

By the end of the workshop participants will:

1. Understand the difference between misinformation and disinformation.
2. Reflect on how fake news works online and learn basic rules of fact-checking.
3. Practice detecting fake news and fact-checking using real examples.
4. Commit to being more aware and responsible when sharing information online.

## Main focus area

Main theme(s): Fake news and online information literacy

Our angle/perspective: Online disinformation and misinformation, basic fact-checking skills, and using simple tools (such as the CRAAP test) to evaluate sources.

# Key Interactive Activity

**Name of activity:** "Spot it and check it"

**What participants will DO:** - Work in small groups.

- Apply the information they received (fact-checking rules and CRAAP test questions).
- Try to identify disinformation and misinformation in article extracts or social media posts.
- Present their reasoning to the others and enjoy the challenge of "catching" fake news.

**Materials needed:** Good energy, large sheets of paper and markers, printed examples of (realistic) fake or misleading news, a computer with internet access (optional, for checking sources), pens and paper.

## TARGET GROUP

**Age group:** Young adults (18–25)

**Background:** University students

**Estimated number of participants:** 15–25 participants

PRESENTATION:

<https://docs.google.com/presentation/d/11jFZybRCUPvGB4LAE-B-8Si3Efw6GNHDX/edit?usp=sharing&ouid=104711116747621592396&rtpof=true&sd=true>

# Facilitator Script

## Icebreaker – "Two truths and a lie" (10–15 minutes)

Participants share three short statements about themselves; the group guesses which one is the lie, introducing the theme of checking what is true or false.

## Input / Mini-lecture (20–25 minutes)

Brainstorming on "fake news" (what comes to mind, where they see it). Short input on:

- Definitions and difference between misinformation and disinformation, with simple examples.
- Basic rules of fact-checking and simple evaluation tools (for example, the CRAAP test: Currency, Relevance, Authority, Accuracy, Purpose).

## Interactive Activity (30–40 minutes)

In small groups, participants receive short extracts from real or realistic online posts/articles. They apply the fact-checking rules and CRAAP test questions to:

- Look for signs of misinformation or disinformation.
- Identify missing information, biased language, or lack of sources.

## Reflection (15–20 minutes)

Each group presents one example, explains how they checked it, and shares what made it look trustworthy or suspicious. Short whole-group discussion about how they feel now when they see news online.

## Closing & Commitment (10–15 minutes)

Participants position themselves in the room along a line (from "strongly agree" to "strongly disagree") in response to the following statements:

- I feel more confident in detecting fake news.
- I found this activity engaging.
- I found this activity useful for my everyday life.

Then, collective agreement on a simple commitment such as: "Before sharing content, I will verify and fact-check using at least one trusted source or tool."





# Spot the Fake



The Truth Seeker's Guide to Digital Literacy

## Know the Enemy: Mis- vs. Disinformation



### Misinformation: False, but not Malicious

Information shared without the intent to harm, often through simple misunderstanding.  
General confusion

### Disinformation: Intentional Deception

Misleading information created specifically to deceive or for economic and political gain.  
intent to deceive

### The Power of the Pause

Before sharing, verify content using at least one trusted independent source.

## The CRAAP Test: 5 Steps to Verify



### Check Currency and Relevance

Verify the information's date and see if it actually matches your topic.

### Verify Authority and Accuracy

Identify the author's credentials and check for evidence-based supporting sources.

### Determine the Purpose

Ask if the content exists to inform, sell, entertain, or persuade.

# Walk Online with Yacuzzas - workshops

One of the key digital challenges in our community is the growing vulnerability of older adults to online scams and fraud. Seniors are increasingly targeted through phishing emails, fake investment opportunities, impersonation scams, and misleading online advertisements. This is often due to a combination of lower digital literacy, high levels of trust, and limited awareness of evolving online threats.

By the end of the workshop participants will:

1. Understand the importance of cyber security & the extent of online risks
2. Reflect on how to stay safe online
3. Practice cyber security best practices (password and privacy settings)
4. Commit to safer personal protocols and habits

## Main focus area

Main theme(s): Digital safety and cyber security

Our angle/perspective: The digital divide is growing more and more, especially in rural areas, where senior populations have had access to basic technologies only recently. We want to bridge the gap between hyper technological scammers and this vulnerable population.

# Workshop structure

Part	What happens	Time
<b>Icebreaker</b>	3 facts, 1 lie	20
<b>Input / Mini-lecture</b>	Presentation	30
<b>Interactive Activity</b>	Fake mail and fake calls. Privacy settings	40
<b>Reflection</b>	Guided group reflection in groups	10
<b>Closing &amp; Commitment</b>	Sharing circle: I understood.... I feel... I will do...	20

## TARGET GROUP

**Age group:** 60+

**Background:** Rural areas

**Estimated number of participants:** 20

## Key Interactive Activity

**Name of activity:** Phishing shield & settings

**What participants will DO:** They will practice recognizing and spotting suspicious patterns within mails and calls. Moreover, they will browse information on the Internet and change privacy and data settings on digital devices.

**Materials needed:** Smart phones, patience, and laptops

# Glossary of Key Terms from Walk OFFline project

**AI Act:** European Union regulation ensuring AI systems are safe, transparent and respect fundamental rights. It classifies AI by risk levels and sets rules for developers and companies.

**DSA (Digital Services Act):** EU regulation aimed at creating a safer and more transparent online environment, introducing responsibilities for platforms regarding illegal content, algorithms and user protection.

**GDPR (General Data Protection Regulation):** European law protecting personal data and privacy. It grants rights such as access to personal data, correction, deletion, and transparency on how data is used.

**VLOP (Very Large Online Platform):** Online platforms with more than 45 million users in the EU. They must follow stricter rules regarding transparency, risk assessment and protection from harmful content.

**LLM (Large Language Model):** A type of artificial intelligence trained on large text datasets to understand and generate human-like language, used in chatbots, translation tools and writing assistants.

**Phubbing:** Ignoring people in a social setting by focusing on a smartphone (phone + snubbing), which can negatively affect relationships and attention.



# Glossary of Key Terms from Walk OFFline project

**FOMO (Fear of Missing Out):** The anxiety that others are experiencing rewarding events without you, often amplified by social media.

**JOMO (Joy of Missing Out):** The positive opposite of FOMO – enjoying the present moment and feeling comfortable disconnecting from digital updates.

**Doomscrolling:** The habit of continuously scrolling through negative or alarming news online, which may increase stress and anxiety.

**Brain Rot:** An informal term describing mental fatigue and reduced concentration caused by excessive consumption of low-quality or overstimulating online content.

**Popcorn Brain:** A mental state where the brain becomes used to constant stimulation and rapid information switching, making sustained attention difficult.

**Disinformation:** False information deliberately created and spread with the intention to mislead or manipulate.

**Misinformation:** False or inaccurate information shared without the intention to deceive.

**Malinformation:** Genuine information shared in a harmful or misleading way, often taken out of context or used to damage someone.

**NEAT (Non-Exercise Activity Thermogenesis):** Energy expended through everyday physical movement that is not formal exercise, such as walking, standing or household activities.



# Thank you

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**We Add Wings** 

The logo for 'We Add Wings' features a stylized pink bird in flight.