



Navigating AI and Internet Safety for Young Females & Mental Health – NAOMI

The NAOMI Digital Well-Being Toolkit

User Guide and Toolkit Overview

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Table of Contents

1. Introduction to the NAOMI Toolkit	03
2. Purpose of the Toolkit	04
3. Who Is the Toolkit For?	05
4. The NAOMI Online Learning Environment	06
5. The Six Learning Modules	06
6. Educational and Multimedia Resources	07
7. The NAOMI Digital Well-Being Tracker	08
8. How the Self-Assessment Works	09
9. Personalised Feedback and Practical Recommendations	09
10. Using the Toolkit as a Personal Learning Journey	10
11. Privacy, Transparency and Responsible Use	11
12. From Knowledge to Digital Resilience	12
13. Added Value of the NAOMI Toolkit	12
14. Final Remarks	13

Access the NAOMI Toolkit

1. Introduction to the NAOMI Toolkit

The NAOMI Digital Well-Being Toolkit is an interactive educational resource developed within the framework of the NAOMI project to support young women in navigating contemporary digital environments in a safer, healthier, and more informed manner.

The Toolkit responds to an increasingly important reality: digital technologies are deeply embedded in everyday life and influence the ways in which young people communicate, learn, socialise, access information, express themselves, and understand the world around them. At the same time, constant digital engagement may expose users to challenges associated with online safety, cyberbullying, privacy, Artificial Intelligence, unhealthy digital routines, digital stress, and other pressures that may affect their overall well-being.

Against this background, the NAOMI Toolkit was designed not simply as a collection of educational materials, but as an accessible digital learning environment through which users can acquire knowledge, reflect upon their own experiences, and translate what they have learned into practical actions.

Its central philosophy is based on learning, reflection, awareness, and positive behavioural change. Rather than presenting digital technology exclusively as a source of risk, the Toolkit promotes a balanced perspective that encourages young women to benefit from digital opportunities while developing the competences required to protect their privacy, safety, autonomy, and well-being.



2. Purpose of the Toolkit

The principal purpose of the NAOMI Digital Well-Being Toolkit is to strengthen digital literacy, online safety awareness, responsible technology use, and digital resilience among young women.

The Toolkit provides participants with accessible educational content addressing situations and challenges that they may encounter in their everyday digital lives. At the same time, it encourages them to reflect critically on their own online habits, recognise behaviours that may negatively influence their well-being, and identify realistic opportunities for improvement.

The Toolkit therefore combines two complementary dimensions. The first is educational, providing structured knowledge and practical guidance on key aspects of digital safety and well-being. The second is reflective, encouraging users to consider how these issues relate to their own experiences and behaviours.

Through this combined approach, the Toolkit seeks to move beyond passive information provision and encourage users to become more conscious, confident, and responsible participants in digital environments.



3. Who Is the Toolkit For?

The NAOMI Digital Well-Being Toolkit has been developed primarily for young women aged 18–30, with particular attention to those who may experience social, economic, educational, or digital barriers. It aims to ensure that young women from different backgrounds have access to practical and understandable resources that can help them navigate digital environments with greater confidence, awareness, and security.

Recognising that individuals have different levels of digital knowledge and experience, the Toolkit follows an accessible, inclusive, and user-friendly approach. No specialised technological knowledge is required. Users can explore the educational materials at their own pace, revisit topics whenever necessary, and reflect on how the issues addressed relate to their own digital habits and everyday online experiences. Through this process, the Toolkit encourages not only the acquisition of knowledge but also the development of self-awareness, critical thinking, digital resilience, and responsible online behaviour.

The Toolkit is also designed to be valuable for youth workers, educators, trainers, facilitators, and youth organisations working directly with young people. Its educational content can be incorporated into workshops, training sessions, group discussions, awareness-raising initiatives, and other non-formal learning activities. In particular, it can support conversations around digital safety, Artificial Intelligence and algorithms, cyberbullying and online harassment, healthy digital habits, digital resilience, and mental well-being.

In this way, the NAOMI Toolkit serves a dual purpose: it provides young women with an individual learning and self-reflection resource while also offering youth professionals practical educational material that can strengthen their work with young people. Ultimately, it seeks to contribute to digital environments in which young women feel better informed, safer, more confident, and empowered to make responsible choices about their digital lives.

4. The NAOMI Online Learning Environment

The Toolkit is hosted within the NAOMI online learning platform, providing users with a central digital environment from which they can access the project's educational resources.

The platform has been designed to support flexible and self-directed learning. Participants can navigate through the educational material according to their own pace, revisit previously explored topics, watch the accompanying educational videos, and repeat the self-assessment activities whenever they consider this useful.

This flexibility is particularly important because digital well-being is not a fixed condition. Digital habits, online experiences, and personal circumstances evolve over time. The Toolkit therefore encourages continuous engagement and reflection rather than treating learning as a one-time activity.

5. The Six Learning Modules

At the heart of the NAOMI Toolkit are six thematic educational modules. Together, they provide a structured learning pathway addressing the relationship between digital technologies, online safety, Artificial Intelligence, personal behaviour, and well-being.

The first module, Understanding Your Digital Habits, encourages participants to become more aware of the ways in which technology forms part of their everyday routines. It invites users to reflect on their screen time, patterns of digital engagement, and the influence that online activities may have on their daily lives.

The second module, Digital Well-Being and Mental Health, explores the relationship between digital engagement and emotional well-being. It encourages users to recognise the importance of balance and to reflect on how online experiences may influence stress, emotions, self-esteem, and mental well-being.

The third module, Cyberbullying, Online Harassment and Digital Abuse, strengthens participants' awareness of harmful online behaviour and encourages them to recognise potentially unsafe or abusive digital interactions and respond appropriately.

The fourth module, Artificial Intelligence, Algorithms and Digital Awareness, introduces participants to the growing role of AI and algorithmic systems in everyday digital environments. It encourages critical reflection on how automated technologies may influence the information, recommendations, and content users encounter online.

The fifth module, Healthy Digital Routines and Online Balance, focuses on practical strategies for developing a more balanced relationship with technology and integrating healthier digital habits into everyday routines. Finally, the sixth module, Building Digital Resilience and Positive Online Engagement, brings together the knowledge and competences developed throughout the Toolkit and encourages participants to engage with digital environments confidently, responsibly, and positively.

Together, these six modules create a coherent educational pathway that moves from awareness and understanding towards reflection, practical action, and greater digital resilience.

6. Educational and Multimedia Resources

The Toolkit has been designed to accommodate different learning preferences. Educational information is therefore complemented by practical guidance, examples, reflective activities, and recommendations that connect the theoretical material with situations users may encounter in their everyday digital lives.

Each module is also accompanied by educational video material. These audiovisual resources reinforce the principal learning messages of the corresponding module and provide participants with an additional, accessible way of engaging with the subject matter.

The combination of written and audiovisual content makes the Toolkit suitable for both independent learning and facilitated educational settings.

7. The NAOMI Digital Well-Being Tracker

A central interactive component of the Toolkit is the NAOMI Digital Well-Being Tracker.

The Tracker has been incorporated into the learning pathway as a self-assessment and reflection mechanism. Following the completion of each module, participants are invited to reflect on how the subject addressed relates to their own digital experiences.

Rather than testing whether users have memorised the educational material, the Tracker encourages them to consider their own habits, attitudes, behaviours, and experiences. This transforms assessment from a traditional knowledge-testing exercise into an opportunity for meaningful personal reflection.

The self-assessments address areas such as awareness of screen time, emotional reactions to digital interactions, online safety practices, digital routines, confidence when navigating online environments, responsible use of technology, and the perceived influence of digital engagement on personal well-being.



8. How the Self-Assessment Works

After completing a learning module, the user can access the corresponding self-assessment activity.

Participants are presented with a series of statements relating to common digital behaviours and experiences. They indicate the extent to which each statement reflects their personal situation using a five-point response scale ranging from Strongly Disagree to Strongly Agree.

There are no traditional "correct" or "incorrect" answers. The purpose of the activity is to encourage honest reflection and help users recognise their own patterns of digital behaviour.

Once the assessment is completed, the platform analyses the responses and provides an overall result corresponding to the particular thematic area.

The results are organised around different levels of digital awareness and well-being. Rather than simply presenting users with a score, the Toolkit translates the assessment into understandable educational feedback.

9. Personalised Feedback and Practical Recommendations

One of the most important characteristics of the Digital Well-Being Tracker is the connection between self-reflection and practical action.

Following each assessment, participants receive feedback explaining what their responses may suggest about their current digital habits. This information is communicated in a supportive and non-judgemental manner, with the objective of encouraging awareness rather than criticising individual behaviour.

Depending on the responses provided, users may receive practical recommendations encouraging them to become more conscious of screen time, establish healthier online routines, introduce regular offline breaks, strengthen privacy practices, recognise potentially harmful communication patterns, develop strategies for managing digital stress, or seek appropriate support when online experiences negatively affect their well-being.

Where relevant, the participant is also encouraged to return to the corresponding educational module and revisit the material. In this way, the Toolkit establishes a continuous relationship between learning, reflection, feedback, and action.

10. Using the Toolkit as a Personal Learning Journey

The NAOMI Toolkit has intentionally been designed to support an individual and flexible learning experience. Users do not need to complete every activity at once, nor is engagement limited to a single occasion.

Participants may return to the educational content whenever they wish and repeat the self-assessment activities over time. This allows them to reconsider their responses, reflect on whether their habits have changed, and evaluate whether the recommendations they previously received have helped them introduce healthier practices.

This repeatable structure is particularly valuable because digital well-being develops gradually. Small behavioural changes, when maintained over time, can contribute to stronger awareness, healthier routines, and greater confidence in managing digital experiences.

11. Privacy, Transparency and Responsible Use

The Digital Well-Being Tracker has been designed exclusively as an educational and awareness-raising resource. It is not a medical, psychological, or clinical assessment instrument and does not provide diagnoses or replace professional mental health, counselling, or other specialised services.

The Toolkit is equally clear regarding personal data and monitoring. It does not automatically monitor participants' mobile devices, social media profiles, browsing history, or other personal digital services. Users actively and voluntarily provide responses through the self-assessment activities, and the feedback generated is based on those responses.

This approach reflects the broader educational philosophy of NAOMI: users should be empowered to understand and manage their digital lives through awareness and informed choice rather than intrusive monitoring.

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12. From Knowledge to Digital Resilience

A principal strength of the NAOMI Toolkit lies in the way it brings together education and personal reflection.

Participants are not expected simply to read information and complete a course. They are encouraged to consider what that information means in the context of their own lives, identify behaviours they may wish to reconsider, and select realistic actions that can contribute to healthier digital engagement.

The learning pathway can therefore be understood as a continuous process:
Learn → Reflect → Understand → Act → Revisit

Through this process, educational knowledge becomes connected to everyday behaviour. The ultimate objective is not to encourage participants to disengage from technology, but to enable them to use it more consciously, safely, critically, and confidently.

13. Added Value of the NAOMI Toolkit

The NAOMI Digital Well-Being Toolkit brings together structured educational materials, multimedia learning resources, interactive self-assessment, personalised educational feedback, and practical recommendations within one digital environment.

Its added value lies in its participant-centred approach. Instead of assuming that every user has the same digital experiences or needs, the Toolkit creates space for individual reflection and encourages participants to consider their own relationship with technology.

This combination supports the development of digital literacy, greater awareness of online safety, healthier digital routines, more responsible engagement with Artificial Intelligence, and stronger digital resilience.

The Toolkit can therefore continue to serve not only individual learners but also youth workers, educators, trainers, and organisations seeking accessible resources through which to promote digital well-being and responsible technology use.



14. Final Remarks

The NAOMI Digital Well-Being Toolkit reflects the project's broader commitment to empowering young women to participate in digital environments with greater knowledge, confidence, resilience, and autonomy. Digital well-being is not achieved simply by reducing the amount of time spent online. It requires an understanding of how technology affects our behaviours, emotions, relationships, privacy, choices, and everyday routines. It also requires the confidence to recognise risks, establish boundaries, question digital influences, and seek support when necessary.

Combining accessible learning materials with opportunities for personal reflection and practical action, the NAOMI Toolkit provides users with a pathway towards a healthier and more conscious relationship with technology.

Ultimately, the Toolkit encourages a simple but important principle: technology should support our lives, our opportunities, and our well-being—not control them.

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