



VIRTUAL INTIMACY ZONE

**INTERNET SAFETY DAY
Methodological Handbook**



Virtual Intimacy Zone

Internet Safety Day

Methodological Handbook

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Introduction of the Virtual Intimacy Zone project

History of the Program

The **Virtual Intimacy Zone** is an interactive educational program aimed at promoting safe and conscious internet usage among high school students. Through small-group sessions, thematic games, and interactive theatrical elements, participants develop their digital awareness, critical thinking, and responsible online behavior. The program addresses key topics such as digital footprints, online threats, social media risks, and distinguishing between reliable and misleading information. By encouraging dialogue and shared reflection, the program helps young people navigate digital spaces with confidence while also strengthening their offline relationships.

The **Virtual Intimacy Zone** has been active since 2013. It initially took the form of a three-day weekend training for active students from various schools. In addition to learning about internet safety, participants developed collaboration and project management skills. After the training, they were tasked with organizing their own awareness campaigns on safe internet use. These campaigns were then evaluated in an interactive session, providing opportunities to share experiences and results. Over the past ten years, we have reached around 150–200 students directly and an estimated 2,000–3,000 students indirectly through the campaigns implemented by participants.

In 2024, as part of a major development, we created a comprehensive new interactive module for the **Virtual Intimacy Zone**. This new module covers topics such as identifying fake news and online scams, preventing cyberbullying, data protection, time management, conscious internet use, and using artificial intelligence to support learning.

In recent years, we have increasingly been invited to give lectures and workshops to teachers, parents, and even grandparents. The topic is also regularly addressed at our annual **conference** for educators and youth workers. The focus of our 2023 conference was safe internet use. We invited experts from Hungary and Slovakia who have long been researching this area and supporting parents and educators in discussing online risks with youth and conducting preventive work.

Virtual Intimacy Zone – Internet Safety Day

The aim of the Virtual Intimacy Zone “mini-festival” is to develop students’ critical thinking and help them move safely and responsibly in the online world.

The concept of safe internet use can be interpreted in various ways. On one hand, it includes data protection—such as safeguarding passwords and personal content, and avoiding online scams. Equally important, however, is the preservation of mental and emotional safety in the digital space. How does social media affect us? What impact does our online presence have on our self-esteem and relationships? Our goal is to raise awareness and promote conscious reflection on these questions among students.

During the program, participants explore topics such as digital footprints, online dating, conscious social media use, recognizing fake news, preventing cyberbullying, and the risks associated with artificial intelligence.

What does this look like in practice?

The day begins with small-group sessions focused on self-awareness. In the afternoon, students can visit thematic booths as per the below themes/areas, choosing freely according to their interests.

Small Group Session

The goal of the morning small group session is to provide a safe and accepting environment where students can begin to process their personal experiences, questions, and uncertainties related to the online space, social media, or internet-based relationships. Interactive exercises and discussions help them better understand their own digital habits, recognize online risks, and begin the path of self-reflection.



Digital Detox

The Digital Detox room offers a calm, low-stimulus environment where students can step away from constant online presence. Instead of the digital stimuli of everyday life, they can focus on the colors, scents, sounds, and tastes of the present moment, while practicing mindfulness and stress reduction techniques. The goal of the stand is to help participants discover the importance of recharging offline.



Filter-Free – Offline Conversations About the Online World



How does social media affect young people? What does it mean to be an influencer, and where is the line between expressing an opinion and cyberbullying? This stand provides students with the opportunity to share opinions, debate, and reflect together on issues related to the online world. There are no right or wrong

answers here – the main point is for everyone to listen to and understand each other's perspectives.

Virtual Defenders Cooperative Board Game

This is a cooperative board game where teams of 4–8 players work together to protect their data from the dangers of the online world. Participants must stop viruses and keep their information safe. Smartphones also play a role in the game, allowing students to learn about cybersecurity in an interactive and engaging way.



Living Library



What is daily life like for an influencer? What does it feel like when someone has all their accounts hacked and watches their data being stolen in real-time? How much effort does it take to gain forty thousand followers on Instagram? Students can listen to the personal stories of invited “living books,” draw inspiration from their life paths, and learn useful tips for staying safe online.

AI Stand

Students can learn how artificial intelligence functions in everyday life. They can try out how AI can write song lyrics and music or assist in creating a presentation. The purpose of the stand is to showcase the possibilities offered by AI and spark participants' interest in new technologies.



Creative Stand



At this stand, students can creatively reflect on the significance of their online and offline relationships. They will have the opportunity to illustrate their digital footprint on paper and reflect on what a real hug means compared to a hundred likes. Through their creations, participants can visually express their thoughts and emotions.

HOAX Stand

Students can test how well they can distinguish real news from fake news using an interactive platform. They must navigate between real posts, fake news, and online scams while earning points for correct decisions. At the end of the day, the top scorers will appear on the leaderboard. The goal of the stand is to enhance students' critical thinking and media literacy.



A Brief Theoretical Introduction – Clarifying Basic Concepts in the Topic of Online Bullying

What is cyberbullying?

Cyberbullying refers to explicit, intentional acts of online aggression directed at another person. Society at large has experienced an increase in aggression within online spaces. During arguments on social media platforms, even individuals who are typically reserved in real life tend to communicate more angrily and aggressively. Research shows that self-control begins to decline after just five minutes of using social media.

The rules that govern behavior in virtual spaces are different, often giving rise to an alternate online personality—one that is less inhibited, more narcissistic, impatient, and impulsive. Moreover, in online communication, we cannot see the other person's reactions. In the physical world, witnessing someone's pain—such as seeing them cry—may trigger empathy and stop the attacker. But in digital interactions, such direct feedback is often absent.

Forms of cyberbullying include:

- **Flaming** – aggressive online arguments using angry and offensive language; hostile messages posted in public forums.
- **Harassment** – repeated sending of offensive, hurtful, or false messages online.
- **Denigration** – spreading rumors or falsehoods meant to damage someone's reputation.
- **Exclusion** – intentionally excluding someone from an online group or community.
- **Impersonation** – pretending to be someone else online to damage their reputation.
- **Outing** – sharing someone's secrets or personal information without permission.
- **Trickery** – deceiving someone into revealing personal information and then sharing it publicly.
- **Sexting** – sharing sexually provocative, nude, or semi-nude images or messages online. The sharing of nude images in particular can have serious consequences, including widespread distribution and exploitation.

What is mobil phone addiction?

Addiction is no longer only associated with alcohol or drugs. Objects, relationships, or behaviors can also become addictive, and their absence can cause serious withdrawal symptoms.

The internet is now part of everyday life—we use it for staying in touch, making connections, working, studying, entertaining ourselves, and seeking information. We date, chat, watch movies, listen to music, and read news online. Using smartphones slightly increases dopamine levels, making us feel excited, and it becomes difficult not to check a message immediately.

Researchers say overcoming this urge requires a high degree of awareness. Smartphone addiction is often intertwined with internet addiction, driven partly by the fear of missing out (FOMO) and partly by boredom and a constant hunger for stimulation or news.

Who are influencers?

Influencers are individuals who build their personal brand by sharing their own content on social media platforms, gaining a large following and significant influence as a result. They are the micro-celebrities of the digital space.

Their popularity stems from the perception that they are authentic, relatable, and approachable. This makes it easier for followers to identify with them—more so than with traditional celebrities—and often creates the feeling of a personal relationship. Because of this, influencers have a strong impact on their audience's opinions and purchasing habits, making them highly effective marketing tools, even if their recommendations are not always sincere.

Young people follow influencers for a variety of reasons: to get information, for entertainment, to keep up with trends, or simply to pass the time. However, it's important for youth to understand that being an influencer is serious work and carries significant social responsibility.

Self-image

The online space and the world of social media have a major influence on users' self-image and self-esteem. Generations that grew up before the rise of social media might observe that today, people often form a virtual self-image alongside their real, offline identity.

Users can decide how they wish to present themselves in the digital world—though they usually understand that this doesn't always reflect reality. Self-representation has three components:

- **Actual self-image:** how we currently describe ourselves;
- **Ideal self-image:** traits we wish to possess;
- **Ought self-image:** traits we think we should possess.

Since we are publicly visible on social media, we often shape our profile to reflect how we want to be seen. These platforms also allow us to view ourselves from an external perspective—just as others do. Because we filter what is shown and what is hidden, this identity is a constructed one, only loosely connected to reality.

What is a digital footprint?

A digital footprint refers to the traces or data we leave behind as a result of our online activity—data that can reveal much about our behavior.

These traces, also called internet footprints or cyber shadows, arise wherever online user activity can be linked to identifiable personal data. This includes information about interests, location, time, search results, content created or consumed, and data from sensors.

Activities like registering on a website, sending emails (including attachments), and uploading or downloading videos all contribute to our footprint. Deliberate traces include commenting, blogging, creating websites, or social media activity.

People with more social media connections leave behind more indirect traces in addition to direct ones, multiplying their digital footprint. Such data can be quickly collected, organized, and even used without the individual's knowledge. Personal information becomes part of the public social sphere. Studying these footprints supports behavior analysis, targeted marketing, personal profiling, and opinion or market research.

The result of analyzing this data can be a detailed, authentic digital biography—known as “lifelogging.”

Targeted Advertising

The rise of targeted advertising has given advertisers unprecedented opportunities to deliver the right messages to the right audiences, thereby increasing the effectiveness of their campaigns.

However, these vast marketing systems, driven by massive databases and algorithms, also enable potential misuse of personal data—as demonstrated by various data privacy scandals. Advertisers often believe that consumers appreciate targeted ads and are willing to trade their personal information for more relevant suggestions.

Yet, even Facebook-funded research shows that users don't actually want more personalized ads—they want freedom. They want to decide what to buy and when, without being influenced by advertising.

Information Bubble

In the world of online information, it's easy to find ourselves in an "information bubble." This can happen for several reasons, but two main factors often work together to create it:

- Our interests, thoughts, and beliefs determine what keywords we search for. This shapes what we like, share, and post—and that's perfectly natural. The risk, however, is that all this becomes part of our digital footprint.
- Based on our past interests, digital footprint, and geographic location, we are shown filtered content—whether in search results, targeted ads, or recommendations.

As a result, we all unknowingly build a wall around ourselves, allowing in only what we're already interested in. We create an echo chamber that constantly reinforces our own perspective.

The solution? Use not just keywords, but reliable news sources—ideally several and from a broad spectrum. The situation is not as dire as it may seem at first. It's not all the fault of Google or Facebook. While technical systems do contribute, human nature is the bigger factor. We grow fond of or get used to certain websites and revisit them while ignoring or rarely visiting others. Humans are social beings who seek out communities that reflect their own beliefs—whether political, entertainment, artistic, or otherwise. Let's strive to stay open, thoughtful, and critical.

Fake News

The internet is full of fake news, half-truths, misleading images, and biased texts. The following tips can help in verifying the authenticity of information:

1. Does the news sound realistic?
2. Are there mismatched or obviously edited photos in the post?
3. Is the headline unusually long?
4. What is the source of the information?
5. What is the website's domain suffix?
6. How professional is the website's design?
7. Is the author credited—and if so, who is it?
8. Are there sources cited in the article or post? Are they credible?
9. Has the news been published by other reliable news outlets?
10. How is the grammar and spelling?
11. Does the post explicitly ask you to share it?

Program Elements – Workshop Descriptions and Supporting Materials

Morning Small-Group Session

The main goal of the morning small-group session is to introduce participants to the topic—its breadth and depth—as much as the timeframe allows, and as much as their interest, engagement, attitude, and current level of knowledge make possible. These factors are also influenced by the participants' age and social background.

To define clear objectives for the morning session, facilitators must gather as much information as possible about the group and then align these findings with their educational goals.

The objective structure can be organized as per the below structure:

General approach: The session broadly addresses topics within the Virtual Intimacy Zone (VIZ) framework, focusing on self-awareness and opening the door to themes that may be personally relevant for participants.

- **At the attitude level:** Encourage motivation to engage with the topic; foster self-awareness, self-observation, and reflection on their internet use.
- **At the skills level:** Promote conscious online behavior; develop critical thinking.
- **At the knowledge level:** Offer an overview of the topic; help them recognize patterns they may not have been aware of before.

Focused approach: The session is centered on one specific VIZ theme, which becomes the gateway to self-reflection or to deeper learning opportunities within that topic.

- **At the skills level:** Learn to identify fake news or recognize the different forms of cyberbullying.
- **At the knowledge level:** Gain specific knowledge, e.g., how to spot signs of fake news or the basics of password security.

After we have created an outline and set a goal, the afternoon can look like this:

1. Opening and Introduction

The aim of the opening activity is to establish the context of the day—its purpose, schedule, ground rules, and roles of the group leaders. Facilitators introduce themselves, perhaps by sharing a personal story or their motivation for being part of the program.

Core guidelines:

- Personal responsibility and active participation
- Group confidentiality
- The right to “pass” (participants may choose not to speak)
- Take initiative for your own benefit

A key part of this opening is creating space for every participant to speak. Each person shares something about themselves, their perspective on the topic, or how they relate to it. This helps them connect to the facilitators and the group on a personal level.

Typically, this is done using associative or abstract tools like Dixit cards, mood cards, or even custom meme cards.

Suggested prompts:

- How are you feeling right now?
- How do you relate to this topic?
- What do you think about internet safety?
- Choose a meme that reflects your current attitude toward today’s topic.

An alternative is a short game connected to the topic, where everyone gets to participate.

For example:

"Two Truths and a Lie" – Everyone says three statements about themselves, one of which is false. The group guesses which is which.

2. Turning Into the Topic

The goal of this phase is to introduce the group to the non-formal learning approach in a playful way and to start engaging with the core theme. Participants begin thinking, expressing opinions, and becoming more open.

This is also when facilitators gather first impressions about the group’s dynamics, attitude, willingness to collaborate, and perspectives on the day's topics. It’s important to use clarifying questions to fully understand what is said.

Suggested Warm-up Activities

- Walking the Room: Move around the space responding to prompts like “Like, Comment, Heart.”

- Individual Introduction Prompt : “If you were a famous influencer, what would you be known for? What kind of content would you create?”

Sociometry Exercises

Sociometry is an exercise in which we ask questions or make statements, and participants express their opinion or answer by choosing where to stand in the room.

For example: Do you use an Android or an Apple phone? Those who use one type stand on the right side of the room, and those who use the other stand on the opposite side.

After expressing their opinion, so-called mini-conversations follow (based on the criteria listed below), during which we invite 1–3 participants to explain what their position in the space represents.

Example Sociometry Questions: See the table / content in the next page.

Estimated screen time (linear scale) – followed by verification > Possible follow-up questions for mini-conversation: What is most of that time filled with?
Would you like to reduce or increase the time spent in front of a screen? (linear scale). Yes – No. > Possible follow-up questions for mini-conversation: What would I like to change, what not, why am I satisfied with how it is now, and why would a change be beneficial, etc.?
How many likes or similar feedback do you give? (linear scale): “I like everything” – on one side of the room; “I don’t like anything” – on the other side. > Possible follow-up questions for mini-conversation: What do you like? And what is the nature of those likes? (Do you give them automatically, consciously, or are you “returning” someone’s like?)
How many comments do you write? “I comment on everything” – one side of the room; “I don’t comment on anything” – the other side. > Possible follow-up questions for mini-conversation: What, why, and how do you comment? (Are they just templated phrases or more specific remarks, etc.?)
Have you ever shared content that later turned out to be false? Yes – No. / We can also apply a gradient (the degree of falsehood increases in one direction)
Has something good ever happened to you that you didn’t post about on social media? Has it ever happened that something nice/good was happening, and you posted about it, but as a result, you didn’t truly enjoy the moment? (Would you rather live the moment or share it? / If you don’t post it, did it even happen?) Yes – No
I consider it important that we spend our time online mindfully. (linear scale – agree – disagree) > Possible follow-up questions for mini-conversation: For those who disagree – how do they view the time they spend online? Is it important to them?
How often do you share personal information? – scale in relation to yourself
How often do you follow personal content from others? – scale in relation to yourself
How often do you give feedback? – scale in relation to yourself
How much time do you spend online on an average day? – subjective estimate; scale in relation to yourself
How much time do you spend on your phone on an average day? – check using phone data
What is your screen time? – weekly average
How many influencers do you follow? – scale in relation to yourself
To what extent are you satisfied with the way you currently use the internet?
How well do you understand the topic of cybersecurity?
Students line up in a circle according to the month they were born in.
How often do you post?
To what extent do you pay attention to what you share on your profile?
Do you feel that the internet is dangerous for you? And to what extent?
Do you eat your hotdog with ketchup or mustard?

Pair Discussions

This activity invites participants to have structured 1-on-1 conversations, typically lasting 2 x 2 or 2 x 3 minutes, followed by switching partners to avoid repetition.

Each round begins with a specific topic or question, such as:

- What was the last online topic or post you reacted to?
- Tell me about your most recent post.
- What kind of content recently moved you, angered you, or made you pause?
- What did you last “like” and why? How would you express that in person?
- What online content recently triggered strong emotions? Were they positive or negative?
- Have you seen any online content that turned out to be partially or entirely fake? What did you do about it?
- Have you seen a post about someone’s personal struggle (close or distant)? How did you feel or respond?

♦ *Note:* Facilitators won’t hear these conversations directly, so it’s useful when participants are shy in group settings. Pay attention to body language and energy. Afterward, you can ask for voluntary reflections: What came up that was surprising, meaningful, or worth sharing?

3. Our Internet Habits

The goal of this exercise is to map out online habits—what we do online, and to become more aware of what’s helpful versus harmful.

It can be done in two formats:

1. **Participant-focused:** Individuals share their own habits. The smaller scope allows for deeper reflection and conversation about the impact of each behavior.
2. **General brainstorm:** A collective list of all the ways people use the internet. This opens up broader discussion on what participants allow into their online world and what they share outward.

Also consider the intention and purpose behind these activities—this naturally leads into the next exercise on consciousness and self-awareness in the digital space.

Example Exercise: Poster-Making

- **Materials:** Paper, markers, colored pencils, magazines, scissors, glue
- **Group format:** Divide into three small groups (facilitators may assign groups strategically to balance activity levels)

- **Task:** Each group creates a poster around one theme:
 1. Why do we use the internet?
 2. How do we use the internet?
 3. What do we use the internet for?
- **Afterward:** Each group presents its poster and explains its elements. The facilitator can deepen the discussion with targeted questions, encouraging reflection and values-based insights.

4. Consciousness and Self-Awareness in the Online Space

Topic Goal:

Together with the participants, we reflect on whether they use the online space mindfully. We talk about what presence and awareness mean to them in this context, and through examples, we illustrate when they behave with focus and mindfulness, and when they do not.

The aim of these exercises is to encourage shared reflection on how social media works, on posting habits, and on what feelings these activities evoke in them. We also explore the relationship between the world on social media and the real world.

We can also include reflective exercises that require watching a short video. Both exercises are based on a shared viewing of the same video:

"Are You Living an Insta Lie? Social Media Vs. Reality" – video link:
<https://www.youtube.com/watch?v=OEFHbruKEmw>

I. Are You Living an Instagram Lie?

At the beginning of the activity, we watch the video linked above.

Afterwards, we have a group discussion about what we saw.

To support the discussion, we use the following questions:

- What was your strongest impression after watching the video?
- What emotions did the video evoke in you?
- Which scenes would likely be interpreted differently if social media didn't exist? In which situation would we have acted differently?

After the discussion, we watch the video again. This time, we pause at scenes identified as key and talk about these moments more deeply, analyzing and expanding on them together with the following guiding questions:

- What could be the reason behind the behavior pattern shown in the video?
- What desire or need accompanies each of the characters? What are their motivations?
- What could we do in such a situation offline?
- What could we do online, but differently?
- If we found ourselves in such a situation, what would we do?

II. The Fake World of Social Media

We watch the video mentioned above. After viewing it, we talk about the following topics:

- Is there something the video is trying to make us aware of?
- What might have motivated the characters in the video?
- What made you feel uneasy?
- What bothers or worries us in the online world?
- Have you ever felt hurt or affected by someone else's post?

5. Influencers

Session Goal

To encourage young people to critically evaluate influencers, and to recognize that following them is not simply good or bad. The aim is to help participants identify both the advantages and disadvantages of following influencers and to reflect on their own attitudes and behaviors.

I. Where Do I Stand?

Exercise Goal: The student should begin to reflect on what role they take as a follower in the life story of an influencer. Do they follow someone for specific reasons, pursue a certain goal, or simply follow the trend? Are they critical of the person they follow, or do they take more of a fan's position?

Exercise Description: Participants work in small groups to create posters about influencers they follow, considering the following aspects:

- Why do they follow this particular influencer?
- Description of the influencer's positive and negative traits and influences.
- Any scandals the influencer has been involved in (if applicable).
- Which types of content are educational? Are any contents useful in some way? Can they have a long-term positive impact on followers?
- Which types of content are realistic?
- What messages are being spread through this content?

II. Influencer Under the Microscope

Exercise Goal: To critically evaluate influencers.

Exercise Description: Based on a list of questions, participants gather information about selected influencers and evaluate them. This evaluation can be done individually or in small groups.

Which influencers to evaluate:

We recommend that the group leader collects a list of currently most popular influencers within the target age group before the activity, so that they can offer students some examples. Using an internet search engine with keywords like most successful influencers, most awarded influencers, etc., will easily provide various relevant lists.

List of questions (can be printed out for participants or written on flipchart paper):

- What are the main things this influencer communicates about themselves?
- Why is this influencer so popular?
- When you look at several of their posts, can you notice anything missing? Is there something the influencer chooses not to share?
- What values does this influencer promote among young people?
- What are some potential negative influences they might have?
- In what ways are they inspiring?
- In what ways might they be misleading or even harmful?
- What kinds of positive role models can influencers represent?
- Why do we want to be like them?
- What are the dangers of looking at someone's artificially constructed self-image?
- How does it affect us when an influencer appears "perfect" in their posts?

Live Library

A. Purpose of the Session and Self-Reflection Background

The Live Library session, focused on internet safety, is based on storytelling and real-life role models, similar to career orientation programs. By listening to authentic stories told by adults with personal experiences in this field, young people are more likely to:

- Develop a deeper understanding
- Shift their perspective
- Strengthen their conscious, responsible digital behavior

Possible roles for “live books” on the topic of internet safety:

- Social media content creators with large followings
- Cybersecurity experts
- Professionals working in online media
- Adults who have been victims of internet scams, phishing, or data theft and are willing to share their stories
- Influencers, bloggers, YouTubers
- Public figures frequently targeted by online attacks
- Marketing or advertising professionals

B. How the Session Works

During the joint opening of the activities, the moderator introduces the different stations and briefly presents the concept of living books. Afterwards, students are free to try out each station based on their own interests. In this dynamic environment, the station leader should carefully observe the students. Some may feel unsure or simply stand around hesitantly. It's important to actively engage them and encourage them to join the conversation. It is essential to ensure that the people acting as living books are not left alone for long periods, as this can lead to feelings of being unneeded or overlooked. Once a student chooses whom they would like to talk to, the activity leader guides them to the selected living book, makes sure they introduce themselves, seats them, and from that moment the "reading" can begin. It is recommended to be prepared with a set of pre-written thematic questions—either printed or as a brief script—which can help the living books navigate what might interest the students and what topics are meaningful to discuss.

Creative Stand

A. Purpose of the Activity and Self-Awareness Background

The Creative Stand is designed to help students:

- Use digital tools more consciously
- Reflect on the balance between online and offline life
- Navigate the virtual space with greater self-awareness

The session encourages self-reflection and allows participants to express their digital habits, experiences, and social connections through visual and creative tools.

Through these activities, participants learn:

- The importance of their digital footprint
- How to manage the information they share online more mindfully
- To appreciate real-life, in-person relationships

They map their relationships, explore their presence on social media, and begin to build strategies for developing digital awareness.


B. Setting Up the Space

The Creative Stand is a long table or series of tables, with:

- The facilitator seated on one side
- Several creative "stations" arranged on the other side for students to use

The table should be stocked with:

- Art supplies (markers, scissors, glue, paper, etc.)
- Pre-made templates and visual inspiration materials

 **Key:** The space should be welcoming and calm, encouraging focused, self-guided participation while being easily accessible to students.

C. Structure of the Session

The activities follow a three-part process:

1. **Visualization**
2. **Creation**
3. **Reflection**

1. Entry Thought / Prompt

Students begin with a short conversation or self-reflection to choose an activity that speaks to them.

2. Creation Phase

Using various tools, students make their own artwork—e.g., a collage, visual map, or relationship chart.

3. Reflection

The facilitator helps students reflect on their work:

- What did they learn about themselves?
- How does their online presence compare to their offline values?

Students may also share their thoughts with each other.

DIGITAL FOOTPRINT

Goal: Help students reflect on how they shape their own digital footprint.

The **digital footprint** includes any online activity or information that can be traced back to a person—such as photos, posts, likes, tags, and affiliations (e.g., following a brand, party, or group).

These data points can be used to:

- Deliver targeted ads
- Be exploited in phishing attacks
- Influence how someone is perceived (e.g., by potential employers)

Instructions:

- Reflect: What do you want to show the world about yourself?
Think about your traits, values, and interests.
- Choose from available cards (e.g., values, keywords, icons) that represent your identity.

- Cut out images or texts from newspapers/magazines that match your chosen values.
- Create a collage inside a pre-printed footprint shape.
- Reflect: How do you feel about this footprint? Does your real digital footprint reflect these same values?

ONLINE AND OFFLINE RELATIONSHIPS

Purpose

To help participants reflect on the **difference between online and real-life relationships**, and to visualize which connections matter most in their offline lives.

Instructions

1. **Take an A4 sheet of paper**
In the center, represent yourself:
 - Draw a small circle and write “ME” or your first name inside
 - Or, if you prefer, draw a simple self-portrait
2. **List your meaningful offline connections**
These can be:
 - Family members
 - Close friends
 - Mentors, teachers, coaches, etc. The only rule: the person must be present in your real, in-person life
3. **Use pre-drawn figures or icons**
 - Choose one for each person
 - Stick them around your self-image, placing them closer or further away based on how emotionally close you feel to them
4. **Connect each figure to yourself with a line**
 - On the line, write words that describe what the relationship gives you (e.g., support, trust, laughter, inspiration)
5. **Reflect:**
 - What do these people represent in your life?
 - How do your online relationships compare to these?
 - Is there anyone you’d like to feel closer to?

Facilitator Tip

Encourage students to explore:

- What role these people play in their emotional well-being
- Whether their digital connections provide similar support or not

This activity can reveal a lot about personal priorities, emotional needs, and how students experience connection across digital and physical spaces.

Filter-Free – Offline Conversations About the Online World

A. Purpose and Self-Reflection Background

This station invites participants to share their opinions and thoughts on three key topics:

1. **Cyberbullying**
2. **Social Media**

3. Influencers

The goal is to:

- Create a space where young people can express themselves freely, regardless of how much factual knowledge they have
- Encourage active listening and empathy
- Deepen understanding and foster sensitivity through dialogue

Each visitor brings a unique perspective. There are no right or wrong answers—what matters is respectful exchange.

B. Session Flow

1. Welcome the participant(s)

Example:

“Hi! I’m [Name]. We’ve got some questions on cyberbullying, influencers, and social media. I’d love to hear what you think.”

2. Clarify the rules


- There are no wrong answers
- Everyone’s opinion is valid
- Encourage respectful listening

3. Pick a card

- The participant draws a card and answers the question
- If others are present, invite them to respond too

4. Facilitate the conversation

- Follow the participant’s train of thought
- Use their questions or comments to guide the discussion
- There’s no need to answer all cards, and it’s okay to shift between topics naturally

 *Tip:* The questions are designed to overlap, so conversations often flow organically across themes.

AI Stand

A. Purpose of the Activity and Self-Reflection Background

At this station, students are introduced to the concept and real-life uses of artificial intelligence (AI) in a way that is hands-on, thought-provoking, and interactive.

The goals are to:

- Familiarize students with how AI works in everyday life
- Understand both the advantages and potential pitfalls of using AI
- Encourage critical thinking about the ethical implications of AI use in schools and learning
- Offer space for students to share their own experiences with AI technologies

B. Session Flow

1. Introduction

- The facilitator introduces themselves and asks students:

“What do you know about AI?”

2. **Brief explanation** of AI

- Use simple, real-life examples (e.g., recommendation algorithms, virtual assistants, chatbots)
- For further resources: aidetem.cz – AI tools in education (*Hungarian/SK site*)

3. **Interactive activities** using AI tools:

- **Text generation:**
Try prompting *ChatGPT* to write a poem or explanation.
- **Text-to-speech:**
Use luvvvoice.com to hear written content read aloud.
- **Image generation:**
Use pixlr.com/image-generator to create AI-generated pictures from text prompts.
- **Talking avatars:**
Use studio.d-id.com to animate a photo with audio input.

4. **Group discussion:**

Topics may include:

- How students use AI in school
- What counts as “cheating”?
- When is it helpful or harmful?
- How can we use AI responsibly?

How to Use ChatGPT Better – 10 Tips

This short guide provides practical suggestions for getting the most out of ChatGPT and similar AI tools. These tips help users communicate more effectively with the model and improve the accuracy and usefulness of responses.

1. Be specific and detailed. Clearly explain what you're asking for. The more context you provide, the better the answer.

2. Define the style and tone. Tell ChatGPT how formal, casual, academic, humorous, etc., you'd like the response to be.

3. Use examples to improve understanding. If you're asking for help with a task (e.g., writing or formatting), give a sample input or desired output.

4. Ask your question in a way that guides the model. Phrase your questions so they lead to the kind of answer you want—open-ended for ideas, closed for facts, etc.

5. Set a length guideline. Tell the model how long the answer should be (e.g., one paragraph, 200 words, a bullet list).

6. Assign a role to the model. Ask the model to take on a role—like a teacher, editor, career coach, etc.—to better fit your needs.

7. Clarify the context of the topic. Briefly explain the background or purpose of your question to help the model tailor its response.

8. For complex questions, ask for a step-by-step explanation. This makes it easier to follow the logic and improves understanding.

9. Give clear instructions for your goal. Tell the model what kind of result you're aiming for—whether it's solving a problem, preparing a lesson, summarizing a text, etc.

10. Show an example of the format you want. Whether it's an outline, a script, or a social media post, providing a sample format helps generate better-aligned responses.

Virtual Defenders – Cooperative Board Game

A. Purpose of the Activity and Self-Reflection Background

The goal of this game is to:

- Develop key competencies
- Expand knowledge related to cybersecurity
- Practice effective online search skills

It offers a fun, interactive way to learn how to protect personal data and navigate online risks as a team.

B. Setting Up the Space

- Place 8 paper circles (A4 size) on the floor to mark action spots
- Place 8 action cards of each color face-down (white, blue, green)
- Under some cards, hide virus tokens as indicated in the setup guide
- A board is placed in a visible area with 3 fake personal data entries (e.g., address, email, phone number) already displayed
- The game master (facilitator) holds:
 - A deck of quick quiz cards (lightning questions)
 - A deck of data cards
 - Security markers for data protection

C. How the Game Works


Players work together in teams of 4–8 to collect data and protect it from online threats.

The game has 8 rounds. Each round, a different player chooses the team's action. Others can contribute, advise, and discuss—but the decision-maker places the team token on the chosen card.

Three types of actions are available each round:

1. Information Gathering (White Cards)

- Players draw a white card with 3 questions they must answer using internet searches
- They have 3 minutes to find the answers
- Each correct answer earns them data cards, which are placed on the board

 *Goal:* Practice fast and efficient Google search skills

2. Security Action (Blue Cards)

- Used to protect data already collected on the board
- The game master asks cybersecurity questions from the quick quiz deck
- Each card shows a time limit (e.g., 20–40 seconds)
- Players answer as many as they can before time runs out
- For each correct answer, they earn security markers to protect data cards

3. Special Action (Green Cards)

Special cards with powerful effects:

- Virus Removal: Remove one virus token from the board
- Luck Test: Use this card later to re-roll the dice in a virus attack
- Firewall: Ignore one virus attack after this card is played
- Password Protection: Place a security marker on any data card immediately

Only green cards can remove or defend against viruses.

Virus Mechanics

1. If a selected card has a hidden virus, players must roll a die:
 - 1–2 → place 1 virus token
 - 3–5 → place 2 virus tokens
 - 6 → place 3 virus tokens
 (Tokens go on unprotected data cards)
2. Players don't know which cards hide viruses—some infection is unavoidable
3. Mandatory virus attacks occur after rounds 4 and 7—even special cards can't stop these

E. Support Materials

- Virtual Defenders quiz questions and answers (included in the appendix)
- List of internet search questions and correct answers
- Printable game board and tokens (see appendix)

HOAX Stand – Discover What's Real and What's Not

A. Purpose of the Activity and Self-Reflection Background

The HOAX Stand encourages participants to:

- Recognize and critically evaluate misleading or false content online
- Practice fact-checking and source evaluation
- Reflect on their own sharing habits and how misinformation spreads

In an age of fake news, deepfakes, and AI-generated content, this stand helps young people build digital literacy and skepticism in a constructive, engaging way.

B. Setup of the Space

This station requires a room where participants can work comfortably and without distractions. We recommend arranging several smaller tables in the room so that students can work individually and at their own pace. Participants often arrive in groups, so it is important to have at least six to eight tablets available to ensure smooth participation for multiple students at the same time.

This station requires the following technical equipment and supplies:

- Charged tablets – only as many participants can work at once as there are functional tablets available
- Stable internet connection – either via mobile hotspot or local Wi-Fi network
- Extension cords and chargers – in case the devices need to be recharged
- A separate computer or tablet – to display the results achieved, including point totals
- The goal of this station is to allow multiple participants to engage in the activity simultaneously, while also ensuring that each participant has time for necessary reflection on their results at the end.

C. How the Station Works

1. Introduction (1–2 minutes)

The station leader briefly introduces the students to the goal and technical setup of the activity. On the digital platform Tandemgram¹, participants will see several posts. For each post, they must click on the category they believe it belongs to: true news, hoax, or online scam.

An online scam refers to activities that in some way try to extract money or personal information from the user.

No external resources are needed for this activity – Tandemgram provides everything necessary for the game.

2. Game (approx. 8–10 minutes)

During the game, participants watch a newsfeed on the screen. Each post must be evaluated individually by assigning it to one of the three categories. After each answer, the system automatically gives feedback on whether the answer was correct.

The final score is determined by the number of correct answers and the speed of responses. The game is played individually, allowing everyone to proceed at their own pace.

¹ Tandemgram is a web application owned by the organization TANDEM n.o.

Useful databases and materials in multiple languages are available on the website www.mediadetektiv.hu to support the effective management and implementation of activities.

To effectively illustrate the given topic, we recommend using examples from this website.

3. Evaluation (individual or group, approx. 5 minutes)

After the game, participants review their results together with the station leader. This evaluation can also be done individually—those who finish earlier can join the first round of discussions while others are still playing.

The goal of the group reflection is to identify the formal and content-related characteristics of each category, recognizing patterns that could have helped in classifying the posts.

The station leader supplements the discussion with expert insights as needed, highlights common features of misleading content, and supports deeper understanding.

4. Reflection (2–3 minutes)

At the end of the activity, a brief reflection takes place, with questions such as:

“What surprised you during the game?”

“Which post was the hardest to classify?”

“Did this game change your perspective on hoaxes?”

Digital Detox – Quiet Recharge Station

A. Purpose of the Station and Self-Reflection Background

This room is like an island of calm. A pleasant environment, a safe space where one can relax well because it offers an opportunity for sensory exploration. The goal is to create an atmosphere that provides refuge for the mind and soul. We want to introduce students to relaxing techniques that offer opportunities to recharge offline. We will show them that a digital detox can also be a meaningful experience.

We can focus on:

Experience of Comfort and Recharging: Motto: SILENCE. Relaxation in a cozy, soft, warm, and aesthetically arranged room where students can lie down and try guided relaxation exercises or simply enjoy silence and peace, far away from any screens.

Games, Conversations, Inspirations: Motto: OPPORTUNITY. Students can try sensory challenges, mindfulness and consciousness techniques, imagination, stress management methods... To experience all this, they will have access to various creative aids and objects needed for relaxation. All these things should help them rediscover the real sensory world and turn their attention back to classic, offline relationships. They have the opportunity to share experiences on topics

discussed during the day. They can consider which of these exercises they might include in their everyday lives. They can also think about whether to incorporate digital detox into their regular routine.

The description includes details about the focus of each exercise (e.g., strengthening body awareness, practicing mindful presence, reducing stress, supporting self-discovery).

B. Space Setup

Everything depends on the conditions of the environment where the event is organized. If possible, we look for a room that is somewhat off the main path and quieter (for example, its door does not open directly onto a hallway where other activities are taking place).

For everything else used to furnish the room, the rule is: let it be comfortable, soft, warm, and aesthetically pleasing. (If you review the list of supplies, you will be able to better imagine what the digital detox room should roughly look like.)

C. Session Format

We wait until a sufficient number of participants have gathered (the number is adjusted according to the room's capacity) so that we can start the exercises together. It's good if participants place their phones and other devices into a pre-prepared box upon entering. Of course, phones should be set to silent. For comfort, it is recommended to take off shoes. Once enough students have gathered, we recommend closing the door.

The recommended duration of the relaxation session for one group is at least twenty to thirty minutes.

To genuinely feel the purpose of the activity and experience a tangible effect from the digital detox room, twenty to thirty minutes is sufficient (this is the typical time frame needed to detect a decrease in the stress hormone cortisol in the body and demonstrate calming of the nervous system). Depending on the number of participants and the time available, we offer various exercises that participants can do and choose from. Ideas for exercises can be found below.

EXERCISES

I. Imaginary Forest – Guided Imagination Exercise

This exercise helps to activate the imagination. By recalling an inner image of a safe and peaceful natural place – a forest – we support inner calm and the experience of sensory impressions.

Instructions (for the facilitator):

Find a comfortable position, close your eyes, and begin to relax your muscles – starting from your face and moving downward. Now imagine a beautiful forest. Begin walking along a path. Sunlight filters through the trees, and the scent and sounds of the forest surround you. Notice what you feel and hear. Gradually, you reach a small stream with a bridge crossing over it. The water is clear, and colorful flowers grow along the banks. Take a moment to admire them. Nearby, there is a large oak tree. Touch its bark, look up into the canopy – can you feel the breeze, the warmth of the sun?

Animals live in this forest – observe which one reveals itself to you. As you continue walking along the path, you may notice some “forest treasures” on the ground – if you wish, take one with you as a keepsake. This forest is not just a place, but also a feeling – a space of inner peace and freedom. You can return here anytime. Now slowly say goodbye, and when you're ready, open your eyes.

Note: The exercise can be freely expanded and adapted – the content of the instructions depends on the imagination of the facilitator and the needs of the group.

II. Story Reading

Choose a story, for example a fairy tale, a novel. Preferably something kind and calming, not frightening or disturbing, and not too long.

III. Various Breathing Exercises

IV. Body Scan

With instructions such as:

"Slowly bring your attention to different parts of your body. You may start with your toes and gradually move upwards – through your legs, torso, arms, neck, and finally your head. Notice the sensations: warmth, cold, pressure, itching, pain – or perhaps the absence of any sensation."

D. Materials Needed

Signs to indicate on the door: Digital Detox Room.

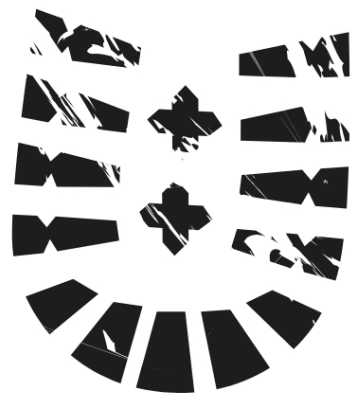
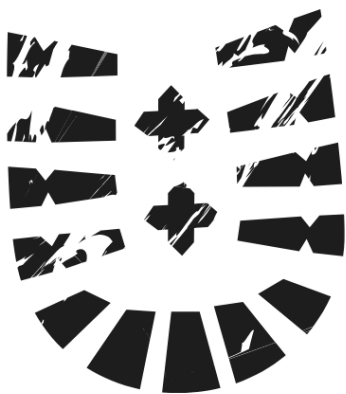
“Anyone entering must hand over all devices!”, DO NOT DISTURB! , Exercise in progress.,

Wait for the door to open. Most supplies are optional.

- Equipment for sitting/lying down: carpet / bean bags / cushions / mattresses (depending on what the school has available)
- Blankets / scarves / small pillows / plush toys
- Tie-dyed fabrics (hung on windows, used as shades)
- Large garbage bags (for darkening windows)
- Indoor plants (found in the school corridors)

- Mood lighting (lamps / candles / diffusers)
- Tea appliances (kettle, teapot, tea, cups)
- Scents (candles / essential oils / dried lavender)
- Snacks + 3 bowls (two to three kinds of simple, natural snacks, e.g., apple, nuts, almonds, raisins)
- Relaxing music (JBL speaker) / simple rhythmic instruments, e.g.: rhythm egg / maracas / ukulele / kalimba / koshi chimes
- Treasures from nature (crystals / stones / leaves / twigs / shells / chestnuts / pine cones...)

DIGITAL FOOTPRINT



DIGITAL FOOTPRINT

The goal of this exercise is to move closer to the ideal of a consciously and intentionally created digital footprint.

A digital footprint consists of all the information a person leaves behind through their activities in the online environment. It is a record of our online presence. Essentially, it includes all the data that any digital technology has ever recorded about us, and which can be linked to our identity.

An intentional digital footprint includes, for example, a photo shared on social media or a comment. It also includes liking a post or marking attendance at an event. It can even include the companies, products, organizations, political parties, or associations whose pages we follow—visible to our friends and contacts as well.

This collection of data is typically used to show us ads that may interest us. However, a digital footprint also carries risks—for instance, it can be misused in phishing attacks or for manipulation. Problems may also arise when a potential employer bases their hiring decision on our past online activities—which could even result in not being hired.

Activity process.

1. From the cards available, choose one that you feel best represents or describes you.
2. Select images or clippings that express the values you live by.
3. Create a collage from them using a pre-cut footprint-shaped template. (See attachment.)
4. Now, when you look at the footprint you've created, how does it make you feel? Does the same apply to your digital footprint? Does it send the same signals, reflect the same values?



***Now, when you look at the footprint you've created, how does it make you feel?
Does the same apply to your digital footprint?
Does it send the same signals,
reflect the same values?***

ONLINE A OFFLINE RELATIONSHIPS

How many friends do you have in total on social media? How many people and pages do you follow, and how many people follow you?

Many people around the world can say they have hundreds of friends online, but when we compare that to the relationships in real life that are essential to us, the number is significantly lower. Although we can gather a lot of information about our online friends in a short time, it can never replace the feeling of emotional safety that only the presence of a real, living person can provide.

The purpose of the following activity is to create a mind map of the relationships that truly matter to you in the offline world. This will help us visualize what these relationships give us.

Activity process

1. Take an A4 sheet of paper, in the center, represent yourself:
 - o Draw a small circle and write “ME” or your first name inside
 - o Or, if you prefer, draw a simple self-portrait
2. List your meaningful offline connections;
These can be: family members, close friends, mentors, teachers, coaches, etc.
The only rule: the person must be present in your real, in-person life
3. Use pre-drawn figures or icons: choose one for each person, stick them around your self-image, placing them closer or further away based on how emotionally close you feel to them
4. Connect each figure to yourself with a line;
on the line, write words that describe what the relationship gives you (e.g., support, trust, laughter, inspiration)
5. Reflect: (1) **What do these people represent in your life?** (2) **How do your online relationships compare to these?** (1) **Is there anyone you’d like to feel closer to?**

<p>1. What is the name of the software that securely stores and manages passwords?</p> <p>a) Browser b) Password set <u>c) Password manager</u> d) Password lock</p>	<p>2. What is the name of the security procedure that uses, for example, an SMS in addition to the password to log into an account?</p> <p>a) Encryption <u>b) Two-factor authentication</u> c) Two-step identification d) Single-factor authentication</p>
<p>3. What is malware?</p> <p>a) Programs that improve computer performance b) Programs that block advertisements c) Antivirus programs <u>d) Programs that damage computers or steal data</u></p>	<p>4. What is phishing?</p> <p>a) Sending spam emails in large volumes <u>b) A scam where attackers trick you into giving personal information</u> c) Automatically storing passwords in the browser d) A virus that slows down your internet connection</p>
<p>5. Why are strong passwords important?</p> <p>a) So you can remember them b) They help your computer run faster <u>c) They make it harder for hackers to access your accounts</u> d) They are easier to remember than weak passwords</p>	<p>6. What are the rules for creating strong passwords?</p> <p>a) Use only special characters and numbers b) Use short, easy-to-remember words c) Use uppercase and lowercase letters and the space key <u>d) Use uppercase and lowercase letters, numbers, and special characters</u></p>
<p>7. What is the difference between http and https websites?</p> <p>a) The “s” stands for speed; https sites are faster b) The “s” stands for special; only https sites support Ctrl+F search <u>c) The “s” stands for security; do not share personal data on http sites</u> d) Http is more secure than https</p>	<p>8. What is social engineering?</p> <p><u>a) Manipulating people to reveal confidential information</u> b) Sending unsolicited advertising emails c) Developing machine learning algorithms d) Automatically saving data to the cloud</p>
<p>9. Why is it dangerous to share personal data on social media?</p> <p>a) It slows down your computer b) Your account may be locked and data lost in the cloud <u>c) Hackers can use it to steal your identity</u> d) It increases the risk of virus infections</p>	<p>10. What may indicate that a digital device is infected with malware?</p> <p>a) The keyboard doesn’t work and the camera turns off b) The internet connection gets faster <u>c) It runs slower or shows pop-ups</u> d) The device shuts down and shows a green screen</p>

<p>11. Why should you regularly update your software?</p> <ul style="list-style-type: none"> a) Because your computer will run faster <u>b) Updates often fix security vulnerabilities</u> c) The program won't work otherwise d) Each update increases storage space 	<p>12. What is ransomware?</p> <ul style="list-style-type: none"> a) A program that provides free updates <u>b) A type of malicious software that locks your data until a ransom is paid</u> c) A virus that deletes all files and shuts down the device d) Software that speeds up the computer
<p>13. What should you do if your account is hacked?</p> <ul style="list-style-type: none"> a) Immediately create a new account b) Inform your friends c) Nothing, the account will recover automatically in 48 hours <u>d) Immediately change your passwords</u> 	<p>14. Why is it important to back up your data?</p> <ul style="list-style-type: none"> <u>a) In case it gets lost or stolen, you can restore the device to an earlier state</u> b) It reduces the chance of viruses c) It makes the internet faster d) It increases your computer's storage
<p>15. How can you recognize fake websites? Which URL looks the safest?</p> <ul style="list-style-type: none"> <u>a) Spelling mistakes, strange URLs</u> b) Too many images and text c) No https in the address d) The website loads very quickly 	<p>16. What is identity theft?</p> <ul style="list-style-type: none"> <u>a) When someone uses your personal data to pretend to be you</u> b) When someone else uses your Wi-Fi network c) When someone hacks your email account d) When someone steals your physical devices
<p>17. What is a VPN?</p> <ul style="list-style-type: none"> a) Software that blocks ads on all websites <u>b) A virtual private network that encrypts your internet connection</u> c) An antivirus specialized in removing ransomware d) A browser that makes the internet faster 	<p>18. Why is using a VPN important?</p> <ul style="list-style-type: none"> a) It increases your computer's storage <u>b) It protects your data, especially on public Wi-Fi</u> c) It prevents websites from loading d) It speeds up your computer
<p>19. What should you do if someone asks for personal information on social media?</p> <ul style="list-style-type: none"> a) Only share your email address <u>b) Don't share anything, report the person</u> c) Only share if they have pictures on their profile d) If they share, you can share too 	<p>20. Why should you log out of accounts on shared devices?</p> <ul style="list-style-type: none"> a) Otherwise, you won't be able to log back in <u>b) So no one can access your personal data</u> c) It makes the Wi-Fi faster d) It speeds up the device

<p>21. From what age is it officially allowed to have social media?</p> <ul style="list-style-type: none"> a) From age 16 b) From age 10 c) From age 18 <u>d) From age 13</u> 	<p>22. What is the purpose of data protection?</p> <ul style="list-style-type: none"> a) To share data publicly <u>b) To protect data from unauthorized access</u> c) To access data faster d) To block data from everyone
<p>23. What should you do if you receive a suspicious email from an unknown sender?</p> <ul style="list-style-type: none"> <u>a) Don't click links and report the message</u> b) Open the email and download the attachment, but don't reply c) Immediately reply to the sender d) Ask your friends what to do and follow their advice 	<p>24. Why is it important to regularly check your device's security settings?</p> <ul style="list-style-type: none"> <u>a) To ensure all security tools are up to date and working properly</u> b) To speed up your internet connection c) Because not updating the settings slows down the device d) Because settings may change, check monthly to stay up to date
<p>25. What should you do if you think someone has accessed your online account?</p> <ul style="list-style-type: none"> <u>a) Change your password immediately and check recent logins</u> b) Close the browser and wait a few days c) Keep using the account as usual and trust yourself d) Do nothing, it's not a real threat 	<p>26. Why should you enable two-factor authentication (2FA) on your account?</p> <ul style="list-style-type: none"> a) It makes logging in faster <u>b) It adds an extra layer of security during login</u> c) It allows you to store more data d) It blocks all spam messages
<p>27. What is the purpose of browser cookies?</p> <ul style="list-style-type: none"> <u>a) To track user activity and personalize websites</u> b) To speed up, maintain, and customize the website c) To automatically save passwords in the browser d) To block viruses in all browsers 	<p>28. What can you do to protect your device from hackers?</p> <ul style="list-style-type: none"> <u>a) Use strong passwords, update software regularly, and avoid suspicious websites</u> b) Always use the same password for convenience c) Never log out of accounts so it's easier to use d) Don't update software because it slows down the device
<p>29. What should you do if a website does not use https security?</p> <ul style="list-style-type: none"> <u>a) Avoid entering personal information and don't shop there</u> b) No action needed, just finish browsing quickly c) Immediately download files from it d) Enter all personal data to access services 	<p>30. What is a "digital footprint"?</p> <ul style="list-style-type: none"> a) It measures your device's speed on the internet <u>b) It's the data you leave behind through online activity</u> c) A code automatically deleted by software d) A special tool to hide passwords

Question Number	Question	Answer
1.	When was the first child of the author of the Harry Potter book series born? (Year, month, day)	July 27, 1993
2.	What was the name of the first computer virus that targeted personal computers, and in what year was it released?	Brain, 1986 → it also stole data (Creeper virus was earlier but not harmful)
3.	Which city hosted the first modern Olympic Games and in what year?	Athens, 1896
4.	Which film won the Academy Award for Best Picture in 2023, and what rating did it receive on Rotten Tomatoes?	Everything Everywhere All at Once — 93% critics, 79% audience
5.	Which chemical element is found in the greatest quantity in the Earth's atmosphere, and what is its position in the periodic table?	Nitrogen (78.1%) — 7th element
6.	In which country was the first female Nobel Prize winner in physics born?	Poland (Marie Curie)
7.	What is the capital of the country where the world's highest waterfall is located?	Caracas (Venezuela)
8.	Who directed the first major feature film about the moon landing? (Apollo program)	Ron Howard
9.	In which year was the video game first played in space released?	1984 (Tetris)
10.	Who created the first prototype of the computer mouse and in which year?	Douglas Engelbart (1964)
11.	According to the WRI, which country has the 3rd longest coastline in the world?	Russia → approx. 110,310 km
12.	Who has received the most Oscar nominations?	Walt Disney
13.	Which planet's day length is nearly the same as Earth's?	Mars (24h 37m)
14.	Who was the first female prime minister, and in which year did it happen?	1960, Sirimavo Bandaranaike
15.	Which famous composer lost his hearing during his lifetime?	Ludwig van Beethoven
16.	What was the first film to use CGI, and who directed it?	Westworld, Michael Crichton
17.	What type of paint did ancient Egyptians use for tomb paintings?	Natural mineral pigments (e.g., ochre, lazurite, copper-based pigments)
18.	What is the oldest writing system?	Sumerian cuneiform
19.	What is the longest bridge in the world?	Danyang–Kunshan Grand Bridge
20.	Which group of animals cannot move backward?	Kangaroos and emus
21.	Which chemical element was named after a mythological figure?	Niobium (named after Niobe)
22.	How many cities in the world have a population over 20 million?	15
23.	Which country has the most UNESCO World Heritage sites, and how many?	China and Italy, both with 55 sites
24.	Which mineral represents level 4 on the Mohs scale?	Fluorite







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**Spolufinancovaný
Európskou úniou**

Spolufinancované Európskou úniou v rámci projektu č.101091634 – Impact Acceleration of Slovak CSOs. Vyjadrené názory a stanoviská sú názormi a stanoviskami autora/-ov a nemusia nevyhnutne odrážať názory Európskej únie alebo Európskej výkonnej agentúry pre vzdelávanie a kultúru (EACEA). Európska únia ani Európska výkonná agentúra pre vzdelávanie a kultúru za ne nezodpovedá.

