



Your guide to

Values – Trainer's Guide for the VALUES OERs

www.valuesai.eu



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| 1. Introduction

What is the VALUES Project?

VALUES - Venturing into AI: Learning for an Unbounded, Ethical, and Sustainable Europe - is an Erasmus+ KA220-YOU Cooperation Partnership in Youth (2024-2026). Led by Uniwersytet Szczeciński (Poland), the project addresses a pressing need: young people, youth workers, and educators across Europe need practical, accessible, and ethically grounded resources to engage with artificial intelligence - not as passive users, but as informed citizens who can shape how AI develops.

The project has produced three complementary outputs, all freely available at www.valuesai.eu:

- 01** WP2 - The VALUES Starter Kit for Ethical AI: a multimedia resource covering the ethical foundations of AI, grounded in the EU's seven principles of Trustworthy AI.
- 02** WP3 - The AI Skills Self-Assessment Platform: an interactive online tool through which participants assess their AI knowledge and receive a personalised learning pathway.
- 03** WP4 - Eight AI in Youth Education OER Modules: the open educational resources this guide accompanies, covering fairness, transparency, disinformation, reliability, data privacy, digital footprint, legal use, and a capstone decision game.

What is this Pedagogic Guide?

This guide is for youth workers, educators, trainers, and volunteers using the eight VALUES modules. It explains what each module contains, how it connects to the DigComp 2.1 and EntreComp competency frameworks, and how to adapt it for different groups and settings. It is a map, not a script.

Facilitators will find: a breakdown of all eight modules with topic-by-topic descriptions and learning outcomes; guidance on integrating the Starter Kit (WP2) and Self-Assessment Platform (WP3) alongside the OERs; suggested delivery models (intensive, weekly, drop-in); and information on the Digital Badge framework that allows participants to formally recognise what they learn.

Overall Learning Objectives

Across all eight modules, participants will:

- 01** Understand what AI is and why ethical principles matter in its design and use.

- 02** Recognise and critically evaluate fairness, bias, transparency, and accountability in AI systems.
- 03** Identify and resist AI-driven disinformation, deepfakes, and data manipulation.
- 04** Verify AI-assisted content using rigorous sourcing, fact-checking, and hallucination-detection techniques.
- 05** Protect personal data and manage privacy risks when using AI tools.
- 06** Understand and actively manage their digital footprint in an AI-shaped environment.
- 07** Act lawfully with AI - applying knowledge of copyright, personality rights, GDPR, and the EU AI Act.
- 08** Apply all eight areas of learning in a capstone decision game simulating real ethical choices.

Target Groups

The VALUES OERs are designed for youth workers and educators working in non-formal and informal settings, and for young people aged 15-30 - particularly those who are unemployed, underemployed, or furthest from formal education. The modules can also be used by HEIs, VET providers, employers, and secondary schools integrating AI ethics into existing programmes.

| 2. The VALUES Starter Kit for Ethical AI

Background reading for all facilitators

The Starter Kit was developed by EUEI (Denmark) with Generation (change?) (Malta). It is available for free download in English, Polish, and German at www.valuesai.eu, and is structured in three sections:

- 01** Section 1 - Ethical AI Fundamentals: an introduction to the EU's seven principles of Trustworthy AI, including human agency, robustness, privacy, transparency, diversity, societal wellbeing, and accountability.
- 02** Section 2 - Practical Applications: facilitation tools, discussion frameworks, and session approaches for integrating ethical AI into existing youth work programmes.
- 03** Section 3 - Case Studies and Testimonials: real-world examples of young people and organisations engaging with AI, drawn from across the partner countries, to ground abstract concepts in lived experience.

Facilitators should work through Section 1 before delivering any of the eight modules - it provides the ethical vocabulary referenced throughout the programme. Sections 2 and 3 can be used as session starters, enrichment reading, or participant handouts. All Starter Kit content is published under a Creative Commons Attribution licence.

| 3. The AI Skills Self-Assessment Platform

Using the platform with your group

The Self-Assessment Platform was developed by twv GmbH (Germany) with SWTP (Poland). It is a free interactive tool at www.valuesai.eu. Participants complete a questionnaire on their AI knowledge and receive a personalised Feedback Report in PDF format that identifies their current level, maps results to DigComp and EntreComp competences, and recommends which modules to prioritise.

Use it as a starting point: participants complete the assessment before their first session, creating a personal baseline that helps facilitators tailor the programme. Alternatively, use it as a bookending activity - completing it before and after the programme - giving participants a powerful visual record of their learning for the Digital Badge evidence portfolio.

- 01** The assessment takes 20-30 minutes. Participants need a device and internet connection.
- 02** The Feedback Report is personal. Treat it as confidential unless the participant chooses to share it.
- 03** Reassure participants: there are no right or wrong answers. The tool maps where they are, not tests or grades them.

| 4. The Eight OER Modules

Overview and competency framework alignment

The eight VALUES modules are the core teaching and learning resource of the programme. Each includes a slide presentation, facilitation notes, discussion exercises, group activities, and case studies. All are available at www.valuesai.eu under a Creative Commons licence, in English, Polish, and German.

These modules are not designed to be followed in a fixed sequence. Facilitators are encouraged to draw on whichever modules best suit their group, their timeframe, and the issues most relevant to their participants, in whatever order makes sense for that context. The only module conceived as a natural closing point is the capstone, which invites participants to apply thinking from across the other modules - but even this can be introduced earlier as a preview if a facilitator prefers.

The modules are aligned with two European competency frameworks:

- 01** DigComp 2.1 (Digital Competence Framework for Citizens): five areas covering information and data literacy; communication and collaboration; digital content creation; safety; and problem solving.
- 02** EntreComp (European Entrepreneurship Competence Framework): fifteen competences across ideas and opportunities, resources, and into action.

Specific competences addressed in each module are identified in the detailed tables in Section 5 of this guide.

Fairness and Bias in AI | 75 min

Ensuring balanced representation and viewpoints

Transparency in AI | 100 min

Being transparent with AI-generated content

Disinformation, Deepfakes and Data Manipulation | 95 min

Recognising and preventing AI-driven deception

Reliable AI-Assisted Content | 105 min

Sources, verification and hallucination control

Data Privacy and Safe Use of AI Tools | 85 min

Share less. Protect more. Use AI responsibly.

AI and Digital Footprint | 95 min

Controlling what you leave behind

Acting Legally with AI | 50 min

Rights, consent and responsible use

Final Capstone: The AI-Assisted Apology Message | 60+ min

Applying learning from across the programme to a realistic ethical scenario

| 5. Module Learning Objectives (Detailed)

Topic-by-topic breakdown with competency framework mapping

The following sections provide a detailed breakdown of each of the eight modules, including the key topics covered, learning outcomes for each topic, and the specific DigComp 2.1 and EntreComp competences addressed. Topics are numbered within each module for ease of reference only - modules themselves can be delivered in any order that suits your group.

| Fairness and Bias in AI

Ensuring balanced representation and viewpoints | 75 minutes

This module introduces how AI can reinforce unfairness through bias in training data, design choices, or deployment. Drawing on real-world examples - from hiring algorithms to facial recognition - participants explore what fairness means in AI, where bias comes from, and what they can do about it. The module gives participants five practical rules for using AI responsibly.

Topic 1: Introduction and Important Facts about AI

Participants learn that AI is not neutral or infallible - it reflects the values and blind spots of its creators. Key limitations are explored, including AI's tendency to produce distorted or misleading outputs. By the end, participants can explain what AI is and name three of its core limitations.

DigComp / EntreComp: DigComp 1.1, DigComp 4.1, EntreComp 1.5

Topic 2: What is Fairness and Bias in AI, and Why Does It Matter?

Core concepts of fairness and algorithmic bias are introduced. Participants examine how AI can treat groups differently - sometimes producing discriminatory outcomes even without explicit intent. Real examples are used across sectors including employment, credit scoring, and facial recognition.

DigComp / EntreComp: DigComp 1.2, EntreComp 1.5, EntreComp 3.4

Topic 3: Five Rules for Using AI Fairly and Responsibly

Participants learn five actionable rules: use representative data; test for bias before relying on a tool; understand how the system works and its limitations; keep a human in control of high-stakes decisions; and review AI systems periodically as data and context change. The Amazon AI hiring case study - where a recruiting tool was scrapped after being found to downgrade resumes associated with women - illustrates why human oversight matters.

DigComp / EntreComp: DigComp 5.1, EntreComp 1.5, EntreComp 2.1

Topic 4: Sources of Bias in AI

Participants trace twelve distinct sources of bias, each illustrated with a real or realistic example: training data bias, selection bias, data labelling bias, bias from model design, bias from safety filters and moderation, bias from provider decisions, bias from system versioning, bias from how a question is phrased, interactive/conversational bias, post-deployment/feedback-loop bias, omission of less popular viewpoints, and linguistic and cultural bias.

DigComp / EntreComp: DigComp 1.2, DigComp 2.6, EntreComp 1.5

Topic 5: How to Avoid Bias?

For each of the twelve bias types identified in Topic 4, participants learn a matching best practice for reducing it - for example using diverse and regularly reviewed training data, testing models across groups before deployment, asking neutral and precise questions, and monitoring outputs after launch. The topic closes on a single guiding principle: treat AI's answer as a starting point, not the final truth.

DigComp / EntreComp: DigComp 1.2, DigComp 5.3, EntreComp 3.6

Exercises and Activities

Self-directed: a prompt-auditing exercise, where participants identify hidden bias in a seemingly neutral prompt ("write a

blog post about successful entrepreneurs”) and rewrite it to be more inclusive. Group: participants compare how different AI models answer the same moral dilemma, then explore how AI generates content from existing human work (and the fairness and authorship questions this raises), a “spot the hidden bias” exercise comparing two AI-generated leadership statements, and real data on bias and stereotyping in large language models.

| Transparency in AI

Being transparent with AI-generated content | 100 minutes

This module explores what transparency means when AI is involved in content creation. Transparency - clearly disclosing when and how AI was used - maintains trust, preserves accountability, and is required in many contexts by law and professional norms. The module opens with a discussion on whether AI creativity differs from human creativity, then moves into the practical and legal implications.

Topic 1: What is Transparency and Why Does It Matter?

Transparency in AI means informing audiences when and how AI contributed to content. The topic explores why stakes differ across contexts - academia, journalism, social media, healthcare. A structured discussion asks whether every AI contribution always requires disclosure.

DigComp / EntreComp: DigComp 2.1, EntreComp 1.5

Topic 2: AI-Generated, AI-Assisted, and AI-Edited Content

Three categories are introduced: fully AI-generated (minimal human input), AI-assisted (human using AI as a co-creator), and AI-edited (human work modified by AI). Participants practise categorising real-world cases and understand the responsibilities attached to each category.

DigComp / EntreComp: DigComp 3.1, DigComp 1.2, EntreComp 1.4

Topic 3: Regulations and Rules for Labelling AI Content

The EU AI Act's Article 50 labelling requirements are covered in detail - informing people they are interacting with an AI system, machine-readable marking of synthetic content, and disclosure duties for deepfakes and AI-generated text on matters of public interest. The practical rule: when in doubt, disclose.

DigComp / EntreComp: DigComp 4.3, EntreComp 1.5

Topic 4: AI, Intellectual Property, and Authorship

Who owns AI-generated content? Participants explore how intellectual value, authorship, and legal protection interact when AI is involved, and what steps help a person secure authorship of AI-assisted work (documenting creative contribution, selection, and editing decisions).

DigComp / EntreComp: DigComp 3.3, EntreComp 1.4, EntreComp 1.5

Topic 5: The Creation Process

Participants learn a practical, repeatable creation routine for using AI responsibly: Create (know your purpose and audience) → Verify (check facts before trusting fluent output) → Fairness Check (who's included, who's left out) → Disclose (say simply when AI helped). This is paired with a "what to avoid" list - not misrepresenting AI content as authentic, not copying without rewriting and crediting, not entering others' personal data, and not using AI to target or stereotype anyone.

DigComp / EntreComp: DigComp 3.1, EntreComp 1.4

Exercises and Activities

Self-directed: write a brief transparency statement for a real or hypothetical AI-assisted piece of work, and design a concise AI content label for a blog post, image, or video. Group: the "Open Box Challenge," where small groups examine a

black-box AI scenario (a hiring tool, a hospital triage system, or a social media content filter) and list what the organisation should disclose to be transparent; and a “before and after” exercise applying the Create-Verify-Fairness Check-Disclose routine to a real piece of content.

| Disinformation, Deepfakes and Data Manipulation

Recognising and preventing AI-driven deception | 95 minutes

This module equips participants to recognise and resist AI-driven deception - one of the most urgent challenges in the current digital environment. It covers AI-supported disinformation, deepfakes, practical detection tools, data and context manipulation, and content creator responsibilities. Real documented cases are used throughout, including the 2023 AI-generated image of Donald Trump's arrest, the "Pope in a puffer jacket" image, a deepfake video-call fraud in Hong Kong, an AI voice used to impersonate Tom Hanks in an advert, and AI-generated Biden robocalls discouraging voting.

Topic 1: Disinformation: What It Is and How AI Amplifies It

AI-supported disinformation is defined as deliberately false or misleading content created or spread using AI tools to deceive people and harm democratic processes. The Trump arrest image case study is used to explore economic, social, and democratic consequences. Participants discuss whether harms caused by AI disinformation are fully reversible.

DigComp / EntreComp: DigComp 1.2, DigComp 2.6, EntreComp 1.5

Topic 2: Deepfakes: What They Are and How to Spot Them

Participants learn how deepfakes are made, what they are used for (political manipulation, fraud, non-consensual intimate imagery), and what technical indicators help identify them. Visual and audio artefacts characteristic of AI generation are covered alongside practical detection exercises.

DigComp / EntreComp: DigComp 1.2, DigComp 4.3, EntreComp 1.5

Topic 3: Data and Context Manipulation

Subtler forms of AI-enabled deception are addressed through worked visual examples: selective presentation of data, manipulated chart scales, misleading axis truncation, clever regrouping of categories, and quotes or images stripped of their original context.

DigComp / EntreComp: DigComp 1.2, EntreComp 1.5, EntreComp 2.1

Topic 4: Your Detective Toolkit

Participants receive an actionable three-part checklist - Check the Details, Check the Source, Check the Gut - alongside further fact-checking methods (reverse image search, metadata checks, cross-referencing official channels, geolocation, primary-source tracing).

DigComp / EntreComp: DigComp 1.1, DigComp 1.2, DigComp 5.1

Topic 5: Content Creator Responsibility and Consequences

Participants examine the legal, social, and ethical consequences of creating or sharing disinformation, including under EU law. The internet is identified as the highest-risk medium for disinformation spread, and participants explore why corrections travel slower than false content.

DigComp / EntreComp: DigComp 3.1, DigComp 4.3, EntreComp 1.5

Exercises and Activities

A role-play exercise ("The Deep Fake Dilemma") built around real-world case studies, followed by a "Detective Record" activity in which participants apply the detective toolkit to a real piece of content and record their reasoning, decision, and confidence level.

| Reliable AI-Assisted Content

Sources, verification and hallucination control | 105 minutes

This module addresses the practical challenge of producing and evaluating reliable content when AI is part of the creation process. It introduces AI hallucinations - confidently stated but factually incorrect outputs - and gives participants a framework for verification, sourcing, and quality-assuring AI-assisted work. The module closes with a short quiz consolidating learning.

Topic 1: Creating Credible Content in the AI Era

Key principles: cite sources, verify before publishing, disclose AI use, write clearly, update when errors are found, ensure clear authorship, never use AI to deliberately mislead. Human oversight is stronger, not weaker, when AI assists content creation. What builds audience trust is explained.

DigComp / EntreComp: DigComp 3.1, DigComp 1.2, EntreComp 1.5

Topic 2: AI Content Risks

Three key risks are introduced: hallucination risk (invented facts), source risk (unfounded or fabricated citations), and detection risk (AI text is often stylistically identifiable). Participants are introduced to the concept of “AI slop” - confident-sounding but low-quality, inaccurate content.

DigComp / EntreComp: DigComp 1.2, DigComp 4.2, EntreComp 1.5

Topic 3: Accountable Author

Participants apply four accountability questions to anything they produce with AI help - accuracy, sources, originality, and accountability - and learn a “Never Trust List” of content types that must always be independently verified before publication (citations, quotes, statistics, historical facts, definitions).

DigComp / EntreComp: DigComp 1.2, DigComp 5.1, EntreComp 1.5

Topic 4: Working with Sources

A rigorous source evaluation framework: distinguishing primary from secondary sources, cross-checking claims across independent sources, and evaluating author, publisher, and purpose. A worked case study shows an AI model correctly citing an article's title while inventing the wrong journal - a real example of source hallucination - and contrasts an ungrounded AI answer with one produced from a real document base.

DigComp / EntreComp: DigComp 1.1, DigComp 1.2, DigComp 5.1

Topic 5: AI Hallucinations

Participants learn what hallucinations are and why they happen (language models optimise for plausible sequences, not factual accuracy), and explore six named types: factual, source, quote, numerical, contextual, and mixed hallucinations - plus “indirect” hallucinations, where names and dates look right but the underlying link to a real source is broken.

DigComp / EntreComp: DigComp 1.2, DigComp 5.1, EntreComp 2.1

Topic 6: Content Verification

A four-step verification framework: identify which claims carry the most risk if wrong; verify facts and sources against credible, preferably primary, references; assess quality, tone, and context; then decide to publish, hold, or reject the content.

DigComp / EntreComp: DigComp 1.3, DigComp 5.1, EntreComp 3.2

Topic 7: Data Analysis with AI

Participants apply the verification framework specifically to AI-assisted data analysis, learning to spot skipped methodology, unflagged outliers, over-generalised small samples, and confirmation bias. The “SAFE Analysis Ladder” gives a graded, most-verifiable-first approach to sharing data with AI tools.

DigComp / EntreComp: DigComp 1.3, DigComp 5.1, EntreComp 3.2

Exercises and Activities

Self-directed: apply the verification framework to a piece of AI-generated content (report extract, statistics claim, or sourced article), identifying any hallucinations and producing a short annotation report. Group: collaborative fact-check of a complex AI-assisted piece, dividing verification responsibilities. Closes with the Safe Data with AI quiz.

| Data Privacy and Safe Use of AI Tools

Share less. Protect more. Use AI responsibly. | 85 minutes

This module addresses the data privacy risks arising when individuals and organisations use AI tools. Built around three core negative effects - privacy exposure, unfairness, and false confidence - it gives participants practical Do and Don't guidance and a framework for choosing safer AI workflows. The module covers why safe data matters, how to share safely, privacy rights and consent, and safer workflow choices.

Topic 1: Why Safe Data Matters with AI

Key risks: sensitive data exposure (prompts sent to AI can be retained or appear in outputs); shadow AI (unapproved tools create blind spots); legal and compliance breaches; lack of provider transparency; and expanded attack surfaces. Three core negative effects introduced: privacy risk (exposure), fairness risk (harm), and reliability risk (false confidence).

DigComp / EntreComp: DigComp 4.1, DigComp 4.2, EntreComp 1.5

Topic 2: How to Share Data Safely

Practical rules: avoid sharing personal data, sensitive personal data, confidential organisational information, or third-party data shared under confidentiality. Participants learn what to consider before sharing with any AI platform - data retention, processing location, training data use - and how to anonymise data before sharing. Includes a Do and Don't checklist.

DigComp / EntreComp: DigComp 4.2, DigComp 4.1, EntreComp 3.2

Topic 3: Privacy, Rights, and Consent

Legal and ethical framework: GDPR rights (right to know, right to erasure, right to object), consent requirements for processing personal data, and specific obligations when AI processes sensitive data such as health information, biometrics, or data about children. Real consent scenarios involving AI are examined.

DigComp / EntreComp: DigComp 4.2, DigComp 2.6, EntreComp 1.5

Topic 4: Choosing Safer AI Workflows

Participants learn to evaluate AI tools against privacy criteria, understand the difference between consumer-grade and enterprise-grade AI services, use local or offline AI tools for sensitive work, and build data minimisation habits into AI-assisted workflows.

DigComp / EntreComp: DigComp 4.1, DigComp 5.1, EntreComp 3.2, EntreComp 2.1

Topic 5: Data and Credential Stealing - the Growing Cyber-Risk

Drawing on recent threat-intelligence reporting (Zscaler, Microsoft, CrowdStrike, Google Threat Intelligence Group, Anthropic, and the International AI Safety Report), this topic covers documented rises in ransomware and credential-theft activity and early evidence that AI tools can meaningfully assist attackers. It also looks at consumer survey data on where people feel most exposed - AI-generated phishing, voice cloning, and impersonation among the top identity-security concerns.

DigComp / EntreComp: DigComp 4.1, DigComp 4.2, EntreComp 1.5

Exercises and Activities

Self-directed: audit personal AI tool use over the past week - what data was shared, with which platforms, and what are those platforms' data policies? Produce a brief personal risk assessment and identify one workflow change. Group:

evaluate a set of organisational AI use scenarios against the privacy principles covered, identifying risks and proposing safer alternatives.

| AI and Digital Footprint

Controlling what you leave behind | 95 minutes

This module builds participants' understanding of their digital footprint - the data trail left by online activity - and connects it to how AI systems use, amplify, and are shaped by that footprint. Participants learn that their footprint is not just a privacy concern: it actively informs AI decisions about them. The module emphasises agency: participants cannot control everything, but they can make deliberate choices that reduce risk for themselves and others.

Topic 1: What is a Digital Footprint?

Active footprints (consciously shared information) vs passive footprints (automatically collected data via cookies, IP addresses, location signals) are distinguished. Digital footprints are connected to four core concerns: privacy, reputation, safety, and impact on others.

DigComp / EntreComp: DigComp 4.2, DigComp 2.6, EntreComp 1.5

Topic 2: Types of Footprints and Why AI Makes Them Matter More

Behavioural data, location data, social graph data, transactional data, and biometric data are explored - and how AI uses each to make predictions and automated decisions about participants. Participants examine algorithmic decisions in their daily apps and reflect on four value questions: Am I choosing deliberately? Am I being used as a data source? Could this hurt someone else? What would I want others to see?

DigComp / EntreComp: DigComp 4.2, DigComp 1.3, EntreComp 1.5

Topic 3: The Ripple Effect: Consequences for You and Others

The ripple effect of digital footprints - how data shared about oneself can also expose others through location tagging, photo sharing, and screenshots - is examined. Scenarios include employment screening, targeted advertising, and political profiling. Consequences are often delayed and not fully reversible.

DigComp / EntreComp: DigComp 4.2, DigComp 2.6, EntreComp 3.4

Topic 4: My Choice - A Simple Checklist and Action Plan

The STOP-THINK-CHECK-CHOOSE checklist gives participants a repeatable habit for safer sharing decisions, applied to three realistic scenarios: app permission requests, tagging others in a group photo, and deciding what to share about a sensitive situation.

DigComp / EntreComp: DigComp 4.2, DigComp 4.1, EntreComp 3.1, EntreComp 2.1

Topic 5: How to Protect Your Digital Footprint

A set of concrete, practical rules: reviewing privacy settings, limiting shared information, cleaning cookies and tracking data, using a VPN where appropriate, restricting location access, keeping antivirus software updated, monitoring financial and medical information, avoiding unknown links, and updating passwords after a breach.

DigComp / EntreComp: DigComp 4.2, DigComp 4.1, EntreComp 3.1, EntreComp 2.1

Exercises and Activities

The module closes with a structured audit, quiz, and self-test (20 minutes): a quiz testing comprehension of key concepts, a “check your digital footprint” self-assessment with tiered results, and a guided audit in which participants identify three footprint risks on a platform they use, match each to an improvement, and commit to one action today, one this week, and one ongoing habit.

| Acting Legally with AI

Rights, consent and responsible use | 50 minutes

This module addresses the legal dimensions of AI use - an area where many young people have limited knowledge but significant exposure to risk. It organises the legal landscape around three core risk layers (personality rights, copyright, and regulation) and gives participants practical check tools to apply before creating or sharing AI-assisted content.

Topic 1: Why Acting Legally with AI Matters

Just because AI makes something possible does not make it lawful. AI tools can clone voices, generate faces, and reuse text in seconds - but legal consequences including fines, lawsuits, and takedowns fall on the person who uses or publishes the output, not the AI tool. Three legal risk layers are introduced: personality rights risk, copyright risk, and regulatory risk.

DigComp / EntreComp: DigComp 4.3, EntreComp 1.5

Topic 2: Voice Rights and AI

Legal protections for a person's voice are covered - as personal and potentially biometric data under GDPR, as a matter of personality and publicity rights, and as a performer's right in existing recordings. A "Voice Consent Gate" gives participants three questions to check before cloning or imitating a real voice.

DigComp / EntreComp: DigComp 4.3, DigComp 4.2, EntreComp 1.5

Topic 3: Image and Likeness Rights

Two legal layers apply whenever AI is used with a real person's image: the right of the person depicted, and the right of the photographer. An "Image Use Checklist" (right to the photo, right to the person, context, disclosure) is introduced as a practical tool.

DigComp / EntreComp: DigComp 4.3, DigComp 4.2, EntreComp 1.5

Topic 4: Copyright in the AI Era

What happens when AI is trained on copyrighted works without authorisation; whether AI outputs can be copyrighted and by whom; how to avoid copyright violations; and what Creative Commons and public domain materials can be used freely. A practical Copyright Check tool is introduced.

DigComp / EntreComp: DigComp 3.3, EntreComp 1.4, EntreComp 1.5

Topic 5: AI Law: EU AI Act and GDPR

An accessible overview of the two most important EU legal frameworks for AI: GDPR (data protection and privacy rights) and the EU AI Act (risk categorisation, prohibited practices, transparency obligations). Focus is on provisions most relevant to everyday AI use by young people - enough to know when to seek advice.

DigComp / EntreComp: DigComp 4.2, EntreComp 1.5

Exercises and Activities

Exercises consolidate the three check tools (Voice Gate, Image Checklist, Copyright Check). Self-directed: apply all three tools to five AI use scenarios, identifying risks and steps before proceeding. Group: a complex scenario (youth organisation creating AI-generated promotional content featuring real participants) requiring a full three-layer legal risk assessment with recommended mitigations.

| Final Capstone: The AI-Assisted Apology Message

Applying learning from across the programme to a realistic ethical scenario | 60+ minutes

Rather than introducing new content, this capstone places participants inside a realistic scenario - the AI-assisted apology message - that draws on thinking from across the programme. AI has moved into our most intimate conversations, drafting apologies, break-up messages, and condolence notes. This raises questions about authenticity, responsibility, and relationship repair that cut across all the ethical principles the programme has covered.

Topic 1: Background: Why AI in Personal Communication Matters

Context and stakes of the scenario: AI has moved from spell-checking emails to drafting emotionally significant messages. Three risks are identified - Speed (AI drafts in seconds; repair takes time), Polish (smooth wording can hide blame or factual errors), and Distance (it feels safer to let a machine speak, but the other person still receives the words).

DigComp / EntreComp: [EntreComp 1.5](#), [EntreComp 2.1](#)

Topic 2: The Anatomy of a Sincere Apology

Drawing on conflict research (Lazare; Lewicki), participants learn a four-element framework: Acknowledge (name what happened clearly); Accept responsibility (own your part, avoid shifting blame); Repair (address the impact concretely); Change (describe what will be different, only promise what you can keep). Insight: a short honest message covering all four moves usually lands better than a long polished one that skips any of them.

DigComp / EntreComp: [EntreComp 1.5](#), [EntreComp 3.4](#), [EntreComp 3.6](#)

Topic 3: Where AI Helps and Where It Fails

Language models are strong at form (structure, register, phrasing options, accessibility for non-native speakers) and weak at truth (facts, blame-shifting, overpromising, privacy). Four guardrails - Verify, Fairness, Privacy, and Disclosure - give participants a check to run before sending any AI-assisted message.

DigComp / EntreComp: [DigComp 3.1](#), [EntreComp 1.5](#), [EntreComp 2.1](#)

Topic 4: The Decision Game

The core activity. Participants read a scenario (a disagreement that has spilled into a group chat), choose a path - using AI and sending it as-is, drafting with AI then editing, or writing it themselves - apply at least two of the toolkit prompts (STOP-THINK-CHECK-CHOOSE, THINK, Fairness Check, Verification habits), and follow their choice through to one of several branching outcomes, each with open discussion questions.

DigComp / EntreComp: [EntreComp 1.5](#), [EntreComp 3.4](#), [EntreComp 3.6](#), [DigComp 3.1](#)

Topic 5: Evidence Capture

Participants record their path, the tools they used, what they verified, who could have been affected, and what they would disclose about AI's role - feeding directly into the Digital Badge evidence portfolio.

DigComp / EntreComp: [EntreComp 1.5](#), [EntreComp 3.6](#)

Exercises and Activities

This module is primarily participatory: small groups navigate the decision game, record reasoning at each decision point, and present choices to the cohort with a facilitated debrief connecting choices back to the frameworks covered elsewhere in the programme.

| 6. Delivery Models

Adapting the programme for your context

Intensive (2-3 days)

All eight modules in a concentrated format, with the capstone closing the programme after the other modules have been explored. Suited to residentials, youth exchanges, Erasmus+ mobility, and staff development days.

Weekly Sessions (8-10 weeks)

One module per week at 60-105 minutes per session. An introductory session for the Self-Assessment Platform and a closing session for the Digital Badge portfolio gives a complete 10-week programme. Suited to youth centres and organisations with regular weekly groups.

Modular / Thematic

Selected modules based on group needs, without necessarily covering all eight. The modules on fairness, transparency, disinformation, and reliable content work well as a standalone cluster on AI content and ethics; the modules on data privacy, digital footprint, and acting legally form another natural cluster. The capstone works as a standalone closing activity for any combination of the other modules.

Blended / Hybrid

Some modules face to face, others online or as self-directed study. The Starter Kit and Self-Assessment Platform are ideal for independent online work between sessions. Each module can be split into a self-directed content review and a facilitated discussion session.

Fully Online

All modules via video conferencing. Breakout rooms support small group activities; shared digital whiteboards (Miro, Menti) support collaborative exercises. Facilitation guidance for online delivery is included in each module's facilitator notes.

Peer Education

Young people who have completed the programme are trained as peer educators to deliver modules to new groups. This model extends reach significantly and deepens learning for peer educators. The capstone's decision game is especially effective in a peer education format.

Implementation Contexts

- 01** Open model: modules used as standalone or sequential resources on a voluntary basis - most common in non-formal youth work.
- 02** Mandatory model: the VALUES programme incorporated into an existing curriculum or qualification, with the Digital Badge providing the assessment mechanism.
- 03** Extra-curricular model: optional activity within an educational institution, employer training

programme, or community organisation.

- 04** Continuous education / lifelong learning: modules used within a CPD framework, with the Digital Badge providing formal recognition.
- 05** Formal adoption (HEI/VET): individual modules adopted within existing courses, or the full programme as a standalone elective. The DigComp and EntreComp alignment provides the academic equivalence argument for institutional recognition.

| 7. Useful Links

Resources for facilitators and participants

VALUES Project Website

www.valuesai.eu - all eight modules, the Starter Kit, and the Self-Assessment Platform. Resources remain available for a minimum of five years post-project.

WP2 - VALUES Starter Kit for Ethical AI

Free download at www.valuesai.eu in English, Polish, and German.

WP3 - AI Skills Self-Assessment Platform

Online at www.valuesai.eu. Free. Generates a personalised Feedback Report in PDF. Recommended as both pre-programme and post-programme activity.

WP4 - All Eight OER Modules

All slide decks and facilitator notes at www.valuesai.eu. Creative Commons licence - freely adaptable with attribution.

VALUES Digital Badge Framework

Competency descriptors, evidence portfolio guidelines, and badge submission at www.valuesai.eu. Contact Momentum (WP4 lead: www.momentumconsulting.ie) for queries.

DigComp 2.1 Framework

https://joint-research-centre.ec.europa.eu/digcomp_en

EntreComp Framework

https://joint-research-centre.ec.europa.eu/entrecomp-entrepreneurship-competence-framework_en

EU AI Act

<https://artificialintelligenceact.eu> - relevant to the modules on Data Privacy, Digital Footprint, and Acting Legally with AI.

EU Ethics Guidelines for Trustworthy AI

<https://digital-strategy.ec.europa.eu/en/library/ethics-guidelines-trustworthy-ai> - the seven principles underpinning all eight modules.

GDPR Text

<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:32016R0679> - relevant to the modules on Data Privacy, Digital Footprint, and Acting Legally with AI.