MENRE

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

Project Overview

Activity 4

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1 Introduction

Crises such as wars, climate anxiety, natural disasters, bullying, illness, and mental health challenges are increasingly present in the everyday lives of many young people through social media. Due to digitalisation and the algorithm-driven distribution of content, crisis-related topics are accessible at all times and can influence how young people perceive themselves, society, and their future.

Continuous exposure to negative or distressing digital content can have social, emotional, and mental effects, including stress, anxiety, insecurity, and feelings of powerlessness. At the same time, social media has become one of the main sources of information and communication for young people, making digital media literacy, critical thinking, and emotional resilience essential competences.

The project addresses these challenges by examining the relationship between young people, social media, and crisis-related digital content. It explores how such content affects young people and how they can be supported in developing resilient ways of responding to it.

Particular attention is given to strengthening pedagogical approaches, digital media education, and resilience-building practices. The project also highlights the important role of youth workers and educators in empowering young people to navigate digital environments more consciously, critically, and responsibly.

1.1 Relevance of the project at national and EU level

The challenges related to crisis-related content on social media are not limited to a single country, but affect young people across Europe. Constant exposure to negative digital content can contribute to anxiety, stress, insecurity, and disillusionment among young people in many European countries. The increasing psychological vulnerability of young people can have broader social consequences, including reduced optimism about the future, declining trust in institutions, and the risk of social exclusion and withdrawal from civic participation. Therefore, strengthening young people’s resilience, critical thinking, and digital media literacy is not only a national concern, but also a European one.

The project contributes to European educational and youth objectives by promoting international cooperation, the exchange of good practices, and the development of pedagogical approaches that support young people in dealing critically and informedly with crisis-related content on social media. Through transnational cooperation, the project strengthens the competences of youth workers, educators, and organisations in Europe and thereby contributes to building a more resilient, better-informed, and more confident European community.

The project contributes to the horizontal priorities of the Erasmus+ programme by addressing digital transformation through the development of digital readiness, resilience, and capacity. It

supports young people in dealing with crisis-related content on social media in a critical, informed, and healthy way, while also strengthening the competences of youth workers and educators. The project also contributes to additional Erasmus+ priorities, such as increasing the quality, innovation, and recognition of youth work. It does so by providing pedagogical practices, educational methods, and practical tools that support young people's resilience, future outlooks, and key competences.

Studies from Germany show that intensive social media use can be associated with mental health challenges such as anxiety, stress, and depression among young people. According to the study "Jugend in Deutschland 2024", the mental health of young people in Germany has significantly worsened in recent years (Schnetzer et al. 2024). At the same time, young people in Germany are increasingly confronted with crisis-related content on social media, including topics such as climate change, war, economic uncertainty, bullying, and mental health challenges. Due to AI-driven algorithms and the constant availability of digital media, negative and emotionally distressing content can be repeatedly shown, amplified, and become a constant presence in young people's everyday lives.

In the Czech Republic, the topic is highly relevant due to the growing concerns about the mental well-being of children and young people, as well as the increasing role of social media in their everyday lives. Czech adolescents are regularly exposed to crisis-related content online, including war, climate change, violence, bullying, social insecurity, disinformation, and mental health-related content. Young people in the Czech Republic therefore need support in understanding how social media algorithms work, how crisis-related content can influence emotions and attitudes, and how to distinguish reliable information from manipulative or harmful content. The project responds to this need by strengthening media literacy, critical thinking, emotional resilience, and healthy coping strategies.

Research shows that the mental health of young people in Hungary presents a mixed picture. At the same time, they frequently use social media. They spend at least 4 hours a day on social media, with excessive use being more common among girls (38 percent). According to non-representative research results from the National Media and Info-communications Authority (NMHH), TikTok and YouTube are the most popular social media platforms among 16-24 year olds (Pető 2025). High exposure to social media content may mean that young people encounter posts about crisis situations, sometimes with violent content, that is not intended for their age group. Fake news, misinformation, rumours, and fake images and deepfake videos created with artificial intelligence may also appear on these platforms. All of these effects can collectively expose them to increased stress, causing depression and anxiety. According to a 2022 Hungarian study, consumption of social media content about the Covid-19 virus and the Russian-Ukrainian war increased feelings of hopelessness and isolation, caused sadness over the loss of balance and predictability, and called into question their belief in the world, their faith in society and security. Feelings of fear and anxiety, negative thoughts, and depression were common among them. According to research, crises among young Hungarians often involve problems experienced in their own personal lives and issues that threaten their personal lives (Guld – Balázs 2022).

1.2 Project Objectives

The project aims to better understand the crisis-related content young people encounter on social media and its social, emotional, and mental effects on their well-being and future perspectives. Based on this understanding, it develops best practices, pedagogical approaches, educational methods, and practical tools to strengthen young people's resilience, media literacy, coping strategies, and critical thinking skills.

The project also seeks to increase awareness of the psychosocial impact of crisis-related social media content among young people, educators, youth workers, partner organisations, stakeholders, and policy makers. It supports young people in dealing with distressing digital content in a more mindful, healthy, and informed way.

Furthermore, the project strengthens the competences and organisational capacities of partner organisations, youth workers, and educators through international cooperation, exchange of good practices, and knowledge transfer.

1.3 Target Groups

The primary target group of the project is young people aged 12 to 25, as social media plays a central role in the everyday lives of many young people in this age group and can have a significant influence. Against this background, the project aims to strengthen young people's resilience, media literacy, coping strategies, and critical thinking skills. In this way, they are supported in dealing with crisis-related content on social media in a mindful, informed, and healthy way.

The secondary target groups include youth workers, educators, multipliers, and professionals working with young people. The project supports these groups by providing specialised knowledge, practical tools, pedagogical approaches, and recommendations for dealing with crisis-related content on social media. Relevant stakeholders and policymakers are reached through dissemination activities at local, national, and European levels. The aim is to raise awareness of the topic and support future educational and youth-related approaches.

2 Transnational Cooperation and European Added Value

The challenges related to crisis-related social media content affect young people across Europe and therefore require a transnational approach. Through the cooperation between partner organisations from different European countries, the project enables the exchange of experiences, expertise, educational approaches, and best practices related to youth, social media, resilience, and mental well-being.

The transnational cooperation strengthens the organisational capacities of the partner organisations and supports mutual learning between youth workers, educators, and professionals working with young people. Different national perspectives and experiences contribute to a broader understanding of how crisis-related digital content affects young people in different social and cultural contexts.

The project creates European added value by developing transferable recommendations, pedagogical approaches, and practical tools that can be applied beyond the participating countries. It also contributes to strengthening European cooperation in the fields of youth work, digital media literacy, mental well-being, and critical thinking.

Through dissemination activities at regional, national, and European levels, the project contributes to broader awareness, dialogue, and future educational practices related to crisis-related social media content and youth resilience across Europe.

3 Project Activities and Results

3.1 Examining the impact of content about crises on social media among youth

Existing sources were collected and analysed, and the findings were complemented by project-specific field research in the three participating countries. In the course of the MENRE field research, a total of 53 young people aged 13 to 26 were surveyed. In addition, 17 interviews were conducted with youth workers and teachers.

The aim of the data collection was to include both the perspectives of young people and the assessments of professionals. The focus was on crisis-related content that young people encounter in their everyday digital lives, including content related to war, disasters, violence, personal crises such as illness, trauma or loss, as well as topics connected to mental health. The findings show that crisis-related content is a regular part of social media use for many young people. Young people often use social media for one to two hours per day, especially platforms such as TikTok, Instagram and YouTube. Crisis-related content is therefore not a marginal phenomenon: across all three countries, the most common estimate was that young people are exposed to such content for around 10 to 30 minutes per day; in Germany, the estimates tended to be higher. Young people most frequently encounter content related to personal crises, war and armed conflicts, as well as mental health challenges such as anxiety, depression and emotional exhaustion. An important finding is that young people do not always actively search for this type of content. Instead, it often appears in their feeds because it is shared, commented on or amplified by platform mechanisms.

Engaging with crisis-related content can have various social, emotional and mental effects. In the MENRE survey, sadness was identified as the most common reaction. In addition, young people reported feelings of overwhelm, anxiety and concern. Professionals also described patterns such as late-night scrolling, emotional exhaustion and so-called doomscrolling,

meaning the continued consumption of negative content even when it is experienced as distressing.

At the same time, a central tension became visible: although crisis-related content can trigger strong emotional reactions, it does not automatically lead to active coping, positive engagement or seeking support. Many young people initially try to process these impressions on their own. As coping strategies, they mainly mentioned distraction, for example through music, series, videos or outdoor activities. However, professionals pointed out that predominantly avoidant strategies alone are not sufficient to build long-term mental resilience.

The activity also provided important insights into how crisis-related content on social media can affect young people and what forms of support are needed. Particularly relevant approaches include the promotion of media literacy, fact-checking, understanding algorithms, healthy digital boundaries, safe spaces for discussion, peer support and methods of emotional regulation. Overall, the activity helped the partners gain a better understanding of how crisis-related content on social media affects young people and what types of support they need. It combined research-based findings with practical perspectives from young people and professionals. The interviews with educators and youth workers provided additional valuable context. Young people responded positively to the questionnaire and noted that it addressed a real and relevant topic, as they frequently encounter distressing content on social media that can affect their mental health. The findings were useful and informative not only for the MENRE project, but can also serve as a basis for future projects and educational initiatives.

3.2 Meeting of the partners in Prague

The transnational partner meeting organised in Prague and hosted by CARITAS / Young Caritas brought together representatives. The meeting focused on the exchange of national perspectives, experiences, and good practices related to young people's exposure to crisis-related content on social media, digital media literacy, resilience, and mental well-being. Partners discussed how such content affects young people in different national contexts and how youth workers and educators can support them in dealing with it in a critical, healthy, and informed way.

A central part of the meeting was dedicated to joint methodological work and the preparation of the local workshops. Partners coordinated responsibilities, discussed workshop objectives and target groups, and explored possible activities and methods for collecting feedback from participants. The meeting also supported the development of pedagogical and practical materials to be tested in the local workshops.

One important outcome was the transformation of the initial project findings into practical educational approaches. The partners were able to move from analysis and discussion towards concrete planning of local workshops, pedagogical materials, and recommendations

for youth workers and educators working with young people on crisis-related social media content.

The in-person meeting strengthened professional cooperation among the partner organisations and contributed to a shared understanding of the project's next steps. It also created synergies to address the challenges identified in the previous activity and introduced educational and workshop methods that can be applied in future projects.

3.3 Testing the results in practice – local workshops

The partners implemented local workshops with young people in all three countries, involving youth workers and support professionals. The overall objective was to test the jointly developed educational materials and further develop them based on the workshop experiences, so that they can later be used by other professionals and youth workers.

The specific objectives of the workshops were to strengthen the young participants' media literacy, emotional regulation, and stress management skills. At the same time, they were encouraged to develop their own project ideas in response to crises they encounter online. All these aspects aimed to foster young people's resilience in dealing with crisis-related content on social media.

The workshops focused on three main areas. First, participants further developed their media literacy in relation to crisis-related content on social media. Particular attention was given to the typical characteristics of crisis-related content and to distinguishing between reliable and false information. Second, they learned techniques for emotional regulation and stress management. Third, they developed mini-projects for their peers to support peer groups in processing crisis-related content on social media and to encourage young people to take active action.

The workshops also provided a framework to discuss digital tools that can promote conscious media use and reinforce workshop learning. Digital tools were identified as useful and accessible support measures, as they can help young people gain more control over the content they see online. Screen-time tools and bedtime reminders can help young people set fixed social media time windows and reduce doomscrolling. Content filters within social media platforms can support users in hiding distressing or triggering terms, while also encouraging them to follow positive, calming, or helpful accounts. In addition, fact-checking and media literacy tools can help young people compare information from different sources, identify fake news more easily, and rely on trustworthy news platforms, fact-checking websites, and official information sources.

Following the workshops, evaluations were carried out in all three countries by the partner organisations, the pedagogues and youth workers involved, and the young participants. The feedback showed that the workshops were successfully implemented and that the planned objectives were achieved. Participants improved their ability to critically assess crisis-related social media content, distinguish between real and fake news, and apply emotional

regulation and stress management techniques. Young participants found the workshops useful and relevant to their everyday experiences. They expressed interest in participating in similar programmes in the future. The participating professionals also found the workshops useful and effective in strengthening young people's skills and ability to reflect on their social media experiences.

3.4 Finalising and sharing results

In this activity, the partner organisations transformed the workshop methodologies, experiences, and recommendations developed in the previous activities into a practical toolkit. The toolkit provides pedagogical practices designed to strengthen young people's ability to deal with crisis-related content on social media.

The toolkit shows how young people can be supported in coping with emotionally challenging digital content. It focuses on strengthening resilience through emotional awareness, fake news literacy, emotional regulation strategies, and active digital empowerment. By presenting practical and adaptable pedagogical approaches, the toolkit supports educators, youth workers, teachers, and facilitators in helping young people navigate crisis-related content in a critical, healthy, and informed way.

The toolkit is structured around four practical pedagogical modules: emotional awareness, fake news literacy, emotional well-being and emotional regulation, and digital empowerment. These modules can be used individually or combined into a comprehensive workshop programme. The materials are designed for work with young people and can be applied in different educational and youth work settings. Each module includes background information and practical activities that encourage critical reflection, emotional awareness, active participation, and healthier media consumption habits.

To support implementation, each activity includes learning objectives and learning outcomes related to knowledge, skills, and attitudes. The activities can be adapted according to the age group, learning context, and available time. Overall, the toolkit provides a practical resource for addressing the psychosocial impact of crisis-related content on social media and for strengthening young people's resilience in digital environments.

4 Lessons Learned

4.1 Successful approaches and good practices

1. Relevance for diverse groups of young people

The project demonstrated that young people with diverse profiles are affected by crisis-related content on social media in different ways. At the same time, the workshops showed that, through appropriate adaptation to specific target groups, the consortium was able to

develop methodologies that were relevant, accessible, and meaningful for different groups of young people.

2. Participatory and non-formal educational methods

One successful approach was the use of participatory and non-formal educational methods. These methods helped create a safe and open space in which young people could discuss sensitive topics related to crises, social media, and mental well-being. The project confirmed that young people benefit from interactive activities where they can share their views, reflect on their own online behaviour, and discuss coping strategies in a supportive environment.

3. Adaptation to participants' needs and abilities

The workshops also highlighted the importance of adapting activities to the needs and abilities of the participants. Young people with additional support needs particularly benefited from movement-based activities, which provided them with a more accessible and practical approach to the topic. This confirmed that different groups of young people can be strengthened in a needs-oriented way through the flexible and inclusive adaptation of the methods presented.

4. Media literacy and stress management

Activities promoting media literacy and stress management were also identified as particularly useful and effective. Workshops focusing on crisis-related content on social media helped young people better understand how such content can influence their emotions, thoughts, and behaviour, and how they can respond to it in a healthier and more reflective way. One good practice was the practical teaching of emotional regulation and stress management techniques. This provided participants with concrete tools for dealing with distressing content in their everyday digital lives.

5. Mini-project method and peer-to-peer learning

Another important best practice was the use of the mini-project method. This approach encouraged young people to actively develop their own ideas for supporting peers in processing crisis-related content on social media. It strengthened participation, ownership, creativity, and peer-to-peer learning, while allowing participants to apply what they had learned in a practical and meaningful way.

6. Pedagogical guidelines and future use

The development of detailed pedagogical guidelines was particularly beneficial, as it provided a structured basis for future activities and supported the transfer of good practices beyond the project context.

Partner organisations aim to continue applying the best practices learned in the MENRE project in future initiatives.

4.2 Challenges and limitations encountered

The project provided valuable exploratory insights into how young people experience crisis-related content on social media. However, several challenges and limitations were identified.

1. Methodological limitations

The research findings should be interpreted with caution. The survey included 53 young participants, and 17 interviews were conducted with youth workers and teachers across the three countries. While these data offer meaningful insights, the small sample size limits the generalisability of the results.

In addition, the data on social media use and exposure to crisis-related content relied on self-reporting. Young people may under- or overestimate their screen time and the amount of crisis-related content they encounter. Social desirability may also have influenced how participants described their coping strategies.

The interview findings should also be understood as professional perspectives rather than direct accounts from young people themselves. Interviews with young people could have provided additional insights.

2. Diversity of participants' needs

A key challenge was adapting the designed workshops concept to the different ages, backgrounds, and support needs of participants. The project showed that workshop methods need to be flexible and adjusted to each group.

3. Sensitivity of the topic

Discussions about crises, mental health, bullying, or negative online content can be emotionally demanding for young people. It was therefore important to create a respectful and safe atmosphere, allowing participants to engage with the topic without feeling overwhelmed.

4. Fast-changing social media environment

Social media trends, platform mechanisms, and algorithms change continuously. This means that educational materials and workshop methods need to remain flexible, up to date, and adaptable to new digital realities.

5. Political sensitivity of crisis-related topics

Working with disinformation and crisis-related content can be politically sensitive. Topics such as war, climate change, migration, social insecurity, public institutions, or trust in the media may lead to controversial discussions.

For this reason, the activities needed to avoid one-sided interpretations and instead promote critical thinking, source verification, respectful dialogue, and independent reflection.

4.3 Lessons learned for future projects and partnerships

A key lesson learned is the importance of combining different types of expertise within the partnership. The project benefited from the involvement of organisations with solid experience in topics around the project. Future partnerships should continue to bring together complementary competences in order to address complex topics from different perspectives.

The project also showed that topics related to social media, crises, and mental resilience should be addressed through practical, youth-friendly, and participatory methods. Young people need space not only to receive information, but also to express emotions, share experiences, and reflect critically on digital content. For future projects, young people should be involved even more actively in the design of activities.

Another important lesson is the need to continue developing practical tools and guidance for youth workers and educators. Clear methodologies help professionals address sensitive topics, support emotional reflection, and work with young people in a safe and structured way.

5 Recommendations and Next Steps

5.1 Recommendations for Partner Organisations

Partner organisations should continue to address the mental health of young people and the effects of social media as important priorities in their work. Future activities should include projects, workshops, and educational events that support young people's mental well-being, strengthen stress management skills, and promote healthier ways of dealing with crisis-related content online.

It is also recommended that partner organisations further integrate media literacy, fake news literacy, critical thinking, mental resilience, and youth participation into their regular work with young people. The project results, including the toolkit and workshop methodologies, should be used and adapted in future local activities, educational programmes, and youth work settings.

Continued cooperation between partner organisations is also important. The exchange of experiences, methods, and good practices can help strengthen the quality of future initiatives and support a more coordinated response to the challenges young people face in digital environments.

6.2 Recommendations for Policymakers and Stakeholders

Policymakers and stakeholders should recognise the impact of crisis-related social media content on young people's mental well-being, resilience, and future perspectives. Greater

support is needed for preventive educational programmes that combine digital media literacy, fake news literacy, emotional resilience, critical thinking, and stress management skills.

It is recommended to provide stronger support for youth organisations, civil society organisations, youth work professionals and non-formal education providers working with young people on these topics. This includes funding for projects, workshops, and educational initiatives that promote mental health, media literacy, healthier ways of dealing with crisis-related content online, and capacity building for both young people and the youth workers, educators, and pedagogues who work with them.

Policymakers and stakeholders should also support the development and dissemination of clear methodologies and practical tools for professionals. Youth workers, educators, and youth work professionals need guidance on how to discuss disinformation, crisis-related content, and sensitive social topics in a balanced, non-polarising, and age-appropriate way. Overall, future policies and funding priorities should place stronger emphasis on prevention, mental well-being, media literacy, and resilience-building in digital environments.

5.3 Recommendations for Future Projects and Initiatives

Future projects should develop more practice-oriented methodologies for youth workers, educators, and facilitators. These should provide clear guidance on how to address crisis-related content, disinformation, emotions, group discussions, and politically sensitive topics in a safe, balanced, and age-appropriate way.

Young people should be more actively involved in the design of activities so that tools and methods reflect their actual online experiences, needs, and concerns. Participatory and non-formal educational approaches should remain central, as they give young people space to share their views, reflect on their digital behaviour, and develop their own ideas.

Future initiatives should also continue to place young people’s mental health and the impact of social media at the centre of their work. Activities should strengthen emotional awareness, stress management, resilience, media literacy, and competences in dealing with crisis-related content and fake news. Possible focus areas for future projects could include climate anxiety, war-related content, online hate, bullying, algorithmic influence, and the role of influencers in shaping young people’s views.

Finally, the youth-led mini-projects developed during the local workshops should be supported as follow-up activities or standalone initiatives, enabling young people to put their ideas into practice.

5.4 Recommendations for Long-term Cooperation and Capacity-building Efforts

Long-term cooperation between partner organisations should be maintained through regular exchange, joint planning, and continued sharing of good practices. The MENRE project showed that transnational cooperation is valuable for addressing complex topics such as crisis-related social media content, mental resilience, media literacy, and youth participation. Partner organisations should continue to use and adapt the project results, especially the toolkit, workshop methodologies, and pedagogical materials. These resources can support future activities with young people and provide a common basis for further cooperation. Partner organisations can further support this process by sharing the project results through its educational activities, networks, workshops, and online platforms.

Capacity-building should focus on strengthening the competences of youth workers, educators, teachers, and facilitators in media literacy, fake news literacy, facilitation of sensitive discussions, mental resilience, emotional regulation, stress management, and participatory methods. Professionals need practical guidance on how to address crisis-related content, disinformation, emotional reactions, stress, and politically sensitive topics in a safe, balanced, and age-appropriate way.

Future cooperation should include opportunities for peer learning, training sessions, and the exchange of methods between organisations. This can help professionals improve their facilitation skills, develop new educational approaches, and respond more effectively to the changing digital realities faced by young people.

Young people should remain actively involved in future cooperation and capacity-building activities. Their perspectives are essential for ensuring that methods and tools remain relevant, practical, and connected to their real online experiences.

The mental health of young people and the related impacts of social media should continue to be a central priority. This includes the implementation of projects, workshops, and educational events that strengthen mental well-being, stress management skills, media literacy, and resilient ways of dealing with crisis-related content online. Partner organisations can support this by implementing capacity-building measures to ensure that such initiatives can continue to be carried out successfully in the future.

Overall, long-term cooperation and capacity-building efforts should aim to strengthen organisational capacities, support professionals in their educational work, and promote the mental resilience and media literacy of young people in digital environments.

6 Conclusion

The MENRE project addressed a highly relevant and timely topic: the impact of crisis-related content on social media on young people’s mental well-being, resilience, and digital

behaviour. The project showed that many young people regularly encounter distressing content online and need practical support to process such content in a healthy, critical, and informed way.

The added value of the project lies in its combination of research, practical workshops, youth evaluation, and transnational cooperation. By bringing together different partner organisations and national perspectives, the project created a broader understanding of how young people experience crisis-related content in digital environments and what types of support are needed.

A key strength of MENRE was its practical orientation. The project translated findings into educational activities, workshop methods, and a toolkit that can be used by youth workers, educators, teachers, and facilitators. These resources support professionals in addressing media literacy, emotional regulation, fake news literacy, digital empowerment, and mental resilience with young people.

The project also created added value by giving young people space to reflect on their own online experiences, express emotions, discuss coping strategies, and develop their own ideas through mini-projects. This participatory approach strengthened the relevance and practical usefulness of the project results.

Overall, MENRE contributed to raising awareness of the psychosocial effects of crisis-related content on social media and provided practical tools for supporting young people in digital environments. The project results offer a valuable basis for future educational work, further cooperation between partner organisations, and future initiatives focused on mental well-being, media literacy, and youth resilience. The experiences gained throughout the project will also be integrated into the design and implementation of future projects.

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