



HOW DOES THE INTERNET AFFECT OUR MOOD?

AIM

The aim is to discuss children's online experiences and emotions.

RESOURCES

- printed emoticons

INSTRUCTIONS

Form a circle on the floor with the children.

Find out which smart devices and apps they use.

Ask the children to recall their last internet experience, how they used it to surf the internet, and the emotions associated with it.

Then, point to the emoticons on the ground and ask each of them to each child to choose one that relates to their last internet experience.

Allow the children to explain their choices.



PASSWORDS GAME

AIM

The aim is to introduce the purpose of passwords.

RESOURCES

- printed emoticons

INSTRUCTIONS

Ask questions related to passwords, such as: 'What is a password?', 'Why do we need a password?', 'Who thinks the password 0-0-0-0 is very good?', 'Who believes you can tell your password to a friend?', etc.

If the child knows the answer, they should immediately switch places with someone. If they don't know, they remain seated. No one is eliminated.

After each change of place, allow the children to answer the question and express their opinions.

The children sit on the emoticons selected in the previous activity.

Don't forget to play along!



DIGITAL FOOTPRINT

AIM

The aim is to teach what a digital footprint is and how it is created.

RESOURCES

- big and small boot
- a picture of a toddler and an adult.

INSTRUCTIONS

Show the children a picture of a toddler and an adult and ask which one can take photos of themselves and post them on the internet.

Ask which boot would fit each one.

Explain that a child's footprint on the internet can be large, and an adult's can be small. Ask the children if they want to know how this is possible.

Illustrate with the child's picture and a boot how posting photos of a child on the internet leaves traces called digital footprints.

Ask the children how a man can have a small digital footprint on the internet.

Explain to all the children how a digital footprint is created and grows.



INTERNET RISKS HOT POTATO

AIM

The aim is to discuss various internet risks.

RESOURCES

- a dice with plastic pockets (each pocket containing a picture representing an internet danger)
- A3-sized copies of the pictures.

INSTRUCTIONS

Children sit in a circle and pass the dice around like in 'Hot Potato'.

The teacher says: 'Stop!'

The child who received the dice looks at the picture on it.

The teacher asks if the child can interpret or guess from the picture what topic will be discussed next.

The teacher shows the group the same picture in A3 size so that everyone can see it.

Children share thoughts and experiences on each internet risk topic.

The teacher guides the discussion toward safer internet behavior.



REPORT A THREAT

AIM

The aim is to is to normalize the reporting of harmful behavior.

RESOURCES

- [examples of situation description](#)

INSTRUCTIONS

Each child receives a slip of paper describing a situation, such as a stranger engaging in online bullying. The children must decide which bowl to place their slip into – either "I Would Report" or "I Would Not Report." After making their choices, the group discusses when it is appropriate to report someone's behavior online and where and how to make such reports.

Author: Ege Katariina Maaring (student of the University of Tartu's course "Playful Development of Media Competence")



ADVENTURE OF THE LITTLE DIGITAL HEROES

AIM

The aim is to teach children to recognize the dangers of the internet and how to handle them.

INSTRUCTIONS

First, create an obstacle course. At each point, a question/task is related to online dangers. With a correct answer, children can move to the next point. The teacher helps the children find the correct answer/solution if the answer is incorrect. At the end of the obstacle course, children receive a reward and a certificate for completing the course.

Some Examples of Tasks/Questions:

- Create a safe and strong password.
- Is it okay to talk to strangers online? Why? When should you turn to an adult?

Author: Kaile Kuus (student of the University of Tartu's course "Playful Development of Media Competence")



TRAFFIC LIGHT

AIM

The aim is to understand that personal information should be kept private online.

INSTRUCTIONS

Children sit in a circle, and each has three colored paper plates: red, yellow, and green. The game leader describes situations in the first person as if they are happening online. After hearing the situation, children raise either a YES (green), NO (red), or DEPENDS (yellow) plate. The game leader quickly explains the correct answer for red and green responses, while yellow responses are discussed in more detail.

Author: Janete Olev (student of the University of Tartu's course "Playful Development of Media Competence")



IDENTITY THEFT

AIM

The aim is to teach why personal information should not be shared online.

INSTRUCTIONS

The teacher tells a modified version of "Little Red Riding Hood," where the wolf asks Little Red Riding Hood for personal information (e.g., name, address). Because the stranger knows much about the girl, he can disguise himself as her and go to the grandmother's house. There, he asks the grandmother for personal information, and after eating the grandmother, he can disguise himself as her to be more convincing when Little Red Riding Hood arrives. The teacher uses illustrations to accompany the story.

Following the story, there is a discussion about what Little Red Riding Hood did wrong. The teacher draws parallels to the internet and asks guiding questions to help students understand that identity theft can happen online.

Students retell the story so that Little Red Riding Hood does not fall victim to identity theft. This can be done individually, in pairs, in groups, or all together (e.g., sentence by sentence).

Author: Annaliisa Post (student of the University of Tartu's course "Playful Development of Media Competence")



OKAY OR NOT OKAY

AIM

The aim is to teach children about the emotions that can arise in different online situations and how to recognize and cope with these emotions.

INSTRUCTIONS

The teacher creates facial expressions representing various emotions, prints them out, and cuts them out to place on the faces of different toys. These toys are then placed around the room. The teacher asks the children to gather around.

The teacher describes various online situations, and the children must run to the toy they think has a facial expression matching the emotion that would be felt in the described situation. Once all the children have made their choices, a discussion follows about the emotions and why they are appropriate for each situation.

Author: Raidi Salujärv (student of the University of Tartu's course "Playful Development of Media Competence")



THE TWO SIDES OF THE INTERNET

AIM

The aim is to teach children to recognize internet dangers while developing cooperation and problem-solving skills.

INSTRUCTIONS

Children are divided into two groups, each with one leader. One teacher represents safe internet behavior, while the other represents dangerous behavior. The group representing dangerous behavior receives pictures depicting internet dangers, such as misusing personal information and downloading viruses. The other group receives cards with solutions to these situations. Each child gets one card from their group.

After discussing the cards within their groups, they merge into one large group. The children must find a partner from the other group who can help solve the internet danger related to their card. The first pair to find each other and solve their situation wins and can assist others. Finally, once all pairs are formed, everyone discusses the different situations together.

Author: Margarita Apsolon (student of the University of Tartu's course "Playful Development of Media Competence")