



# TOOLKIT IMPLEMENTATION GUIDE



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## Executive Summary

The 'Toolkit Implementation Guide' is a significant deliverable of the CyberAdventure Project. The core aim of the Project is the design and implementation of an innovative computer learning game for cyber education of children (7 -12 years old), that can be easily implemented in formal, non-formal and informal education settings. This deliverable has been informed by the outcome of a comprehensive literature review aimed at identifying the most significant competences for Cyber Safety Education, to allow the consortium to select those that can better be treated via the final product (game).

During the 1<sup>st</sup> and the 2<sup>nd</sup> project meetings the partners exchanged information and ideas regarding this issue. The draft version of this guide was compiled with contributions from SATRO and the school partners and shared with the partners for reviewing and proposing additions and modifications. Some of the consortium members undertook the role of the critical reviewer in order to ensure the quality of the deliverable.

This deliverable (Deliverable O1/A6) comprises of seven sections. After the introduction, a theoretical background is introduced briefly, in order for this document to serve as a stand-alone resource (all the terms and issues are more extensively discussed in the Framework for Key Cyber Safety Competences (Deliverable O1/A1) that the consortium created. Next, the Game is briefly described. A distinct game manual is provided separately by the consortium (Deliverable O1/A5). In the next section, the ways in which this game can be exploited for teaching and integrated in the classroom are explained. Three ways are proposed in total. This is followed by a detailed description of the CyberAdventure Game Missions, with some suggested further activities. This is followed by a Glossary of key terms and a list of useful external resources. Finally, the Appendices provide a template for describing full lesson plans, including game utilization, and some sample lesson plans.



## Acknowledgements

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*In addition, we gratefully acknowledge the contribution from the CyberAdventure project team members:*

### O1/A6 – Implementation Guide

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## Introduction

The CyberAdventure project aims to create a learning computer game for the Online Safety Education of children (7 – 12 years old) – the CyberAdventure Game.

The goal of the project is to raise children’s awareness regarding Internet risks and to promote responsible behaviour online. It is important because:

- Children have regular access to the internet from early ages and are especially vulnerable to misconduct and other risks;
- Teachers (and parents) are called upon to have a stronger role in preparing children to defend themselves from misconduct on the Internet and to promote responsible behaviour;
- There is evidence that teachers miss the competences and tools to engage in online safety education with their pupils/students.

A game can be an easy-to-use and playful tool, capable of engaging both teachers and children, around a serious topic such as online security, and provide a simulated context in which children may experience/understand the consequences of misconduct and other risks without been exposed to real danger/harm.

This implementation guide is intended to operate as a supplement for the teacher who wishes to quickly get familiarized with the project, the game and the corresponding issues in order to integrate the game in his/her teaching practice without the need for time consuming training and research. Apart from a quick overview of the background of the project, this guide describes how the game can be exploited for teaching purposes, spanning throughout the whole curriculum. Some sample lesson plans are also presented in a single-template format, thus assisting the teachers with ready-to-implement teaching practices.

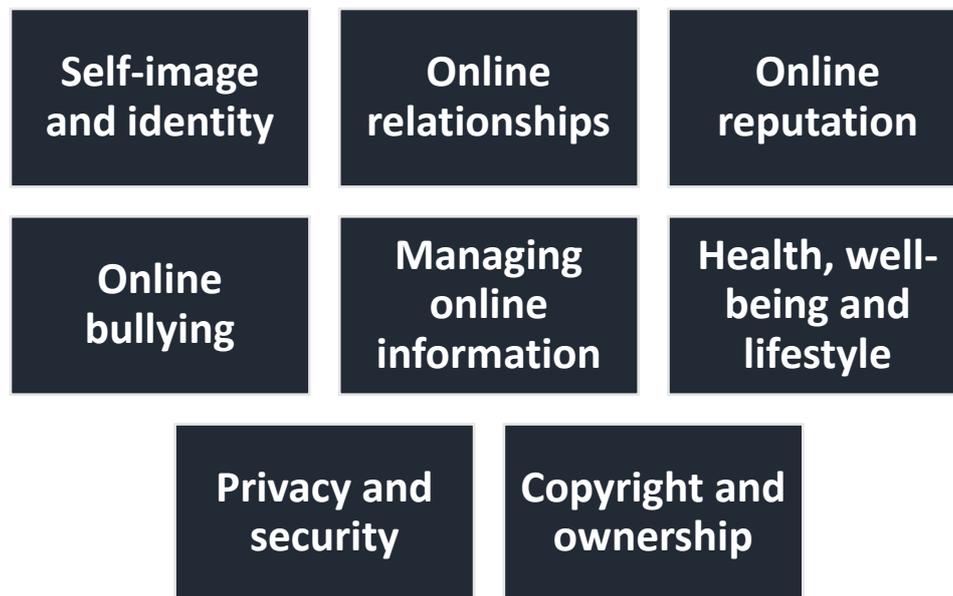


## Theoretical Framework

The *Framework for the Key Cyber Safety Competences* is the first significant deliverable of the CyberAdventure Project. This deliverable is the outcome of literature research aimed at identifying the most significant competences for Cyber Safety Education, allowing the consortium to select those which can be better addressed via the final product (the CyberAdventure game).

During the kick-off meeting the partners exchanged information and ideas regarding this issue. Aston University, as the leading partner of the corresponding task, undertook the responsibility to conduct a literature review in order to clarify the necessary terminology, but also to examine the state of the art in Cyber Safety Education in the EU and attempt to propose a framework for the key competences. All partners contributed with data and information about benchmarking tools for measuring such competences.

Eight major knowledge areas were identified:



Based on the conducted research and current conventions of defining ICT competencies, the trend of separation of competences into three constituent-categories was then followed: knowledge, skills and attitudes. The latest reports issued by Eurydice<sup>1</sup> the Education for a Connected World Framework (The UK Council for Internet Safety, 2018) and other works reviewed in the *Framework* converge to provide a complete overview of what Cyber Education should include for the ages of the designated target-group (7-12 year-olds).

Thus, the designed activities should be of an original, realistic and experiential nature. Table 1 presents the key competences that should be treated in primary education.

<sup>1</sup> Eurydice. Available at: <https://eacea.ec.europa.eu/national-policies/eurydice/>



Table 1: CyberAdventure Competences Framework

Knowledge	Skills	Attitudes
<p><b>Self-image and identity</b> Exploring the differences between online and offline identity.</p>	<ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Shaping online identities and how media impacts on gender and stereotypes</li> <li>• Effective routes for reporting and support</li> <li>• Impact of online technologies on self-image and behaviour</li> <li>• Ability to explain what is meant by the term 'identity'.</li> </ul>	<p>Experience of having and managing a digital reputation</p>
<p><b>Online relationships</b> Exploring how technology shapes communication styles and identifies strategies for positive relationships in online communities. Opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.</p>	<ul style="list-style-type: none"> <li>• Ability to describe ways people who have similar likes and interests can get together online.</li> <li>• Using technology-specific forms of communication (e.g. <b>emojis, acronyms, text speak</b>).</li> <li>• Understanding of risks of communicating online with strangers.</li> <li>• Ability to explain why one should be careful who one can trust online and what information can be trusted them with.</li> <li>• Understanding how one's and other people's feelings can be hurt by what is said or written online.</li> <li>• Knowledge of strategies for safe and fun experiences in a range of online social environments.</li> <li>• Understanding of how to be respectful to others online.</li> <li>• Knowledge of the ways of reporting problems online.</li> </ul>	<p>View of how relationships are formed, maintained and ended differently online</p>



<p><b>Online reputation</b> Exploring the concept of reputation and how others may use online information to make judgements. Opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.</p>	<ul style="list-style-type: none"> <li>• Knowledge of the ways that some of the information about oneself online could have been created, copied or shared by others.</li> <li>• Ability to search for information about oneself or other individual online and create a summary report of the information found.</li> <li>• Ability to describe ways that information about people online can be used by others to make judgements about an individual.</li> </ul>	<p>Young people will become critical readers of online information</p>
<p><b>Online bullying</b> Exploring bullying and other online aggression and how technology impacts those issues. Strategies for effective reporting and intervention. Consideration on how bullying and other aggressive behaviour relates to legislation.</p>	<ul style="list-style-type: none"> <li>• Understanding of what bullying is.</li> <li>• Rules about how to behave online and how to follow them.</li> <li>• Ability to identify some online technologies where bullying might take place.</li> <li>• Ability to describe ways people can be bullied through a range of media (e.g. <b>image, video, text, chat</b>).</li> <li>• Understanding of the need to think carefully about how one's content might affect others, their feelings and how it may affect how others feel about them.</li> <li>• Ability to recognise when someone is upset, hurt or angry online.</li> <li>• Knowledge of how to block abusive users.</li> <li>• Ability to report online bullying on the familiar apps.</li> <li>• Knowledge of the helpline services and what to say and do if their help was needed (e.g. <b>Childline</b>).</li> <li>• Ability to capture bullying content as evidence (e.g <b>screen-grab, URL, profile</b>).</li> <li>• Ability to identify ways to report concerns both in school and at home about online bullying.</li> </ul>	<p>The impact of being online for young people's mental health</p>



<p><b>Managing online information</b> Exploring how online information is found, viewed and interpreted.</p>	<ul style="list-style-type: none"> <li>• Being able to use key phrases in search engines.</li> <li>• Being able to explain what autocomplete is and how to choose the best suggestion.</li> <li>• Being able to search for information within a wide group of technologies (e.g. social media, image sites, video sites).</li> <li>• Understanding of some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.</li> <li>• Understanding that some people one 'meets online' (e.g. through social media) may be computer programmes pretending to be real people.</li> <li>• Understanding of why lots of people sharing the same opinions or beliefs online does not make those opinions or beliefs true.</li> <li>• Being able to use different search technologies.</li> <li>• Being able to evaluate digital content and to explain how to make choices from search results.</li> <li>• Being able to explain key concepts including: data, information, fact, opinion belief, true, false, valid, reliable and evidence, and to differentiate between them. Understanding of what criteria have to be met before something is a 'fact'.</li> <li>• Understanding of the difference between online misinformation (inaccurate information distributed by accident) and disinformation (inaccurate information deliberately distributed and intended to mislead).</li> <li>• Being able to explain what is meant by 'being sceptical'. Being able to give examples of when and why it is important to be 'sceptical'.</li> <li>• Being able to explain what is meant by a 'hoax' and why one needs to think carefully before forwarding anything online.</li> <li>• Being able to explain why some information found online may not be honest, accurate or legal, even if it is found on a large number of sites. Being</li> </ul>	<p>Experiencing strategies for effective searching, critical evaluation and ethical publishing.</p>
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	<p>able to assess how this might happen (e.g. the sharing of misinformation either by accident or on purpose).</p> <ul style="list-style-type: none"> <li>• Understanding of how search engines work and how results are selected and ranked.</li> <li>• Able to demonstrate the strategies required for evaluating digital content.</li> <li>• Being able to explain how and why some people may present 'opinions' as 'facts'.</li> <li>• Being able to define the terms 'influence', 'manipulation' and 'persuasion' and explain how one might encounter these online (e.g. advertising and 'ad targeting').</li> <li>• Being able to demonstrate strategies to enable me to analyse and evaluate the validity of 'facts' and to explain why using these strategies is important.</li> <li>• Being able to identify, flag and report inappropriate content.</li> </ul>	
<p><b>Health, well-being and lifestyle</b> Explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.</p>	<ul style="list-style-type: none"> <li>• Understanding of why spending too much time using technology can sometimes have a negative impact on an individual.</li> <li>• Being able to identify times or situations when there might be a need for limiting the amount of technology use.</li> <li>• Being able to describe ways technology can affect healthy sleep.</li> <li>• Being able to describe some strategies, tips or advice to promote healthy sleep with regards to technology.</li> <li>• Being able to describe common systems that regulate age-related content (e.g. <b>PEGI, BBFC, parental warnings</b>) and describe their purpose.</li> <li>• Being able to assess and action different strategies to limit the impact of technology on my health (e.g. night-shift mode, regular breaks, posture, sleep and exercise).</li> <li>• Understanding of the importance of self-regulating one's use of technology; being able to demonstrate the strategies to do this (e.g. monitoring one's time online, avoiding accidents).</li> </ul>	<p>Problem-solving Understanding work-life balance and healthy choices</p>



<p><b>Privacy and security</b> Exploring how personal online information can be used, stored, processed and shared.</p>	<ul style="list-style-type: none"> <li>• Being able to give reasons why I should only share information with people one chooses to and can trust. Understanding of asking a trusted adult if one is not sure or feels pressured.</li> <li>• Understanding of reasons why passwords are important.</li> <li>• Being able to describe simple strategies for creating and keeping passwords private.</li> <li>• Understanding of how connected devices can collect and share one's information with others.</li> <li>• Being able to describe strategies for keeping one's personal information private, depending on context.</li> <li>• Being able to explain that others online can pretend to be other people, including one's friends and to suggest reasons why they might do this.</li> <li>• Being able to explain how internet use can be monitored.</li> <li>• Being able to create and use strong and secure passwords.</li> <li>• Understanding of how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, <b>geolocation</b>) with others.</li> <li>• Understanding of how and why some apps may request or take payment for additional content (e.g. in-app purchases) and explain why one should seek permission from a trusted adult before purchasing.</li> <li>• Use of different passwords for a range of online services.</li> <li>• Being able to describe effective strategies for managing those passwords (e.g. <b>password managers</b>, acronyms, stories).</li> <li>• Knowledge of what to do if one's password is lost or stolen.</li> <li>• Being able to explain what app permissions are and to give some examples from the familiar technology or services.</li> <li>• Being able to describe simple ways to increase privacy on apps and services that provide privacy settings.</li> </ul>	<p>Ability to exercise behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.</p>
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	<ul style="list-style-type: none"> <li>• Being able to describe ways in which some online content targets people to gain money or information illegally; being able to describe strategies to help me identify such content (e.g. <b>scams</b>, <b>phishing</b>).</li> </ul>	
<p><b>Copyright and ownership</b> Exploring the concept of ownership of online content. Strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.</p>	<ul style="list-style-type: none"> <li>• Being able to explain why and how copying someone else’s work from the internet without permission can cause problems.</li> <li>• Being able to assess and justify when it is acceptable to use the work of others.</li> <li>• Being able to give examples of content that is permitted to be reused.</li> <li>• Being able to demonstrate the use of search tools to find and access online content which can be reused by others.</li> <li>• Being able to demonstrate how to make references to and acknowledge sources used from the internet.</li> </ul>	<p>Ethical decision making.</p>

More details can be found in the Framework for Key Cyber Safety Competences created by the CyberAdventure consortium (<http://www.cyberadventure.eu>).



## Game Description

The CyberAdventure Game is designed to address specific learning objectives on online safety appropriate for the 7 to 12 year old age group. It provides a simulated and meaningful context in which children, with the aid of educators or by themselves, may learn in a safe and playful way, about the risks of the Internet and the proper behaviour and cautions required when going online.

In the game, players will have to deal with many different situations, like cyberbullying, harassment, inappropriate content, data protection violations, etc. and act appropriately to minimize the Internet risks and avoid misconduct.

## Exploiting the CyberAdventure Game for teaching

The CyberAdventure Game can be embedded in the curricular activities and teaching of schools as a complementary teaching and assessment tool. Below are three possible scenarios of using the CyberAdventure Game within the curriculum:

- The game as an introduction to Cyber Safety concepts, notions and cyber literacy
- The game as an in-classroom tool for parallel teaching of Cyber Safety concepts and game play
- The game as a feedback-assessment tool

### *The game as an introduction to cyber security concepts, notions and literacy*

With this approach of exploiting the game, it can be used to exemplify and initiate discussions about all the concepts, notions and issues which are related to Cyber Safety Literacy. Depending on the age of the students/players, different elements can be discussed upon. For example, 7 year old students are generally not familiar with internet communication and social media uses. On the contrary, 12-year-old students actively use social media and upload content. Thus, for this age group it is more appropriate and convenient to discuss more complicated issues, such as online reputation. This approach follows three steps of implementation:

1. Students explore the game and they are introduced to new knowledge. Depending on their age, more or less facilitation and support by the teacher is required.
2. Group discussions follow the game. The teacher supports the students' deeper understanding of the new concepts about Cyber Safety Literacy by providing explanations, examples and additional information.
3. Additional exercises, worksheets and definitions are provided by the teacher.



### *The game as an in-classroom teaching tool for parallel teaching of Cyber Safety concepts and game play*

With this approach, the students are to be familiarized with all the necessary terminology, concepts and notions while playing the game. This is a multiple phase approach in which an issue is discussed and then confronted through the game. This approach follows three steps of implementation:

1. Group discussions are introduced by the teacher to raise the interest of the students about Cyber Literacy concepts
2. The teacher and the students explore the game in the classroom
3. Final group discussions are implemented in order to define the Cyber Safety concepts they learned

For example, a teacher can initiate a discussion about online footprints left by social media and how these are provided, exploited and finally taken into consideration. How will the players manage to gather information about the benefits and harms of certain behaviour? What are the important requirements for their safety online and why? These are some of the main topics that may arise during this approach.

### *The game as a feedback-assessment tool*

With this approach to exploiting the game, the students are to be familiarized with all the necessary terminology, concepts and notions before playing the game. Then the game serves as an assessment tool in order to examine if the new knowledge has been assimilated by the students. This approach is applicable mainly in the higher end of the age range of the game's target group and follows three steps of implementation:

1. In classroom teaching about Cyber Safety literacy (definitions, concepts, etc.)
2. Students utilize their new knowledge in order to play the game
3. Students could play the game in school or at home and the teacher can use the experiences and the difficulties that students may have faced in order to provide feedback in classroom, consequently.

When teaching, it is not uncommon for teachers to deploy evaluation tools and mechanisms in order to examine how well the new knowledge has been acquired by the students. A very common tool of this kind is a knowledge test. The CyberAdventure game can be used in a similar way, replacing tests with a more fun evaluation approach. Also, playing the game individually might be useful, for example, where the teacher wishes to examine individual performance and thus how each student puts the acquired knowledge into use, through the game.



## CyberAdventure structure

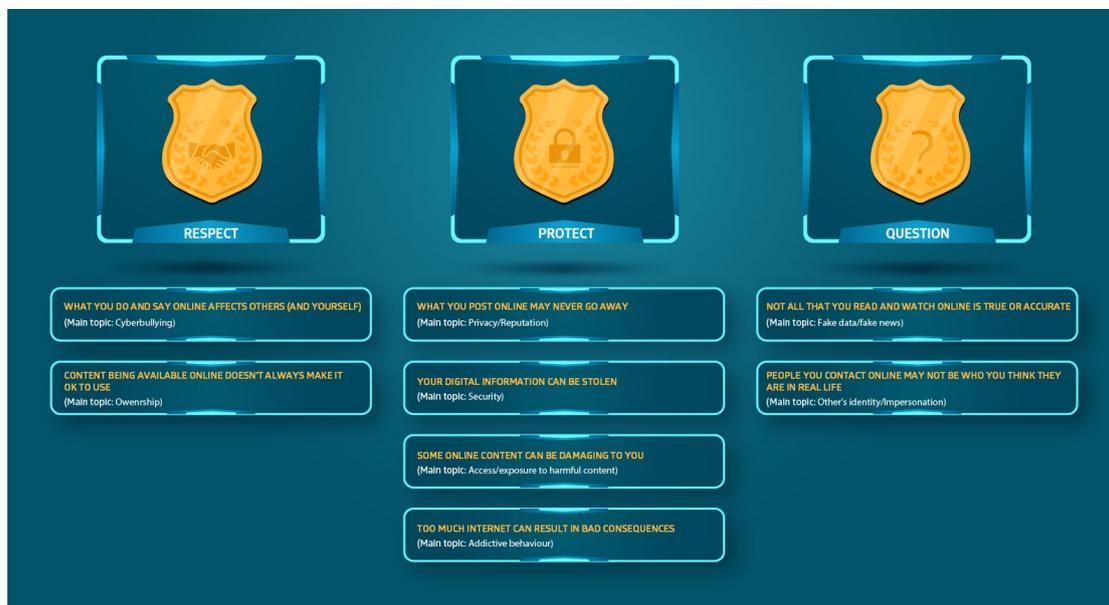
### Game introduction

The game is set inside a tablet device that belongs to a small child. The player of the game will be playing as Agent Bob - the main figure of the heroic force of the 'Online Safety Brigade'. Agent Bob will be going on 'missions' to fight the threats of the internet and protect the child.

The **MISSIONS** are mini-games that the player must complete. The MISSIONS are grouped under 3 '**BADGES**': 'Respect', 'Protect' and 'Question'. Each BADGE covers some key topics from the *Framework for Key Cybersafety Competences* (see 'Theoretical Framework', p. 6), and contains 2 to 4 MISSIONS.

The player must complete all the MISSIONS within the BADGE to unlock a **QUIZ**. The QUIZ is a challenge to help summarize the learning experience and assess which concepts, behaviors and attitudes have been effectively acquired. Once the QUIZ is complete, the BADGE is awarded to the user.

Table 2: CyberAdventure Missions



### Game instructions

The best way to understand what the game is about and how to play it is to watch the **CyberAdventure Introduction video** before playing the game, available in English, Portuguese, Spanish and Lithuanian:



- EN - [https://youtu.be/G6TZz\\_LTOC4](https://youtu.be/G6TZz_LTOC4)
- PT - <https://youtu.be/-ofrCUXqYsY>
- ES - [https://youtu.be/SCQnjMLBi\\_Q](https://youtu.be/SCQnjMLBi_Q)
- LT - <https://youtu.be/nbmh26kMrJg>

There are also **Walkthrough videos** available for each Mini game:

- Mission 1 Game 1 - <https://youtu.be/QlelsvrfkLI>
- Mission 1 Game 2 - <https://youtu.be/iFsLy0X0t2w>
- Mission 2 Game 1 - <https://youtu.be/OriSMjsPJGI>
- Mission 2 Game 2 - [https://youtu.be/x\\_i0evWFXi4](https://youtu.be/x_i0evWFXi4)
- Mission 3 Game 1 - <https://youtu.be/ZAkVESaTRIO>
- Mission 3 Game 2 - <https://youtu.be/00MjVmJDbGI>
- Mission 4 Game 1 - <https://youtu.be/pNSa24kq7KA>
- Mission 4 Game 2 - [https://youtu.be/ioK\\_uz\\_VARS](https://youtu.be/ioK_uz_VARS)
- Mission 5 Game 1 - [https://youtu.be/l\\_LsunGogeU](https://youtu.be/l_LsunGogeU)
- Mission 5 Game 2 - <https://youtu.be/wXc9ZPOJLbA>
- Mission 6 Game 1 - <https://youtu.be/WfoY7XDDK2A>
- Mission 6 Game 2 - <https://youtu.be/WMhgrLV4668>
- Mission 7 Game 1 - <https://youtu.be/ZYk5YhWkCS8>
- Mission 7 Game 2 - <https://youtu.be/SfNmD8wEt2M>
- Mission 8 Game 1 - <https://youtu.be/rCbBkNNPkkM>
- Mission 8 Game 2 - <https://youtu.be/DM0LHkSO2R4>



## *Mission 1. What you do or say online affects others (and yourself).*

**Badge:** Respect

**Topic:** Cyberbullying

### **Description:**

Agent Bob must investigate a serious incident and make his way to a Social Networking app, but Abusive Messages are wandering around and must be avoided, otherwise Bob may fall under their influence. Headphones will allow you to gain temporary immunity to the Abusive Messages. Once inside the app, Agent Bob is facing a cyberbullying menace and must denounce them in order to prevent them from hurting you. Using the help of friends increases Bob's power against the bullies.

### **Ideas for additional activities:**

#### **Discussion**

- Have you shared something about someone that you knew they wouldn't want shared?
  - Yes, because it was funny
  - Yes, but I regretted it afterwards

Talk about what this meant or what reaction you had from that person or others around you.

What would it mean if that was then visible to everyone online and you couldn't take it back? How would you feel?

- What do you think is OK to share online and why? Then ask the questions:
  - Would you be happy for a grandparent to see what you had written?
  - Would you be happy if your teacher saw what you had written?
  - If you had a new friend and they wanted to know more about you, if they went online would you be happy for them to see what you shared?
  - When you are older would you still want people to see what you have shared?
- Most young people believe that no one should be targeted with online 'hate' because of their gender, race, religion, sexuality, disability or transgender identity. Discuss how students feel about this and how they think we can make the internet a more accepting and inclusive place for all.

#### **Activity**

In a small group discuss whether you think it is safe for one of your friends to do the following:



1. Take a selfie in their bedroom in front of a wall of family photos and certificates they have from school?
2. Take a silly/embarrassing photo and share it with friends on an App which says it will delete it once it has been viewed?
3. Share a video of a friend playing a song on an online page that only friends at school and family can see?
4. Take a photo of themselves in school uniform and share it on an App where anyone can see it?

**Reference:** <https://www.thinkuknow.co.uk/>

**Sample Lesson Plan:** See Appendix II

## *Mission 2. Content being available online doesn't always make it OK to use.*

**Badge:** Respect

**Topic:** Ownership

**Description:**

Agent Bob must remove the abusive copies in the tablet, avoiding the pirates in the process to avoid getting terminated. Once all the copies are removed Bob must enter the app where the copies are coming from to stop them.

**Ideas for additional activities:**

**Discussion**

**How do you know you can believe a piece of information you find on the internet?**

Are there sources that you believe more than others? For example, if you read an article on your national news broadcaster website or in a national newspaper is it more believable than something you find on Facebook. If so why?

- Who writes the material?
- Have they put their name to the article or material published?
- Do people check it before it is published (editors)?
- What would happen if it was found to be false?

**Can you copy other people's work? Discuss things like:**

- Plagiarism – 'taking someone else's work or ideas and passing them off as your own' – this is like copying from a friend in class.
  - Why is this wrong?



- What can you do about using someone else's ideas? - reference their work and quote what you are using
- Copyright – legal protection given for a number of years to print, publish, perform, film or record literary, artistic or musical material. Think about your favourite film characters or music artist:

Why is it important that they are protected from people copying their work?

- They need to make a living by earning from what they do
- New investment in the creation of new material for the future
- Our creative industries need income to invest in new material

### **Downloading data, films, apps can be dangerous – examine the reasons why?**

- Copyright – are you legally allowed to share what you have downloaded? If you misuse films or music it may be illegal and you or your family could be fined.
- Are you using a recognised streaming service eg. for music – paying a monthly subscription will usually mean that the artists are getting paid for their music
- Beware of downloading large files of data eg. films as they can often hide viruses or spyware which may damage your computer and the data you hold on it. Do not click on links in emails or messages – always try to open a new window and search for it online checking the website name.

### **Activity**

**Run a survey in class or with your year group about which sources students use to research something for their homework and which they trust most?**

- Have a discussion about the results and what are the most trusted sources

**Get the group to make a list of the sources they would trust and which they would be less likely to trust or would check.**

- Take a recent news story and examine how it was reported in different ways online. Ask the group to think about why they are different and which they be most likely to use.
- Who can help you if you see something you are not sure about

### **How do you think you can protect your own data or work?**

Get the group to do some research and make a poster for your classroom about how students should think about protecting their own data or work.

**Sample Lesson Plan:** See Appendix II



### *Mission 3. What you post online may never go away.*

**Badge:** Protect

**Topic:** Privacy/Reputation

**Description:**

Agent Bob has received an alert for Online Reputation in danger. Bob must delete all the cookies and make his way towards the cloud before the undeleted photo spreads, Bob can use his online reputation to move faster. In the cloud, the privacy and right to be forgotten are at stake, you must collect all fragments of the photo in internet history, but beware of the attack from the copiers and other dangers.

**Ideas for additional activities:**

**Discussion**

- Ask each student to google their own name or an adult they know to understand what is online.
  - Discuss what they found
  - What were they surprised to find?
  
- Do you know examples of a celebrity or public figure who has been criticised for something they have posted in the past?
  - Discuss the impact on them today from something they posted when they were young?
  - How could they have managed that content to avoid it being an issue
  
- What steps can you take to make sure your data, images etc are not shared publicly with too many people.

**Activity**

Take a piece of paper and ask each student to create an online image for themselves that they think reflects who they are. Think about hobbies, interests, experiences and any images they may share (me at a football match or at a concert).

Mix them up and share them out and see if others can recognise their fellow students – what didn't they know and does it reflect that person.

**Discuss**

- Will you want to change your views as you get older
- Do you want everyone to see this image of you – are you being true to yourself
- Would you be embarrassed by anything when you are looking for a job in the future

Have you shared feelings that may be too personal?



**Sample Lesson Plan:** See Appendix II

### *Mission 4. Your digital information can be stolen*

**Badge:** Protect

**Topic:** Security

**Description:**

Agent Bob has discovered that a Hacker is trying to steal sensitive information which could be used for Identity Theft. Bob must prevent the information from reaching the train station and leaving the city, but be wary of the Viruses released from the hacker as they will slow you down. Once the information has been saved, make your way to the infected app and remove the viruses by shooting Anti-Virus at them. When all the viruses are eradicated, you must set a strong password on the door where they came from to protect Bob.

**Ideas for additional activities:**

**Group Discussion ideas:**

Keep your personal information safe – what information should you NOT give to strangers?

- Remember not to give information about locations where you might be – school, home address, where you hang out with your friends
- Never share a password with anyone – keep it safe!
- Don't share your birthday and other personal information or photos of your family

If someone you don't know sends you a picture – would you open it? Discuss

- Yes – could be a funny image
- I'm not sure, I would ask someone first
- No – I wouldn't accept pictures from strangers as it could have a virus
- No – the picture is from a stranger and it may be rude or upset me
- I'd block the person because if I accept something from them they might become part of my contact list

Look at privacy settings on social media or your computer to discuss how you can protect yourself. You could ask one of the IT staff to come into the lesson to talk about how they keep the school safe.

- Blocks – most students will be aware of internet sites that are blocked in school but maybe they could find out what their parents have at home
- Virus Protection – you could ask them to find out about what their parents use at home before the discussion
- Look at a social media site and the privacy settings that are available and how to report things they are not sure about.



Reference: <https://www.childnet.com>, <https://www.internetmatters.org>,  
<https://www.internetmatters.org>

### Game ideas:

#### Guess the password

1. Ask the student to collect up a few things that are important to them and put them all in a box or bag to keep them safe.
2. Now ask them to choose a secret password to protect them, if someone cracks the password it will allow access to the box to take one item.
3. Have a go at playing 20 questions to guess the password. You can play a few rounds!
4. Explain that when they start to have accounts on the internet for things like emails, social media and online games, that these accounts will contain important personal information that needs to be kept safe, just like these treasured items.

They will keep them safe using passwords and it's important that they are hard to guess - have a go at the Random Word Passwords activity below to show them what makes a good password.

#### Random Word Passwords

1. Cut out some squares of paper and ask the students to have a go at writing out random, but memorable words.
2. Explain as you go that they should avoid information that is public such as a pet name, favourite sports team or personal information such as the name of the street you live on. Instead it would be good to pick words such as 'rollercoaster' if they enjoy theme parks, 'yellow' if it's a colour they like, 'cabbage' if it's their most hated vegetable!
3. Put all their words into a bowl and then play at picking them out in sets of three.

Explain that using a password such as YellowCabbageRollercoaster is something they are likely to remember but is very difficult for someone else to guess or hack. You can also try putting it into a password strength checker online to see how long it might take to hack.

Reference: <https://www.thinkuknow.co.uk>

**Sample Lesson Plan:** See Appendix II

### *Mission 5. Some online content can be damaging to you.*

**Badge:** Protect

**Topic:** Access/exposure to harmful content

**Description:**



The device has been infected by different harmful content and it is getting out of control! Agent Bob must prevent this content from wandering around and causing trouble before time runs out. Move around using the arrow keys to catch the harmful content.

### Further Information

Due to the nature of what may be described as harmful content at each age group and across different countries the toolkit for this task will concentrate on what is the right thing to do with such content. It will be up to individual teachers to use examples of content that could be seen as disturbing or harmful and are consistent with teaching in their class/year groups in online safety and safeguarding.

Harmful online content is nonetheless available to all, and at any age could consist of:

- Online chat forums/social media
- Cyber-bullying
- Pornography
- Self harm
- Gambling

Students, and those that support them both at school and home, should have access to information to support them in handling and reporting such content.

### Ideas for additional activities:

#### Discussion

As part of other lessons where topics such as healthy relationships, mental health and personal safety it will be important to include examples of online material. The discussion should include things like:

- Questioning what is real – what you see online is not real life eg. porn is a performance and exaggerated with blurred lines between consent, pleasure and violence.
- Peer pressure – young people often feel pressured to watch or share harmful content between their peers. The need to recognise that it is OK to feel uncomfortable and what the risks could be, and that they should never feel forced to do something online as in real life.
- Addiction – how do you recognise the signs of addiction (see Task 6)
- What is harmful? – particularly with self-harm content the impact will be different for each person and will depend on their self-esteem, mental health or personal image of themselves. Knowing what the impact can be for others is important.
- Where do young people find this content? Memes, videos, images, blog posts, social media, online challenges, news stories, online communities.

### Activity

#### Talk about it and report it



With every discussion there is a need to reinforce how and with whom young people can talk about things that concern them online. Each country and school will have a different approach to this at different age groups.

Ask the students to create a poster for the classroom or corridors in school that support the students in the school to know what to do if they see something online they feel uncomfortable with. For example:

- Talk to your teacher
- Talk to a parent or trusted adult
- Phone a national helpline eg. in the UK; Childline <https://www.childline.org.uk/>

Ask them to find out themselves what to do as this will help them know for the future and they will feel less intimidated if they ever need it.

**Sample Lesson Plan:** See Appendix II

### *Mission 6. Too much internet may result in bad consequences*

**Badge:** Protect

**Topic:** Addictive behaviour

**Description:**

Agent Bob must deal with an excessive dependence case on the device! Hiding amongst the general population there is an “Agent Provocateur” demonstrating addictive behaviour who must be stopped and decommissioned! Agent Bob must identify and catch this person before time runs out! It won’t be easy as the “Agent Provocateur” changes face from time to time to protect their identity.

**Further Information**

This mission is about addictive behaviour where we can explore:

- Addiction to online gaming – This can help children understand how to limit themselves to online gaming and the implications it has towards mental health.
- Addiction to online gambling – This is a major topic where children (mainly teenagers) need to understand where to draw a line when it comes to gambling and how having an addiction to this comes with serious conflicts.
- Addiction to social networks - There is nothing wrong in using social media where people can connect with their family and friends online. However, children need to understand how they need to be wary on social media and not disclose too much information, as well as spending as little time as they can on social media, to maintain a healthy social life.



- This topic can teach children that too much internet is unhealthy where it affects family relationships (family time) as well as school grades where children constantly want to game or be online talking to their friends, family. This mission should cover and distinguish where to draw the line for internet use.
- To summarise, children need to understand why spending too much time using devices can have a negative impact on a person. Children should understand and help highlight when to draw the line in certain circumstances in using technology. As well as this, children should understand ways in which technology affects sleep and also children should come up with different ways to use technology whilst maintaining a healthy sleep pattern.

### **Ideas for additional activities:**

#### **Discussion/Activity**

**Discuss whether any of these symptoms of spending too much time online are experienced by the students:**

- Headaches
- Their device gets really hot because it has been used for a long time
- A TV will ask after a set period of time if you are still watching or it automatically turns itself off
- Feeling grumpy and bored with a game
- The screen looks blurry

Discuss if there are any signs that they have experienced having spent a long time online?

Have a look at the following short video in the UK <https://www.bbc.com/ownit>

**Ask the students to talk about how much time they spend online and consider what they are doing online:**

- Education
- Connecting with friends and family
- Gaming
- Internet surfing including social media

Discuss whether they feel they are balancing how they use their online time and if there are any areas that are becoming addictive.

**What does addiction mean (Source: NHS Hampshire CAMHS, UK, available at <https://hampshirecamhs.nhs.uk/issue/gaming-addiction/>)**

Lots of people like to play video or online games and some spend many hours of their spare time gaming. For lots of people this is OK and they are able to have other hobbies and interests, see friends and they can still get on with their everyday life.



For others this love of gaming can tip into being unhelpful and impact on their life in a damaging way. It is possible to be at risk of or develop an addiction to gaming in a similar way to those who are at addicted (or at risk of being) to substances such as drugs or alcohol.

Here are some signs that there might be a problem and it's time to get help:

- Constantly thinking about or wanting to play the game
- Feeling irritable and restless (fidgety) when not playing
- Under-reporting or lying about how much time you've spent playing or playing in secret (such as in the middle of the night)
- Tiredness, headaches or hand pain from too much screen time and use of controllers
- Not wanting to pay attention to things like your personal hygiene (e.g., washing) or eating
- Not seeing friends as often or doing other things that you used to enjoy doing because all your time is spent gaming
- Not wanting to go to school so that you can game

Not everyone who has a gaming addiction will experience all the signs and symptoms. Also, if you are experiencing some of these signs and symptoms this does not necessarily mean that you have a gaming addiction, but it is important to get help and advice.

### **Discuss how you can limit the time you spend online and have a better balance?**

This may include:

- Recognising yourself that you are spending too much time online
- Thinking about what else you are missing out on as a result – going out with friends rather than being online, spending time with the family, sharing an interest rather than spending time in your bedroom
- Giving yourself a target of how long you can spend on a game and doing something else that makes you feel good – what might that be (a hobby, join a club)?
- Being honest with those around you that you may be finding this tough and getting their help. They might be able to feedback to you on how reducing your screen time is positive for you.

**Sample Lesson Plan:** See Appendix II

*Mission 7. Not all that you read and watch online is true or accurate.*

**Badge:** Question

**Topic:** Fake data/News



## Description:

Agent Bob must get to the YouTube app to access videos from the School Party to find the evidence that Professor Sanders was there at the time the robbery occurred. He must do this before the news becomes viral, being wary to avoid any fake news and hoaxes as they slow you down. When Agent Bob finds the videos, he must look at the frames and try and find Professor Sanders to provide a contrast of information and prove the facts that she is innocent before she gets fired or arrested.

## Ideas for additional activities:

### Group Discussion ideas:

- **Questions to ask of online information**
  - Who posted it
    - Who is the author
    - Can you trust them
  - When was it posted? How recent was it? – remember things change
  - Why was it created? Is it a journalist who will have some editorial oversight or is it a blogger with their own opinion?
  - What is it saying – can you check the facts somewhere else? Are the images you see edited or cropped so that you are only being shown a part of the story?
- **What is the difference between a fact and an opinion** – this can be a starter activity. A banana is yellow (fact), bananas taste good (opinion) – choose a piece of writing (book, news, magazine) and decide what are facts and what are opinions.
- **Activity - Write 5 facts and 5 opinions** about the area you live in – to consolidate understanding of the difference between what is a fact and what is an opinion
- **Different types of fake news Activity - post event:** compare two recent news reports (possibly something like a sports report that might have built in bias):
  - Read them
  - Which would you believe most?
  - Spot the differences
  - What is the source of the information?
  - Who published it?
  - When was it published?
  - Is there any evidence?
  - Which would you believe most and why?
- **False Data Activity** – check for fake news
  - Can you find a way of fact checking the news?
  - Is there an original source you can check without using links in the news item you are looking at?
  - Compare at least three other online sources for the same information



- Talk in a group about which items are most likely to be reliable
- **Reality Checker Activity** – look at a fact or reality checker on your main TV or radio broadcaster and see what type of things are reported as inaccuracies, fake or reality checked

Reference (<https://www.childnet.com/>)

#### Game ideas:

**Fabricate Fake News Activity** – in groups make up a new ‘fake’ headline and find another two headlines with short introductions and present them to another team to see if they can spot the fake news. This could be done by recreating the front page headline of a newspaper

**Different types of fake news Activity pre-event: compare** 3-4 weather reports for the weekend and do a similar activity to above. Then afterwards look back and see which was most accurate. Allows the student to consider the impact of prediction which can also be applied to elections or politics for example.

**Sample Lesson Plan:** See Appendix II

### *Mission 8. People you contact online may not be who you think they are in real life.*

**Badge:** Question

**Topic:** Impersonation/ Other’s identity

#### **Description:**

Agent Bob has discovered that an Impersonator is trying to trick a Child into sending their home address to them, whilst hiding behind a fake profile. Bob must intercept the message before it reaches Facebook avoiding the Impersonators fake data along the way. Then Bob must head into the Facebook app and collect dispersed information to reveal the true identity of the Impersonator. Bob has to use his extended scissors to grab moving pieces of information quickly.

#### **Ideas for additional activities:**

#### **Group discussion ideas:**

#### **What is trust?**

- You can rely on someone
- You believe that someone is telling you the truth



### Where do you go for online content?

- Which sources would you use to get some information about a new topic you heard about in a school assembly?
- Which of these do you think you trust most? an advert, a blog, online messages, a website, a video review, who is responsible for the content? Take some examples of a google search for a topic of interest to the class and discuss them.

### Deciding how to trust content

- What are we looking out for when we decide if an information source is trustworthy?
- How can we check? Check it on 3 different websites, check it in a book, talk to someone about it.

Reference ( <https://www.childnet.com/resources/trust-me> )

### Game ideas:

#### Identity Detectives

Read out a few simple descriptions to the students. For example:

- This person enjoys cooking and likes to play games on their phone
- This person is very energetic and draws cartoons in their spare time

Teachers create more descriptions to target relevant issues to their students.

For each description, ask the group to draw who they think the person is, and then compare with the rest of the group. Use group discussion and the questions below to draw out the idea of stereotypes and look at how these can affect people online as well as offline. You may need to help students understand that even though there may be some online activities or interests that appear to be 'for' a certain type of person (e.g. a particular gender, age, personality, appearance etc.) this is something that can be challenged.

#### Key questions

- Why did you draw this particular person?
- Are you surprised by the different drawings? Why?
- Is it OK for people to like the same things online? Why?
- Is it OK for people to like different things online? Why?
- How would you feel if someone told you that you shouldn't like something because of who you are? How can we help people who might get told this or feel this way?

#### Truth & Lies



Play 2 truths and a lie: In this game each student in a group introduces themselves by stating two truths and one lie about themselves. These can be simple hobbies, interests, or past experiences that make each person unique. The lie can be outrageous and wacky, or it can sound like a truth to make it harder for the other participants. Examples: I can play the guitar, I speak another language, I know how to juggle, I am a vegetarian, peanut butter is my favourite food, I can't swim.

One at a time, each student shares their statements. The group has to guess which statements are true and which statement is the lie. You can keep score to see who correctly guesses the most lies, or just play for fun to get to know one another—it's up to your group.

Discuss what you have just found out about others and what it means about your online image.

**Reference** ( <https://www.childnet.com/resources/online-identity>)

**Sample Lesson Plan:** See Appendix II



## Glossary

Key Concepts	Definitions
Abusive messages	Messages sent with the intent of harming the recipient, by the means of shaming, discrediting, playing down, etc.
Addictive behaviour	Participating in something regularly and not being able to stop it!
Addiction to social networks	Constantly on social media.
Addiction to streaming	Watching video content all the time.
Antivirus/Anti-malware	Software designed to destroy and prevent viruses and malware from causing malicious actions.
Bully	Mean or predatory person who intimidates, abuses, or harasses other people, especially those that are vulnerable.
Contrasting information	Clear and obvious differences between two or more sources.
Cookies	Small blocks of data created by a web server while a user is browsing a website and placed on the user's computer or other device by the user's web browser.
Copyright	Means the right to copy. It means that copyright owners have exclusive rights granted by law for protection of their own work/content.
Cloud	A group of servers used to store, manage and process data.
Cyberbullying	Using electronic communication to bully a person, typically by sending hurtful, intimidating or threatening messages.
Disregard/Ignore	Ignoring or just staying away from social networks is the best way to protect yourself. Bullies tend to lose interest if no reaction comes out of the attempted bullying.
Fact	Information which is believed to be true.
Fake news/data	Untruthful information fabricated by someone usually with a bad intent.
Fake profile	Personal information which is untrue.
Hacker	A person who gains unauthorized access to a computer or system.



Harmful content	Anything which may cause distress to those that see it
Hoax	A trick in which someone tells a lie to deceive others.
Identity - real	Person that actually exists and is not imagined or invented.
Identity - online	Person on the internet who you have never met in real life.
Identity theft	Stealing information relating to another person's identity, and the act of impersonating someone else.
Ignore/Disregard	Sometimes ignoring or just staying away from social networks is the best way to protect yourself. Bullies tend to lose interest if there is no reaction from the attempted bullying.
Illegal copies	Content which has been copied without permission from the owner.
Impersonator	A person pretending to be someone else (e.g. from a different gender, with a different age, etc.), usually with a harmful intent.
Internet/online history	A collection of information a user has recently conducted on the internet.
Internet challenges	Games which may become addictive, involve danger and/or money
News verification	The need to establish that the information is correct and factual.
Online game	Games on the internet.
Online gambling	Playing online games of chance for money.
Online Identity	A person on the internet who you have never met in real life.
Online reputation	The quality or character of an online user judged by people in general.
Parental control	Parents set limits on what their children can access/see on the internet
Password/Access control	Password: is a string of characters used to verify the identity of a user to gain access to a device, application or website. Passwords are stronger (more secure) if they are longer. They can contain a combination of numbers, letters (upper/lowercase) and symbols.
Pirates/Piracy	People who steal other people's work.
Privacy	The right to keep personal information private from outsiders.



Quarantine	A place where content can be isolated so it cannot be seen by the public
Real identity	A person that actually exists and is not imagined or invented.
Respectful ownership	Respect ownership: understand that the person who created the content/work owns it and you can only use it with their permission.
Responsible behaviour	Taking responsibility for your own actions.
Right to be forgotten	The right to have personal information that is publicly available deleted.
Social Network	A dedicated website or other online application which enables users to communicate with each other by posting information, comments, messages, images, etc. (e.g. Facebook, TikTok, ...)
Telling others/Getting help	Talking about your problems to someone you trust can help you see things differently. A trusted person may suggest some new coping strategies, or help you change things in your life that worry you.
X-rated content	Sexual images, video, information aimed at adults (18+)
Violent content	Physical violence resulting in injury or death
Virus/Malware	A piece of software/code that causes a malicious action on Computer/Network. (e.g deletion of files, locked computer)
Viral	Used to describe a video, story or message that spreads quickly because people share it on social media.



## Useful external resources

### *Topic-specific resources*

#### **Safer internet for children**

The Better Internet for Kids portal

<https://www.betterinternetforkids.eu/en-GB/>

#### **Cyberbullying:**

The article below is about cyberbullying in secondary education and the effects it has.

<https://www.proquest.com/openview/a9571bac4494bcaae60618f112d16ae0/1?pq-origsite=gscholar&cbl=55152>

#### **Privacy:**

This article link is about privacy for children online.

<https://dl.acm.org/doi/abs/10.1145/3202185.3202735>

#### **Harmful content:**

This report is about online harmful content from images to verbal abuse.

[https://library.oapen.org/bitstream/handle/20.500.12657/22350/9781138645066\\_text.pdf?sequence=1&isAllowed=y](https://library.oapen.org/bitstream/handle/20.500.12657/22350/9781138645066_text.pdf?sequence=1&isAllowed=y)

#### **Fake data/news:**

Fake data and fake information are posted online daily in order for people to get views and attention. This report speaks about this topic:

<https://www.sciencedirect.com/science/article/pii/S0969698920306433>

#### **Others identity:**

Using people's credentials and impersonating them is a crime. The report below speaks about this and provides statistics on how many people reported their identity stolen between 2016-2020.

<https://www.iii.org/fact-statistic/facts-statistics-identity-theft-and-cybercrime>

### *Country-specific resources*

#### **UK resources**

- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com](http://www.childnet.com)



- [www.safeguardingessentials.com](http://www.safeguardingessentials.com)
- [www.vodafone.co.uk/mobile/digital-parenting](http://www.vodafone.co.uk/mobile/digital-parenting)
- [www.saferinternet.org.uk/](http://www.saferinternet.org.uk/)
- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>
- <https://www.thinkuknow.co.uk/>

## Portugal

- <https://uk01.l.antigena.com/l/pyS0qwoS85zVEodydgeHezOr8IAPEFUihgflpNisL6H22e-rGbNEF8pa6cDrNAVOR72fDd4F3NV9sTV9JgDGeinW1aevxPntIaLuvUwcdulKZ1PLFH Ftq7wymi5mlucwjQ6wj80hnfShlqPTs7Y4MYbeVWE>
- <https://www.seguranet.pt/>
- <https://edu.gcfglobal.org/pt/seguranca-na-internet/o-que-e-seguranca-na-internet/1/>

## Lithuania

- <https://www.draugiskasinternetas.lt/>
- <https://uk01.l.antigena.com/l/rf89sc5hAjjlHT6bQYuLFwweFdsBg0H5iJAERUSkwJsrFQ SQ14ZKVHVeuP6zXu7z84PPvCFpzl80WH51OxwWFBwll06L1RLh7h7YijqSvXmuuXsjLg MxS9s6c~6Qj0BmarjAfLdDmGxr9fLMWqpkWG6c9FvO7DyrOFsAEh>
- [https://uk01.l.antigena.com/l/zPVvRYEuppX0K8eurJR9DwjQ5hIX8IQ9ow1S0z5xX2tM h49zVfY-cJpl905MQcNlljhTMosEbaTIKm9VADKUg6\\_SxSmlNkRQWJAvl~9Cq8Ev40usnm\\_Ve24 OrY46ThJYg6nuGt-v18EURap433wD9uy3-Dm4yBP4a64VniLpcEVu9sLpl8C~EmpegDCwHuVWafqxFTqOrQLgOu](https://uk01.l.antigena.com/l/zPVvRYEuppX0K8eurJR9DwjQ5hIX8IQ9ow1S0z5xX2tM h49zVfY-cJpl905MQcNlljhTMosEbaTIKm9VADKUg6_SxSmlNkRQWJAvl~9Cq8Ev40usnm_Ve24 OrY46ThJYg6nuGt-v18EURap433wD9uy3-Dm4yBP4a64VniLpcEVu9sLpl8C~EmpegDCwHuVWafqxFTqOrQLgOu)
- <https://www.esaugumas.lt/>
- <https://auguinternete.lt/>

## Spain

- <https://www.is4k.es/>
- <https://www.euroinnova.edu.es/que-es-ciberseguridad-para-ninos>
- <https://www.educacionrespuntocero.com/experiencias/buenas-practicas-internet/>
- <https://www.educacionrespuntocero.com/recursos/recursos-navegacion-segura-internet/>
- <https://www.is4k.es/blog/pautas-para-un-buen-uso-de-internet-en-el-aula>
- [https://www.educacionrespuntocero.com/experiencias/machine-learning/http://esero.es/practicas-en-abierto/decodifica-imagenes-iss/codificacin\\_y\\_decodificacin.html](https://www.educacionrespuntocero.com/experiencias/machine-learning/http://esero.es/practicas-en-abierto/decodifica-imagenes-iss/codificacin_y_decodificacin.html)
- <https://gaptain.com/>



- <https://www.incibe.es/sala-prensa/notas-prensa/incibe-acerca-ciberseguridad-ninos-5-8-anos-mediante-nuevo-recurso>





## References

Eurydice. Available at: <https://eacea.ec.europa.eu/national-policies/eurydice/>

Thinkuknow. Available at: <https://www.thinkuknow.co.uk/>

Childnet. Available at: <https://www.childnet.com/>



## APPENDIX I – BLANK Lesson Plan Template

<b><u>Lesson Plan</u></b>	
<b>Title</b>	<i>Mission Title and Use of the game</i> (A description and choice of one of the three suggested ways of using the game for teaching)
<b>Cognitive areas</b>	List of the cognitive areas that are involved
<b>Equipment</b>	Description of the necessary equipment (if any, e.g. computers, markers, cartons, etc.)
<b>Sources</b>	List of Online & other sources which can be used (e.g. a book, a website)
<b>Method</b>	Description of the method
<b>Existing knowledge</b>	Description of any prerequisite knowledge
<b>Teaching/learning goals</b>	Description of the teaching/learning goals and competences <ul style="list-style-type: none"> <li>• Competences</li> <li>• Skills</li> <li>• Attitudes</li> <li>• Knowledge</li> </ul>
<b>The plan</b>	Detailed description of the intermediate steps for realizing the lesson plan, including indicative session length



## APPENDIX II - Sample Lesson Plans

### Mission 1 Lesson Plan

<b>Mission 1 Lesson Plan</b>	
<b>Title</b>	<b>Mission 1. What you do or say online affects others and yourself (Cyberbullying)</b>
<b>Cognitive areas</b>	Knowledge of the world, information technology, social knowledge.
<b>Equipment</b>	Computers, projector, worksheet or paper.
<b>Sources</b>	<a href="https://www.youtube.com/watch?v=916K8xRxQZw">https://www.youtube.com/watch?v=916K8xRxQZw</a>
<b>Method</b>	Active learning methods. The purpose of teaching and learning methods is to help the student to actively learn, control, structure, develop and deepen their understanding of information and ideas. During learning, it is especially important to encourage students to work together so that they can take responsibility for their own and others' learning, learn with each other's help, deepen their understanding by re-telling the information or ideas in their own words and discuss.
<b>Existing knowledge</b>	Learn what cyberbullying is.
<b>Teaching/learning goals</b>	<p>Description of the teaching/learning goals and competences</p> <ul style="list-style-type: none"> <li>• Competences: In collaboration with classmates and listening to the teacher's interpretation, students will be able to participate in the discussion and have a strong argument.</li> <li>• Skills: collaboration, computer literacy, growth mindset</li> <li>• Attitudes: taking responsibility for one's own actions; social maturity</li> <li>• Knowledge: learn what cyberbullying is. Discover a problem-solving approach to dealing with cyberbullying</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• <b>Introduction. Defining Cyberbullying (10 - 15 min)</b></li> </ul> <p>Cyberbullying is the use of technology, including the internet, to bully or hurt someone's feelings. What is the difference between cyberbullying and just having an argument with a friend on the internet? There are four things that can help you identify cyberbullying over a normal argument between friends. Bullying is targeted and persistent behaviour that is intended to:</p> <ul style="list-style-type: none"> <li>○ demean</li> <li>○ intimidate</li> <li>○ embarrass</li> <li>○ harass</li> </ul> <p>Bullying also involves:</p>



	<ul style="list-style-type: none"><li>○ An imbalance of power – for example a group ganging up on an individual or someone much more confident picking on someone who can't defend his/herself</li><li>○ Repeated attacks without justified provocation</li></ul> <ul style="list-style-type: none"><li>● <b>Ask</b> students what the term cyberbullying means. Generate class discussion and interest in the topic by questioning students on their existing knowledge. Some questions you may wish to ask are:<ul style="list-style-type: none"><li>○ What sort of technologies can be used for cyberbullying?</li><li>○ Is cyberbullying any different to offline bullying? Do you think it is worse or just different?</li><li>○ Do the people involved in cyberbullying have to know each other?</li></ul></li><li>● <b>Watch video.</b> (5 min). <a href="https://www.youtube.com/watch?v=916K8xRxQZw">https://www.youtube.com/watch?v=916K8xRxQZw</a></li></ul> <p><b>Discussion tips:</b> stop/block, report, tell an adult</p> <ul style="list-style-type: none"><li>● <b>Situation - Everyone's Involved. (20 – 25min).</b></li></ul> <p><b>Students are divided into groups. Each group gets 3 situations. They sign decisions for each of them.</b></p> <ul style="list-style-type: none"><li>a. Liz<ul style="list-style-type: none"><li>○ Jack and his friends are posting lies about Liz — that Liz cheated in her maths quiz and during her last football game. How do you think Liz might feel when she reads this?</li><li>○ What are some things Liz might be able to do to make the situation better?</li><li>○ What could Liz do that would make the situation worse?</li></ul></li><li>b. Jack<ul style="list-style-type: none"><li>○ Jack and his friends are posting lies about Liz — that Liz cheated in her maths quiz and during her last football game. How do you think Jack might feel when Liz reads this?</li><li>○ What are some things Jack might be able to do to make the situation better?</li><li>○ What could Jack do that would make the situation worse?</li></ul></li><li>c. Classmates<ul style="list-style-type: none"><li>○ Jack and his friends are posting lies about Liz — that Liz cheated in her maths quiz and during her last football game. How do you think the classmates feel when they read this?</li><li>○ What are some things the classmates might be able to do to make the situation better?</li><li>○ What could the classmates do that would make the situation worse?</li></ul></li></ul> <ul style="list-style-type: none"><li>● <b>Reflection (10 – 15 min)</b></li></ul>
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	<ul style="list-style-type: none"><li>○ Discuss situations (Liz, Jack, classmates)</li><li>○ Reinforce by repeating the key concepts which form a Code of Behaviour (or Tips – stop/block, report, tell an adult) for preventing cyberbullying and supporting others in our community</li></ul>
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## Mission 2 Lesson Plan

<u>Mission 2 Lesson Plan</u>	
<b>Title</b>	<b>Mission 2. Content being available online doesn't always make it OK to use (Ownership)</b>
<b>Cognitive areas</b>	Knowledge of the world, information technology, social knowledge, ownership.
<b>Equipment</b>	Computers, projector, worksheet or paper.
<b>Sources</b>	<a href="https://vimeo.com/91541104?embedded=true&amp;source=vimeo_logo&amp;owner=24707766">https://vimeo.com/91541104?embedded=true&amp;source=vimeo_logo&amp;owner=24707766</a>
<b>Method</b>	Active learning methods. The purpose of teaching and learning methods is to help the student to actively learn, control, structure, develop, deepen the understanding of information and ideas. During learning, it is especially important to encourage students to work together so that they can take responsibility for their own and others' learning, learn with each other's help, deepen their understanding by retelling the information or ideas in their own words and discussing.
<b>Existing knowledge</b>	Learn what plagiarism, illegal copies, pirates/piracy, copyright are.
<b>Teaching/learning goals</b>	<p>Description of the teaching/learning goals and competences</p> <ul style="list-style-type: none"> <li>• Competences: In collaboration with classmates and listening to the teacher's interpretation will be able to participate in the discussion and have a strong argument.</li> <li>• Skills: collaboration, computer literacy, growth mindset</li> <li>• Attitudes:</li> <li>• Knowledge: learn what plagiarism is, illegal copies, pirates/piracy, copyright</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• <b>(10 - 15 min) Introduction. Plagiarism</b></li> </ul> <p><b>Tell</b></p> <p>Adam just found some good stuff on the Web for his science report about sharks. He highlights a paragraph that explains that most sharks grow to be only 3 to 4 feet long and can't hurt people. Adam copies it and pastes it into his report. He quickly changes the font so it matches the rest of the report and continues his research.</p> <p>Adam just made a big mistake. Do you know what he did?</p> <p>Plagiarism is a form of cheating, but it's a little complicated so a kid might do it without understanding that it's wrong. Adam should have given the author and the website credit for the information. Why? Because Adam didn't know this information before he came to the website. These aren't his thoughts or ideas.</p> <p>The word plagiarism comes from a Latin word for kidnapping. You know that kidnapping is stealing a person.</p> <p>Well, plagiarism is stealing a person's ideas, photo or writing. You wouldn't take someone's lunch money or bike, right? Well, someone's words and thoughts are personal property too.</p>



	<p><b>Watch video + phenomena (15 min).</b> <a href="https://vimeo.com/91541104?embedded=true&amp;source=vimeo_logo&amp;owner=24707766">https://vimeo.com/91541104?embedded=true&amp;source=vimeo_logo&amp;owner=24707766</a></p> <ul style="list-style-type: none"><li>• <b>Student's draw video phenomena - storytelling about plagiarism. What is it? How to deal with it (20-25 minutes) ..</b></li><li>• <b>Phenomena</b> – storytelling discussion in groups - Everyone's Involved (explains what they drew)</li></ul> <ul style="list-style-type: none"><li>• <b>Reflection (5 – 10min)</b></li><li>• Plagiarism steals ideas</li><li>• Plagiarism is lazy</li><li>• What happens if I plagiarize?</li><li>• How can we avoid plagiarism?</li></ul>
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### Mission 3 Lesson Plan

<b>Mission 3 Lesson Plan</b>	
<b>Title</b>	<p><b>Mission 3. What you post online may never go away</b></p> <p><b>(Privacy/Reputation)</b></p> <p>(The game as an in-classroom teaching tool for parallel teaching of Cyber Safety concepts and game play)</p>
<b>Cognitive areas</b>	Knowledge of the world, information technology, social knowledge
<b>Equipment</b>	Computers
<b>Sources</b>	Online sources
<b>Method</b>	<p>Active learning methods.</p> <p>Collaborative work in groups.</p> <p>1 EXPOSURE METHODOLOGY: focused on the transmission of information, it enables the transmission of knowledge already structured, facilitating verbal demonstrations and the transmission of information and knowledge, in a rapid and widespread way.</p> <p>2 INTERROGATIVE METHODOLOGY: focused on the process of applying the content to work, based on the process of communication that is established between the teacher and the group, through the question. This becomes an element dynamic, which triggers the teaching-learning process.</p> <p>3 DEBATE IN THE CLASSROOM: allows us to stimulate analysis and change of attitudes through the presentation of different points of view.</p>
<b>Existing Knowledge</b>	<p>Basic computer use</p> <p>Language skills</p> <p>Teamwork</p>



<p><b>Teaching/ learning goals</b></p>	<p>Teaching/learning goals:</p> <ul style="list-style-type: none"> <li>- Competences: Digital skills, language communication skills, learning to learn skills, and social and civic skills.</li> <li>- Skills: collaboration, managing, teamwork...</li> <li>- Attitudes: being able to have a group decision, sense of initiative, collaboration</li> <li>- Knowledge: computer use</li> </ul>
<p><b>The plan</b></p>	<p><u>Activity 01: Reading of the article and subsequent discussion to clarify the concept of digital identity (10 minutes)</u></p> <p><a href="https://www.osi.es/es/actualidad/blog/2011/06/21/tu-identidad-digital">https://www.osi.es/es/actualidad/blog/2011/06/21/tu-identidad-digital</a></p> <p>(It is an article in Spanish but can be translated)</p> <p><u>Activity 02: Play the game (10 minutes)</u></p> <p><u>Activity 03: Individual and group practical exercise (20 minutes)</u></p> <p>Individual practical exercise: Research what the Internet knows about ourselves.</p> <p>Group practical exercise: Research what the internet knows about a well-known person.</p> <p>Students will do an Internet search by entering their name and surname plus a city in the search engine. For example, include in the Google search engine “name and surname” and “city” and “Name of the school”; or well include in the search engine: site: webredsocal "name and surname". We will find our profiles on social networks, personal images, etc. This way the students can be aware of the information published about themselves on the Internet and get a picture of their online reputation.</p> <p>The teaching staff must guide the students in observing as part of the results obtained are due to what we ourselves publish.</p> <p>In some cases you may also see comments from others people about us, either friends and/or acquaintances or even other types of entities, such as a newspaper (for example, an interview during a school party).</p>



	<p>Teachers must also guide students in the need to periodically carry out this practice to have a little more control over our digital identity. This activity must be carried out individually.</p> <p>Next, and in a group, the students will carry out a search on the internet by entering the name of a known person. The search results will be analyzed.</p> <p><u>Activity: Final reflection (10 minutes)</u></p> <p>Students, individually or collectively, will develop a strategy for a positive construction of digital identity which should address aspects such as:</p> <ul style="list-style-type: none"><li>• Configure the privacy options of their social networks.</li><li>• Periodically review the privacy options of their social networks.</li><li>• Use strong passwords and do not share them.</li><li>• Use an unlock pattern on their mobile, tablets or electronic devices.</li><li>• Assess when they have services such as geolocation activated.</li><li>• Review the permissions requested by the applications that they install on their electronic devices.</li><li>• Take special care of their privacy, not offering excessive personal data.</li><li>• Do a quarterly search with their name and surname on the Internet (ego surfing) and also activate Google alerts with their "name surname".</li><li>• Remember: "think before publishing".</li><li>• Use correct language.</li></ul>



## Mission 4 Lesson Plan

<b>Mission 4 Lesson Plan</b>	
<b>Title</b>	<b>Mission 4. Your digital information can be stolen (Security)</b>
<b>Cognitive areas</b>	ICT
<b>Equipment</b>	Laptops or a White board
<b>Sources</b>	Digital resources
<b>Method</b>	<p>Collaborative work in groups</p> <p>1 EXPOSURE METHODOLOGY: focused on the transmission of information, it enables the transmission of knowledge already structured, facilitating verbal demonstrations and the transmission of information and knowledge, in a rapid and widespread way.</p> <p>2 INTERROGATIVE METHODOLOGY: focused on the process of applying the content to work, based on the process of communication that is established between the teacher and the group, through the question. This becomes an element dynamic, which triggers the teaching-learning process.</p> <p>3 DEBATE IN THE CLASSROOM: allows us to stimulate analysis and change of attitudes through the presentation of different points of view.</p>
<b>Existing Knowledge</b>	<p>Basic computer use</p> <p>Language skills</p> <p>Teamwork</p>
<b>Teaching/ learning goals</b>	<p>Teaching/learning goals:</p> <ul style="list-style-type: none"> <li>- Competences: Digital skills, language communication skills, learning to learn skills, and social and civic skills.</li> <li>- Skills: collaboration, managing, teamwork...</li> <li>- Attitudes: being able to have a group decision, sense of initiative, collaboration</li> <li>- Knowledge: computer use</li> </ul>
<b>The plan</b>	<u>Activity 01: Introduction to the game (10 minutes)</u>



	<p>Players have to prevent a hacker from stealing confidential information that can be used for identity theft.</p> <p>The players must prevent the information from reaching the train and leaving the city.</p> <p>Viruses released by the hacker will slow players down.</p> <p>Players can move around using the arrow keys.</p> <p><u>Activity 02: Introduction to privacy, identity and reputation (25 minutes)</u></p> <p>An initial exposition to the concepts of:</p> <ul style="list-style-type: none"><li>• Privacy and images, third party privacy.</li><li>• Identity and digital reputation and determining factors.</li><li>• Digital identity versus personal identity.</li></ul> <p>For this, a directed interrogation can be used, through which the teacher can take an initial assessment and check the level of previous knowledge of the students, detect misconceptions, gaps in knowledge, etc. Likewise, the development of the interrogation may allow us to make the students themselves who go on to define these concepts, clarify their doubts in common, put real examples, etc.</p> <p>Some examples are given:</p> <ul style="list-style-type: none"><li>• Would you put a photo of yourself on the door of the school? What photo would you put? Would you wear a disguise?</li><li>• How about getting the phone of a popular TV presenter? Do you know that she published her number on Twitter? Can you imagine what happened?</li><li>• Do you know someone who has was angry with their friends for something said on WhatsApp, or posted on Facebook?</li></ul> <p>In addition, you can make an exhibition of character Sensitizer.</p> <p><u>Activity 03: Big Brother ( 15 minutes)</u></p>
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	<p>Privacy Discussion: Viewing a video showing different situations of loss of privacy in order to encourage a debate, reflection and to reach conclusions.</p> <p>The proposed video allows you to work on privacy from different points of view and is perfectly suitable for educational levels proposed.</p> <p><i>Your whole life is on the Internet ... and they can use it against you</i></p> <p><a href="https://www.youtube.com/watch?v=qmnhclKgVg0">https://www.youtube.com/watch?v=qmnhclKgVg0</a></p> <p>This video is part of an advertising campaign with the aim of drawing attention to the danger of sharing private life on the Internet. Anonymous people who walked through the street were approached by Dave - a pretend fortune teller with paranormal gifts, who was going to tell them about their life. It was actually an actor who using a tiny microphone in his ear received information from a group of hackers looking for information about the lives of visitors that they themselves had published on their social networks.</p> <p>Reflection question: What information could be discovered about us based on the information we publish on our social networks?</p> <p><u>Activity 04 ( 10 minutes)</u></p> <p>Now, the players must clear the app from any viruses by shooting Anti-virus at them. Once that is done, players must close and protect the door from where the viruses got in, by setting a strong Password.</p> <p>Children continue with the play.</p> <p><u>For additional OFF-GAME ACTIVITY IDEAS see 'CyberAdventure Game Missions/Mission 4' (Guess the password and Random Word Passwords)</u></p>
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## Mission 5 Lesson Plan

<b><u>Mission 5 Lesson Plan</u></b>	
<b>Title:</b>	<b>Mission 5: Some online content can be damaging to you (Exposure/access to harmful content)</b>
<b>Cognitive areas:</b>	Social knowledge, information technology, knowledge of the world
<b>Equipment:</b>	Computers
<b>Sources:</b>	Online sources
<b>Method:</b>	<p><b>Active learning methods</b></p> <p>Think- pair- share</p> <p>Group work</p> <p>Peer teaching</p> <p>Collaborative work in groups</p> <p><b>1 EXPOSURE METHODOLOGY:</b> focused on the transmission of information, it enables the transmission of knowledge already structured, facilitating verbal demonstrations and the transmission of information and knowledge, in a rapid and widespread way.</p> <p><b>2 INTERROGATIVE METHODOLOGY:</b> focused on the process of applying the content to work, based on the process of communication that is established between the teacher and the group, through the question. This becomes an element dynamic, which triggers the teaching-learning process.</p> <p><b>3 DEBATE IN THE CLASSROOM:</b> allows us to stimulate analysis and change of attitudes through the presentation of different points of view.</p>



<p><b>Existing knowledge:</b></p>	<p>Basic computers use</p> <p>Language skills</p> <p>Teamwork</p>
<p><b>Teaching/learning goals:</b></p>	<p>Teaching/learning goals:</p> <ul style="list-style-type: none"> <li>- <b>Competences:</b> Digital skills, language communication skills, learning to learn skills, and social and civic skills.</li> <li>- <b>Skills:</b> collaboration, managing, teamwork...</li> <li>- <b>Attitudes:</b> being able to have a group decision, sense of initiative, collaboration</li> <li>- <b>Knowledge:</b> computer use</li> </ul>
<p><b>The plan:</b></p>	<p><b>Activity 1 - Whole group activity (10 minutes)</b></p> <p>Reflect about the online content that could damage us on the Internet. Talk about examples that have happened to them. (Assembly)</p> <p><b>Activity 2 - Play the game (10 minutes)</b></p> <p><b>Activity 3 - Small groups (20 minutes)</b></p> <p>In small groups they are going to think about fake online content that could damage other people.</p> <p>They are going to create fake news about something they want to talk about, and they are going to invent the information, but whilst trying to write it as real as they can.</p> <p>While creating fake news they will realize how much information they read on the Internet that is invented or false. They will be aware of the amount of information they read and they do not know the origin, the writer, the source of information.</p> <p><b>Activity 4 - Final reflection (10 minutes)</b></p> <p>Each group will read (show &amp; tell) the fake news they have chosen and at the end they will debate and discuss them.</p>



## Mission 6 Lesson Plan

<b>Mission 6 Lesson Plan</b>	
<b>Title</b>	<p><b>Too much internet may result in bad consequences (Addictive Behaviours)</b></p> <p>The game as an in-classroom teaching tool for parallel teaching of Cyber Safety concepts and gameplay.</p>
<b>Cognitive areas</b>	Physical and psychological health, knowledge of the world, information technology.
<b>Equipment</b>	Computer
<b>Sources</b>	Online resources (named in The Plan)
<b>Method</b>	<p><b>Active learning methods</b></p> <p>Collaborative teamwork.</p> <ol style="list-style-type: none"> <li>1. Inductive methodology: based on asking questions to allow students to personalise and evaluate what they already know about the topic at hand, allowing us to adapt the stages of learning on our pupils' experiences.</li> <li>2. Exposure methodology: focused on the transmission of information. It enables the transmission of knowledge already studied, facilitating verbal demonstrations and the transmission of information and knowledge, in a rapid and widespread way.</li> <li>3. Interrogative Methodology: focused on the process of applying the content to work, based on the process of communication that is established between the teacher and the group, through the question. This is a dynamic element that triggers the teaching-learning processes.</li> <li>4. Debate in the classroom: allows us to stimulate analysis and change of attitude through sensibilization and presentation of different points of view.</li> </ol>
<b>Existing Knowledge</b>	ICT skills.



	<p>Linguistic skills.</p> <p>Teamwork.</p>
<p><b>Teaching/ learning goals</b></p>	<ul style="list-style-type: none"> <li>• Competences: Digital, Linguistic, Multilinguistic (LOMLOE), STEM, Personal, Social and Learning to Learn.</li> <li>• Skills: teamwork, extracting conclusions from experiences, managing, cooperation.</li> <li>• Attitude: initiative, curiosity, being able to have a group discussion.</li> <li>• Knowledge: Computer use.</li> </ul>
<p><b>The plan</b></p>	<p><u>Activity 01: Reading of the article and answering sensibilization questions about the topic</u> (What's wrong in the situation? Do you know any similar ones? Has it happened to you? How or what can you do to change a similar situation?) 15 minutes</p> <p>Article in Spanish at:  <a href="https://elpais.com/elpais/2015/06/26/masterdeperiodismo/1435340490_485389.html">https://elpais.com/elpais/2015/06/26/masterdeperiodismo/1435340490_485389.html</a>.</p> <p>In English at:  <a href="https://english.elpais.com/elpais/2015/06/26/masterdeperiodismo/1435340490_485389.html">https://english.elpais.com/elpais/2015/06/26/masterdeperiodismo/1435340490_485389.html</a>)</p> <p><u>Activity 02: Play the game.</u> 10 minutes.</p> <p><u>Activity 03: Individual and group practical exercise. (20 minutes)</u></p> <ol style="list-style-type: none"> <li>1. <u>Individual work:</u> research what can cause technology addiction in our brain.</li> <li>2. <u>Group work:</u> Two different worlds.</li> </ol> <p>Students will create a Canva poster divided in two parts. One of them would focus on THE WORLD WITHOUT THE INTERNET and the other THE WORLD ONLY THROUGH THE INTERNET.</p> <p>When they have done some brainstorming about the aspects of these two worlds, they will create a chart where they will reflect on the following aspects: WHAT THE INTERNET GIVES US and WHAT THE INTERNET HAS STOLEN FROM US.</p> <p>Students will expose those aspects that they consider positive and negative about the internet and its facilities.</p> <p>These reflections try to lead students into several conclusions about internet use: we need to know and take advantage of the</p>



	<p>good things of both worlds (physical and virtual), in order to make them complementary; and to know and be conscious of the bad consequences of internet addiction.</p> <p><u>Activity 04: Final reflection. (15 minutes)</u></p> <p>All together we will watch the following video: <a href="https://youtu.be/v2oVQkJWqp8">https://youtu.be/v2oVQkJWqp8</a></p> <p>And students will carry out the following test: <a href="https://www.mentalup.co/blog/technology-addiction-test">https://www.mentalup.co/blog/technology-addiction-test</a></p> <p>Once, we will notice that most students can have a clear addiction to the technology; through a debate, we will discuss the principal consequences and hazards that bad use of the internet may involve.</p> <p>Finally, we will talk and establish some healthier and more constructive alternative activities in order to reduce the use of technology in their daily lives.</p>



## Mission 7 Lesson Plan

<b>Mission 7 Lesson Plan</b>	
<b>Title</b>	<p><b>Mission 7. Not all that you read and watch online is true or accurate.</b> <b>(Fake data/Fake news)</b></p> <p>Three stories are read to students, one of which is a false story, they have to guess which stories are true. Then we tell students what fake news is. Lots of things you read online, especially on social media, such as feeds may appear to be true, but often are not. False information is news, stories or hoaxes created to deliberately misinform or deceive readers. Usually, these stories are created to either influence people’s views, push a political agenda or cause confusion and can often be a profitable business for online publishers. False information can deceive people by looking like trusted websites or using similar names and web addresses to reputable news organizations.</p> <p>The teacher has an apple, but says it is an orange. Do we believe that? What is the difference between a fact and an opinion?</p>
<b>Cognitive areas</b>	Knowledge of the world, information technology, social knowledge.
<b>Equipment</b>	Computers, three stories, an apple.
<b>Sources</b>	List of Online & other sources which can be used (e.g. a book, a website)
<b>Method</b>	<p>Active learning methods.</p> <p>The purpose of teaching and learning methods is to help the student to actively learn, control, structure, develop, deepen the understanding of information and ideas. During learning, it is especially important to encourage students to work together so that they can take responsibility for their own and others' learning, learn with each other's help, deepen their understanding by retelling the information or ideas in their own words and discussing.</p>
<b>Existing knowledge</b>	Description of any prerequisite knowledge
<b>Teaching/learning goals</b>	<p>Teaching/learning goals and competences</p> <ul style="list-style-type: none"> <li>• Competences: In collaboration with classmates and listening to the teacher's interpretation will be able to participate in the discussion and have a strong argument.</li> <li>• Skills: collaboration, computer literacy, growth mindset</li> <li>• Attitudes: children understand that false information is news, stories or hoaxes created to deliberately misinform or deceive readers.</li> <li>• Knowledge: know what fake news is. Will be able to give examples of fake news and opinions. Grow their mindset.</li> </ul>



<p><b>The plan</b></p>	<ul style="list-style-type: none"><li>• <b>Group activity - Write 5 facts and 5 opinions (10 -15 min)</b> about the area you live in – to consolidate understanding of the difference between what is a fact and what is an opinion. The groups then exchange the written text and try to establish the facts and opinions.</li><li>• <b>Play the game (15min)</b></li><li>• <b>Reflection (5min)</b><ul style="list-style-type: none"><li>○ Who posted it<ul style="list-style-type: none"><li>▪ Who is the author?</li><li>▪ Can you trust them?</li></ul></li><li>○ When was it posted? How recent is it? Remember things change</li><li>○ Why was it created? Is it a journalist who will have some editorial oversight or is it a blogger with their own opinion?</li><li>○ What is it saying? Can you check the facts somewhere else are the images you see edited or cropped so that you are only being shown a part of the story?</li></ul></li></ul>
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## Mission 8 Lesson Plan

<u>Mission 8 Lesson Plan</u>	
<b>Title</b>	<p><b>Mission 8. People you contact online may not be who you think they are in real life.</b>  <b>(Impersonation/Other's identity)</b></p> <p>(Watch video about identity - <a href="https://www.youtube.com/watch?v=om3INBWfoxY">https://www.youtube.com/watch?v=om3INBWfoxY</a> )</p>
<b>Cognitive areas</b>	Knowledge of the world, information technology, social knowledge.
<b>Equipment</b>	Computers, CV template
<b>Sources</b>	List of online & other sources which can be used (e.g. a book, website)
<b>Method</b>	<p>Active learning methods.</p> <p>The purpose of teaching and learning methods is to help the student to actively learn, control, structure, develop, deepen the understanding of information and ideas. During learning, it is especially important to encourage students to work together so that they can take responsibility for their own and others' learning, learn with each other's help, deepen their understanding by retelling the information or ideas in their own words and discussing.</p>
<b>Existing knowledge</b>	Description of any prerequisite knowledge
<b>Teaching/learning goals</b>	<p>Teaching/learning goals and competences</p> <ul style="list-style-type: none"> <li>• Competences: In collaboration with classmates and listening to the teacher's interpretation will be able to participate in the discussion and have a strong argument.</li> <li>• Skills: collaboration, computer literacy, growth mindset</li> <li>• Attitudes:</li> <li>• Knowledge:</li> </ul>
<b>The plan</b>	<ul style="list-style-type: none"> <li>• <b>Title</b> (5 min)</li> <li>• <b>CV creation.</b> (15 – 20 min). Students create their CV (<i>what they like and dislike tells about certain facts about oneself that classmates may not know about</i>).</li> <li>• <b>What is what.</b> (10 – 15 min) Students have a picture of each student and try to find their CV. Read aloud to each student to find out or guess.</li> <li>• <b>Reflection (5min)</b> <ul style="list-style-type: none"> <li>○ On the Internet are we able to trust each human personality? Why not?</li> <li>○ How can we check information? Check it on 3 different websites, check it in a book, talk to someone about it.</li> <li>○ What was safe to post on Internet about myself? Why?</li> </ul> </li> </ul>