**Learning scenario with MARG - Template**

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| PART 1: General information | | |
| Title of the scenario: | **Staying Safe Online** | |
| Keywords: | Internet safety, Using mobile phones, Cyberbullying | |
| Name(s) of the scenario’s creator(s): | Monica Benghe, Mircea cel Bătrân Secondary School, Romania | |
| [Creative Commons License](https://creativecommons.org/licenses/?lang=en) of the scenario: | Attribution | Attribution-NoDerivs |
| Attiribution-ShareAlike | Attribution-NonCommercial |
| Attribution-NonCommercial-ShareAlike | Attribution-NonCommercial-  NoDerivs |
| Estimated duration of the scenario’s activities: | 2 x 50 MIN | |
| Age range of learners: | 10-13 years old | |
| Learners’ special characteristics: (i.e. immigrants, special needs) | None | |
| Learning subject based on your curriculum to which the scenario relates: | Environmental education | |
| To which Sustainable Development Goal (s) does the scenario relate to : (highlight it/them) | [ ] No Poverty | [ ] Industry, Innovation and infrastructure |
| [ ] Zero Hunger | [ ] Reduced Inequalities |
| [ ] Good Health and Well-Being | [ ] Sustainable Cities and Communities |
| [x] Quality Education | [ ] Responsible Consumption and Production |
| [ ] Gender Equality | [ ] Climate Action |
| [ ] Clean Water and Sanitation | [ ] Life Below Water |
| [ ] Affordable and Clean Energy | [ ] Life On Land |
| [ ] Decent Work and Economic Growth | [x] Peace, Justice and Strong Institutions |
|  | [ ] Partnerships For The Goals |
| Which 21st century skill(s) does the scenario involve:  (highlight it/them) | [x] Information and data literacy | [x] Critical thinking, |
| [x] Communication | [x] Active citizenship |
| [x] Collaboration | [ ] Respect for differences |
| [x] Problem solving |  |

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| PART 2: Learning outcomes of the scenario | |
| In terms of knowledge | ✓ The learner knows about online safety and cyberbullying  ✓ The learner knows what are the signs that they are unsafe online and what are the dangers they may encounter.  ✓ The learner knows what to do when they don’t feel safe online |
| In terms of skills | ✓ The learner is able to adopt responsible attitudes toward the using of internet and mobile devices  ✓ The learner is able to avoid cyberbullying |
| In terms of competences | ✓ The learner proposes solutions to say safe online and to avoid losing personal data and cyberbullying |

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| PART 3: Description of the game | |
| Narrative description of the game plot: | Ana (13 years old) and her brother Matei (11 years old) recently moved to another city. Their parents work 8-10 hours / day and end up spending very little time with family. Ana and Matei are desperately looking to make new friends. A schoolmate suggested they create accounts on social networks to keep in touch with former classmates and make new friends. He even offered to help them and created a Facebook account where he posted some pictures with them and their new home. In a few days, the two had more friends than ever before, including a lot of strangers who insisted on meeting them and visiting their new home. This has caused many problems  The two siblings realized that they had made a big mistake in entrusting their personal lives to strangers. Now that they have learned their lesson, they are ready to share with us some tips to be safe on the internet.  They mapped the dangers associated with using the internet and mobile devices. The game consists of discovering these dangers, finding solutions and making the right decisions to be safe. |
| Game objectives: | Participants in the game must discover all the areas of the Safety Map made up by Ana and Matei and make the right decisions to be safe when using the Internet and mobile devices. To unlock a new area, they have to make a choice or to answer a question. To complete the game, they must visit all the zones on the Safety Map. |
| Does the scenario refer to a specific location? If yes, specify. If no, write everywhere. | Yes. The school yard of the “Mircea cel Bătrân” Secondary School, Pitești, Romania. |
| Characters: | Ana, Matei, the Safety Map |
| Scenes: | The game consists in discovering the 4 zones on the Safety Map made up by Ana and Matei and find out what are the signs that they are not safe and what rules to follow for their own online safety.   1. Personal safety - Warning signs 2. How to stay safe using mobile phones 3. How to stay safe online 4. Cyberbullying |
| Type of work: Individual/ collaboration | Students play the game individually or in small groups. |
| Does the game involve different player roles? If yes, specify. | No |

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| PART 4: Description of the learning scenario activities | | |
|  | **Learning settings** | **Estimated time** |
| Before the game: | Students are given instructions about how to use mobile devices and how to play the MARG. They are divided in small groups. | 5’ |
| During the game: | The game takes place in the schoolyard or in another safe area. The game can start in the classroom or outside. The teacher explains the rules of the game and then points to a place where the students will meet Ana and Matei and find out about their story. Then the students receive a virtual map with four zones and, guided by Ana and Matei, they discover each of the zones. During the game, students complete a worksheet provided by their teacher with the main tips for their safety online.    More specifically:  **Scene 1: Personal safety - Warning signs**  The students meet Ana and Matei and find out about their story. Ana and Matei explain to the students how to realize that they are not safe.  **Scene 2: How to stay safe using mobile phones**  With the help of the Safety Map, students discover the first safety zone. When they reach a certain point, a message automatically pops up on their phone and they can read about the dangers of using mobile devices and receive advice to avoid them. To unlock another area, they must answer a question.    **Scene 3: How to stay safe online**  Students move to the next area and receive information about safety online. Then they are asked to identify two mistakes the two siblings made. If they answer correctly, they unlock the next area, if not, they must read the online safety tips again.  **Scene 4 : Cyberbullying**  Students discover the last area on the map. They find out what cyberbullying is and get tips to avoid online harassment. To finish the game, they have to tell how to behave in a certain situation of bulling. | 45’ |
| After the game: | Each group of students, upon its return to school the next day, completes the worksheet about different types dangers they encountered the previous day. Finally, all groups discuss together about their experiences during the game and in their real life.  They make a poster about the safety online and discuss about it with their colleagues and parents. | 50’ |
|  | **Total**: | 100’ |

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| PART 5: Prerequisite knowledge and supportive material | |
| Learners’ prerequisite knowledge: | Basic knowledge of using a mobile device. |
| Infrastructure/ equipment needed for implementing the scenario: | Mobile devices with data-internet connectivity  Worksheets prepared by the teachers. |
| Other learning resources needed: | <http://www.safetynetkids.org.uk/personal-safety/online-safety/> |

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| PART 6: Approach towards the assessment of the learning outcomes | |
| Learners’ assessment approach: | ✓ In-game quizzes  ✓ Feedback from students  ✓ Questionnaire |