STUDY MATERIAL

CONDUCTING A TRAINING COURSE ON CREATING DIGITAL SAFETY GAMES FOR TEACHERS IN RUSSIAN-SPEAKING SCHOOLS

University of Tartu
T4.4

EDMOHUBS

To teach children, it is important to first understand what being online means for them, what the web culture of children and young people is like, where to find it, and how to interpret the content.

The CO:RE classification of online risk to children

CO:RE	Content — Child engages with or is exposed to potentially harmful content	Contact — Child experiences or is targeted by potentially harmful *adult* contact	Conduct — Child witnesses, participates in or is a victim of potentially harmful *peer* conduct	Contract — Child is party to or exploited by potentially harmful contract
Aggressive	Violent, gory, graphic, racist, hateful or extremist information and communication	Harassment, stalking, hateful behaviour, unwanted or excessive surveillance	Bullying, hateful or hostile communication or peer activity e.g. trolling, exclusion, shaming	Identity theft, fraud, phishing, scams, hacking, blackmail, security risks
Sexual	Pornography (harmful or illegal), sexualization of culture, oppressive body image norms	Sexual harassment, sexual grooming, sextortion, the generation and sharing of child sexual abuse material	Sexual harassment, non-consensual sexual messaging, adverse sexual pressures	Trafficking for purposes of sexual exploitation, streaming (paid-for) child sexual abuse
Values	Mis/disinformation, age-inappropriate marketing or user-generated content	Ideological persuasion or manipulation, radicalisation and extremist recruitment	Potentially harmful user communities e.g. self-harm, anti-vaccine, adverse peer pressures	Gambling, filter bubbles, micro-targeting, dark patterns shaping persuasion or purchase
Cross-cutting	**Privacy violations** (interpersonal, institutional, commercial) **Physical and mental health risks** (e.g., sedentary lifestyle, excessive screen use, isolation, anxiety) **Inequalities and discrimination** (in/exclusion, exploiting vulnerability, algorithmic bias/predictive analytics)			

(Livingstone and Stoilova, 2021)

THE BASIC PRINCIPLES OF CREATING EDUCATIONAL GAMES ON THE TOPIC OF ONLINE SAFETY

To begin with, the **objective** of the activity must be clear to both the teacher and the children.

All children must be able to participate in **age-appropriate** games from start to finish, regardless of their prior experience with the internet.

Given the children's age and the abstract nature of internet risks, teaching should incorporate **understandable** and **relevant** examples in the form of physical objects, images, and texts.

During playful learning, children should be offered a reasonable amount of **autonomy**, allowing them to make choices and control their actions in situations that do not affect the functioning of the game, such as forming teams.

Playful activities should enable children to learn from one another through the **exchange of experiences**.

To encourage the sharing of ideas, it is essential to create a **trusting** and **supportive** atmosphere, with a key component being the **nonjudgmental** and **positive attitude** of the adult leading the game toward the children's internet experiences.

Games should offer a reasonable level of **challenge**, focusing on fostering **collaboration** and **group cohesion**.

The lesson plan should include activities that alternate between **physical and mental stimulation** to support children's learning and maintain their interest. Therefore, **games could vary in pace and format**.

To reinforce learning, games could include questions and activities that encourage children to **reflect**, **consolidate** their **knowledge**, and ideally **apply** it.

HOW TO FIND OUT WHAT CHILDREN DO ONLINE?

A poster, comic, or slide presentation (with other students selecting the TOP 3), for example, on topics like "How to Be Good Online?" or "Teach Me Something New!"

Scenario analysis (mini-play, discussion, audiovisual content analysis)

Monthly discussions where children can talk about interesting things they saw or did online.

An approach through emotions (what emotion was triggered, and what might have caused it online?).

HOW TO FIND OUT WHAT CHILDREN DO ONLINE?

Ask the children to write a story or create a comic from the perspective of an alien encountering the internet for the first time.

Digijournal

Dobble

RESEARCH

Ask the children to fantasize and describe how they envision the internet of the future. What do they consider important?

Class journalists interview others about what they do online and write a short text based on their findings.

IDEAS ON HOW TO CREATE YOUR OWN GAMES

Using AI

Create AI-powered games that teach digital security!

magicschool.ai
chatgpt.com

Familiar game adaptation

Think of popular games among children and incorporate digital security themes into them.

Existing things

Think of the items and routines already present in your group/class that could be used to teach digital security or easily adapted for that purpose.

Involve the children!
Organize a competition for creating game-based learning materials. Even if the games created by the children cannot be directly used, they will give insight into how children would like to learn about digital security.

Brainstorming
Set the objective of the activity. Think about the mechanics and elements of well-functioning games. What could you use in your game? Who are the characters? What roles will the children play? What and why do they need to do certain actions in the game?

Inspiring teachers

Gather inspiration from other teachers and their compilations, books, and social media accounts.

Adapting existing materials

Even if the activity is designed for slightly older students, it can be adjusted to suit younger ones.

Discuss, which strategy seems most applicable to teachers.

ASK THE TEACHERS TO BRAINSTORM THEIR OWN GAME IDEAS, FOCUSING ON ONE OF THE CATEGORIES FROM THE 4-C RISK TABLE (SLIDE 2).

Once they have their initial concept, ask them to refine their ideas using the following guiding questions.

- What skills, experiences, or knowledge will children gain from this game?
- What is the central idea or message of the game that you want to convey to the children?

- Could the children learn any of your respective language words or phrases related to digital security during the game?

- Are the game's objectives and outcomes designed in a way that children with limited language skills can still experience success?