SAFEGUARDING CYBER SPACES

A COMPREHENSIVE GUIDE TO PREVENTING CYBERCRIME AMONG CHILDREN

Safeguarding Cyber Spaces

An Ethical Guide to Preventing Cybercrime among Children

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Introduction

In today's digital age, the internet has become an integral part of our daily lives, providing unprecedented access to information, communication, and entertainment. However, along with its many benefits, the online world comes with significant risks, especially for young people, children, and minors. Cybercrime, including cyberbullying, online grooming, and spreading fake news, has emerged as a significant concern, requiring a proactive approach to educating and empowering young people online safely. One of the main reasons for educating young people about these issues is the alarming increase in cyberbullying. Online platforms have given scammers another way to target their victims, often under the guise of anonymity. The psychological and emotional impact of cyberbullying can be devastating, leading to low self-esteem, depression, and even suicidal thoughts. By equipping young individuals with the knowledge and skills to recognize and respond to cyberbullying, we can build resilience and provide a safe online environment for them.

Additionally, online grooming has become a common issue, as predators use the internet to exploit vulnerable children and young children. Educating young individuals about the various tactics used by cyber predators can enable them to identify and report suspicious behavior, reducing the risk of falling prey to such crimes and being careful about personal information and seeking help from trusted adults, changes need to be made.

Another critical challenge in the digital environment is spreading fake news and misinformation. The ease with which information can be shared has made it increasingly difficult to distinguish fact from fiction. Misinformation can create harmful effects, shape opinions, incite hate speech, and undermine trust in reputable spaces. By teaching young people critical thinking, fact-finding, and media literacy, we can empower them to become informed information consumers, thus combating the spread of fake news.

Developing educational games targeting online protection is vital to make educating younger humans about these critical troubles more enticing and interactive. These games can function as practical tools to deliver lessons on cybercrime prevention, virtual ethics, and responsible online conduct. By immersing young people in simulated online surroundings, they can research through experiential and problem-solving activities, developing realistic abilities to tackle cyberbullying, pick out fake information, and protect themselves from online grooming.

In conclusion, educating young people, kids, and minors about the dangers of cybercrime and empowering them to be resilient towards cyberbullying, online grooming, and fake information is paramount in the modern, digital world. By equipping them with expertise, critical thinking capabilities and the potential to navigate appropriately via the online surroundings, we can create a higher organized generation to shield themselves and contribute to an extra secure and responsible digital society. Incorporating educational video games into the getting-to-know system can similarly decorate their understanding and engagement, making the adventure closer to online safety both informative and enjoyable.

The EU Kids online examination highlights that detest messages are the most common harmful content teenagers encounter. In reaction to these alarming records, the RAYUELA assignment developed this instructional guide to focus on stopping three cybercrimes: cyberbullying, online grooming and human trafficking. Addressing the challenges posed by cybercrime among children requires their digital skills, moral sensitivity, and understanding of ethical issues in cyberspace. The purpose of this educational book is to provide guidance for educators, help to effectively combat cybercrime, and promote ethical behaviour when working with youth.

Target group for this material

The target group is primarily comprised of teachers, educators and all kinds of trainers working with minors aged 11 – 16 years old whose aim is to raise awareness about the topic of cybercrime during their workshops or school lessons. However, the activities are also suitable for parents who are searching for ways on how to approach these topics with their children at home.

I. Background for the material

According to the EU Kids online study (Smahel et al. 2020: 6) European adolescents have the "anywhere, anytime" connectivity" to the internet with smartphones being used daily for these purposes. **Internet and cyberspaces are on one hand huge opportunity to learn, communicate and explore**, on the other hand, **they are also full of risks from developing bad habits to coming across cybercrime**. According to EU Kids online, most common harmful content that adolescents have been exposed to were hate messages (Smahel et al. 2020: 6). In RAYUELA project, where this educational material was developed, the focus was on three types of cybercrimes (cyberbullying, online grooming and human trafficking) and how to prevent them.

In terms of negative experiences online, adolescents report different levels from 4% (France) to 30% (Estonia) (Smahel et al. 2020: 6). Overall, less than 10% of adolescents participating in the EU Kids online survey reported they were victim of online bullying on a monthly basis (Smahel et al. 2020: 6). The most common harmful content adolescents were exposed to was hate messages (Smahel et al. 2020: 6). Other experiences adolescents have encountered mostly are related to getting a virus or spyware. In addition, boys reported spending too much money on apps or games (Smahel et al. 2020: 6). In addition to developing adolescents' digital skills, we also need to develop their ethical sensitivity and understanding of ethical issues in cyberspaces.

II. Guidelines for educators for dealing with cybercrime and ethics when working with adolescents.

Ethics as a discipline focusing on what is right and what is wrong, how we ought to behave in certain situations and what kind of values and principles guide our actions, is extremely important in cyberspaces. The prevention of cybercrime is not a sperate activity that becomes important when adolescents have come across cybercrime. The prevention of cybercrime starts with having a **trusting relationship** with parents, legal guardians or other trustworthy adults in adolescents' lives (e.g. teacher, youth workers, relatives). For adolescents to seek help or advice if they come across suspicious material in cyberspace, this is paramount.

For adults working with adolescents, it is not possible to keep up with all the possibilities in cyberspace, but trusting relationship with adolescents gives adults a possibility to ask adolescents what kind of possibilities there exists, what are the most popular apps or games, and why do they appeal to adolescents.

Fostering discussions on what is right and what is wrong in cyberspace is also beneficent and this material is targeted for this exact activity. In addition, learning digital skills is important.

Therefore, this material has two parts:

1. Explanations of values and principles guiding the work of teachers, educators, and other people working with adolescents.
2. Lesson plans for developing adolescents' ethical sensitivity and their understanding of ethical issues in cyberspaces. There are two types of lesson plans:
   a. Developing ethical sensitivity in collaboration.
   b. Learning to solve ethical dilemmas through collaboration and values discussion.

1. Values and principles when working with adolescents

Different materials, guidelines, documents and ethics codes focusing on children and adolescents draw their basic principles from the United Nations Convention on the Rights of the Child (1989) emphasising involving children in all matters related to them. In addition, there are several ethical codes highlighting important values when working with adolescents. These include[3]:

- Respect for people's dignity, autonomy and privacy.
- Honesty and transparency
- Beneficence and non-maleficence
- Justice
- Responsibility

The explanations for these values are given below. In addition to lesson plans, the adults working with adolescents can discuss, what these words mean to adolescents and how they can follow these values.

Respect for people's dignity, autonomy and privacy.

Respect means to treat adolescents as autonomous agents, taking their opinions and views into account as much as possible in matters related to them. Their **privacy** is respected in all activities. Adolescents' views on privacy are considered. If **anonymity** or **confidentiality** is promised, these promises are upheld. For adolescents' perspective, this means they should understand these values and also apply them in their relationships with peers. Their friend's, classmates' and peers' dignity, autonomy and privacy should also be respected.

Honesty and transparency

Honesty means truth is told to adolescents, they are not deceived in matters related to them. Honesty goes together with transparency – specialists working with adolescents are transparent in their aim, methods and planned results of the activities.

Beneficence and non-maleficence

Beneficence means the activities carried out with and for adolescents benefit them and are carried out in their best interests while maximising their well-being. Non-maleficence means harm is minimised for carrying out the activities for adolescents.

Justice

Justice means adolescents are treated fairly. Adolescents in analogous situation are treated similarly.

Responsibility

Specialist working with adolescents understand their responsibility and accountability for their activities. All relevant professional standards are followed when working with adolescents.

2. Lesson plans for developing adolescents' ethical sensitivity and their understanding of ethical issues in cyberspaces.
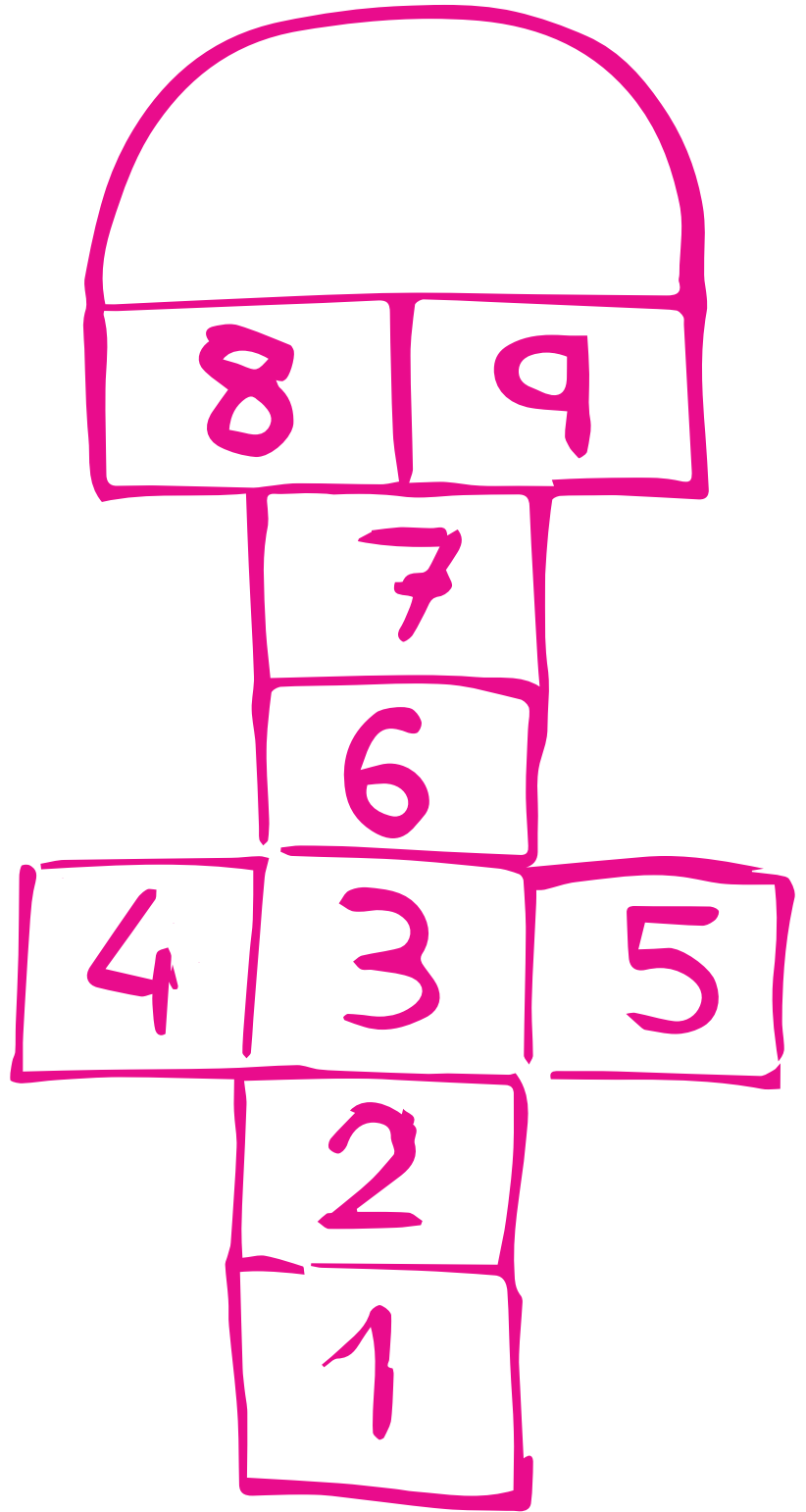
For preparing the activity

1. Read this material and its introduction carefully.
2. Plan the activity beforehand.
3. Plan, how you will form the groups for the group work – it is important that adolescents feel comfortable in their group to facilitate the discussions.
4. Plan how you will deal with situations where adolescents share complicated experiences with cybercrime. Does your school/organisation have people who can be of help solving these issues?
5. Plan, how you will agree the rules of the activity with adolescents.

Learning outcomes:

- Raise awareness of ethical issues in various cyber-cases;
- Utilise the ethical analysis[4] steps to provide solutions to ethical dilemmas;
- Practice collaboration and seeing multiple perspectives of situations.

It is advisable to use the same format multiple times, it takes time to increase ethical sensitivity in a certain context.

PART 01

Lesson plans for developing adolescents' ethical sensitivity and their understanding of ethical issues in cyberspaces.		
Activity	**Comments to the facilitator**	**Time planned**
1. Introduction – facilitators explain the goal, content and format of the workshop		About 3 min
2. Warm-up – facilitators can play a game to enhance collaboration or do the following task Is it always easy to see problematic issues in different situations? Why do you think so? Can you give examples? Let's watch a short video: https://www.youtube.com/watch?v=zG7PPOaJnNM What do you think? Did you see any dilemmas in the video?	The game that makes students feel comfortable, can be something very simple, like a chain of words or ice-breaker. Group discussion can also be used here – what has been the best thing that has happened today?	About 10 minutes
3. Group-work – students divide themselves into groups of 3–4. Each group will get a group-report paper (see handout 2.1.1 and 2.1.2). Students work in groups to analyse the case provided on the report paper. All groups can receive the same case or work on different cases. Facilitators can also use their own/other relevant cases. Facilitators can provide help to groups if necessary. Also monitor group Dynamics – can everyone contribute? Is collaboration friendly? Do they need help?	There are two group-report papers prepared for this activity. The facilitator can use only one of them or both of them as they see fit.	About 15–20 minutes
4. Class discussion – each group will introduce their case and their possible solutions to the dilemma. Other groups are encouraged to ask additional questions and provide other solutions. Facilitators provide support and draw attention to relevant aspects of the case. Together the class can think of advice to help prevent similar situations in the future. At the end the facilitator can ask the class to reflect: (some optional questions) (about 5 min) - Did you find out anything interesting or surprising today? - Who could benefit from the information you learned today? - Can you share it with them? - etc.		About 10–15 minutes

2.1.1 Using cases for developing ethical sensitivity in collaboration (handout) – "Tell me your password!"

Solving a case as a group

Please read through the case and discuss as a group whether you all understand the case content. Then look at the questions below and fill in the group report. NB! This is a two-sided hand out.

"Tell me your password!"

Robbie is a 9th-grader who likes to play online games with other people. He has made tons of friends in the game chat. Robbie believes himself to be quite skilled in online games. One of the friends Robbie has played with over the years is Charlie. They get along really well and play together from time to time. Charlie has taught Robbie lots of secrets of the game. Whenever Robbie has problems in the game, Charlie will help.

One day Robbie is tackling a serious problem with the game and cannot solve it alone. Robbie asks if Charlie could help him out. Charlie gives good advice and then says that she has just received a lot of information and secrets about the game that she would like to share with Robbie. Robbie should just share the password to his game profile so Charlie can transfer some stuff to him.

1. Can you see something wrong in the case? Is there a problem or issue you notice? What is it? Why do you think so?

Your answer:

2. Who are the people connected with the case? How are they involved? What are their rights and responsibilities? How might they be feeling?

Your answer:

3. What can be done? Think of various solutions and discuss possible outcomes (implications) of those solutions?

Your answer:

4. Could this happen to you? How would you feel in this kind of situation and how would you act?

Your answer:

Now tell other groups about your case and your provided answers. How do they react to your ideas? Do they have any improvement ideas?

2.1.2 Using cases for developing ethical sensitivity in collaboration (handout) – "Friend request in social media".

Solving a case as a group

Please read through the case and discuss as a group whether you all understand the case content.

Then look at the questions below and fill in the group report. NB! This is a two-sided hand out.

Friend request in social media.

Alva likes to play videogames online with friends. The game they like has a chat to talk with the players. Some of the players Alva knows, some only through the game. Ollie writes to Alva in the public chat that Alva is a really good player and Ollie would like to add her as a friend on a social network. Alva likes to play with her, but she knows Ollie only through the game and Alva's parents have told her not to add people to social media if she has not met them before. Next day, there is a friend request from Ollie in Alva's social network site.

1. Can you see something wrong in the case? Is there a problem or issue you notice? What is it? Why do you think so?

Your answer:

2. Who are the people connected with the case? How are they involved? What are their rights and responsibilities? How might they be feeling?
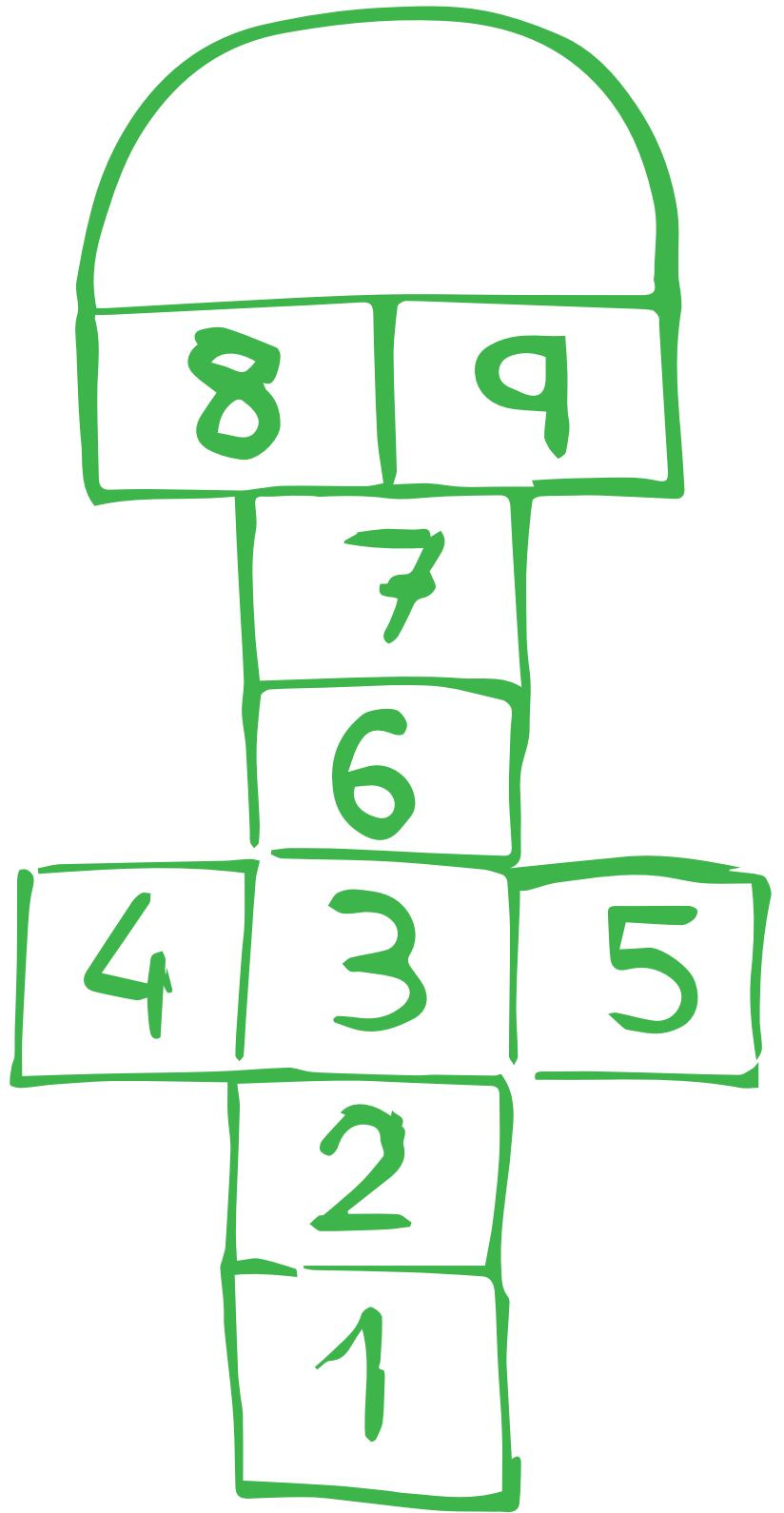
Your answer:

3. What can be done? Think of various solutions and discuss possible outcomes (implications) of those solutions?

Your answer:

4. Could this happen to you? How would you feel in this kind of situation and how would you act?

Your answer:

Now tell other groups about your case and your provided answers. How do they react to your ideas? Do they have any improvement ideas?

PART 02

Lesson plans for developing adolescents' skills for solving ethical dilemmas		
Activity	**Comments to the facilitator**	**Time planned**
1. Introduction – facilitators explain the goal, content and format of the workshop		About 3 min
2. Warm-up – facilitators can talk about one or several values presented in the introduction of this material. Students divide themselves into groups of 3-4.		About 5 minutes
3. Group-work – facilitator will explain the rules of the activity (explained in detail in section 2.2.1). Each group will get a group-report paper (see the handout 2.2.2-2.2.6). Students work in groups to analyse the case provided on the report paper. All groups can receive the same case or work on different cases. Facilitators can also use their own/other relevant cases. Facilitators can provide help to groups if necessary. Also monitor group Dynamics – can everyone contribute? Is collaboration friendly? Do they need help?	There are five dilemmas prepared for this activity. The facilitator can use only one of them or several of them as they see fit.	About 25–30 minutes
4. Class discussion – each group will introduce their case and how they solved the dilemma and how the process of coming to an agreement went. Other groups are encouraged to ask additional questions. Facilitators provide support and draw attention to relevant aspects of the case. Together the class can think of advice to help prevent similar situations in the future. At the end the facilitator can ask the class to reflect: (some optional questions) (about 5 min) • Did you find out anything interesting or surprising today? • Who could benefit from the information you learned today? • Can you share it with them? • etc.		About 10 minutes

2.2.1 Learning to solve ethical dilemmas through collaboration and values discussion (material for facilitator)

The purpose of value discussions is to guide students to reflect independently on their perceptions and beliefs and to enable them to find answers to their questions themselves – through a process called values clarification[5]. In a values discussion, students juxtapose each other's views, find connections in them, question them, look for causes and study consequences, and make deliberated decisions. For example, solving ethical dilemmas supports their listening, argumentation and collaboration skills.

The role of the facilitator is very important in guiding and supporting the discussions. They should be neutral, non-judgemental and guide with additional questions; in addition, the facilitator should help students abide to some rules for the upcoming discussions, the most important ones being:

- Everyone will talk one-by-one.
- Everyone will listen to one another
- No-one will mock or ridicule someone's opinions and standpoints.

It's worth remembering that there are no right or wrong answers when solving the ethical dilemmas provided in these handouts.

Preparing for the workshop

The facilitator should carefully review the cases and consider which are appropriate for their students or which are engaging with the topics currently relevant, and pre-select a few situations (see handouts 2.2.2–2.2.6).

The cases and options are prepared considering the following conditions:

- the situations are real (collected from the adolescents themselves);
- specific details of real situations have been edited out so deciding between solutions would be easier and the discussion does not focus on the irrelevant;
- the cases include a value conflict that requires deliberation between different values.
- All four solutions to the cases are selectable, none is clearly the best or worst. Each solution is left with some kind of shortfall, making it more difficult to choose a solution and making the discussion more meaningful.

The workshop should be 40–50 minutes, e.g. 10 minutes for introduction and rules, 30 for solving the ethical dilemmas and 10 minutes for conclusion and joint discussion.

The game is played with 2–6 members in a group. It would be best if the facilitator divides the students into groups beforehand to influence group dynamics and support forming various relationships. If the facilitator does not know the students well, this is not mandatory.

How to discuss with students

If the situations are chosen and students divided into groups, the discussions start and it goes step-by-step

1) Each student reads the case description and solutions individually.

2) It is then up to each individual to decide how they would behave if they were the protagonist of the situation described. At this stage, the options and the case are not yet discussed or commented on.

NB! It is important to choose an option, how the student would *really* behave, not how they feel would be appropriate.

3) When everyone in the group have made their selection, the choices should be indicated to others – the students can craft cards with numbers for a gamification element or simply indicate their choice with showing the number to others with fingers etc.

4) Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5) Once all the reasons have been heard, the group will try to reach a consensus on which option will ultimately be chosen jointly. To do this, everyone must justify their choice and convince their peers. Similarly, attention needs to be paid to listening.

6) If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".

After the workshop

It is very important that after discussing the cases, a conclusive session takes place. Here, again, the facilitator should guide a values-based discussion. However, it is also important to remember that at the end of the discussion, the following principle applies: what emotions started brewing must be now cooled down here. This means that students must have the opportunity to express their emotions accumulated by the cases or the thoughts and questions that have arisen, even briefly or in writing.

2.2.2. Friend request in social media.

Instructions:

1. Please read the case and solutions individually.

2. Please decide individually how you would behave in this situation if you were the protagonist. Please note the number of the solution on the paper. Please do not discuss the case in this step.

3. When everyone in the group have made the selection, show the numbers of your choices.

4. Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5. Once all the reasons have been heard, please try do decide how you as a group would behave as a protagonist in this situation. Use arguments in discussion. Try to reach a consensus (everyone agrees) in the situation.

6. If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".

Friend request in social media

Alva likes to play videogames online with friends. The game they like has a chat to talk with the players. Some of the players Alva knows, some only through the game. Ollie writes to Alva in the public chat that Alva is a really good player and Ollie would like to add her as a friend on a social network. Alva likes to play with her, but she knows Ollie only through the game and Alva's parents have told her not to add people to social media if she has not met them before. Next day, there is a friend request from Ollie in Alva's social network site.

What would you do if you were Alva?

1. I tell Ollie in the game's chat that I would like to continue playing with her but I cannot accept her friend request.
2. I accept Ollie's friend request and I will not tell my parents about it.
3. I ignore Ollie's friend request and continue as if nothing happened.
4. I ask Ollie questions about her in the game's chat in order to make sure she is an OK person to accept as a friend.

2.2.3. Let's make some fun!

Instructions:

1. Please read the case and solutions individually.

2. Please decide individually how you would behave in this situation if you were the protagonist. Please note the number of the solution on the paper. Please do not discuss the case in this step.

3. When everyone in the group have made the selection, show the numbers of your choices.

4. Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5. Once all the reasons have been heard, please try do decide how you as a group would behave as a protagonist in this situation. Use arguments in discussion. Try to reach a consensus (everyone agrees) in the situation.

6. If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".

Let's make some fun!

Jessie goes to the 7th grade and considers her class to be quite friendly. There are groups of friends who get along better, and sometimes they play pranks on their classmates. Usually everyone laughs along and the day goes on.

One day Jessie's friends ask Jessie if she has noticed that Kris looks more and more androgynous with each day. They find it funny and laugh about it a little inside their friends' group.

A few days later Jessie receives an invitation on social media to join a group dedicated to Kris. Jessie joins and sees several memes and pictures making fun of Kris and his appearance. Jessie looks around and sees that Kris is not member of the group, but several people outside of their class are.

What would you do if you were Jessie?

1. I post some positive comments about Kris to the group in order to create some balance.
2. I tell everybody in the group that it is not nice to make fun of Kris behind his back.
3. I tell Kris about the group and assure him that I do not approve of making fun of him.
4. I tell our teacher about the group and ask their advice.

2.2.4. How to detect spam message?

Instructions:

1. Please read the case and solutions individually.

2. Please decide individually how you would behave in this situation if you were the protagonist. Please note the number of the solution on the paper. Please do not discuss the case in this step.

3. When everyone in the group have made the selection, show the numbers of your choices.

4. Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5. Once all the reasons have been heard, please try do decide how you as a group would behave as a protagonist in this situation. Use arguments in discussion. Try to reach a consensus (everyone agrees) in the situation.

6. If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".

How to detect spam message?

Kai is an 11-year-old who has just received a smart phone as a birthday present. Parents helped Kai to set up social media platforms and possibilities to chat with friends. Kai has now learned how to use the apps he likes and how to keep contact with friends. One day he receives a message from a friend to check out the latest video about Kai with a link attached.

What would you do if you were Kai?

1. I delete the message immediately and do not tell anybody about it.
2. I show the message to my parents and ask what to do about it.
3. It is important to know what is posted online about me, so I open the link to see the video.
4. I send my friend a message asking what is the video about and where did he get the link from.

2.2.5. Sharing photos on social media about other people

Instructions:

1. Please read the case and solutions individually.

2. Please decide individually how you would behave in this situation if you were the protagonist. Please note the number of the solution on the paper. Please do not discuss the case in this step.

3. When everyone in the group have made the selection, show the numbers of your choices.

4. Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5. Once all the reasons have been heard, please try do decide how you as a group would behave as a protagonist in this situation. Use arguments in discussion. Try to reach a consensus (everyone agrees) in the situation.

6. If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".

Sharing photos on social media about other people

Riley is a 13-year-old whose teachers are super fun and organised a school disco for the kids. Riley went with friends and classmates and had loads of fun. Many people had phones with them and tons of pictures were taken at the event. Even teachers asked if they could photograph the kids and use the materials later to show how fun activities were carried out in their school.

A few days later Riley was scrolling social media and saw a picture of herself with her friends at the party. Riley did not know that this picture was taken and who is the person sharing the photo on social media.

What would you do if you were Riley?

1. I show the photo to my teachers and ask if they had anything to do with it.
2. I comment the photo saying it was taken without permission and it should be deleted.
3. There were so many pictures taken at the party and many people can see those anyway. I do not do anything.
4. I share the photo with my friends who are also in it and ask them if they know who the person sharing the photo is.

2.2.6. "Tell me your password!"

Instructions:

1. Please read the case and solutions individually.

2. Please decide individually how you would behave in this situation if you were the protagonist. Please note the number of the solution on the paper. Please do not discuss the case in this step.

3. When everyone in the group have made the selection, show the numbers of your choices.

4. Then, one by one, only one at a time, each student justifies to others why they made this choice. Others listen but do not interfere, comment or criticize.

5. Once all the reasons have been heard, please try do decide how you as a group would behave as a protagonist in this situation. Use arguments in discussion. Try to reach a consensus (everyone agrees) in the situation.

6. If the consensus is reached, the students can move on to another case. If not, the facilitator can help the discussion with additional questions or decide to let them "agree to disagree".


"Tell me your password!"

Robbie is a 16-year-old who likes to play online games with other people. He has made tons of friends in the game chat. Robbie believes himself to be quite skilled in online games. One of the friends Robbie has played with over the years is Charlie. They get along really well and play together from time to time. Charlie has taught Robbie lots of secrets of the game. Whenever Robbie has problems in the game, Charlie will help.

One day Robbie is tackling a serious problem with the game and cannot solve it alone. Robbie asks if Charlie could help him out. Charlie gives good advice and then says that she has just received a lot of information and secrets about the game that she would like to share with Robbie. Robbie should just share the password to his game profile so Charlie can transfer some stuff to him.

What would you do if you were Robbie?

1. I know Charlie well, she's safe – I send her my password.
2. I ask Charlie why does she need the password to do it and is there no other way to transfer the information.
3. Some zombie has taken over Charlie's account and sends weird messages! I'll ignore Charlie from now on.
4. I can change my password as soon as she has sent me the information. I share my password with Charlie.
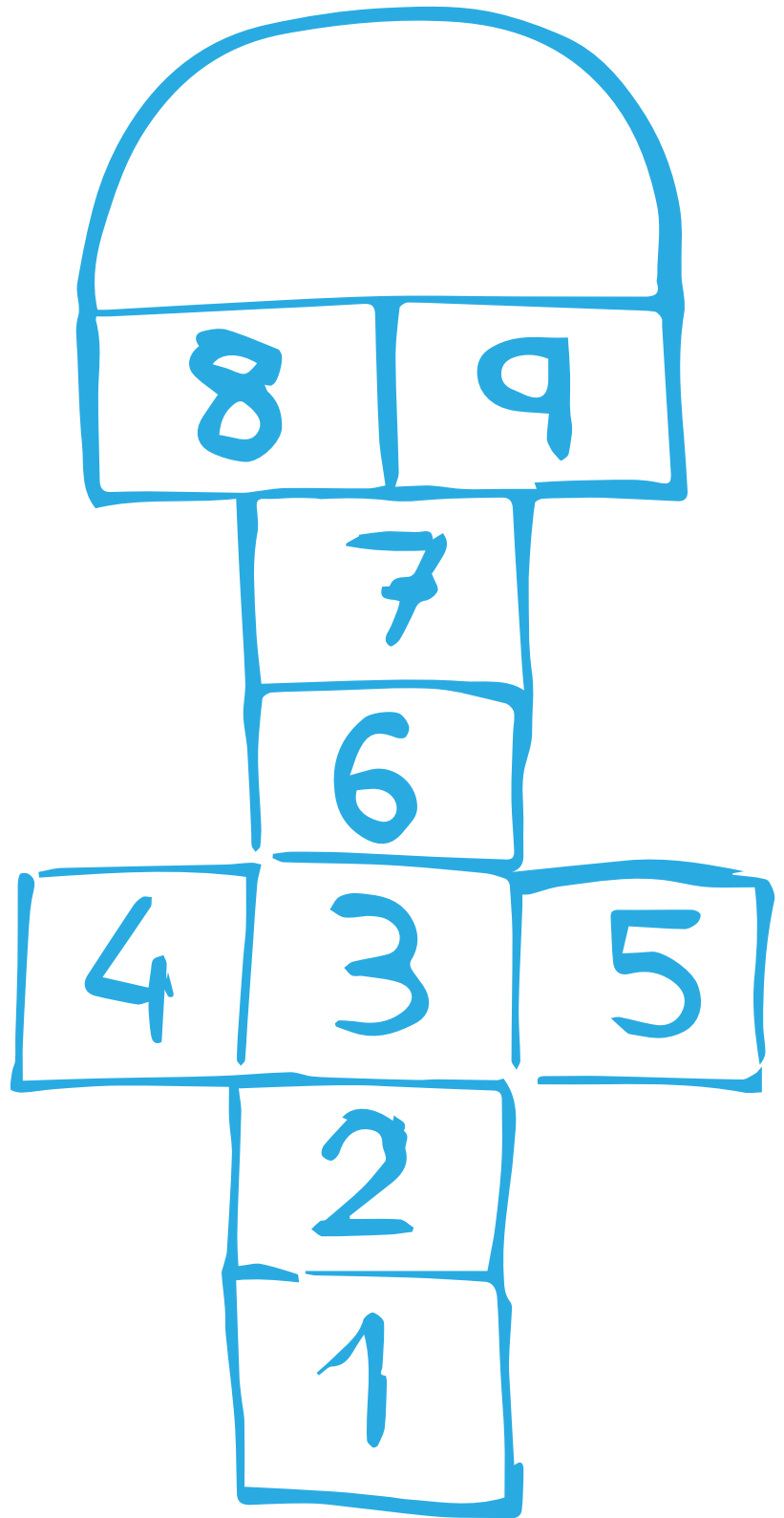
PART 03

For preparing the activity

1. Make sure you have read the previous 3 Chapters concerning the theoretical framework about the individual types of cybercrime (Cyberbullying, Online grooming, Human trafficking, Misinformation), the ethical issues that need to be discussed prior to the education; and the recommendations on how to engage with minors, young students and youth in general when it comes to a sensitive topic such as cybercrime.
2. Read this material and its introduction carefully.
3. Choose activities which you wish to fit into your schedule.
4. Check whether you need any kind of equipment.
5. If needed, decide beforehand how you will divide students into groups.

Learning outcomes:

- Understanding the risks connected with the online environment
- Development of understanding on what kind of safety measures can minors apply when using the Internet
- Awareness of the dangers which are intertwined with the online environment
- Understanding that is it important to use technology for positive purposes solely, like communicating with others, learning or creating content; and it is advisable to report any suspicious or unsafe online activities to a trusted adult

Time duration may vary depending on whether you wish to dedicate the whole lesson to the topic of cybercrime (in that case, 50 – 60 minutes is the required amount of time) , or you only decide to use a 5-10-minute game as a warm-up activity during the workshop / lesson.

Lesson plans for introducing games aimed at establishment of greater cybercrime awareness among minors		
Activity	**Comments to the facilitator**	**Time planned**
1. Introduction	You may begin the lesson by asking your students whether they have already heard about the term *cybercrime* before. In case you have already dealt with the topic, try to revise what they remember from the previous session(s). It is also optional to ask whether they have encountered something that they find strange or dangerous online.	5 minutes
2. Warm-up	Choose one of the 5-10-minute activities and follow the instructions included.	5-10 minutes
(3. Group-work) – this part is optional but highly advisable, depending on your schedule and the amount of time you have dedicated to the topic of cybercrime. You may use the 5-10-minute activities (as in 2. Warm-up) in case you only have time to briefly touch	Choose one of the longer activities, depending on the amount of time you can dedicate to the topic during the lesson. Then, follow the instructions thoroughly	20-35 minutes

the subject at the beginning of your workshop/lesson or		
4. Class discussion	Ask your students what they have learnt during the lesson. You may ask them to explain how they would describe the topic of the lesson to their siblings/parents/friends aiming to teach them what risks cybercrime might pose to them and what would be their advice for staying safer when it comes to online interactions.	10 minutes

5 – 10 MINUTE GAMES

Speedometer

This activity serves primarily as a warm-up game, and we encourage you to do it before more time-demanding activities

Instructions:

<u>VERSION 1:</u> Set a timer of 5 minutes and ask your students to write on the board as many words as possible which come to their minds when they hear the word "INTERNET". They shall only have the same word written on the board only once - so encourage them to cooperate and pay attention to what others are writing down.

<u>VERSION 2:</u> This version can be done while students sit at their desks or in a circle on the ground. Set a timer of 5 minutes and ask your students to say one by one as many words as possible which come to their minds when they hear the word "INTERNET". They shall not repeat the exact words.

A different approach to this activity:

You can do this activity repeatedly, choosing different words the students are already familiar with (such as "SOCIAL MEDIA" or names of specific social media platforms).

It is also advisable to repeat the activity replacing the word "INTERNET" with words such as "CYBERCRIME" / "CYBERBULLYING" / "HUMAN TRAFFICKING" / "ONLINE GROOMING" / "MISINFORMATION" once they get more familiar with the topic itself. If you wish to make the activity more competitive, encourage them to write more words each time and keep a scoreboard somewhere in the class.

Yesterday, I ...

This activity is aimed at raising awareness on how easy it might be to create and spread misinformation.

CAUTION ! *Make sure that students clearly understand that this does not serve as an inspiration for them and it is not wise to mislead people under any circumstances.*

Instructions:
This activity can be done either in groups or individually, depending on whether all students have a smartphone.

Ask your students (either one by one or each group) to take their smartphone and open the newest photo in their gallery. In case it might be a photo they do not want to show to others, let them choose a different one. Give them a few minutes to come up with a piece of misinformation about that photo.

Come Work For Us!

Instructions:

Show your students a picture of this offer. Explain to them that this man sent a young girl named Jojo a message with following information about an opportunity to work at their fashion agency. Jojo loves fashion and is fully aware of her great looks because boys often compliment her on her clothes, hair and make-up. She would like to work as a model and this is a huge sum of money she could earn and finally buy the smartphone her parents are not willing to buy for her.

Ask them whether Jojo should accept such an offer and discuss why she should do so or why not.

15 – 20 MINUTE GAMES

Who told you?

Objective of this activity is to teach students how to distinguish between true and false information, and why it is essential to fact-check information

Instructions:
Ask your students to write down the latest piece of news they have heard from someone. The information should include:
- what it is
- who told them
- whether they think it is true - and if so, why they think it is true and does not need any further verification

It can be either something happening in the world or even something (not too) personal they talked about with their friends, family relatives etc. Remind them that they should not write down any secrets they should keep only for themselves. They can present it themselves or you can collect the sheets of paper, read the piece of information out loud and assess why some of the information might need to be verified further.

Agree/Disagree on Cyberbullying

The aim is to encourage students to voice their opinions and discuss a topic of cyberbullying openly in front of their classmates

Instructions:
Create an imaginary line in the classroom, representing the range of the agree/disagree spectrum, with a sheet of paper stating AGREE on one side of the room and DISAGREE right on the opposite side. Students should stand somewhere on the imaginary line based on whether they agree or disagree with the following statements. Ask them to justify their opinions and discuss them together.

1. I take a picture of my classmate eating a cheeseburger with their mouth stuffed and their t-shirt greased with ketchup. They want me to delete it. So I delete it with no hesitation.
2. My friend told me that he does not want to go to school because he has been receiving messages from some classmates like "you are the ugliest person in this whole world 🤮 🤮" or "time to lose that weight, mate. you will never get to kiss a girl with a belly like that" or "no, of course you cannot go to the cinema with us to see Godzilla. we've heard that it's too scary for a child like you, we don't have diapers to provide you with in case you peed your pants". I tell him to ignore it.
3. My best friend posted a video of our classmate singing on the Instagram reels. It's awful because our classmate cannot sing and other people are only laughing at him in the comments. My best friend asks me to share the reel on my profile as well to mock the classmate in front of even more people. I immediately go and share it because it's funny and I don't want my best friend to think that I'm a loser or a friend of that classmate.
4. I was copying homework from a classmate during class without the teacher noticing. One of my classmates took a picture of me and made a meme of it, which is now circulating around the school. I am ashamed, but also afraid to tell our teacher about it, because I do not want to get in trouble for it. So I keep silent.
5. I often get messages from different profiles, such as "Hi, beautiful. How are you?" I know they are fake, but just for fun I reply to some of them.

3 (not so) mysterious Instagram stories

The objective is to teach students to recognise the dangers and which content they should avoid publishing on social media platforms.

Instructions:
Show your students the following 3 Instagram stories. Ask them to identify what might be a problem when sharing such information on social media platforms. Based on the discussion, create a set of rules which people shall follow when sharing anything on the Internet.

[THE ORIGINAL FILES OF INSTAGRAM STORIES ARE AVAILABLE HERE](#) for you to print them and distribute among students or project them on the wall in a higher quality.

Strangers in your DMs

The objective is to make students think critically about the use of their social media profiles, explain the possible risks and how to use them in a safe way.

Instructions:
Sit in a circle and ask pupils to raise their hand each time a question is related to them. Join in the game too. Find out how many of you use social media and why. Do you post photos on your profiles or do you use them mainly for communication? If you post photos, what kind of them? Have you ever been asked for your photos by someone or do you know anyone with such an experience? What do you think about comments under the photos? How can you use social media in a safe way? Discuss and share your perspectives. Finally, come to a collective conclusion.

35-MINUTE GAMES

(De)Fake

Before doing this activity with your students, make sure that they understand the term "fake news", the importance of being aware of them appearing in their newsfeed, how to recognize them and why they should not share posts that are not coming from a verified source.

Your aim is to help students understand the logic behind the mindset of fake news creators. By exchanging perspectives, we can prevent them from believing them so easily.

Instructions:
Assign your students with a task of creating their own fake news story. It is up to you to decide how long or complex the story should be but we encourage you to follow these rules of thumb when instructing your students how to do this particular activity:

1. Divide them into groups of 4 or 5 people.
2. Each post should have a catchy headline and a short caption underneath it so that people are more keen on reading the whole story.
3. Encourage them to use pictures or take photos which would make their posts more believable. They can draw or depending on their age and digital skills, they can edit the photos easily using various apps which are available for free for smartphones or computers.
4. Encourage them to work with emotions. They should be aware that one of the characteristic traits of "fake news" is that it immediately evokes some kind of an emotion in a person (mostly anger, fear, frustration, bewilderment, shock etc.). The text is often short on facts and lacks specific figures.
5. If they were struggling with writing, the 5 W questions could lead them in the process - in the text, they should include **What** is happening, **Who** is involved, **Where** is it taking place, **When** is it happening and **Why.**

In case you are working with older students, you have plenty of time and more room and you are aware that your students have at least 1 smartphone at hand, let them film a video in which they shall present a fake news story.

Dare to Believe Me

Try to challenge students' thinking process through this activity when receiving random pieces of information and encourage them to use various means of fact-checking.

Instructions:
Divide students into groups of at least 4 members. Ask each group to come up with **3 sentences - 2 which are true and 1 which is false** (these can be based on some stories, subjects, facts, their family members or personalities of their own). Then let each group present their sentences in front of the class one by one. Encourage them to be as convincing as possible when presenting all 3 of them. Other groups should guess which sentence was <u>false</u>. Each group should write their guess down. When all groups have voted and the group presenting the sentences has revealed the correct answer, ask the other groups about their thought process, the reasons to justify their guess. Your task should be to hold the discussions in a way of challenging their thinking process and explaining that fact-checking plays a crucial role when receiving any kind of information, be it online or in the offline world.

One Phone Call about a Phone

Instructions:
Hand out a sheet of paper with the following dialogue to the students or project it on the wall from your PC if you have this option available in your classroom. Give them some time to read the text and ask them to write down what they would answer to the person as if having this conversation over the phone. In case you know that your students are not familiar with Instagram, you can use the name of a different social media platform.

Collect the sheets of paper with their responses written down and present them one by one to the class. Discuss why they find that particular answer appropriate and why not so. Make sure that they understand that employees of Instagram or of other social media platforms would never contact them via phone (in the majority of cases not even via direct messages on the platforms nor via email) and that they should never provide their address and the times or dates of their whereabouts to people they do not know.

PERSON: Good afternoon, this is Joanna Reichel speaking, I'm contacting you on behalf of Instagram. Can I talk to you for a minute because I have some exciting news to share with you.

YOU: Hello. Yes, sure, go on.

PERSON: A few weeks ago, you liked a picture on Instagram that was part of a competition done in collaboration with our affiliate influencer - I'm sure you know her, she has been working with us for more than 3 years already, is very popular on Instagram for sharing funny reels from her personal life living in California which usually get around 1 million views per video. And I'm very happy to tell you that you - from all of the 121,367 people who participated - have been chosen as its winner! That means that you have won the newest iPhone 14 Pro and I sincerely congratulate you for that! We do such giveaways quite often and it's been such a long time since someone from your country won. Well, Instagram has contact persons in the majority of countries of course and therefore it is more convenient for us to hand you such an expensive prize like an iPhone in person rather than send it by post. So could you just tell us the address and the exact time at which our Instagram employee could meet you? Let's say next week. I'll write it down.

YOU:

How would you respond to such inquiry?

Your answer:

Now compare your answer with someone else. Do both of you share the same opinion? Would you change it after the talk with them? Why? Why not?

What if ... ?

The objective of this activity is to show the participants how the theoretical concepts may look like in real-life situations.

I have come across a post on Facebook that there is a tiger roaming around the town. There is a photo attached to it, but it is impossible to specify whether it is a tiger or something else.

1. I will get scared and share the post to warn others
1. I will find it foolish and ignore it
1. I will try to look for more information about it. If I find that it is not true, I will reshare the post, adding that it is a hoax

I got a message from a classmate with a link to a video to watch. He says it is worth it, that it is great fun. However, we are not in touch very often and we hardly text each other on social media at all.

1. I will ignore the message
1. I am curious, so I will click on the link
1. I will text the classmate back, warning him that his profile may have been hacked

You missed the bus to school and have to walk knowing that you will not make it on time. Suddenly a car stops on the side of the road and a stranger sitting in it offers himself to drive you to school.

1. I will politely refuse and walk away quickly
1. I will get on the car without hesitation, because I do not want to be late
1. I will say that I have to ask my parents first

You have created an account on a language exchange app. You met an interesting person there, and after some time you became friends. You send each other photos and show what life in your countries is like - what the cities and food look like, etc. After a while, the person starts asking you for more and more photos of yourself and your home.

1. I will send the photos without hesitation, he sends me photos too
1. I will say I won't send pictures, but I'll want to stay in touch with him
1. I will immediately stop texting to the person

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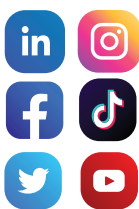
Safeguarding Cyber Spaces

An Ethical Guide to Preventing Cybercrime among Children

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