



# MENRE

Strengthening the mental resilience  
of youth in dealing with crises  
presented on social media

## Local Workshop Transnational Report Activity 3

**MENRE - STRENGTHENING THE MENTAL RESILIENCE OF YOUTH IN DEALING  
WITH CRISES PRESENTED ON SOCIAL MEDIA**

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## 1 Introduction

The aim of the workshop conducted within the framework of the MENRE project was to test and validate the pedagogical recommendations developed during previous project activities across diverse local settings with young people.

The workshop concept addressed several key topics, including emotional triggers in social media content, the relationship between the widespread dissemination of crisis-related content and misinformation, strategies for identifying misinformation, and self-resilience techniques. These techniques are intended to equip young people with the skills to cope with crisis-related content on social media. They include both self-care practices and approaches that foster active and constructive engagement with such content, thereby strengthening young people's capacity to navigate crisis-related information online.

In Germany, the workshop was conducted on 17 March 2026. A total of 26 young people participated, alongside one school social worker and three teachers. The workshop participants were aged between 12 and 14. The workshop was implemented in close cooperation with the school social worker. As agreed during the preparatory discussions with him, the workshop was designed to last three hours. The workshop was facilitated by Melitta and Marcus Treml.

In Hungary, the workshop was held on Saturday, January 17, 2026, in Debrecen, in a room at a local community center. The exact address is: 4032 Debrecen, Jerikó Street 17. The workshop lasted 4 hours, including breaks, with each session lasting approximately 60 minutes. A total of 22 young people participated in the program; they were high school and college students from Debrecen. These were young people with whom the Association for Students and Civilians of Hajdúság (Hajdúsági Hallgatókért és Civilekért Egyesület) had already had professional ties in connection with various youth events. The following individuals participated in the workshop: Attila Zoltán Kenyeres, university lecturer and media researcher representing the Association for Students and Civilians of Hajdúság; Béla Szilárd Juhász, mental

health specialist at the Center for Student Relations and Services at the University of Debrecen; Mental Health and Equal Opportunity Center; Lajos Béke, youth support specialist, representing the Association for Students and Civilians of Hajdúság; and László Hamvas, sociologist and youth support specialist, president of the Association for Students and Civilians of Hajdúság.

In the Czech Republic the workshop was held on 23.1.2026. Location: Škola sv. Augustýna, Hornokrčská 709, Prague 4. Duration: around 3hours (excluding breaks). The concept note envisaged approximately 20 participants; the final local attendance was 20 participants. The workshop was implemented by two youth workers of Caritas Czech Republic namely Petra Kozílková and Aneta Siváková.

### 1.1 Target Groups

A total of 68 young people from the three countries participated in the workshops. Young people of different ages and from diverse social backgrounds joined the project in each country. All three organizations reached out to the young people through personal connections.

In Germany, the target group consisted of young people with special educational needs, and the school social worker—who had previously expressed interest in the workshop during earlier MENRE project activities—helped reach them. This target group may be particularly vulnerable to challenges related to media overstimulation. Some young people need additional support to critically evaluate online content and to recognize fake news or emotionally triggering information. Therefore, it is particularly important for them to develop media literacy and build resilience in an inclusive and confidence-building way. The diverse backgrounds and life experiences of the participants were carefully taken into account during the workshop design. The workshops were held in a culturally diverse setting, with the participation of young people who had experienced displacement or forced migration and who came from different religious backgrounds. This required creating a learning environment that was inclusive, respectful, and sensitive to a wide range of perspectives and needs.



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A total of 22 young people from Hungary participated in the workshop, ranging in age from 17 to 24. The participants were partly high school students from Debrecen and partly students from the University of Debrecen. The Association for Students and Civilians of Hajdúság had already established personal relationships with each of these young people. The organization chose this group because it had already established professional and working relationships with these young people during the organization of previous youth events (such as youth festivals), and they had demonstrated their competence and commitment through joint professional collaborations. Thanks to these existing personal connections, the Association for Students and Civilians of Hajdúság was able to effectively reach out to the young people involved; furthermore, based on previous work experience, it was reasonable to assume that these young people would be reliable and active participants in the MENRE workshop. Compared to the young people in Germany, the members of the Hungarian target group were generally young people from well-off families living in stable family circumstances and with good academic records. However, some of them experienced varying levels of anxiety, so it was important to create a safe environment and learning space for them.

In the Czech Republic the workshop was implemented at Základní škola sv. Augustýna with pupils of the 9th grade, aged approximately 14–15 years. The participant group consisted of school students who are regular users of social media and already have basic experience with media and information literacy through their everyday digital lives and school education. At the same time, the group can be described as relatively reflective, empathetic, and open to discussion, which is partly connected to the school environment and its educational approach. The school places emphasis on values-based education and does not allow mobile phones during school time, which creates a specific setting in which young people engage with digital content in a more structured and conscious way. This target group was chosen because adolescents in this age range are highly exposed to social media content, including crisis-related content, while still being at a formative stage in developing critical thinking, emotional regulation, and healthy online habits. The

workshop was therefore highly relevant for supporting their resilience, media literacy, and ability to respond to challenging online content in a reflective and balanced way.

## 2 Workshop Settings

The workshop in Germany and in the Czech Republic was held at secondary schools, the one in Hungary at a community center located in a housing complex in Debrecen. In all three countries, the workshops were held in rooms of an appropriate size, and the spaces were set up to suit the specific tasks at hand. Comfortable chairs were available for the young people, as well as the tools necessary for carrying out the professional activities: laptops, a projector, a flipchart, Post-it notes, pens, markers, and other paper and writing supplies. In each country, the workshop concept was adapted to the specific needs of the target group as well as to the available infrastructure (e.g., the size and layout of the room). Accordingly, the following setups were implemented:

## 2.1 Content-related Setting

Introduction: The workshop began with an introductory session in all three countries, during which the workshop facilitators clearly defined the objectives and learning outcomes for the participating youth. The program then continued with thematic blocks. However, depending on the needs of the target group, the implementation of the blocks varied by country. In Hungary and the Czech Republic, the workshop consisted of three thematic blocks:

**The first block** focused on media and information literacy and introduced participants to crisis-related media content, fake news, disinformation, the role of media systems, and the influence of algorithms and artificial intelligence. In Hungary, the first thematic block began with a Kahoot quiz on fake news related to crisis content.

**The second block** focused on well-being, self-care and resilience. Participants explored how crisis content affects emotions, how to recognize overload, and how to use practical tools such as breathing, grounding and media hygiene strategies.

**The third block** on youth empowerment in content creation shifted attention from passive consumption to active, meaningful creation by helping participants generate ideas for peer support, awareness-raising and small community initiatives.

In Germany, the workshop was organized into five thematic blocks tailored to the needs of the target group (young students with special educational needs):

**Thematic Block 1:** The workshop placed a strong focus on defining crisis-related content on social media. As the target group is still developing their experience in using and reflecting on digital media, it was important to provide a solid and accessible introduction to the topic, ensuring that all participants could engage with and understand the content.

**Thematic Block 2:** The second block addressed emotions in relation to crisis content. It outlined a range of emotional responses such as curiosity, anger, fear, and indifference that such content may evoke. Together with the participants, the

workshop explored what may underlie these emotions and reflected on their own emotional experiences when engaging with crisis-related content.

**Thematic Block 3:** This block established a link between crisis-related content and fake news. Participants discussed common methods used to spread misinformation widely and explored strategies for critically assessing content and identifying fake news more effectively.

**Thematic Block 4:** The fourth block revisited the topic of emotions and introduced the concept of emotional regulation. In this section, practical techniques were presented and tested to help participants manage and regulate their emotional responses.

**Thematic Block 5:** The final block focused on empowering participants to take action by developing their own initiatives aimed at spreading positive messages and counteracting the negative effects of crisis-related content.

**Optional blocks:** In Hungary, the workshop evaluation was a separate thematic module during which the young people filled out a Google Forms questionnaire and then, together with the media researcher, mental health professional, and youth workers present, verbally evaluated and discussed the lessons learned from the workshop. In addition, during another thematic session, the professionals involved in conducting the workshop evaluated the workshop's implementation among themselves, identified any mistakes, and gathered insights from which they could learn.

### Key Concepts and Focus Areas Addressed

A central focus of the workshop was to support young people in developing critical awareness when engaging with social media content. This included reflecting on why certain content appears in their feeds, understanding how posts can convey and influence emotions, and considering key factors before sharing content.

Participants were encouraged to pause and reflect before engaging with or disseminating information. This involved examining the source of content,

questioning its credibility, and assessing whether the individual or channel behind a post has the knowledge and reliability to communicate on the topic.

In addition, the workshop aimed to empower young people to recognise their active role within digital spaces. Rather than being passive consumers, participants were encouraged to see themselves as capable of shaping their social media environments. Through guided activities, they developed ideas on how to create constructive content and take positive action to counteract negative news related to crises.

## 2.2 Methodological Setting

A key methodological principle was the creation of a safe and inclusive learning environment. The concept note explicitly includes safety rules, optional sharing, brief grounding exercises and respect for personal boundaries. This was important because the topic can trigger strong emotional reactions. The workshop therefore balanced critical analysis with reflection, peer exchange and practical coping strategies.

### Teaching and learning methods used

**Presentation:** In designing the presentation materials, particular attention was paid to using clear and accessible language, combined with an age-appropriate and engaging visual design. In Germany, MMT also considered that some participants had personal or indirect experiences of crisis situations. To ensure an appropriate emotional distance, real images were deliberately avoided; instead, all visuals were generated using AI and carefully aligned with the content of each slide. This approach resulted in a consistent and visually appealing presentation style. Recurring AI-generated characters, representing young people of a similar age to the participants, were used throughout the presentation to guide participants and support engagement.

In Hungary, the HAHA Association began the workshop with a brief presentation outlining its objectives. The media researcher also gave a short presentation on

identifying recurring indicators of real and fake social media posts related to crises. The mental health professional also presented stress management techniques in a short presentation, which the young people then tried out.

In the Czech Republic, the facilitators used short introductory presentations at the beginning of each block and before the tasks.

**Movement-Based Activities:** For this target group, it is particularly valuable not only to engage interactively but also to remain physically active throughout the session. Therefore, movement-based activities were carefully selected and integrated into the workshop wherever appropriate, as participants benefit strongly from such approaches.

In Germany, movement-based methods were already introduced during the introductory phase to explore participants' social media use. For example, participants were asked to stand up when they heard the name of a social media platform they use. A similar approach was used to assess whether participants had encountered different types of crisis-related content on social media.

In addition, "four corners" activity were used to explore emotional responses to crisis-related posts. Short descriptions of posts were read aloud, and participants positioned themselves in different areas of the room according to the emotion they associated with the content. Afterward, participants were invited to reflect on and explain their choices, encouraging discussion and deeper understanding of emotional reactions.

Movement-based activities were used less frequently in Hungary and the Czech Republic. Minimal physical activity took place during the learning of stress management techniques and the presentation of mini-projects. However, there were no tasks specifically designed around physical activity.

**Quizzes:** The workshop incorporated quiz exercises related to the topic of fake news and misleading content. These were designed to raise awareness and encourage young people to think critically before believing or sharing content on social media.

In Germany, two of the quiz exercises focused on strengthening critical thinking when engaging with online content. This included questions on how to recognise fake news, as well as on what steps to take before interacting with or sharing content. These quizzes supported participants in learning to assess whether content should be shared or questioned, thereby promoting more mindful and responsible social media use.

In addition, selected examples incorporated real-life examples, enabling participants to apply their knowledge in practical contexts and strengthen their ability to identify misleading information. From the Kahoot quiz examples provided by HAHA, four were selected and integrated into the presentation. These examples were presented using a distinct slide design, clearly indicating that they were based on real crisis-related content. Using real examples allowed participants to actively engage with authentic content, apply their knowledge, and further develop their ability to recognise misleading or false information in real-world contexts.

The fourth exercise raised awareness of edited images on social media by showcasing manipulated versions of real posts. Participants were invited to come to the digital board and identify as many alterations as possible. This activity supported the development of critical observation skills and increased awareness of how visual content can be manipulated online.

In Hungary and the Czech Republic, the Kahoot quiz developed by HAHA was used, adapted to the target group's native language. As part of this, young people had to determine whether 10 social media posts related to crises were real or fake. The young people who achieved the best results on the Kahoot quiz received a small gift. This was followed by a group discussion of the answers led by a media research expert.

**Practical Exercises:** Participants were given the opportunity to apply and experience practical techniques, such as grounding exercises, to better understand their effects. These activities enabled young people to focus on the present moment

and to explore how such methods can support emotional regulation in challenging situations. These practices were used in all three countries.

**Mini-Project Development (Group Work):** As part of the workshop, participants developed their own mini-projects in small groups, supported by facilitators, the school social worker, and accompanying educators. They created and presented their ideas using posters.

The mini-projects demonstrated participants' ability to identify and critically reflect on relevant social issues, as well as to develop creative, solution-oriented responses within their social and digital environments.

In Germany, the following mini-project ideas were developed by the participants:

- Climate Action & Sustainable Consumption

One group focused on promoting the consumption of regional and seasonal food. They proposed selling seasonal fruit from their own gardens and supporting this initiative through social media content. Their concept included featuring local producers, such as family members, in short videos to raise awareness and share practical tips on fruit cultivation.

- Affordable Food Initiative

Another group addressed rising food prices, particularly the increasing cost of döner, and developed the idea of offering affordable food options for young people.

- Hobby Exchange & Social Connection

A further group designed a social media campaign centred on a “hobby exchange” to connect young people with shared interests. Their aim was to counteract social isolation and reduce excessive media use by encouraging offline interaction.

- Sports-Based Engagement for Positive Alternatives

Another group developed an initiative to promote a 5-a-side football event via social media. This activity was intended to raise awareness of crisis-related content while offering a positive and engaging offline alternative.

- Raising Awareness on the Impact of Bullying

One group aimed to highlight the long-term consequences of bullying by giving a voice to those affected and encouraging them to share their experiences.

- Promoting Inclusive and Respectful Culture

Another group developed ideas for social media content promoting an inclusive, respectful, and equitable culture, actively counteracting bullying.

In Hungary, the participating young people formed four groups. However, the mini-projects they developed covered only three topics, as two groups chose the same topic. The three topics addressed were as follows:

- Managing exam-related stress

Two groups developed community projects aimed at addressing stress caused by exam situations. One group planned a series of podcast discussions featuring mental health professionals, practical exercises, and a multifaceted exploration of the topic. They also planned to involve upperclassmen, who would offer advice to underclassmen. At the same time, they planned personalized, one-on-one counseling for young people with the involvement of experts in the field, and they planned to launch a university lecture series on managing exam stress, which would cover a variety of topics, also involving experts and senior students. In addition, they planned a mobile app for stress management, which would include personalized advice, useful study tips, practical exercises, helpful links, contact information for counselors, and funny memes to relieve tension. The other group also planned a podcast series, a university lecture series, and a TikTok video campaign on managing exam-related stress for young people. These would feature the most interesting parts of the podcast discussions and provide useful tips.

- Treatment of social anxiety

One group planned mini-projects for young people designed to address social anxiety. They would create a social media profile, produce podcast conversations, hold group discussions, and organize community events where participants could

share their positive experiences with one another. They consider it important to emphasize during these community programs that those struggling with social anxiety realize they are not alone with their problem, are looking for friends, and are trying to reduce prejudice.

- Stress management in times of crisis

The fourth group focused specifically on stress management related to crises. They would conduct research among young people to identify which crises affect them the most and focus specifically on those topics. They would create catchy, short, and attention-grabbing TikTok videos and social media posts on the subject. For high school students, they would organize themed homeroom sessions featuring discussions with experts who could offer practical advice to young people. In addition, they believe the development of mobile apps would also be beneficial.

In the Czech Republic the activity opened ideas that could be developed further in a school context, for example through class-based projects or related educational activities.

### 3 Evaluation

The purpose of the evaluation is to determine whether the workshop developed as part of the project was effective in helping young people better understand crisis-related content on social media and in teaching them how to respond flexibly to such content. Feedback from young people is essential for the project organizers, as it allows them to refine and adapt the workshop content based on the experiences gained from the evaluation and the implementation of the workshop.

The partner organizations use the triangulation method to ensure a comprehensive understanding. Triangulation includes observations made during the workshop, surveys conducted with the young people, and group discussions with professionals working with young people.

The workshop was evaluated by both the young people who participated in it and the professionals who implemented it.

## 3.1 Observations

### 3.1.1 Implementation of Observations

Observation during the workshop is an important tool for assessing participants' engagement and learning processes. Through systematic observation, the facilitators assessed different levels of participation in group work, joint discussions, and creative tasks. The observers recorded participants' activities (e.g., asking questions, sharing personal experiences, initiating dialogue), identifying which activities resulted in the highest and lowest levels of engagement.

In Germany, the workshop was conducted by two facilitators, which allowed for more comprehensive observation. Such observations were essential, as the facilitators needed to assess, during each activity and thematic block, how the educational content was received by the target group to maintain engagement and motivation.

Note-taking methods were deliberately avoided to create a relaxed and open workshop atmosphere. Taking notes might have caused discomfort or mistrust among the participants.

In Hungary, the workshop was led by four experts. Before the workshop began, they reviewed the practical observation checklist developed during the MENRE project and used its criteria to observe the events. Everyone took individual notes, except for the sessions they themselves led. The experts also observed and evaluated each other's work. Immediately after the workshop concluded, the experts gathered again to summarize their experiences and then recorded them in the checklist.

In the Czech Republic, observations were recorded after the workshop by the facilitator and a colleague, who sat together and completed the observation table based on their shared reflections. As the workshop was highly interactive, it was not possible to take detailed observation notes during the session without disrupting the facilitation process. The records therefore relied on immediate post-workshop reflection while the experience was still fresh. The observation template was

relatively complex for the practical conditions of the workshop, so it was used as a guiding structure rather than as a tool that could be filled in fully in real time.

### 3.1.2 Results of Observations

The workshop was well received by participants in all three countries; they liked both the topic and the exercises. They indicated that the topic was relevant to them, as they use social media and encounter content related to crises. Accordingly, participants in all three countries were interested and enthusiastic; they actively participated in carrying out the tasks, engaged in the work, and indicated that they found the workshop useful.

The workshop was generally received very positively by the participants. They found the topic highly engaging, as it provided an opportunity to reflect on their own social media use and the content they consume. Participants also appreciated the opportunity to learn strategies that could support them in engaging more critically and constructively with this medium.

Participants remained active and maintained a high level of motivation and concentration throughout the session. In particular, they responded very positively to the movement-based activities.

The fake news quiz proved to be especially engaging. The young people particularly enjoyed the Kahoot quiz.

The integration of calming techniques, particularly the grounding exercise, contributed to creating a sense of trust and a safe space within the workshop.

The mini-project development activity was also received positively. Participants were able to use their own ideas for content creation. Some participants required more time to engage with the task and additional support in developing ideas for possible content. As a result, more time would have been beneficial, as not all participants were able to complete the design of their posters and present their ideas.

The organizers successfully created a safe space in the three countries, as the participants opened up and shared personal experiences. Overall, the atmosphere

was completely open and reflective, fostering engagement. The workshops took place in a positive atmosphere. The participants were generally willing to share their opinions and experiences related to social media, crisis-related content, and how such content affects them. At the same time, some of their reactions included joking, irony, and occasional trolling behaviour, which seemed to function both as a way of testing boundaries and as a way of distancing themselves from emotionally demanding topics. Overall, participation was active, especially in discussions and activities connected to their own online experience.

At the same time, the observation indicated that the overall length of the workshop was demanding for the younger participants, even though breaks were included. Another important observation concerned the physical setting. The traditional classroom environment did not seem ideal for this type of workshop, especially for activities focused on emotions, reflection, and safe sharing. A more informal and flexible space would likely support openness, comfort, and participation better.

### 3.2 Surveys with young people

Surveys conducted with young people provide valuable insight into their experiences, needs, and perspectives. They offer young participants a structured opportunity to reflect on their learning process and express their opinions, thereby contributing to the development of future activities and workshops. With feedback collected directly from young people, the professionals implementing the workshop can better understand whether their approaches are relevant, accessible, and effective.

Surveys help assess learning outcomes, behavioral changes, and the level of engagement, which may not be apparent through observation alone. They allow young people to express their opinions in a safe and—if anonymous—non-judgmental manner. This is particularly important when dealing with sensitive topics, such as content related to the crisis, emotional well-being, or social media use. Overall, surveys strengthen accountability, improve program quality, and support youth-centered, evidence-based project development.

### 3.2.1 Implementation of Surveys

The surveys were implemented differently in the three countries.

In Germany, at the end of the workshop, the evaluation was conducted following the presentation of the mini-project ideas. During implementation, it became apparent that the prepared survey questionnaires were not appropriate for the target group. As a result, the facilitators adapted the evaluation method and used an interactive stand-up technique: evaluation questions were read aloud, and participants stood up whenever the statement reflected their response.

In Hungary and the Czech Republic, the young people filled out the questionnaire immediately after the workshop ended. This way, their experiences were still fresh in their minds, allowing them to provide relevant feedback. In Hungary, the questionnaire was made available to them online via Google Forms; they were able to access it using a QR code projected onto a screen. The survey was conducted anonymously, and the participants remained anonymous. Participants were informed verbally that their feedback would be anonymous and would be used exclusively within the framework of the MENRE project. In the Czech Republic, the survey was administered in paper form, while the workshop experience was still fresh in participants' minds. The aim was to capture their immediate feedback on the workshop content, methods, and perceived relevance.

### 3.2.2 Results of surveys

In all three countries, a clear majority of participants agreed that the workshop effectively helped them recognize fake news and manipulative content.

Similarly, the majority of participants reported a better understanding of how social media works, particularly regarding the role of algorithms in shaping and disseminating crisis-related content. The results also show that the majority of participants believe the knowledge and skills gained during the workshop can be applied in their daily lives. Furthermore, overall satisfaction levels were high, with the majority of participants stating that they enjoyed the workshop.

These results in all three countries suggest that the workshop successfully achieved its main learning objectives, particularly in the areas of developing media literacy and promoting critical engagement with social media content.

The survey results suggest that the workshop was generally perceived as understandable, relevant, and overall positively received by participants. Most respondents indicated that they liked the workshop and considered the content useful for everyday life. The strongest self-reported learning outcome was related to recognising disinformation and manipulation in crisis-related social media content. A clear majority of participants felt that the workshop helped them become more aware of how misleading or emotionally manipulative content can appear online.

Young people in Hungary and the Czech Republic were asked to describe, in an open-ended question, what they particularly liked about the workshop. In Hungary, the most common responses were: mental health exercises for managing stressful situations, fake news detection exercises, the positive atmosphere and interaction, group work, presenting in front of the group, and the clear and understandable style of the facilitators. In an open-ended question, Hungarian youth also indicated what factors they felt were missing. The most common response was that they wouldn't change anything and didn't feel anything was missing. However, some respondents felt that it would have been good to discuss the topics in more detail, that they would have liked to hear about more topics, that there could have been more games, and that the individual problems of each participant could have been addressed.

In the Czech Republic, the open-ended responses confirm that the most appreciated parts of the workshop were the interactive and participatory elements, especially the quiz, work with post-its, group activities, and opportunities to express personal opinions. Participants also valued hearing the ideas of their classmates and being actively involved in the session. At the same time, the responses point to several areas for improvement. Some participants felt that the workshop was too long or slightly demanding in terms of concentration. Others suggested that the section on disinformation could be more focused and that the quiz could include more

challenging examples. The topic of algorithms was also mentioned as something that would benefit from clearer explanation.

### 3.3 Group Discussion with Youth Work Professionals

Involving youth workers in group discussions held in parallel with the workshop significantly contributes to the evaluation and learning process. Youth workers have direct experience in supporting young people and can provide professional insight into participants' engagement, learning process, and emotional responses. They can identify challenges and opportunities that are not apparent from surveys or participant feedback alone.

Group discussions with youth professionals can help assess the practicality and relevance of the workshop content from the moderators' perspective, including how easily the activities can be implemented, adapted, or scaled. Based on their feedback, the methodology, materials, and support mechanisms can be improved, ensuring the effectiveness and sustainability of the workshop.

#### 3.3.1 Implementation of Group Discussions

Although the methods varied from country to country, feedback was collected everywhere from the professionals involved in organizing the workshop.

In Germany, since only one youth professional was present during the workshop, it was not possible to conduct a group discussion. To broaden the scope of the evaluation, general feedback was collected from him throughout the workshop session. MMT also specifically asked the accompanying teachers for their feedback during the mini-project development phase, as this exercise provided a valuable opportunity to observe participants' engagement.

In Hungary, HAHA held a group discussion immediately following the workshop, involving the professionals and youth workers who had participated in its implementation. During this session, the experiences of the professionals involved were summarized in a structured focus group discussion based on questions outlined in advance in the evaluation guide. These were recorded in writing on-site.

In the Czech Republic, the workshop was presented to education professionals during the Week for Wellbeing as a two-hour online workshop. In total, 11 participants took part in this session, during which they were introduced to the workshop concept and had the opportunity to experience selected activities themselves, including the quiz, emotional regulation techniques, and examples of participatory activities. The aim was to present the workshop in a practical way and to gather initial professional feedback on its relevance, structure, and possible use in educational and youth work settings. The evaluation was conducted at the end of the online session. However, only part of the participating teachers and youth workers completed the feedback, resulting in a relatively small number of responses. In total, five respondents took part in the evaluation, while some individual questions were answered by only two respondents. The findings should therefore be understood as indicative qualitative feedback rather than as a comprehensive assessment.

### 3.3.2 Results of the Group Discussions

Without exception, the professionals and youth workers who helped organize the workshop gave it positive reviews. They emphasized that the workshop effectively addressed the needs of young people. The participants were engaged throughout and actively took part in completing the tasks. The workshop provided participants with knowledge and methods they could apply in practice. The young people enjoyed the tasks that relied on their active participation (physical activities, group work, developing mini-projects) the most. Even the more passive, reserved young people were active; overcoming their own anxieties, they opened up to the group and joined in the work. Distinguishing between fake and real news posed a challenge for the young people in all three countries.

In Germany, the teachers and the youth worker expressed overall satisfaction with the workshop and reported being positively surprised by the high level of participation among the young people.

The youth worker provided very positive overall feedback, describing the workshop as an engaging and well-structured activity that responded directly to previously

identified needs, particularly regarding fake news and critical thinking. The interactive design, especially movement-based activities, active participation, and the development of mini-projects, was highlighted as particularly effective.

It was noted that even typically less active participants engaged well, indicating that the workshop successfully reached the target group. The workshop content was considered highly relevant to the young people's realities. The presentation materials, including AI-generated visuals and the transparent discussion of AI limitations, were positively received and contributed to participants' understanding of digital content. The use of real-life examples was also seen as effective.

One suggestion for improvement was to allocate more time, particularly to allow participants to further develop their mini-projects. Otherwise, no major gaps or missing topics were identified, and the workshop was considered well-designed and appropriate for the target group. The youth worker reported no significant new insights regarding young people's perceptions of crisis content, but noted surprise at the wide range of apps used by participants.

In the Czech Republic, the Mentimeter responses from participating professionals suggest that the workshop was perceived as meaningful, coherent, and overall beneficial, although the number of responses was limited. The strongest feedback concerned the overall usefulness of the workshop and the logical connection between its three parts. Respondents indicated that the workshop made sense as a whole and that its structure successfully linked media literacy, emotional regulation, and active participation.

The most valued elements were the parts focused on media literacy, fake news recognition, and practical activities that could be used in youth work. Respondents particularly appreciated the combination of concrete examples and transferable methods. Another respondent emphasised the section on calming techniques, describing as particularly useful the "summary of calming techniques and the realisation that sometimes very little is enough." The first part of the workshop,

focused on recognising fake news, was also described as the most interesting and strongest element of the programme.

At the same time, the responses point to some limitations and areas for improvement. While the workshop was seen as relevant especially for lower and upper secondary school students, the potential for direct implementation in respondents' own settings appeared mixed. Some could imagine delivering a similar workshop independently, while others were more hesitant. In terms of content development, respondents suggested giving more space to media literacy, fake news, and participatory elements. One comment also suggested that the part related to regulation techniques should be shorter and more interactive, while the fake news section could be strengthened further.

Professionals and youth workers in Hungary shared a similar view. The professionals evaluated the workshop positively, finding it useful and noting that it provided young people with valuable practical knowledge. They found the workshop effective in helping them recognize both false and true information related to crises, identify the mental health impacts, and learn coping techniques. The most effective elements were the practical exercises (e.g., Kahoot quizzes, trying out coping techniques) and group work, as these allowed young people to gain knowledge through hands-on experience. A key benefit of the workshop was that its content addressed the needs of young people; according to the professionals, there was no topic that was missing. The workshop was deemed instructive in several respects: regarding fake news and real news, it was evident how various crisis-related content affects them, what they know about its background, and how they react to it. Another important lesson is that they are less concerned with whether what they see is real or fake news. The workshop also provided valuable insights for youth workers, as the methods presented by the mental health professional enriched our knowledge as well; by applying these methods, they will be able to assist young people more effectively in the future.

### 3.3 General Feedback from Participants

Overall, participants in all three countries responded positively to the workshop and found it useful. We succeeded in creating a safe space in every country, which allowed the young people to open up and behave naturally during the workshop—even those who struggle with social anxiety. This effectively facilitated the young people’s engagement in the workshop activities. Overall, participants in all three countries found the workshop useful. However, evaluations varied across countries depending on age groups and social backgrounds.

In Germany, the workshop topic and its implementation were received positively by all participants. A key strength of the workshop lay in its ability to effectively engage young people and contribute to the development of their competencies. By equipping participants with skills to identify and address disinformation, as well as with practical methods for filtering and processing social media content, the workshop demonstrably strengthened their capacity to navigate digital environments.

Due to the intensive preparation and the careful adaptation of the workshop content and methodology to the needs of young people with additional support needs, the workshop was enjoyable and very well received by the target group.

Based on feedback from young people in Hungary, the workshop helped improve their awareness and critical thinking skills regarding social media content related to crises (e.g., distinguishing between fake and real content, understanding how social media and algorithms work). Trying out specific exercises (e.g., stress management techniques) also proved effective and enjoyable for the young people, and they enthusiastically participated in the Kahoot quiz, which created a competitive atmosphere. Combined with prizes, this is also an effective tool for the successful and enjoyable transfer of knowledge among young people.

The project-based approach and the presentation of results to the group also proved useful in the three countries. Through group work and plenary presentations, they were able to learn about each other’s fears and anxieties, reinforcing the sense that they are not alone in their anxieties and fears. According to the young people’s



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feedback and the professionals' experiences, presenting in front of their peers helps develop both personality and communication skills. This in itself constitutes a kind of stressful situation, which they can practice managing in a safe environment.

The workshops also provided safe spaces for participants in the three countries to explore and share their personal challenges with stress management, learn about their peers' anxieties, and discover the stress management techniques they use in response to crisis situations seen on social media. In this way, they can learn best practices from one another, while also reducing any feelings of loneliness they may have and realizing that they are not alone with their problems and anxieties. They can also receive immediate suggestions for managing their fears and anxieties from the mental health professional present. The participants also experienced personal growth; some overcame their own social anxiety and opened up to the community during the workshop.

Through the community projects developed by the participants, they were able to learn about various forms of community assistance, opportunities for collaboration with peers, and how they themselves can help their peers in different ways.

### **3.4 Feedback from the Facilitator(s)**

From the facilitators' perspective, the workshop was successful and useful in all three countries. The workshop addressed a highly relevant topic and largely achieved its core objectives of increasing awareness of crisis-related social media content, encouraging critical reflection, and introducing basic strategies for emotional regulation and self-care. The overall structure was meaningful and the workshop offered a useful combination of media literacy, emotional reflection, and active participation. In particular, the interactive quiz proved to be an effective method for this target group, as it created immediate engagement and helped participants connect the topic to their own online experience.

From the perspective of both facilitators, one of the strengths of the workshop implementation was the cohesion of the facilitation team. The content was reviewed in advance and tailored as closely as possible to the needs of the specific target

group, especially with regard to age. During the workshop, the facilitators were able to respond sensitively to the group dynamics and atmosphere, adapt the timing of individual sections when necessary, and support one another effectively in the delivery of the session.

Overall, the workshop format has strong potential, especially where it builds on interactive methods and familiar examples. For future implementation, the main recommendations would be to shorten the overall duration, simplify the emotional regulation section, use more target-group-specific examples, and ensure a more suitable and informal learning environment. These adjustments would likely strengthen both participant engagement and the overall effectiveness of the workshop.

### 3.5 Challenges

Despite generally positive feedback, participants in all three countries also pointed out challenges. There was a need for more in-depth discussion of certain topics—this was the case with fake news—and for more examples to be presented. Some participants would have liked a more thorough explanation of key concepts and a more personalized session.

In Germany, some participants required more time to fully engage with certain activities, particularly the mini-project phase. Furthermore, it became evident that key concepts, such as crisis-related content, its relationship to social media, and its connection to disinformation, should be introduced more gradually and with stronger structural guidance to ensure a better understanding among all participants.

Although the MENRE project partners had carefully designed the workshop methodology and content in Activity 2, the workshop preparation phase revealed that minor adjustments to the workshop concept were necessary to better meet the specific needs of the participants. It was essential to establish the foundational concepts and overall framework of the workshop in a more clear and structured manner. This enabled participants to understand key connections, such as the nature



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of crisis-related content, its links to fake news, and the ways in which such content can trigger emotional responses, as well as strategies for managing these reactions.

Based on experience in Hungary, it is advisable to design the individual segments of the workshop in as practice-oriented a manner as possible in order to maintain participants' attention and concentration. By keeping expert presentations to a minimum, the focus should be placed on interactive activities and group creative tasks. Young people prefer group work to individual tasks, and experience shows that these were the most effective during the workshop as well.

Based on participant feedback, there is a need to organize standalone workshops on specific topics covered in the workshop, during which each topic would be discussed in much greater detail, with many examples as well as playful and practical tasks.

In Hungary, distinguishing between real news and fake news posed a challenge for several participants. Based on the feedback, more knowledge transfer, more examples, and practical exercises would be needed regarding fake news. Several participants would have liked a more detailed explanation of the individual topics, as well as a focus on specific cases.

In the Czech Republic, the workshop length appeared demanding for the group and should be reconsidered in future implementation. Even with breaks included, the full programme was relatively long for 9th grade pupils, and concentration decreased over time. For this reason, it would be advisable to discuss whether some parts could be shortened or simplified. This applies especially to the grounding and emotional regulation section, which was useful in principle but may currently be too comprehensive for this age group. A more focused approach, using only a smaller number of techniques and explaining them through concrete real-life examples of how crisis-related online content affects young people mentally and physically, would likely be more effective.

The facilitators also observed that the setting influenced the workshop process. A formal classroom environment was not ideal for activities that required reflection, emotional sharing, and open discussion. A more informal and flexible space would

better support the aims of the workshop and the comfort of participants. In addition, examples and case studies should be adapted more closely to the specific target group. Teenagers are exposed to different types of crisis-related content than university students or older youth, and the fake news examples should therefore reflect the actual online world of this age group more directly.

Another important reflection concerns the strong tendency of the topic to overlap with political content. In practice, many examples of disinformation and fake news are linked to public and political communication, including manipulative messages spread by political actors or amplified through AI-generated or artificially supported content. This creates an additional challenge for facilitators, as such examples are often highly relevant but can also be sensitive in educational settings. For this reason, project partners should address this issue more explicitly and consider how to work with politically related disinformation in a balanced, age-appropriate, and methodologically clear way.

## 4 Conclusion

The workshop went smoothly in all three countries, with minor adjustments to the original plan but essentially following the same format. A safe and supportive learning environment was successfully established in every location. According to feedback, the media literacy of the participating youth in all three countries improved regarding crisis-related content on social media, and their ability to recognize fake news and manipulation also improved. In addition, they gained a better understanding of how social media works, including the role of algorithms in shaping content. The young people became aware that a large amount of false and misleading content related to crisis situations is spreading on social media. The goal of this content is to achieve high viewership, which is supported by the algorithm, thus delivering high-viewership but false content to many people. With the help of artificial intelligence, a great deal of false crisis content is also circulating on social media.

The workshop in all three countries also contributed to strengthening the participants' resilience by presenting practical strategies for managing emotional reactions to



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crisis-related content. Participants improved their ability to recognize and regulate their own emotions in the context of crises and also learned effective coping techniques that they can use in any stressful situation.

In all three countries, the young people developed valuable and useful community mini-projects for their peers to help manage crises and stressful situations. All the goals set for the community projects were met: the young people worked in small groups to develop community projects on stress management for their peers. They presented these projects to the group and the professionals present, thereby developing their communication skills and practicing public speaking.

Based on the observations and evaluation feedback received, the workshop successfully met its objectives and contributed to the overall goals of the MENRE project. The workshop effectively demonstrated the relevance of the MENRE project objectives, particularly in promoting young people's critical engagement with online content and supporting the development of key competencies.

The workshop approach also showed strong potential for replication and adaptation in similar educational settings. Furthermore, it contributed to testing the workshop concept with young participants in an inclusive learning environment, thereby supporting the development of more diverse and accessible educational offerings.

A key learning from the workshop is the importance of adapting both content and methodology of already existing contents to the specific needs of the target group to achieve the learning outcomes. The use of clear language, structured explanations, and interactive, movement-based methods proved effective in maintaining engagement and supporting comprehension. The integration of practical activities, such as quizzes and the mini-project, facilitated active learning and allowed participants to apply newly acquired knowledge. Furthermore, creating a safe and supportive learning environment was essential for addressing sensitive topics and encouraging participation.

Based on the workshop experience, several recommendations can be made for the further development of the MENRE workshop concept and its future implementation:



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- Ensure that all topics and subtopics are clearly interconnected and explicitly linked to crisis-related social media content, including algorithm-driven recommendations, fake news, emotional triggers, resilience strategies, and approaches for taking positive action.
- Adapt the language to the target group and be prepared to explain concepts at different levels of complexity, depending on the audience's needs.
- Introduce key concepts more gradually and provide stronger scaffolding to support understanding among diverse learners.
- Maintain and further develop interactive and movement-based methods to enhance participant engagement.
- Continue using engaging and relatable materials (e.g. real-life examples and AI-generated content) to strengthen relevance and motivation.
- Ensure that workshop environments remain inclusive, supportive, and sensitive to participants' diverse backgrounds and experiences.
- Allocate additional time for complex or creative tasks, such as project-based activities, to accommodate different learning paces.
- Based on feedback from participants, there is a need for additional media literacy sessions to further deepen their understanding, using even more examples.
- According to the feedback, there is a need in the future for similar but more detailed sessions on stress management and mental health, which can address the needs and personal experiences of each participant.
- A follow-up to the workshop could involve the practical implementation of mini-projects developed by the young people, which would help develop the participants' skills in a practical setting.



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- The duration of the workshop should be adapted to the needs of the target group, with shorter sessions for younger age groups that are interrupted by more frequent breaks.
- More time should be devoted to emotional regulation and grounding mental exercises.
- An informal and flexible spatial arrangement should be used during the workshop instead of a formal, classroom-style setup.
- When addressing crisis-related topics that are also politically sensitive, workshop facilitators should proceed with caution, communicating in an objective and neutral manner and presenting the topic from multiple perspectives.

## 5 References

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