

CHILDREN AND ADOLESCENTS

WORKSHOP 2.

“My role in a situation of cyberviolence”

THE RESCCUE ADVENTURES PRINT-AND-PLAY GAME

- Teacher Materials
 - Pedagogical Guide (includes the video instructions Script)
 - Guide for Facilitators
 - Class Game board with class scorer
- Student Materials
 - Adventure board (one board per group – 6 different Adventure Boards)
 - Adventure cards (one pack per group – 6 different Adventure Card Packs)
 - Cybersecurity challenge cards

THIS GAME PROMOTES PREVENTION, DETECTION
AND ACTION AGAINST ONLINE VIOLENCE

THE rescue ADVENTURES

Recover Spaces for traumatized children in community settings

"THREATENING MESSAGES"



"TOXIC CAMPAIGN"

"DANGEROUS GAME"



"VIRAL VIDEO"

"IT'S NOT WHAT IT SEEMS"



"ONLINE FRIENDSHIP"

RESOURCES FOR TEACHERS

GAME INSTRUCTIONS (VIDEO)
GUIDE FOR FACILITATORS
PEDAGOGICAL GUIDE
CLASS GAME BOARD

RESOURCES FOR STUDENTS

ADVENTURE BOARD
ADVENTURE CARDS
CYBERSECURITY CHALLENGE CARD



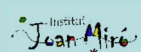
Co-funded by
the European Union



Sant Joan de Déu
Barcelona - Hospital



Sant Joan de Déu
Fundació de Recerca



In collaboration with:

MATERIALS FOR TEACHERS

PEDAGOGICAL GUIDE

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1. PRESENTATION

As SARS-2-CoV spread worldwide, different measures were established to limit social contact and transmission. Children and adolescents became one of the groups most impacted by these measures, as they limited their social integration spaces. The combination of economic stress, uncertainty about the future, and families locked down at home inevitably led to more anxiety and other mental health problems. This, together with excessive internet use, exacerbated various forms of violence.

Given the presented context, the Hospital Sant Joan de Déu and the Fundació Sant Joan de Déu, together with the Ajuntament de Cornellà de Llobregat, the Universitat Oberta de Catalunya, and the Ospedale Pediatrico Bambino Gesù, identified the need to raise awareness among students about cyberviolence. For this reason, a game was developed within the European project "REcover Spaces for traumatized Children in CommUnity sEttings" (RESCCUE), which allows the educational community to focus on mental health and cyberviolence issues. Moreover, it aims to transform classrooms into safe spaces to address self-esteem, reconnection, and attitudes towards various situations.

2. OBJECTIVES

- Facilitating reflection, conversation, and personal review of daily actions regarding cyberviolence.
- Helping young people understand the consequences of their actions.
- Developing skills to prevent cyberviolence.

3. METHODOLOGY

This game proposes to work in the classroom using the playful ALART methodology. This is a model characterized by an essential component: experience, understood as the combination of action (playing) plus reflection (individual and/or collective) on gameplay and its connection (transfer) with previous experiences, emotions, and learning.

4. COMPETENCES

The game and activities developed are designed to be used in civic and ethical values education.

The specific competencies outlined in the proposal are:

- C1. Investigate and analyse aspects related to the construction of one's own identity and ethical issues concerning the life project in a social context. This involves critically and reflectively analysing obtained information to promote self-awareness and autonomous and reasoned resolution of moral dilemmas.
- C2. Critically integrate civic and ethical norms and values and act and interact, recognizing their importance in regulating individual and community life. This enables the effective and justified application of these norms and values in different contexts to promote peaceful, respectful, democratic coexistence, commitment to the common good, and an inclusive society.
- C4. Develop and demonstrate appropriate self-esteem and esteem for the environment, recognizing and valuing one's own and others' emotions and feelings. This fosters the cultivation of an empathetic, respectful, and caring attitude towards oneself, others, and nature.

5. CONTENT

During the game, young people will experience different consequences of the actions chosen that allows them to reflect on the following content:

- ADVENTURE 1: The Viral Video
- ADVENTURE 2: Online Friendship
- ADVENTURE 3: A Dangerous Game
- ADVENTURE 4: Toxic Campaign
- ADVENTURE 5: Threatening Messages
- ADVENTURE 6: It's Not What It Seems



6. SESSIONS STRUCTURE AND TIME

Sessions	Description	Time
N°1: Pre-game session	Introduce the game, create groups, and familiarize yourself with preliminary concepts.	50 minutes
N°2: During the game	Play the game with a facilitator.	2 hours
N°3: Post-game session	Reflect on the game and the values acquired during it.	50 minutes

7. SESSION 1: PRE-GAME SESSION

7.1. Session objective:

This initial session introduces the experience, facilitates workgroups, and initiates the first collective reflection.

7.2. Session structure:

Session structure	Time	Description
Introduce the experience	15'	The teachers introduce the topic by reminding the students that it is part of the dynamics being carried out within the RESCCUE project. They emphasize the need to transform the classroom into a safe space regarding cyberviolence.
Pre-game reflection about cyberviolences	15'	The Thinking Routine is given to students to fill it out while reflecting on what they know about cyberviolence and what questions they have.
Collective reflection	20'	Teachers leave space for adolescents to share their Thinking Routine and reflect collectively on cyber-violence. They can use these reflections to identify possible affinity groups that will help us create teams for the game session. To create these groups, we propose the following criteria: ● Create groups of 4–5 people.

		<ul style="list-style-type: none"> ● Include individuals who share affinities and feel comfortable discussing and expressing their opinions. ● Include individuals with diverse viewpoints to promote debate while ensuring respectful communication.
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8. SESSION 2: DURING THE GAME

This session will be facilitated by a member of the program's team and take place in the classroom.

8.1. Session objective:

This facilitated session puts students in different real-life situations to understand the consequences of their actions in the context of cyberviolence. At the same time, we will observe and learn prevention habits.

8.2. Session structure:

Session structure	Time	Description
Game introduction	10'	<p>The facilitator will introduce themselves, show the explanation video, and present the narrative.</p> <p>Narrative: "Wow, what have you seen? Due to a security breach, some Internet creatures have escaped, and they are anxious. Can we help them calm down?"</p>
Group creation and material delivering	5'	Teachers will assign the groups they prepared for the session. Thereafter, the facilitator will provide the students with all the necessary materials to play the game.
Cybersecurity challenge	10'	<p>An initial cybersecurity situation will be presented to all groups to solve in a collective format. Each group will work on it, understanding internal debate and decision-making dynamics.</p> <p>Collective challenges to be solved according to the participant's age:</p> <p>12-13yo: Secure Connection 13-14yo: Online Security Awareness</p>

		14-15yo: Secure Devices 15-16yo: Backup
Game adventures	30'	<p>The students will complete the adventures in groups and must propose actions to take in each situation. Adventures to be played:</p> <ul style="list-style-type: none"> ● Viral Video ● Online Friendship ● A Dangerous Game ● The Toxic Campaign ● Threatening Messages ● It's Not What It Seems <p>The teachers will have access to an observation template to record the curiosities and learnings made by the students. This template will be used in the next session.</p>
Collective reflection	20'	<p>Each group explains the most relevant point they have found and the action they would propose to address this issue as a class. The facilitator will moderate the reflection.</p> <p>We share memes.</p>
Closing	5'	Closing the sessions and the narrative

9. SESSION 3: POST-GAME SESSION

9.1. Session objective

This session aims to conclude the work done during the game with the goal of reflecting on the learnings.

9.2. Session structure

Session structure	Time	Description
Session introduction	10'	During this session, the goal is to reflect on the learnings, values, and concerns addressed in the previous session. For this reason, we will present the metacognition scale.
Reflection dynamics	20'	The students work individually on the

		metacognition scale, where we can define the final learnings from this experience.
Closing	20'	We will share the learnings, and together, we will create a small list of 10 actions that will prevent cyberviolence.

10. TEACHER'S ROLE

The teacher's role is to guide and accompany the reflection. It is crucial that during the game, the teacher takes on an observer role and allows the students to play freely. This will make immersion and learning more meaningful.




During the reflection moment, we suggest adopting a role where you can generate open-ended questions and allow the students to continue reflecting on their learning.

11. ANNEXES

11.1. PRE-GAME THINKING ROUTINE: NOTICE, THINK AND WONDER.

The reflection questions would be:

- What do you know about cyberviolence?
- What questions do you have about cyberviolence?

I PERCEIVE... 	I THINK... 	I ASK... 
<div></div>	<div></div>	<div></div>

11.2. TEACHERS OBSERVATION GUIDELINES DURING THE GAME

The attached document provides you with a space to record observations about the students' comments and doubts.

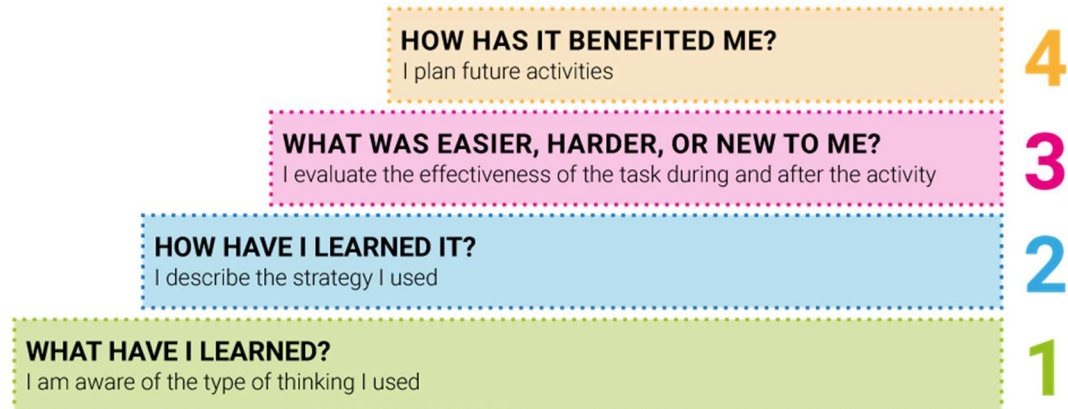
There are blank spaces to add any necessary observations that can contribute to the final reflection.

Observation	Notes
During the game, what comments do they make?	
Are there any actions or behaviours that catch your attention?	
Is the game's purpose clear to them?	
Is there a consensus among team members?	

11.3. REFLECTION DYNAMICS IN THE CLASSROOM: METACOGNITION SCALE

The dynamic involves answering each question individually.

Metacognition scale



Metacognition Scale:

1. What have I learned? I am aware of the type of thinking I used while playing the game.
2. How have I learned it? I describe the strategy I used.
3. What was easier, harder, or new to me? I evaluate the effectiveness of the task during and after the activity.
4. How has it benefited me? Have I changed? I am aware of my transformation. In what other situations can I use it?

ANNEX: VIDEO SCRIPT

THE RESCUE ADVENTURES

How to Play

WHAT ARE THEY ABOUT?

They are 6 different adventures to think about how we can make our class a safe space against cyber violence.

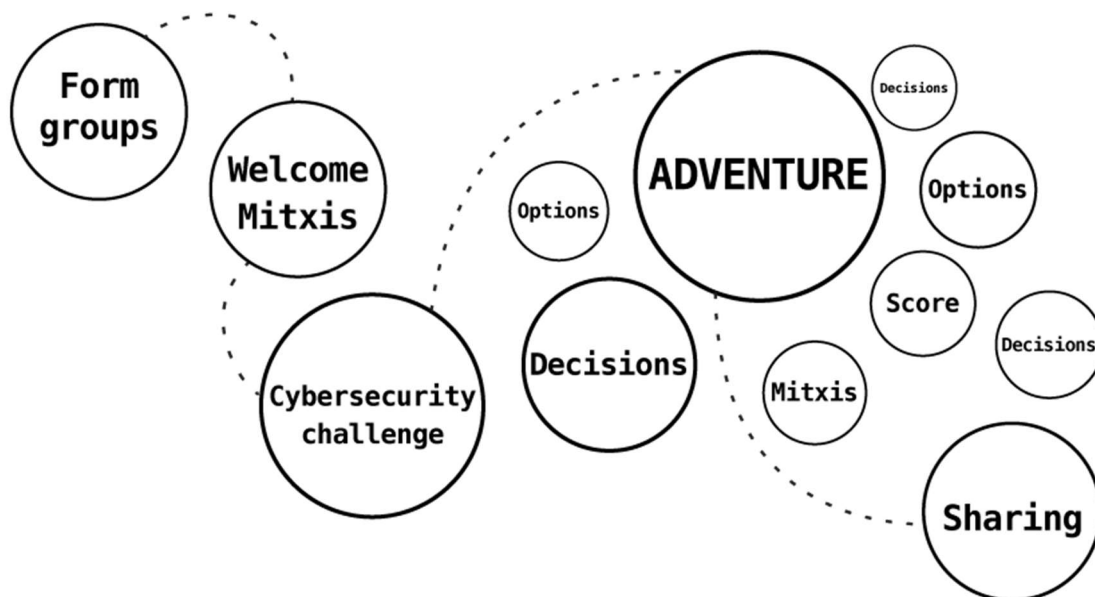
You will need to think, debate, decide and come to an agreement!

WHERE DO WE START?

First of all, we will form groups, and each group will have an adventure to play!

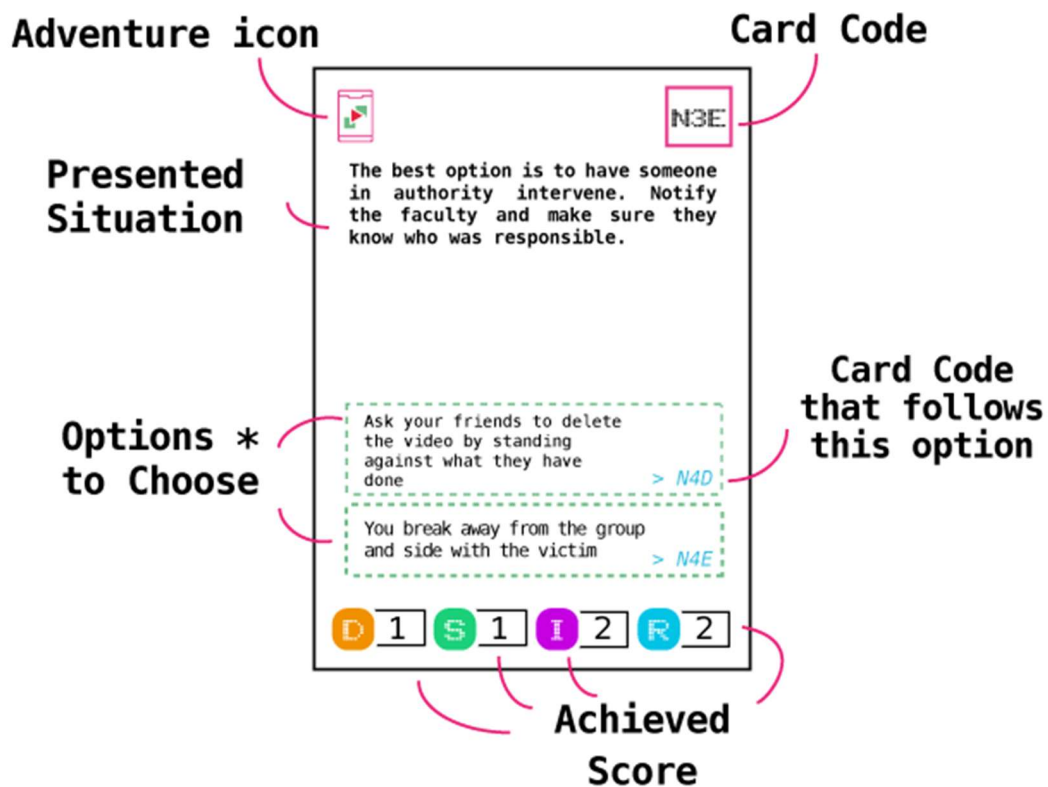
AND FROM HERE...

We will propose a first common challenge about cybersecurity, and then, let's live your adventures!

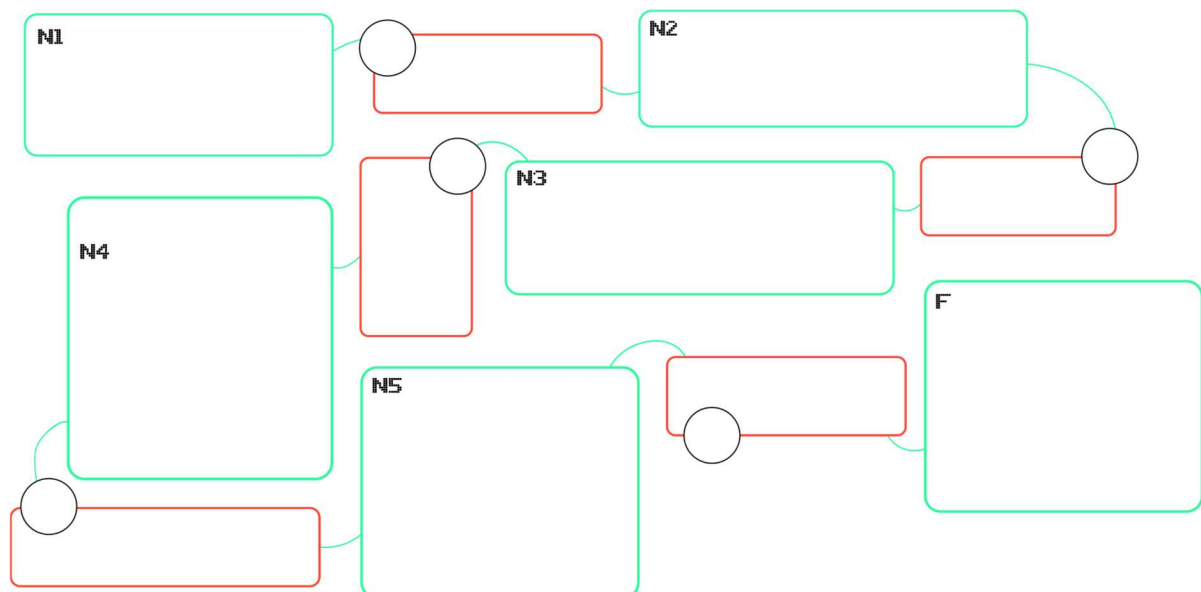


HOW DO WE EXPERIENCE THE ADVENTURES?

Reading the cards and choosing one of the options

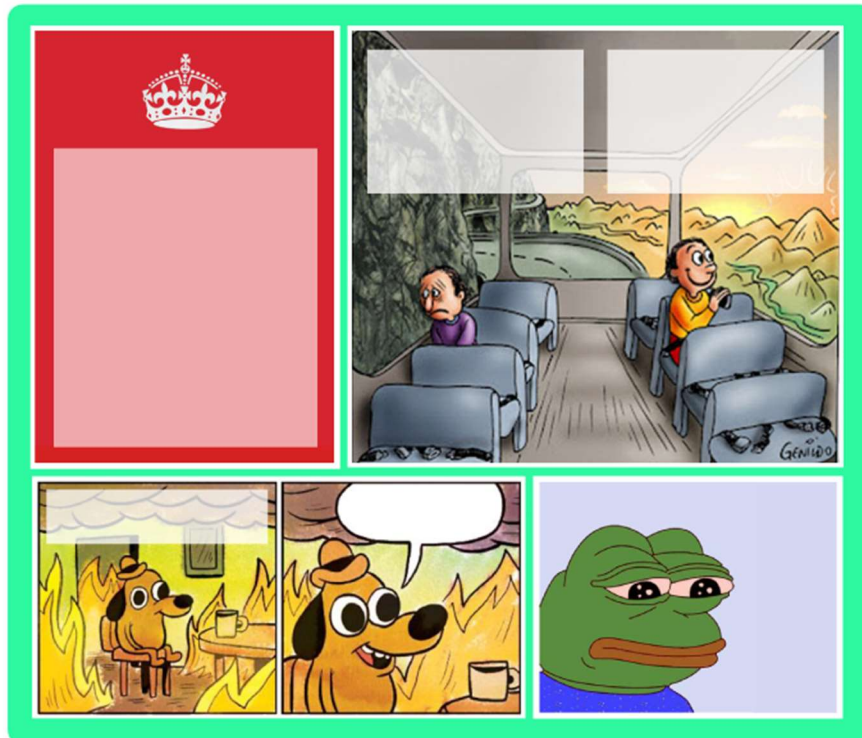


Write down on the sheet the discussions you have and the option you choose



AT THE END OF THE ADVENTURE...

With the meme you like the most, try to summarize your experience and everything you have learned.



AND YOU WILL GET POINTS!!

Based on your decisions at each step, you will accumulate points for different aspects! Write them down on your sheet!

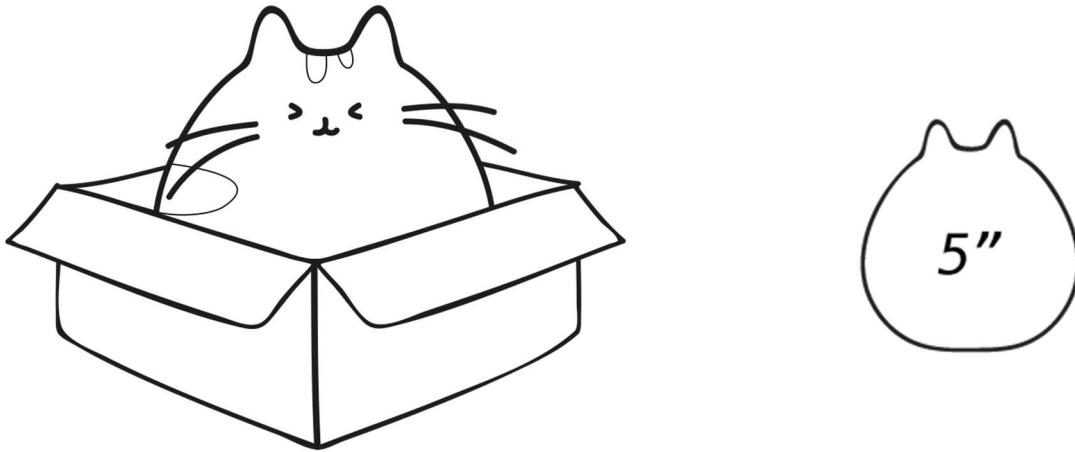
DETECT			
<input type="text"/>	<input type="text"/>	<input type="text"/>	D
STOP VIOLENCE			
<input type="text"/>	<input type="text"/>	<input type="text"/>	S
INVOLVE			
<input type="text"/>	<input type="text"/>	<input type="text"/>	I
REPAIR			
<input type="text"/>	<input type="text"/>		R

SCORE

DID YOU HAPPEN TO SEE A CAT?

The Mitxis have escaped from the Internet and are a bit anxious. We will need to calm them down so that they stay with us the whole adventure!

You will need to count to 5, 8 times, in silence... Can you do it?



HOW WILL WE END?

By sharing everything we have experienced, which decisions were the most difficult or easy for us...

LET'S GO!

Cybersecurity challenge	10'	<p><i>"This first challenge will be shared by all the groups, so you can see how the game works. Right now, we have a priority: to avoid any more security breaches! Decide as a group which option you would choose, and write down your ideas about the pros and cons of the decision you make, or all of them... or if you would decide on something else not written!"</i></p> <p>> Distribution of cybersecurity cards. Start of the debate for each group. <i>"We encourage you to make decisions, face situations and challenges, and engage in healthy debates to achieve a good solution and a good score."</i></p>
Adventures development	30'	<p><i>"Very well, now each group will have to work on the adventure assigned. You can start your adventures now. You have 30 minutes to debate, share, comment, and complete the entire adventure. Let's see when the Mitxi shows up to meet you!"</i> <i>"Remember, you need to decide the PROS and CONS of each action you choose during the planned situations in the adventure."</i></p> <ul style="list-style-type: none">> Each group starts their adventures at their own pace.> It would be good to keep reminding them of the time they have.> If necessary, clarify any doubts about how they can write their ideas if they are not sure.> Check that all groups are recording their points.> Be aware of the Mitxis' dynamics, ensure they are done correctly, and they don't cheat.> Be attentive to the attitudes of the group members, ensuring nobody is suffering, and that no issues are being diverted. <p>The played adventures are as follows:</p> <ul style="list-style-type: none">> Viral Video> Online Friendship> Dangerous Game> Toxic Campaign> Threatening Messages> It's Not What It Seems <p>The teachers will have access to an observation template to note interesting observations and learning experiences made by the students, which will be useful for the session after the game.</p>
Joint reflection	20'	<p><i>"Alright, now let's see how the adventure went. Each group will now explain the most important point they found and propose a solution to address this situation as a class."</i></p> <ul style="list-style-type: none">> Someone takes notes on the general document in the box for the specific adventure.> Encourage them to specify actions or proposals to make the class a safe space. <p><i>"Which memes did we choose? Why did you pick this one?"</i></p> <ul style="list-style-type: none">> They share the created memes. <p><i>"Let's review our points to see where we stand for as a class."</i></p> <ul style="list-style-type: none">> Points are recorded on the general board, and the group's score is reviewed. <p><i>"Now, let's check the cybersecurity challenge. Who chose option A?"</i></p> <ul style="list-style-type: none">> Raise your arms> Comments on pros and cons, and collection in the designated space on the general sheet.> Repeat for each possible option. <p><i>"Did any options come to mind that were not described" (take note)</i> <i>"And what about the Mitxis, how are they?"</i></p> <ul style="list-style-type: none">> The Mitxis are shown, if they have been customized or coloured as they wish, and there is time to do it. <p><i>"Let's put all the sheets on the corkboard".</i></p>
Closing session	5'	<p><i>"Congratulations to all of you for your participation, and I encourage you to reflect on and apply the lessons learned during this game in our everyday life".</i></p>

CIBERSECURITY CHALLENGES



Safe Connection: Make sure to connect to secure and reliable Wi-Fi networks, especially when accessing confidential information or conducting online transactions. Avoid connecting to unsecured public networks and use a Virtual Private Network (VPN) to encrypt your data and protect your online privacy.



Online Security Awareness: Educate yourself about online threats such as phishing, social engineering, and malware attacks. Be cautious with unknown links and attachments in emails, messages, or websites. Avoid revealing personal or confidential information to untrustworthy sources and maintain the privacy of your online data.



Mobile Device Protection: Don't forget about the security of your mobile devices, such as smartphones and tablets. Use passwords or biometric authentication to unlock your devices and encrypt sensitive information stored on them. Also, install trusted apps from official sources and keep the software up to date.



Making Backups: Perform regular backups of your important information in a safe location and outside of your device. This will help protect your data in case of loss, theft, or cyber-attacks. Use methods such as external hard drives, trusted cloud services, or other automatic backup solutions.



FACILITATION GUIDE

- Development of the activity:
- Introduction and presentation.
 - Group formation (if they are not already created by the tutor).
 - Viewing the "How to Play" video (including rules, objectives, and Mitxi's narrative to start).
 - Group dynamics of the Mitxis (the Mitxis are leaving).
 - Distribution of adventure materials for each group.
 - Cybersecurity Challenge (according to the level).
 - Begin group adventure
 - Sharing of adventures and final reflections. Points counting through classroom thermometers.
 - Hanging posters (and Mitxis) in the classroom.

Game presentation	10'	<p><i>"Today, we will play different adventures in groups! We have a video that will help us see what we need to do and what we want to achieve with these adventures. This is a collaborative game where nobody wins or loses, but we all will learn!"</i></p> <p>> Video viewing (3 minutes) After watching the video, <i>"Let's remember, what do we want to achieve with this game? Great, then let's start the adventure. Wow, did you see it? Due to a security breach, some Mitxis from the Internet have escaped, and they are a bit restless. Shall we help them calm down? Let's count to 5, taking deep breaths and with our eyes closed, and we'll do it 3 times in a row. When we finish, let's all say 'Ommmm' together."</i></p> <p>> Mitxis group dynamics The facilitator gives one Mitxi to each group and encourages them to decorate it and make it their own while they play. <i>"Have you seen the Mitxis? They have fallen asleep... They will wake up soon, and they will surely appear in the middle of the adventure, and we will have to face the Mitxis challenge again..."</i> The Mitxis appear at the beginning of the session, after the video, and they teach us to do 3 breaths of 5 seconds each. We will end with a collective 'Ommmm', and that will make the cats leave (or not, depending on our initial orientation). They will visit each group when they find them in the cards. The text that the participants have is: <i>"Whenever the cat talks to you, decide who will take control of the group's breaths. Move your finger over the Mitxi's control track, counting to 5 for each one, while the rest of the group remains silent and breathing. Mark how far you get before anyone speaks, disturbs, or makes noise. If you haven't reached 4 positions, you'll have to start over!"</i></p>
Group formation and material delivering for each group	5'	<p>We suggest creating groups of 4-5 members that get along and will collaborate and communicate well during the game. Subsequently, the necessary materials for the game will be delivered to each group.</p> <p>> Distribution of A3 sheets + adventure cards <i>"Do you see the Mitxis at the bottom of the sheet? You will have to do the same thing we did together before, but up to 8 times. One person in the group will keep count, and you must do it at least 4 times. If you don't succeed, you'll have to start counting the Mitxis again!"</i></p> <p><i>"Identify the areas to write or draw what you consider most important about each level of the adventure. Take the opportunity to note if you would have made a decision that was not on the cards to address the situations. Don't forget to record the points you earn from each scorer as you make decisions!"</i></p>

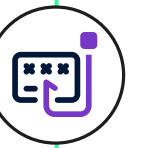
CHALLENGE 1: SAFE CONNECTION



You are at the shopping mall and want to connect to a free Wi-Fi network to use the internet on your mobile phone. You are not sure which network is secure and trustworthy enough to protect your privacy and personal data. What do you do?

- A** Connect to the first network you find.
Pro: Quick connection
Con: It may not be secure and could put your privacy and data at risk. Vulnerable to data interception or attacks.
- B** Use a free VPN on your mobile to encrypt the connection.
Pro: Data encryption, protecting your data and privacy.
Con: Some free VPN apps have limitations on speed or data capacity. It should be from a reliable and trustworthy source.
- C** Use your mobile data instead of connecting to Wi-Fi.
Pro: Your data is encrypted, and it's a secure connection.
Con: You consume your monthly data quota, and if you run out, there may be additional costs. You may also have poor coverage in some areas.
- D** Ask the staff if they offer a secure Wi-Fi network.
Pro: Reduce the risk of vulnerability.
Con: If they don't have one, you have to find another secure way to connect...

CHALLENGE 2: ONLINE SECURITY AWARENESS



You are browsing social networks and receive a friend request from someone you don't know personally. You are unsure whether to accept it or not, as you want to ensure that your social media profiles are protected, avoiding unwanted interactions.

- A** Accept the request without further questions.
Pro: New contacts, a larger network.
Con: Exposing personal information to potentially fraudulent or malicious individuals.
- B** Investigate the profile of the person requesting friendship.
Pro: Helps determine if it's safe or not.
Con: Requires time and effort to properly investigate, and you may not always get accurate or truthful information.
- C** Reject the friend request without giving it further importance.
Pro: Maintain a safer network and protect your privacy.
Con: You may miss the opportunity to connect with interesting people and create new friendships.
- D** Contact the person to inquire about their reasons before deciding.
Pro: You can get direct information and make more informed decisions.
Con: You may not always get clear or truthful answers, and you have to contact someone you don't know.

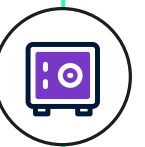
CHALLENGE 3: MOBILE DEVICE PROTECTION



You are at your home, and your mobile device, which contains personal and sensitive information, has been stolen. You immediately realize that you have no active protection measures. Now you are faced with a dilemma and need to decide how to act.

- A** Do nothing.
Pros: No need to take any extra action.
Cons: Your device and personal information may be used for illegal activities or access sensitive data.
- B** Use a tracking app.
Pros: You can locate your device in case of loss or theft.
Cons: Some tracking apps may compromise your privacy if not used properly.
- C** Immediately change all passwords.
Pros: You will increase the security of your data and online accounts.
Cons: It may be challenging to remember all the updated passwords.
- D** Report to the authorities and block the device.
Pros: You will minimize the illegal use of the device and help prevent further thefts.
Cons: It could be a complicated process, and there is no guarantee of recovering the device.

CHALLENGE 4: BACKUPS



You are using your computer for important work and personal documents when suddenly there is a power outage. When the power is restored, your computer fails to start, and you realize that you have lost all the stored information. Now you are faced with a dilemma and need to decide how to act.


- A** Do nothing and accept the loss.
Pros: No need to take any extra action.
Cons: You will lose all important and personal information without the possibility of recovery.
- B** Use a cloud service to store the information.
Pros: Your information will be safe and accessible from any device connected to the Internet.
Cons: It may be necessary to pay for additional cloud space or depend on Internet connection to access it.
- C** Use an external drive for backups.
Pros: You will have a physical backup of your information, independent of your computer's issues.
Cons: The external drive could be lost, stolen, or fail, which could jeopardize the backups.
- D** Create backups on DVD discs or other storage media.
Pros: Backups in physical formats can be accessible without relying on the Internet or online services.
Cons: The discs could be easy to lose, damage, or deteriorate over time.

CLASS GAME BOARD

PRINTING GUIDE: DINA3 TWO-SIDED


"SAFE SPACE IN CLASS"

What can we do as a class/group in response to the situations experienced in the adventures?




"VIRAL VIDEO"

Reflection to take away + a suggested proposal



"ONLINE FRIENDSHIP"


Reflection to take away + a suggested proposal




"DANGEROUS GAME"

Reflection to take away + a suggested proposal


Chosen Options with pros and cons (collaborative)






"TOXIC CAMPAIGN"

Reflection to take away + a suggested proposal



"THREATENING MESSAGES"

Reflection to take away + a suggested proposal



"IT'S NOT WHAT IT SEEMS"

Reflection to take away + a suggested proposal

RESCUE

D

S

I

R

DETECT

STOP VIOLENCE					25%	50%					75%					100%				
INVOLVE					25%	50%					75%					100%				
REPAIR					25%	50%					75%					100%				
					25%	50%					75%					100%				

Total score

Total score

Total score

Total score

HOW TO FILL IN THE SCORES

Sum up all the points achieved in each adventure for each aspect and record the total in the designated box.

To see the percentage it represents, fill in as many boxes as points achieved.

What conclusions can you draw from this? Which aspect needs to be focused on to make your class a safer space for cyberviolence?

MATERIALS FOR STUDENTS

ADVENTURE 1:

-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

SECURITY CHALLENGE

Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



"VIRAL VIDEO"

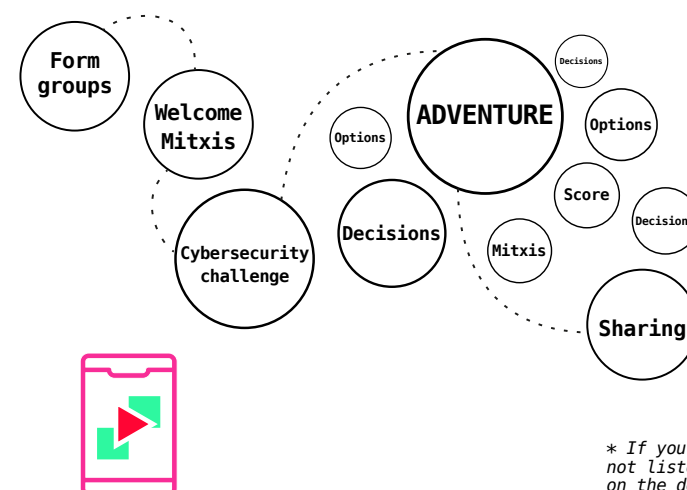
Welcome to the adventure "Viral video". In this interactive story, you will have the opportunity to explore the challenges and consequences of cyberviolence and cyberbullying. Take on the roles in this story, and your decisions will determine the development of the plot and the outcomes.

To play, follow these simple steps:

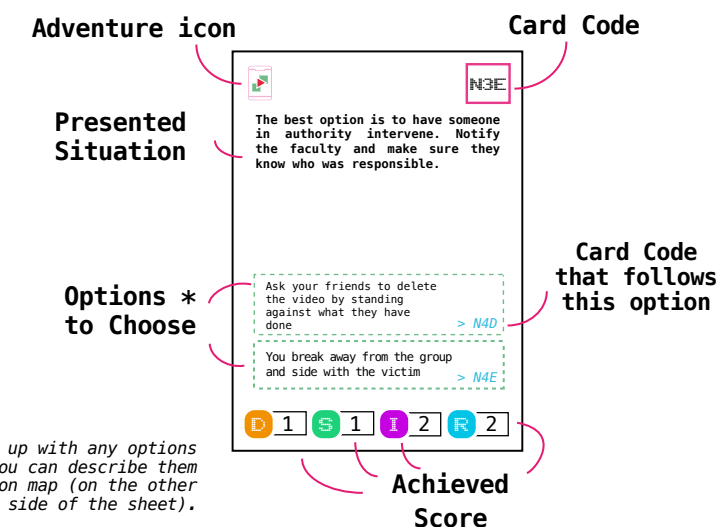
- 1 **Gather as a group.**
- 2 **Welcome the Mitxis** who have come to visit you from the Internet.
- 3 **Solve the first cybersecurity challenge.**
- 4 **You can now start your adventure!** Read the initial situation (code N1) and begin **making decisions collectively** based on the options.
- 5 **Continue advancing in the story**, finding the cards with the corresponding code for the option you choose. Pay attention to **the details and consequences of your choices.**
- 6 **Keep track of the points earned from the cards you find along your path** in the corresponding scorers. For each decision, the score will appear on the card you pick up next.
- 7 **Share your opinions and learnings** with the other groups at the end.

Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**

THE GAME

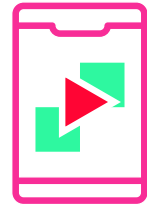


THE CARDS



Mitxi says...

Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**



"VIRAL VIDEO"



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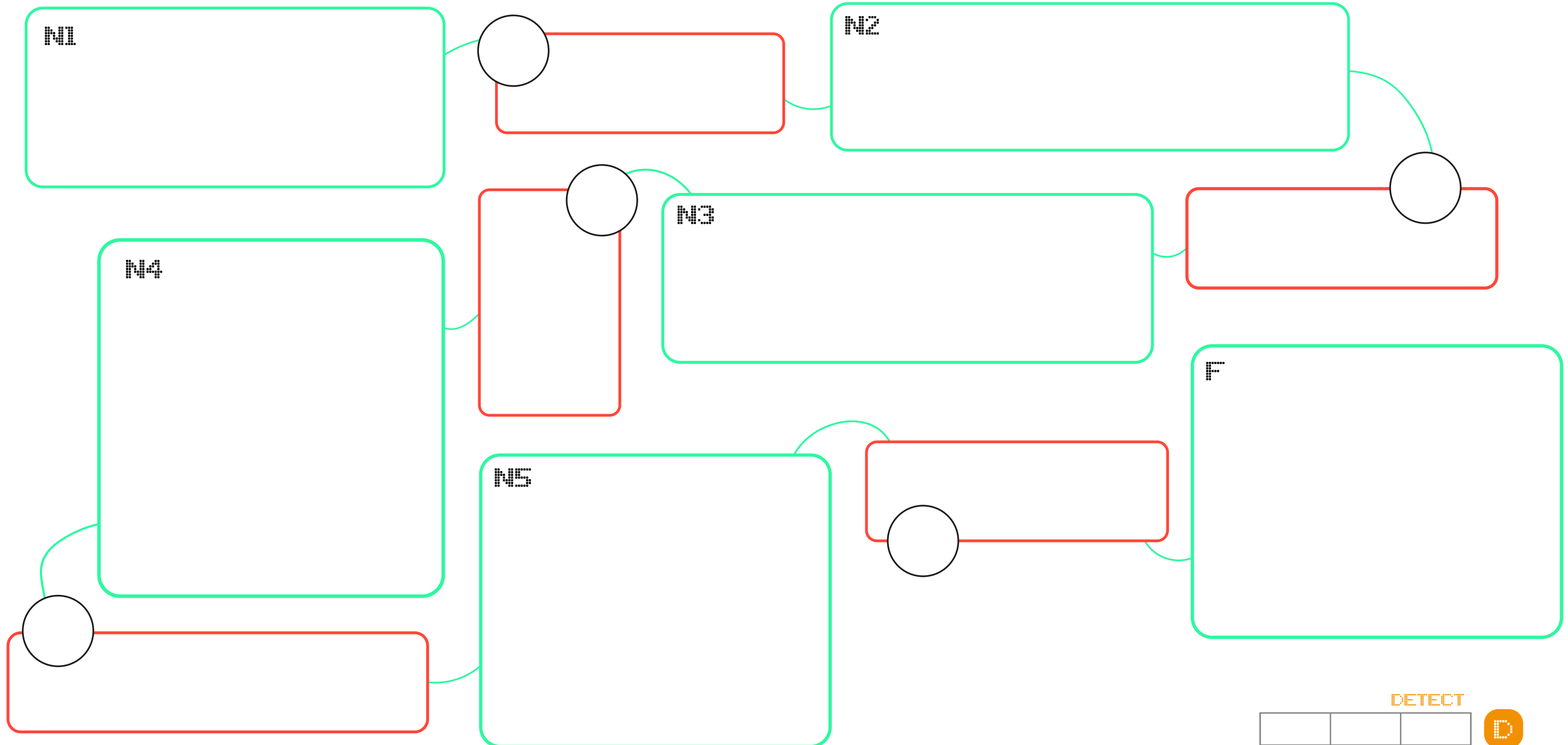
SJD
Sant Joan de Déu
Fundació de Recerca

SJD
Sant Joan de Déu
Barcelona - Hospital

UOC
Universitat
Oberta
de Catalunya

Ajuntament de Cornellà
de Llobregat

Bambino Gesù
COPONAL PEDIATRIC



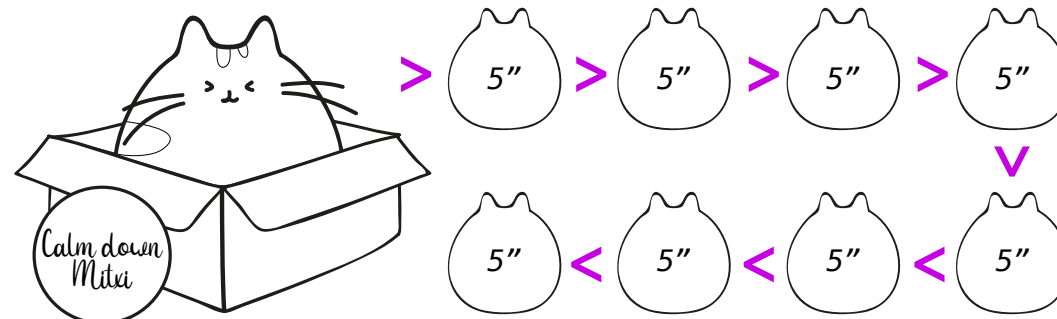
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.



DETECT

--	--	--



STOP VIOLENCE

--	--	--	--	--



INVOLVE

--	--	--	--	--



REPAIR

--	--	--



S O L U T I O N S



N1

You are in the high school yard, and when you realize it you see that your friends are making a video ridiculing a classmate.

You ask them to stop. > N2A

You decide not to get involved. > N2B

You don't say anything but go find a teacher. > N2C



N2A

You see what they are doing is wrong and ask them to stop recording the video. They stop recording and get angry.

You ask them to forgive you. > N3A

For now, you decide not to mix with them anymore. > N3B

You ask them not to publish what they have recorded. > N3C

You look for a teacher and say who was responsible for the recording. > N3D

D 1 S 1 I 1 R 0



N2B

You decide not to intervene in the situation you are witnessing. But you turn to your classmate and see that she is having a hard time.

You ask them not to publish what they have recorded.

> N3C

You think about posting a comment disapproving of the video once it's published.

> N3E



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N2C

You think that what they are doing is not fair to the other person, and you decide to notify a high school teacher to intervene. While you find help, the video is now online.

You decide to post a disapproving comment on the video and ask more people to do so.

> N3E

You tell the teacher who was responsible for the recording.

> N3D



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N3A

Your friends are disappointed in you for turning against them. You don't like the situation and apologize to them. They decide not to publish the video on social media but to share it through messages.

You don't say a thing. > N4B

You ask them to apologize to the classmate they recorded. > N4F





N3B

They feel disappointed with you for turning against them. You think they are wrong and distance yourself.

You explain to the class/group what happened.

> N4A

You distance yourself from your friends and take your classmate's side.

> N4E



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N3C

You ask them not to publish the video. Your friends pay attention to you.

Don't say anything else. > N4B

You ask them to apologize to your classmate. > N4F

You ask your friends to delete the video. > N4D

D 1 S 1 I 1 R 0



N3D

The video is published, and you decide to report it and ask more classmates to do the same.

You ask your friends to delete the video.

> N4D

You think about sharing the video to post a comment against it.

> N4C



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N3E

The best option is to look for an adult to intervene. You notify the teachers and explain who is responsible.

You explain to the class/group what happened.

> N4A

You distance yourself from your friends and take your classmate's side.

> N4E



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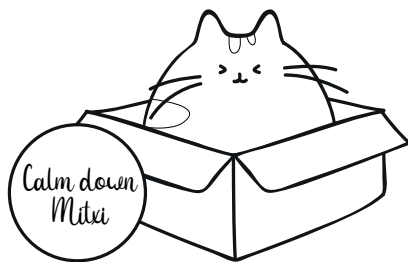
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N4A

You think that your friends have not been fair, and you decide to explain what has happened to the rest of the class.

The class takes your side, and you get the ones who recorded the video to see why.

> N5A

You ask for help so that they don't turn against you.

> N5C

You make sure they delete the video.

> N5E

Do nothing.

> N5B

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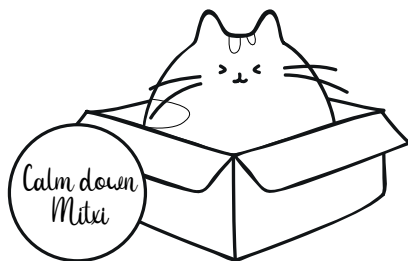
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N4B

Since they don't post the video, you decide not to intervene further and keep quiet.

You ask them to delete the video.

> N5D

You consider the issue closed.

> N5B

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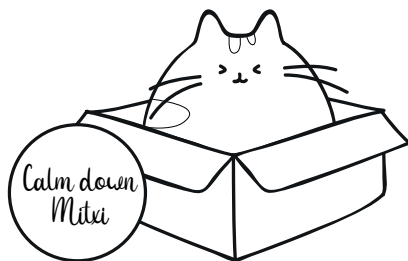
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Since the video was posted,
many people start sharing it.

Do nothing.

> N5B

You share the video but
post a disapproving
comment.

> N5F



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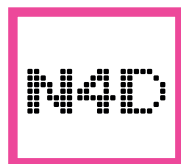
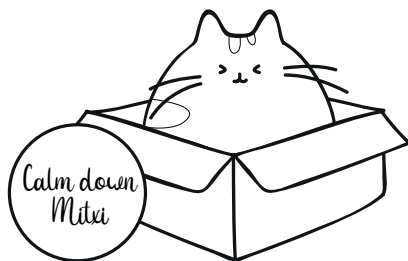
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You ask your friends to delete the video, and the class supports you.

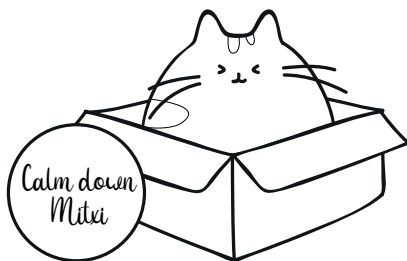
You make sure they delete the video.

> N5E

You decide to stand against those responsible for the video.

> N5C





N4E

You decide to distance yourself from your friends, you don't want to be part of what they are doing and you stand by your classmate. The video goes viral.

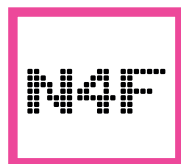
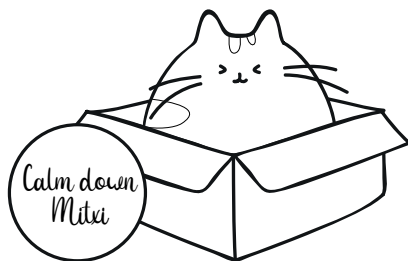
You decide to stand against those responsible for the video.

> N5C

You talk to the school psychologist, so she can help your classmate.

> N5G





You ask them to apologize to your classmate. But they don't take it very well...

You ask the class-group for help so that they don't turn against you.

> *N5C*

You ask them to delete the video.

> *N5D*





NSA

The class/group also supports your classmate.

You talk to the group of friends so that they realize what they have done.

> *FA*

You ask the high school to get involved in the case.

> *FD*

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NSB

You don't know how to act with your friends and end up doing nothing.

You inform the high school management.

> *FD*

You think it's not your problem.

> *FB*





NSC

The rest of the class/group also believes that your classmate is suffering, and you get everyone to stand against the recording and posting of the video.

You inform the management of the high school and ask them to speak to the ones who recorded the video.

> *FB*

You talk to the group of friends so that they realize what they have done.

> *FA*



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NSD

Because you ask them to delete the video, the group of friends begins bullying you.

You ask your class/group for help.

> *FC*

You ask the high school to act and help you stop and repair the situation.

> *FD*



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NSE

**You want to end this situation,
and don't stop until you're
sure they've deleted the video.**

You ask the high school to
act and help you stop and
repair the situation.

> *FD*

You believe that this
situation should be dealt
with the rest of the
class/group.

> *FC*

You talk to the group of
friends so that they realize
what they have done.

> *FA*



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NSF

Once posted, the video goes viral. Your classmate can no longer take the situation and asks her parents to move her to another high school.

You ask the high school to act and help you stop and repair the situation.

> *FD*

You believe that this situation should be dealt with the rest of the class/group.

> *FC*



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NSG

You think the situation has gone too far and talk to the high school psychologist to help your friend.

You ask the high school to act and help you stop and repair the situation.

> *FD*

You talk to the group of friends so that they realize what they have done.

> *FC*



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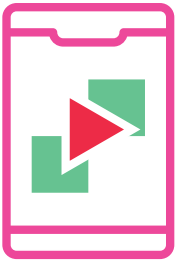


FR

FINAL

"THE VIRAL VIDEO"

The group of friends realizes what they have done and participates in the restorative sessions of the group class. Thanks to your performance, they reconcile with your classmate and with you.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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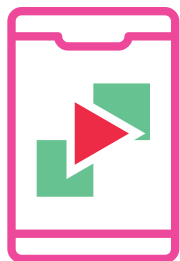


FB

FINAL

"THE VIRAL VIDEO"

The snowball is getting too big, you failed to stop the situation, and it got worse. At this point, the management of the high school takes intervention measures and activates the protocol.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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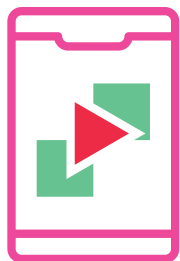


FC

FINAL

"THE VIRAL VIDEO"

You talk to the ones who recorded the video, ask for forgiveness, and agree to take care of yourselves so that no one finds themselves in this situation again.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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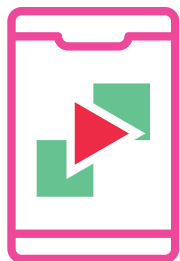


FD

FINAL

"THE VIRAL VIDEO"

The high school applies restorative and accompanying measures to your classmate, to the ones who recorded the video, and to the rest of the class/group, so that you can all be well again and that it doesn't happen again.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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ADVENTURE 2:

-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

SECURITY CHALLENGE

Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



"ONLINE FRIENDSHIP"

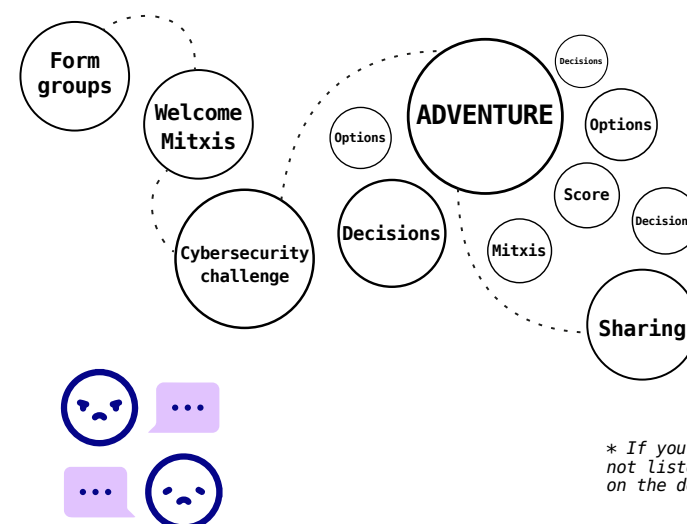
Welcome to the adventure "Online friendship". In this interactive story, you will have the opportunity to explore the challenges and consequences of cyberviolence and cyberbullying. Take on the roles in this story, and your decisions will determine the development of the plot and the outcomes.

To play, follow these simple steps:

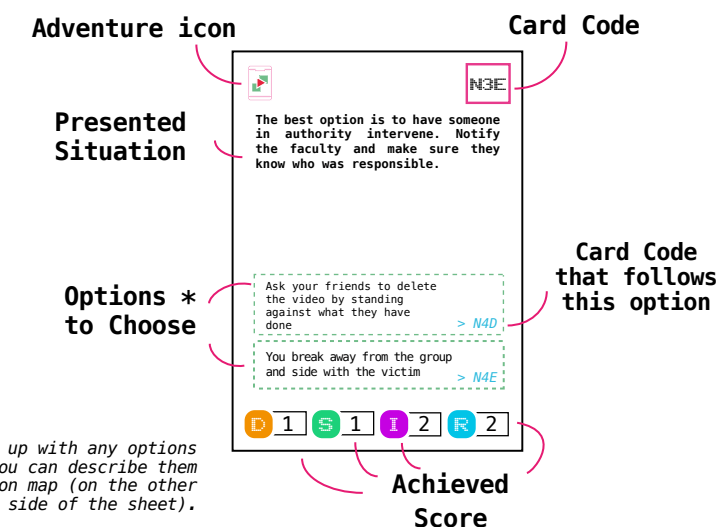
- 1 **Gather as a group.**
- 2 **Welcome the Mitxis** who have come to visit you from the Internet.
- 3 **Solve the first cybersecurity challenge.**
- 4 **You can now start your adventure!** Read the initial situation (code N1) and begin **making decisions collectively** based on the options.
- 5 **Continue advancing in the story**, finding the cards with the corresponding code for the option you choose. Pay attention to **the details and consequences of your choices**.
- 6 **Keep track of the points earned from the cards you find along your path** in the corresponding scorers. For each decision, the score will appear on the card you pick up next.
- 7 **Share your opinions and learnings** with the other groups at the end.

Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**

THE GAME



THE CARDS



* If you come up with any options not listed, you can describe them on the decision map (on the other side of the sheet).



Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**



"ONLINE FRIENDSHIP"



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Ajuntament de Cornellà
de Llobregat

Bambino Gesù
COPONALE PEDIATRICO

N1

N2

N3

N4

N5

F

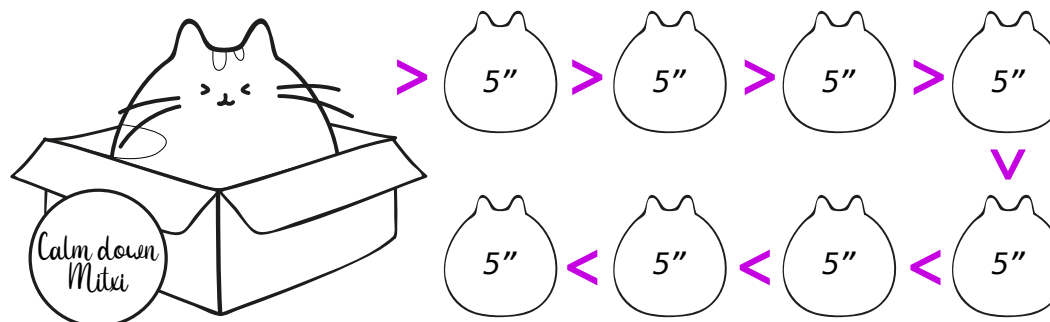
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.



DETECT

--	--	--	--



STOP VIOLENCE

--	--	--



INVOLVE

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REPAIR

--



STOP VIOLENCE

You are spending time on social media when you see that on your friend's post's comments, a user is insulting her.

You do nothing. First, you prefer to talk to your friend.

> N2A

The name of the user attracts your attention. It is a combination of letters and numbers. You decide to investigate.

> N2B

You think you have to join the conversation and answer the cyberbully user's comments.

> N2C

N2A

You see her at school and decide to talk to her. You think about the best way to do it.

You look for a moment when you two are alone. > N3A

You bring up the subject when you are with a group of friends. > N3B



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N2B

You research the user for clues. You take screenshots of all the comments you find on posts.

You show the screenshots to an adult.

> N3C

You look for patterns in the comments.

> N3D



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N2C

You think about which comment you could post to help your friend.

You pretend to be another stalker.

> N3E

You try to press them and warn them that what they are doing is malicious.

> N3F

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Your friend tells you that she has been receiving these types of comments for days, but doesn't know how to stop them.

You propose to coordinate to find more information.

> N4A

You suggest that she mutes the user so that they can't bother her anymore.

> N4B



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You discuss it in a group and find that more people have experienced a similar situation. You decide to act together.

Collect the evidence you all have of this case and of previous harassment by the same user.

> N4A

Block the account and ask more people to do so.

> N4C



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You seek the help of an adult.
The adult asks for as much
information as possible in
order to act.

You decide to discuss
the topic in class in
case the other
classmates have further
information.

> N4D

You try to trace the IP of
the harassing user.

> N4E



N3D

You identify similarities in the writing and deduce that it may be a bot.

You try to trace the IP of the harassing user.

> N4E

You contact the user through the platform to find out for sure.

> N4F



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N3E

You write a message to the user to try to find out who might be behind it. You don't get a response.

You collect as much evidence as possible and talk to your friend.

> N4G

You leave it. If it's an anonymous user, you can't do anything.

> N4H

D 0 S 0 I 1 R 0

The user responds to your comment with an attack addressed to you, and you decide to change your strategy.

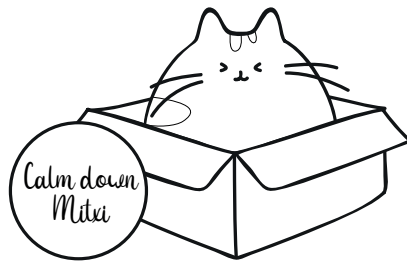
You decide to report the issue outside the platform.

> N4G

You decide to report the comments and the profile on the platform.

> N4H





N4A

Collect all the evidence you find on the social network and decide what to do with it.

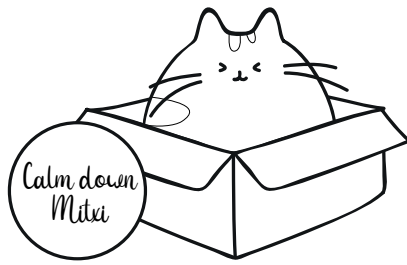
You need to bring the evidence to the police.

> N5A

You need to talk about it in class to ask for support from the high school.

> N5B

D 1 S 0 I 1 R 0



N4B

Your friend doesn't get a notification when a new comment is posted but they keep appearing. You think you have to find another solution.

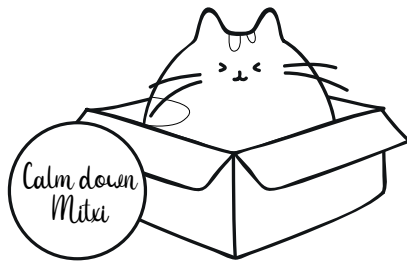
You propose to report the cyberbullying to prevent it from happening again.

> N5A

You suggest that your friend creates a new account and deletes the current one.

> N5C





N4C

You want to mobilize a group to report the comments to the platform. But there are people who prefer not to get involved. How do you react?

You can't force anyone to get involved. But you recommend that your friend creates a new account and deletes the current one.

> N5C

You suspect that these people have something to do with cyberbullying.

> N5D



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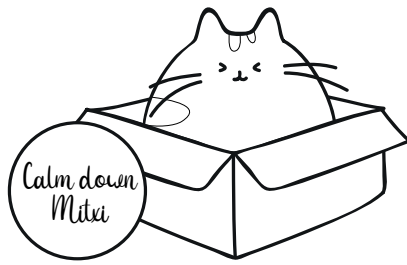
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N4D

It's an awkward conversation,
and you suspect that the
cyberbully is someone from
class.

You approach that person
to talk.

> N5E

You talk to the class
tutor with discretion.

> N5F

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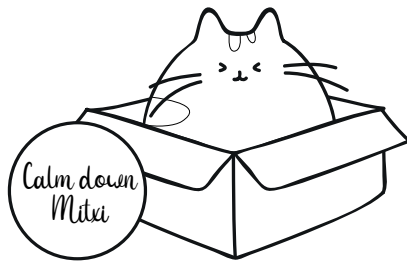
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N4E

You find an approximate geographic location and think about what to do with this information.

You investigate if anyone in your environment lives there.

> N5G

You save this information with the rest of the evidence.

> N5H

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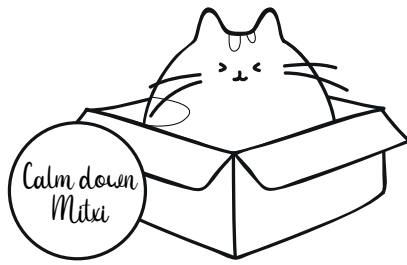
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N4F

You don't get an answer, and you decide to find a solution with your friend.

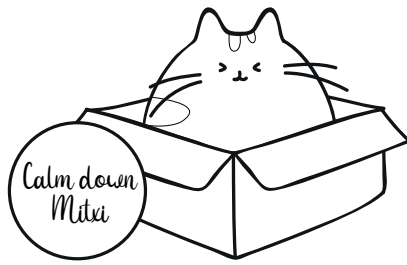
You propose to report the cyberbullying to prevent it from happening again.

> N5A

You suggest that your friend creates a new account and deletes the current one.

> N5C





N4G

You decide to report it, but your friend asks you not to because she is afraid.

You decide to ask an adult for help.

> N5I

You share this situation with the rest of your group of friends.

> N5G

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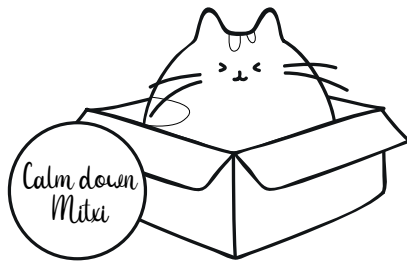
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N4H

You see that the harassment does not stop, and your friend is suffering a lot.

You propose to report the cyberbullying to the police to prevent it from happening again.

> N5A

You suggest that your friend creates a new account and deletes the current one.

> N5C

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You ask an adult to go with you to file a complaint.

You talk with your friend's family and go with them. > *FA*

You talk with the high school tutor and manage it with him/her. > *FC*



You suggest in the tutoring session that you are looking for ways to act against cyberbullying.

You prefer to do an awareness campaign at the high school.

> FC

You choose to dedicate a tutoring class to getting the person who committed the violence to recognize it and ask for forgiveness.

> FC



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Your friend makes a new account, but after a few days, your friend receives messages from the harassing user again.

You block the account and ask more people to do so. > *FB*

Decide to discuss the topic in class in case the other classmates have further information. > *FC*



Faced with suspicions, you decide to act, but you think it's not fair for your friend. What do you do?

You would prefer to do an awareness campaign at the high school.

> *FB*

You explain the situation to the class tutor.

> *FC*

D

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You approach this person to talk, but their reaction is not positive. He/she feels attacked and screams at you.

With the information gathered, you go and file a complaint with the police.

> FA

With the information collected, you talk to the high school manager.

> FC



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The tutor appreciates that you reached out. They say that they will work on it. As they talk, you wonder what else can you do.

You are thinking of doing an awareness campaign at the high school.

> FC

You submit a complaint to the police with the evidence collected.

> FA



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You ask your group of friends, and they remember that there is a classmate with whom you don't get along very well who lives in the area.

You get closer to this person to talk and to understand what has led them to behave this way.

> *FD*

You keep this information with the rest of the evidence and complaints.

> *FA*



You already have a lot of evidence. Now you have to decide what to do with it.

Report the cyberbullying to the high school.

> FC

Report the cyberbullying to the police.

> FA



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You know that the adults around you have resources to help your friend. Who will you talk to?

You talk to your friend's family to file a complaint. > *FA*

You talk to your class tutor to talk to everyone involved and do whatever it takes to get the group back on track. > *FC*



FA

FINAL

"ONLINE FRIENDSHIP"

You have presented all the evidence to the police, and they tell you that they will start an investigation to end the cyberbullying your friend is suffering.

AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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FB

FINAL

"ONLINE FRIENDSHIP"

You haven't been able to find out who was behind the messages, but your friend feel emotionally supported.

AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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FC

FINAL

"ONLINE FRIENDSHIP"

The high school has activated
the protocol to end the
cyberbullying your friend is
suffering.

AND NOW...

Recreate one of the memes (or
more!) with the adaptation of the
reflection that you find most
powerful after experiencing this
adventure.



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FINAL

"ONLINE FRIENDSHIP"

You find out who was behind the messages. It was a fake account used by high school classmates and their friends. The high school has activated the protocol to end the cyberbullying your friend is suffering.

AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



ADVENTURE 3:

-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

SECURITY CHALLENGE

Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



"DANGEROUS GAME"

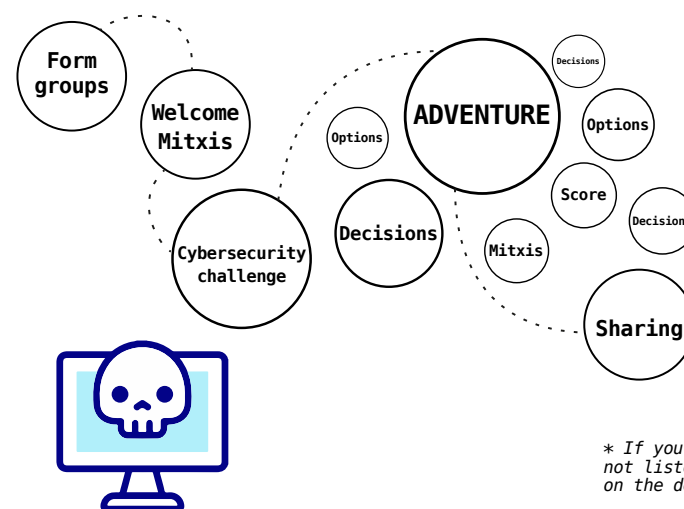
Welcome to the adventure "Dangerous Game". In this interactive story, you will have the opportunity to explore the challenges and consequences of cyberviolence and cyberbullying. Take on the roles in this story, and your decisions will determine the development of the plot and the outcomes.

To play, follow these simple steps:

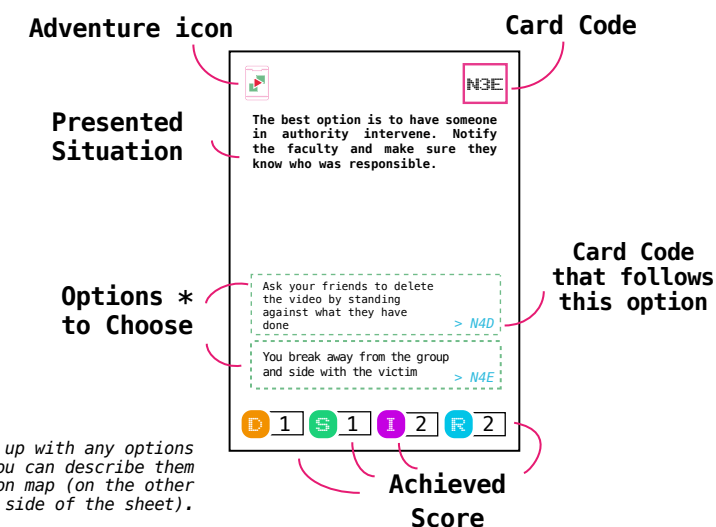
- 1 **Gather as a group.**
- 2 **Welcome the Mitxis** who have come to visit you from the Internet.
- 3 **Solve the first cybersecurity challenge.**
- 4 **You can now start your adventure!** Read the initial situation (code N1) and begin **making decisions collectively** based on the options.
- 5 **Continue advancing in the story**, finding the cards with the corresponding code for the option you choose. Pay attention to **the details and consequences of your choices**.
- 6 **Keep track of the points earned from the cards you find along your path** in the corresponding scorers. For each decision, the score will appear on the card you pick up next.
- 7 **Share your opinions and learnings** with the other groups at the end.

Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**

THE GAME



THE CARDS



* If you come up with any options not listed, you can describe them on the decision map (on the other side of the sheet).

Mitxi says...

Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**



"DANGEROUS GAME"



Co-funded by the
European Union



N1

N2

N3

N4

N5

F

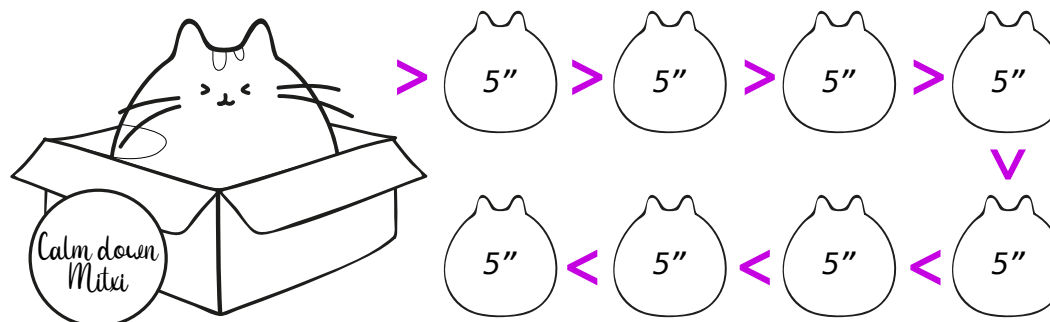
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.



DETECT

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STOP VIOLENCE

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INVOLVE

--	--	--	--	--



REPAIR

--



STOP VIOLENCE



N1

On your way to high school, you meet your cousin. He tells you that he didn't sleep last night because he got some strange messages when he was playing an online game...

You ask him to give you more information to see if you can help him find out more.

> N2A

You tell him not to worry. Sometimes these things happen and it's fine.

> N2B

You suggest that if the messages come from a person, he has to block him/her.

> N2C



N2A

He tells you that he is not sure who sent him the messages, that it was already late and he closed everything. But he feels uneasy about it.

You propose to stay with him in the afternoon and see together if there is any trace of the messages. > N3A

You tell him not to worry any more, and tell you if anything else comes up. > N3B





N2B

Your cousin gets on with his day but he feels uneasy.

You don't think about it all day. These things happen a lot.

> N3B

You think he might have a reason to worry and send him a message offering to look into the issue with him.

> N3A

You also feel uneasy about the situation. You will ask a person who knows a lot about these things.

> N3D



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N2C

Your cousin tells you that this is the strangest thing, that he is not sure if the message came from a person or not...

You recommend searching the game to see if there are any traces of the message. You offer to stay with him in the afternoon.

> N3A

Well, if he receives any messages again, he needs to be alert.

> N3C

You think it is best to ask for help from an expert.

> N3D



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N3A

At his house, you open the game and he has a new message: "Play me. If you beat me, I'll give you a reward. But if you don't play, I'll hack your account... hehe."

It doesn't look threatening. You tell him not to worry.

> N4A

You tell him to block the user, and that's it.

> N4B

You tell him to continue the conversation and see what the user wants.

> N4C





N3B

The next day, you meet him again. He got a new message: "If you beat me, I'll give you resources for the game. But if you don't play... I'll hack your account... hehe."

It doesn't look threatening. You tell him not to worry.

> N4A

It gives you a bad vibe and you understand it's not ok.

> N4D





N3C

The next day, you meet your cousin again, and he looks worried. It's about the game.

You think he's being dramatic and is looking to get attention. He should not worry.

> N4A

You ask him if it's because of the game, and he says yes. Since you don't know what to do, you tell him to block the user just in case.

> N4B





N3D

You immediately send a message to an expert asking for help. The expert tells you that there are several actions to be taken.

Oops, it all seems very complicated. Might be better to just move on. It's nothing.

> N4A

You decide it's best to meet with your cousin and the expert and check everything.

> N4D



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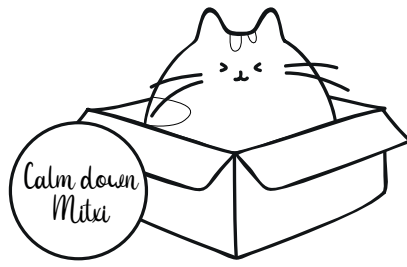
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N4A

In the evening you receive a new message from your cousin. The person is blackmailing him, they say that they installed a virus with the first message and it will wipe his computer's system.

The situation has gotten out of control. You tell him that you need to ask for expert help.

> N5A

You ask him to immediately block the person and report the profile.

> N5C

You tell him why he doesn't have a minimum protection system installed on his computer.

> N5B



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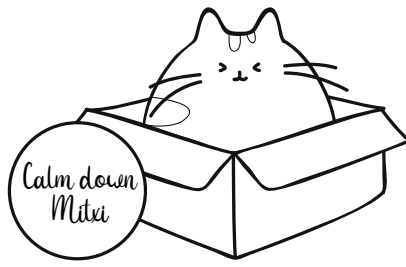
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N4B

You block the user and want to report the developer, but when you look at the reasons they give you for reporting, you can't find any that match what's going on.

You let it go but tell your cousin to uninstall the game.

> N5C

You select one of the other reasons but provide a full description of the incident.

> N5C



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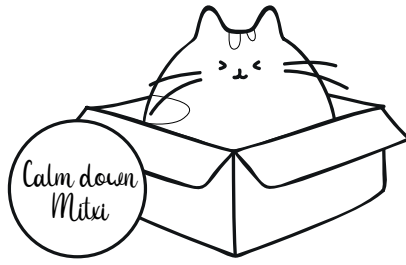
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N4C

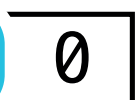
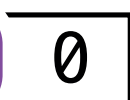
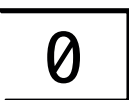
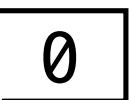
Your cousin plays along, and the person tells him that he can win a lot of cool stuff from the game. What can go wrong?

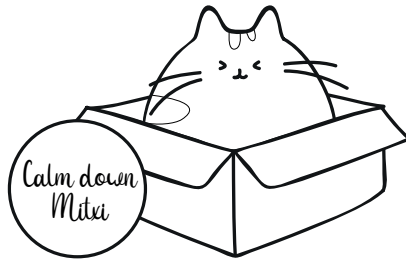
You encourage him to win the game and get the reward.

> N5F

You tell him not to rely on it and that it's better to block this person. It looks like it might be a scam. He blocks the user.

> N5C





N4D

You meet with the expert person, who gives you instructions on how to protect your game account. The expert also suggests reporting the threats to the authorities.

You follow all the steps thoroughly. Thanks to the family, you report it to the authorities.

> N5E

The instructions are hard! You say you'll do it but in the end you don't follow through.

Blocking them should be enough.

> N5C

You do what the expert advises except filing a complaint because that would require telling the family.

> N5D



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NSA

You meet with the expert person, who gives you instructions on how to protect your game account. The expert also suggests reporting the threats to the authorities.

You follow all the steps thoroughly.

> FA

The instructions are hard! You say you'll do it but in the end you don't follow through. Blocking them should be enough.

> FB





NSB

Your cousin is surprised by your reaction and stops talking to you.

You apologize to him and tell him that you will help him do whatever it takes. Also to ask for help to better protect the system.

> *FB*

Don't go too far, I just wanted to help you! But seeing the reaction, now you're the one who won't help him.

> *FC*





NSC

You are worried you have done something wrong with the system...

Ask an expert for help. > *FA*

You think it's best to discuss this at home and have an adult help you make decisions. > *FB*





N5D

With the instructions of the expert, you manage to protect yourself from malicious messages.

You understand everything that has happened and decide to protect your computer and devices as well. You discuss it in high school so that your class also takes it into account.

> FA

After the crisis, you discuss it at home and decide to report it to the authorities.

> FD



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NSE

Authorities are opening an investigation. It's not the only case they've received, and it seems that there's an extortion network behind it in exchange for personal data. They give you instructions to protect the systems.

It looks like it's not a close person. You will discuss it with your classmates so that everyone is aware of how to act and what needs to be done.

> *FD*

It's up to you to protect yourself better, so you will, for now, but you won't tell anyone out of shame.

> *FB*



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NSF

Your cousin loses the game. The user threatens to steal everything he has in the game...and the system.

Ask an expert for help.

> *FB*

You think it's best to discuss this at home and have an adult help you make decisions.

> *FB*



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FA

FINAL

"A DANGEROUS GAME"

You have managed to protect the system, learn about how to act against these threats, and share with classmates. You all got stronger!



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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FB

FINAL

"A DANGEROUS GAME"

In the end, you chose to ask for help and that teaches you a good lesson. Faced with a problem, asking for help saves suffering time, and you learn how to handle future situations. You still have work to do!



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.

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FC

FINAL

"A DANGEROUS GAME"

In the end, you couldn't solve the problem, and even though you understand it's not the best, you think everyone has to fix their own things. Don't get into trouble you don't have.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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FD

FINAL

"A DANGEROUS GAME"

You have not been able to find out who is behind the threats, but the authorities' investigations are still open. You will follow the instructions given step by step.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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ADVENTURE 4:

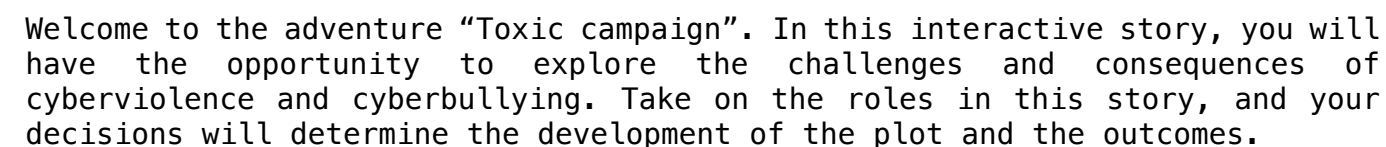
-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

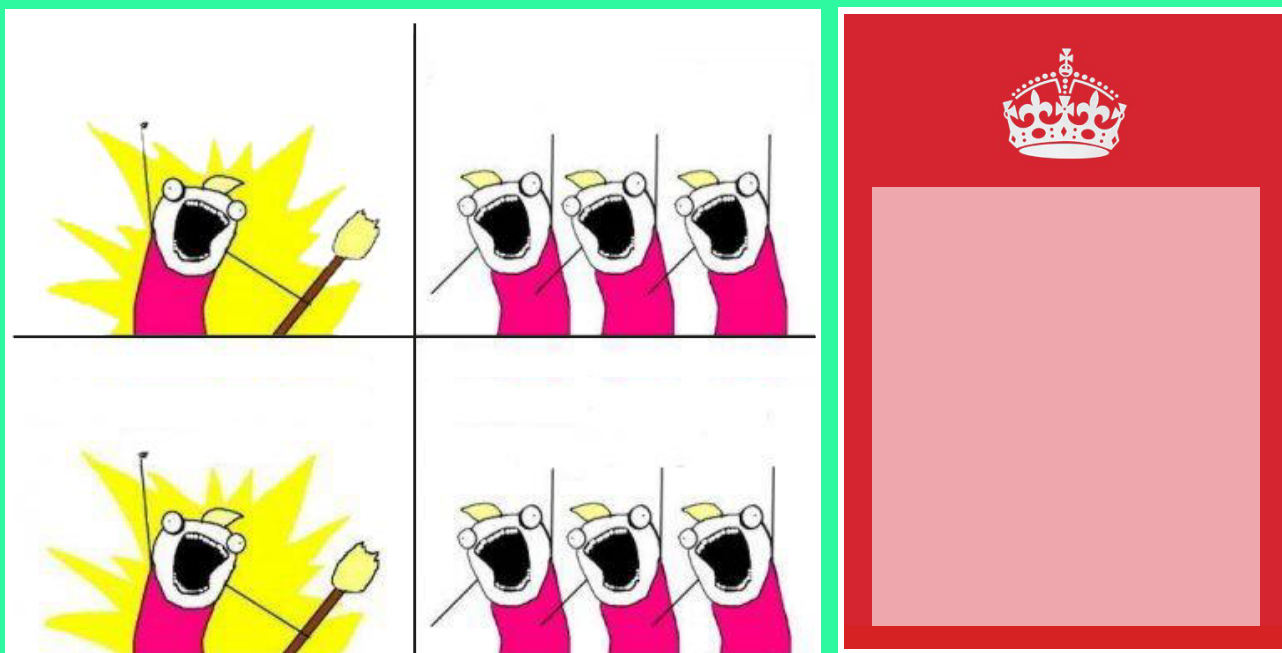
Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



To play, follow these simple steps:

- 1 **Gather as a group.**
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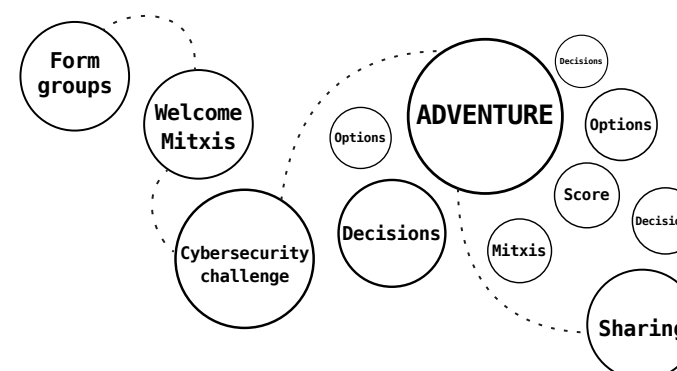
Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**



Mitxi
says...

Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**

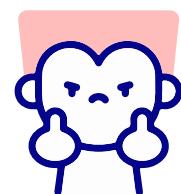
THE CARDS



* If you come up with any options not listed, you can describe them on the decision map (on the other side of the sheet).

[illegible]

resccue
Recover Spaces for traumatized children in community settings



"TOXIC CAMPAIGN"



Co-funded by the
European Union

SJD
Sant Joan de Déu
Fundació de Recerca

SJD
Sant Joan de Déu
Barcelona - Hospital



Universitat
Oberta
de Catalunya



Bambino Gesù
COPONAL PEDIATICO

N1

N2

N3

N4

N5

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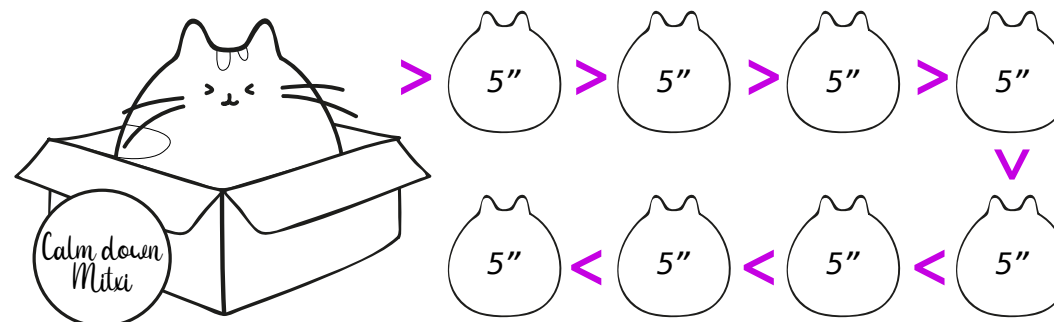
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.



DETECT

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STOP VIOLENCE

--	--	--	--



INVOLVE

--	--	--	--	--



REPAIR

--



STOP
VIOLENCE



N1

You get to your high school in the morning and you see that someone has tampered with the posters that you hung to display the activities scheduled for 25 November, the International Day for the Elimination of Violence against Women. Your reaction is...

Investigate who did it. > N2A

Call for an emergency meeting with the team that organizes the 25N activities. > N2B

Ignore it. Someone wanted to be a graffiti artist for a day. > N2C



N2A

You follow the trail, and you find more writings that incite hatred and violence, but you don't identify the handwriting. What do you do?

You decide to spread the word and ask the students in the different classes. > N3A

You access the high school's social networks to look for clues. > N3B





N2B

You meet with the organizing team and propose two courses of action. Which one would you choose?

Take action.

> N3C

Avoid conflicts in high school.

> N3D

D 1 S 0 I 1 R 0



N2C

Walking around the high school, you see that there are many damaged posters with sexist messages. What do you do?

Print the posters again and replace the most damaged ones.

> N3E

You decide to remove them so that it doesn't happen again, and communicate the activities in another way.

> N3F





N3A

You talk to a bunch of people during the break. Nobody knows what happened. You don't get any clues to help you identify who did it.

Change of strategy: go to the teachers.

> N4A

Change of strategy: go to the organizing team.

> N4B





N3B

You find anonymous users who have left unpleasant comments on the publications that promote the activities. What do you decide?

You answer by trying to argue why the activities on the agenda for 25N are necessary.

> N4C

Report the comments and block the users.

> N4E

D 1 S 1 I 0 R 0



N3C

You believe that it is necessary to act against the reactions that go against human rights and decide how to do it.

You go to every class in your high school and explain what happened.

> N4C

You propose to organize debates in all classrooms to raise awareness about gender-based violence.

> N4D



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N3D

You consider that the proposed activities have not been well received and decide not to make much noise. How do you do it?

You remove the posters but keep the program.

> N4E

You cancel the scheduled activities.

> N4F





N3E

You hang the tampered posters back up and pretend nothing happened. But a colleague warns you about the sexist comments that are being posted on the high school's social networks.

You cancel the scheduled activities.

> N4A

You report the comments on social media, block the accounts and continue with the activities.

> N4B





N3F

Without the posters, you think of other ways to make the activities known among the students. Different options are considered.

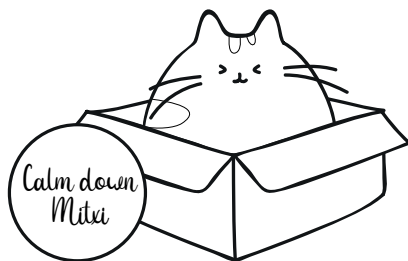
Distribute leaflets at the high school exit.

> N4A

You post the activities on the high school's social networks.

> N4D





N4A

The teachers are asking for your support in finding the people involved in the attacks. How do you collaborate?

You participate in the class tutoring sessions and present your manifesto against gender-based violence and explain why the activities are important.

> N5A

You continue with the research and, to provoke new reactions, hang more posters.

> N5B



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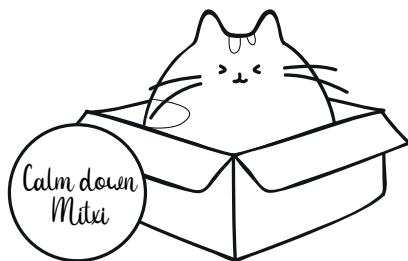
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N4B

Discuss among yourselves the best way to act in the face of the facts. What do you do?

Hang more posters to raise awareness.

> N5B

Organize more activities.

> N5C

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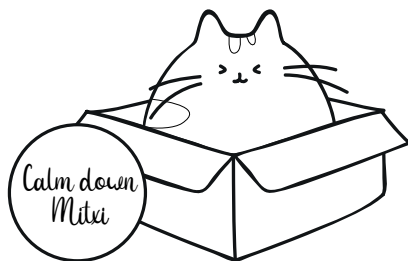
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N4C

The result is not what you expected. New comments are posted making fun of your initiative. How do you respond?

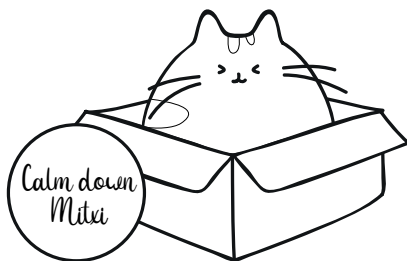
Organize more activities.

> N5C

You cancel the scheduled activities.

> N5D





N4D

The action causes discomfort and some students deny the existence of gender-based violence.

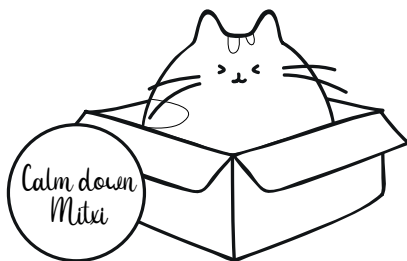
You decide to ask for help from experts (for example, the Active Youth Network for Equality).

> N5C

You cancel the scheduled activities.

> N5D





N4E

The next day, graffiti appears on the high school wall with messages denying the existence of sexist violence. What do you do?

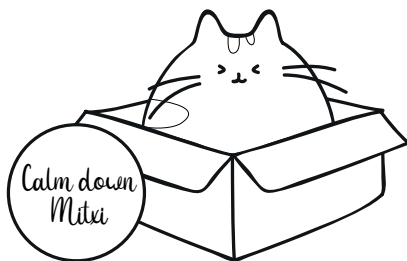
Contact experts (for example, the Active Youth Network for Equality) to end the conflict.

> N5C

Decide not to get involved. The high school is responsible.

> N5D





N4F

The people who are part of the organizing group start receiving threatening private messages on social networks. What do you do?

You ignore them. If you don't play along, they'll leave it.

> N5D

You share these comments with your class to seek support among your classmates.

> N5E



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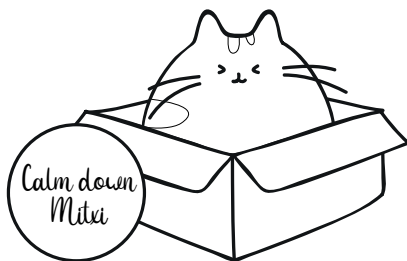
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N4G

You start giving out leaflets and you see there are group of students watching from afar making fun of you. How do you react?

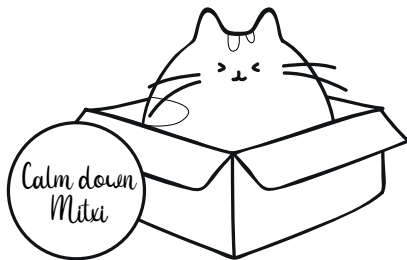
You share this experience with your class to seek support among your classmates.

> N5E

You pretend you don't see it and continue with your activities.

> N5D





N4H

You see different anonymous users posting sexist and violent comments. How do you decide to act?

You look for a cybersecurity expert to find out who is behind the comments.

> N5F

You ask the teachers for help.

> N5E





NSA

The action causes discomfort and some students deny the existence of gender-based violence.

You decide to ask for help from experts (for example, the Active Youth Network for Equality).

> *FA*

You cancel the scheduled activities.

> *FC*

D 0 S 1 I 1 R 0



NSB

You notice that there are high school students tampering with the posters again. You know who they are. How do you react?

You manage it discreetly, communicating it to your class tutors.

> *FA*

With the harm they can do, you expose the students to the rest of the school and ask them to apologize.

> *FB*





NSC

You contact experts in the topic, who help you resolve the conflict. They propose two ways of taking action. Which one do you choose?

You look for allies at school and ask more people to join the cause. > *FD*

You motivate the students to share their respectful opinions by contributing to create a collaborative mural on the topic. > *FD*

D 0 S 1 I 1 R 0



NSD

You see that there are people in the organizing group who, out of fear, start to drop out and leave the group. What do you do?

The action of experts in the subject is necessary.
Fear cannot spread.

> *FD*

You prefer to save yourself the trouble and decide to disband the group.

> *FC*





NSE

The teachers support you and help you look for solutions. Consider different options.

Let the high school take care of it. You prefer to cancel the activities all together.

> FC

You propose to organize talks to raise awareness about gender-based violence.

> FD

D 0 S 1 I 1 R 0



NSF

Thanks to the expert's help you find out who is boycotting your initiative How do you handle it?

Discreetly communicate it to your class tutors.

> *FA*

With the harm they can do, you expose the students to the rest of the school and ask them to apologize.

> *FB*

D 0 S 1 I 1 R 0

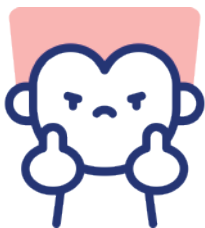


FR

FINAL

"THE TOXIC CAMPAIGN"

You found out who was behind the boycott. The high school has activated the necessary protocol so that it does not happen again.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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FB

FINAL

"THE TOXIC CAMPAIGN"

You found out who was behind the boycott. As a result of the discovery, there is a lot of tension among many students at school.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



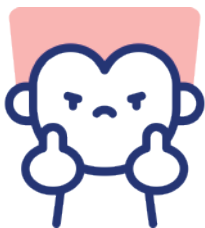


FC

FINAL

"THE TOXIC CAMPAIGN"

You haven't found out who is behind the boycott, and out of fear, you haven't followed through with the planned activities either.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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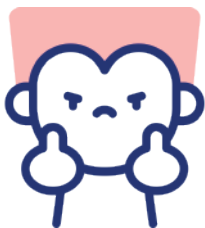


FD

FINAL

"THE TOXIC CAMPAIGN"

You haven't discovered who is behind the boycott, but thanks to your persistence and determination, you've created spaces for debate and awareness at the high school.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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ADVENTURE 5:

-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

SECURITY CHALLENGE

Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



"THREATENING MESSAGES"

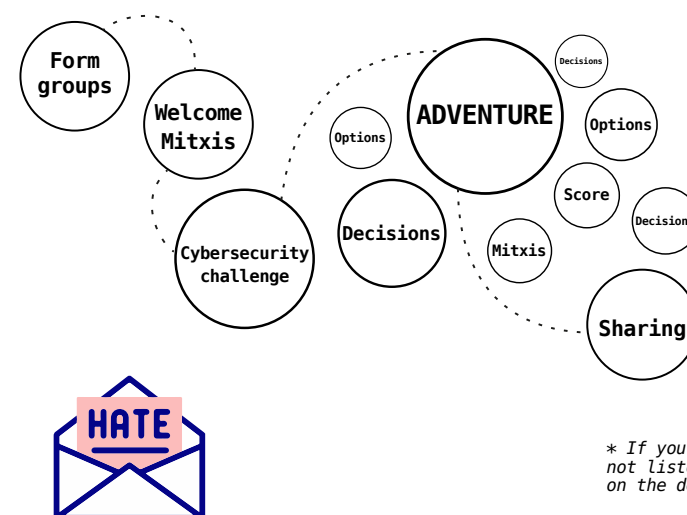
Welcome to the adventure "Threatening Messages". In this interactive story, you will have the opportunity to explore the challenges and consequences of cyberviolence and cyberbullying. Take on the roles in this story, and your decisions will determine the development of the plot and the outcomes.

To play, follow these simple steps:

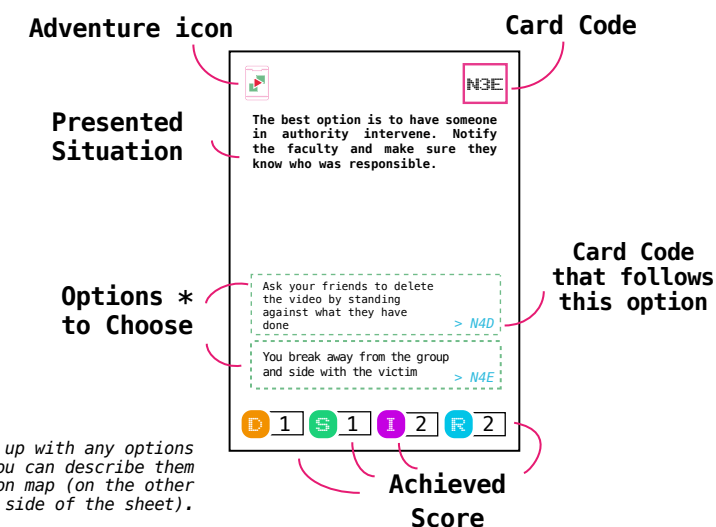
- 1 **Gather as a group.**
- 2 **Welcome the Mitxis** who have come to visit you from the Internet.
- 3 **Solve the first cybersecurity challenge.**
- 4 **You can now start your adventure!** Read the initial situation (code N1) and begin **making decisions collectively** based on the options.
- 5 **Continue advancing in the story**, finding the cards with the corresponding code for the option you choose. Pay attention to **the details and consequences of your choices**.
- 6 **Keep track of the points earned from the cards you find along your path** in the corresponding scorers. For each decision, the score will appear on the card you pick up next.
- 7 **Share your opinions and learnings** with the other groups at the end.

Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**

THE GAME



THE CARDS



* If you come up with any options not listed, you can describe them on the decision map (on the other side of the sheet).

Mitxi says...

Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**



"THREATENING MESSAGES"



Co-funded by the
European Union

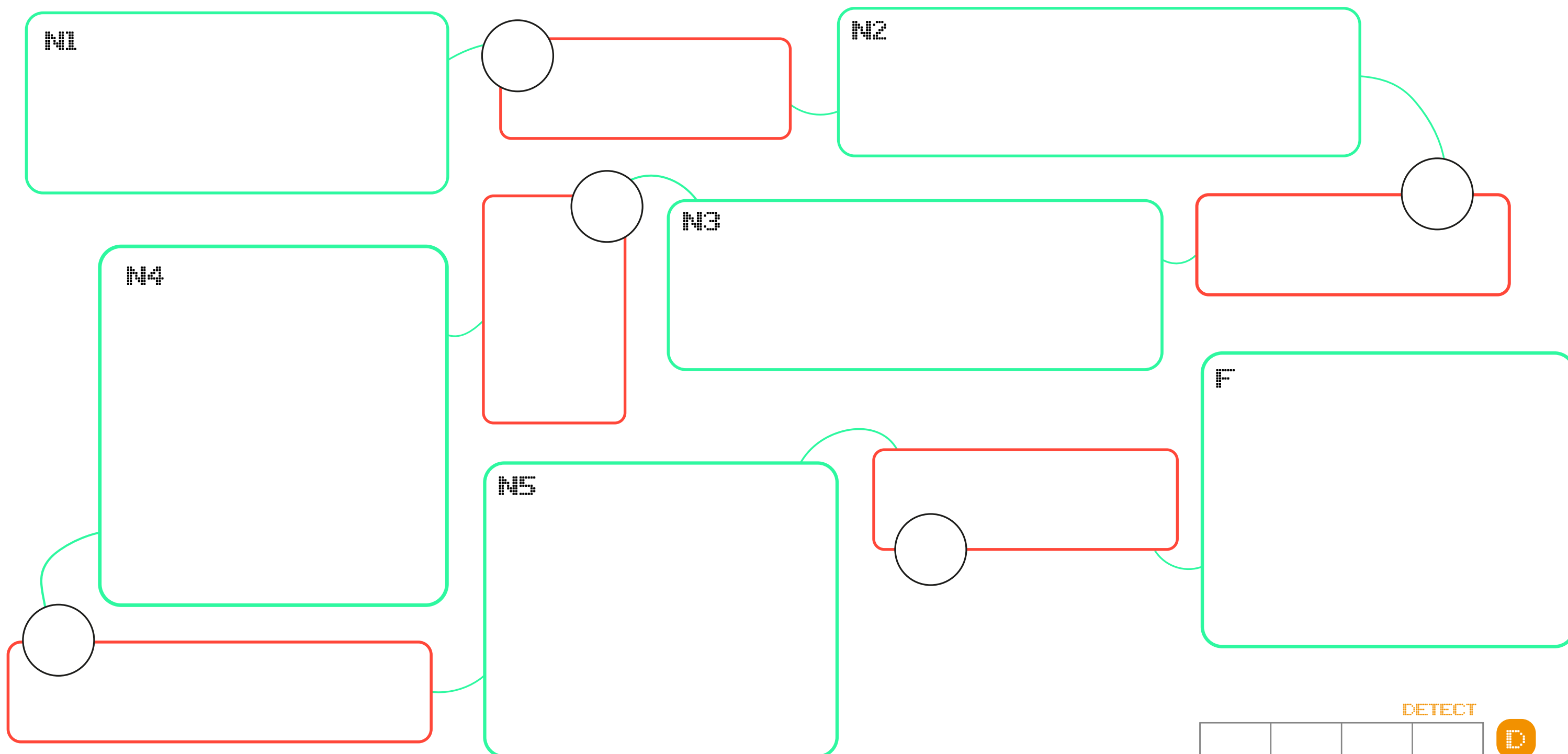
SJD
Sant Joan de Déu
Fundació de Recerca

SJD
Sant Joan de Déu
Barcelona - Hospital

UOC
Universitat
Oberta
de Catalunya

Ajuntament de Cornellà
de Llobregat

Bambino Gesù
COPONALE PEDIATRICO



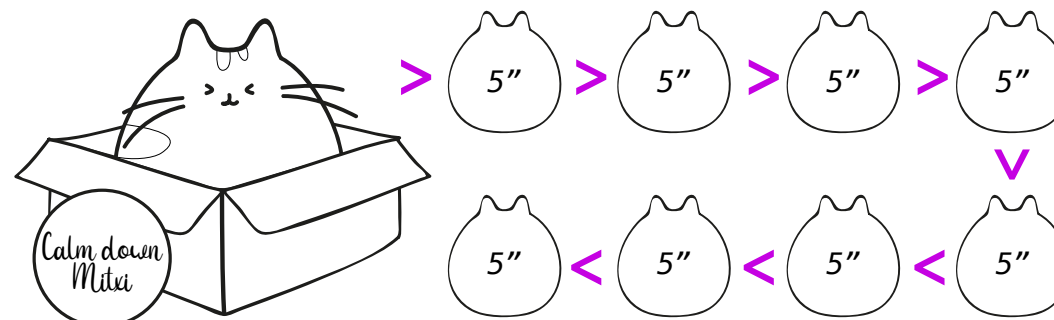
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.



DETECT

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D

STOP VIOLENCE

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S

INVOLVE

--	--	--	--	--

I

REPAIR

--	--

R

STOP VIOLENCE



N1

A classmate is scared because she received a message on Instagram that says: "You should be careful with what you do... If you don't want everyone to know your secrets, you better keep quiet." She is scared and asks for your advice.

You recommend that she tells someone in her family who can help her.

> N2A

Of course, you can find out who it is. You ask her to leave her cell phone with you to investigate.

> N2B

You think it's fake and you tell her to ignore it. You advise her to block the account.

> N2C



N2A

You tell someone in the classmate's family. They thank you and report the case to the police.

However, you don't think she is safe and prefer to walk her everywhere.

> N3C

You know a person who is very good at programming, and maybe they can help you find out who is behind it.

> N3E

You consider it important to notify the high school manager as well.

> N3A





N2B

You check the instagram profile and find out it's a fake account. You check the followers of the account for clues but you find nothing.

You know a person who is very good at programming, and maybe they can help you find out who is behind it.

> N3E

You think you don't need to give it more thought. It can be a trick message to see who falls for it.

> N3B

Just in case, you reply asking them to leave your classmate alone or you will report it to the authorities.

> N3D



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N2C

Your classmate blocks the account. However, she gets another message from another account: "Don't think it's going to be easy to get rid of this."

You consider it important to notify the high school. > N3A

You know a person who is very good at programming, and maybe they can help you find out who is behind it. > N3E

Encourage your classmate to reply to the message, asking them to leave her alone, or she will report it to the authorities. > N3D

You don't feel she's safe, you walk her everywhere. > N3C



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N3A

You notify the high school management of the threat your classmate is receiving.

You ask to share it with your classmates to find out how to protect ourselves from cyberbullying.

> N4C

You ask them to report it to expert authorities to find the person behind the threatening messages.

> N4A



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N3B

The anonymous user keeps sending threatening messages to your classmate. The last message is a picture of her in high school.

You see that your classmate is suffering, and you decide to convince her to report it to the police.

> N4A

You think that the person must be from your high school.

> N4D



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N3C

Your classmate is scared and starts changing her routines.

You recommend that your classmate sees a specialist who can give her emotional support.

> N4B

You talk to your other classmates to help her, so she can feel safe when you are together.

> N4C



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N3D

Your classmate writes a direct message to the person. This anonymous person replies with a picture of her in high school and the text: "you don't scare me at all".

You go with your classmate to report it to the police.

> N4A

You think that the anonymous person must be from the high school. You decide to ask the class for help to find out who is behind it.

> N4D

You recommend that your classmate sees a specialist who can give her emotional support.

> N4B



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N3E

The expert detects that the IP belongs to the high school.

You decide to talk to your classmates, to help find the person who is threatening her.

> N4D

You decide to notify the high school's management.

> N4C



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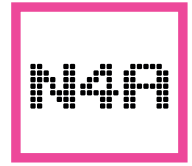
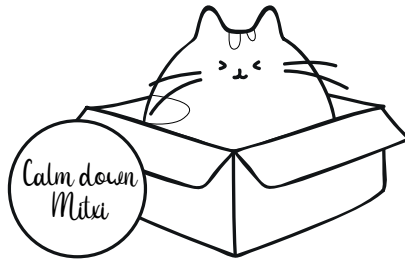
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The police ask you for evidence to detect where the threat is coming from.

You ask your classmates to see if they have any other evidence.

> N5B

You provide the evidence you have up to that point.

> N5A



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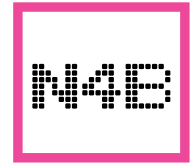
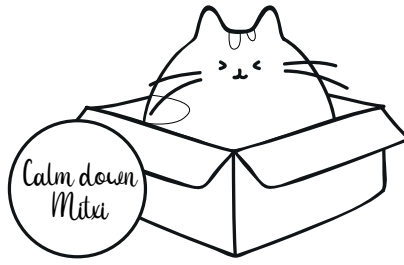
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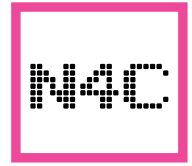
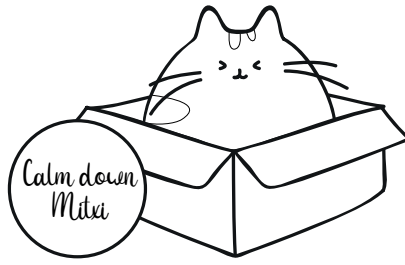


You manage to create a safe environment for your classmate while the threatening person is identified.

You keep tracking the IP. > *N5D*

You are still worried about the emotional wellbeing of your classmate. > *N5C*





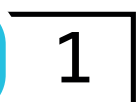
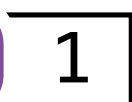
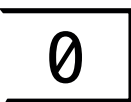
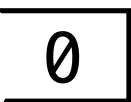
You promote creating a safe space to discuss and detect these cases and help deal with these situations.

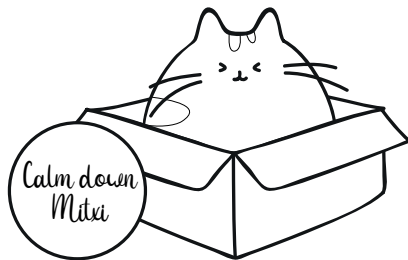
You continue to look for the person who threatens your classmate.

> *N5D*

You want to continue to make sure that your classmate feels safe and keeps calm.

> *N5C*





As a class effort, you decide to all try to find out who is threatening your classmate.

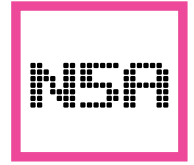
You decide to notify the high school's management.

> N5A

You get organized to control the school's entrances and exits.

> N5B





You identify the person who is threatening your classmate.

You report it to the police to arrest the threatening person.

> *FA*

You report it to the high school.

> *FB*





NSB

You discover the person who threatens your classmate. The person is a high school friend.

You create a group to deal with cyberbullying situations.

> *FB*

You report them to the police.

> *FA*





NSC

You make sure your classmate feels safe and supported.

You make a joint agreement with your classmates to take care of each other in these situations.

> *FD*

You collaborate with the experts to prevent these situations from happening in high school.

> *FC*



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N5D

The anonymous person behind the threats could not be detected. However, the threats have stopped, and your classmate is less stressed..

You collaborate with the experts to prevent these situations from happening in high school.

> FC

You create a group to deal with cyberbullying situations.

> FB

You make a joint agreement with your classmates to take care of each other in these situations.

> FD



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FA

FINAL

"THREATENING MESSAGES"

You provide full cooperation with the authorities and the high school management, sharing all the evidence you have gathered. Thanks to this the person is identified.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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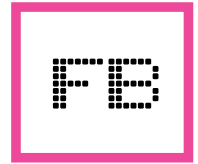
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FINAL

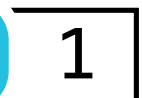
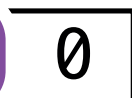
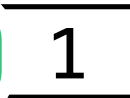
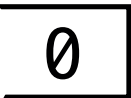
"THREATENING MESSAGES"

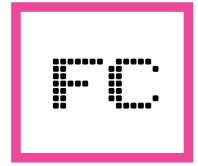
You find out who is behind the messages, it's someone in your high school. You create a group to deal with these situations and you get the person to apologize and improve their behavior.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.





FINAL

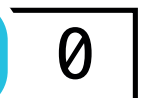
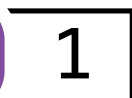
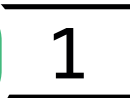
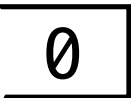
"THREATENING MESSAGES"

The threats stop. You don't get to find out who's behind it, but working with cybercrime experts helps you better protect yourself against these situations.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.





FINAL

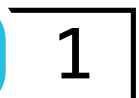
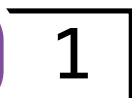
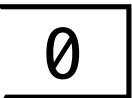
"THREATENING MESSAGES"

Your support and cooperation have been key to ensure your classmate's mental wellbeing. You come together as a class and agree to take care of each other in these situations.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



ADVENTURE 6:

-Board

-Cards

PRINTING GUIDE BOARD: DINA3 TWO-SIDED

PRINTING GUIDE CARDS: 9 CARDS/DINA4 ONE-SIDED

SECURITY CHALLENGE

Which option do you choose from the presented scenario, and why? What are the pros and cons? Can you think of other unlisted options?



"IT'S NOT WHAT IT SEEMS"

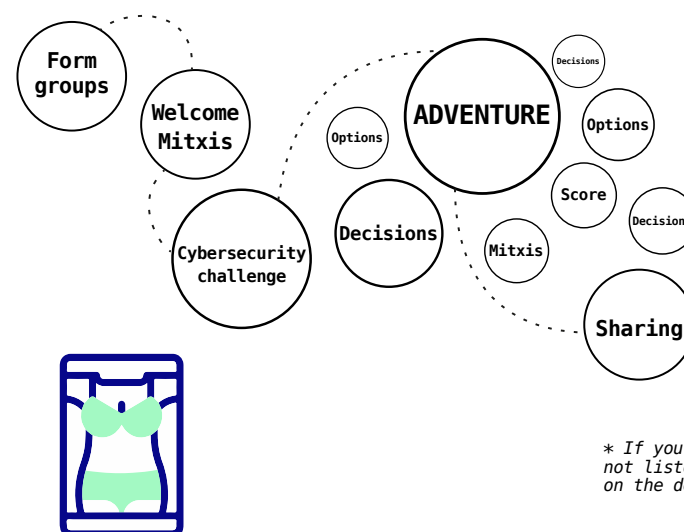
Welcome to the adventure "It's not what it seems". In this interactive story, you will have the opportunity to explore the challenges and consequences of cyberviolence and cyberbullying. Take on the roles in this story, and your decisions will determine the development of the plot and the outcomes.

To play, follow these simple steps:

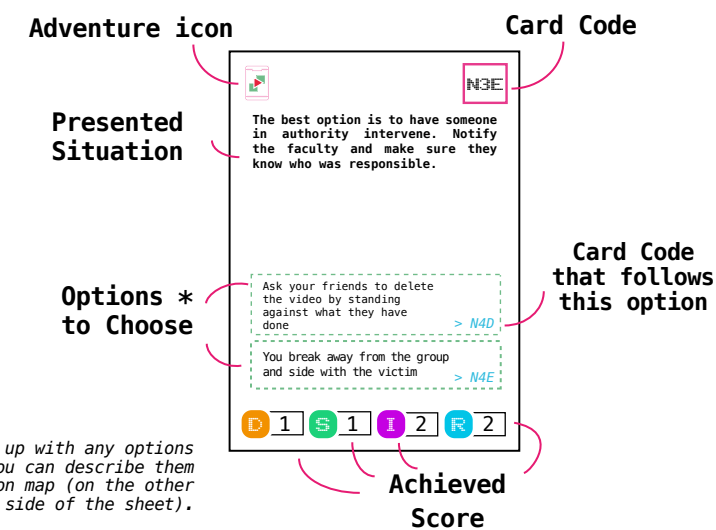
- 1 **Gather as a group.**
- 2 **Welcome the Mitxis** who have come to visit you from the Internet.
- 3 **Solve the first cybersecurity challenge.**
- 4 **You can now start your adventure!** Read the initial situation (code N1) and begin **making decisions collectively** based on the options.
- 5 **Continue advancing in the story**, finding the cards with the corresponding code for the option you choose. Pay attention to **the details and consequences of your choices**.
- 6 **Keep track of the points earned from the cards you find along your path** in the corresponding scorers. For each decision, the score will appear on the card you pick up next.
- 7 **Share your opinions and learnings** with the other groups at the end.

Remember that this game is an opportunity to learn about and reflect on **cyberviolence and cyberbullying**. Discuss the themes among yourselves. In the end, you will have the chance to **share** your opinions, experiences, and learnings with the other groups. **Have fun playing!**

THE GAME



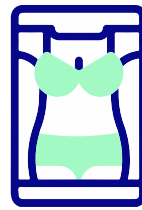
THE CARDS



* If you come up with any options not listed, you can describe them on the decision map (on the other side of the sheet).

Mitxi
says...

Whenever the cat speaks to you, decide who will take control of the group's breaths. She/he must move her/his finger over the Mitxi's controls, counting up to 5 on each, while the rest of the group remains silent and breathes. Mark how far you've reached the controls before anyone speaks, disturbs, or makes noise. **If you haven't reached four positions, you'll have to start over!**



"IT'S NOT WHAT IT SEEMS"



Co-funded by the
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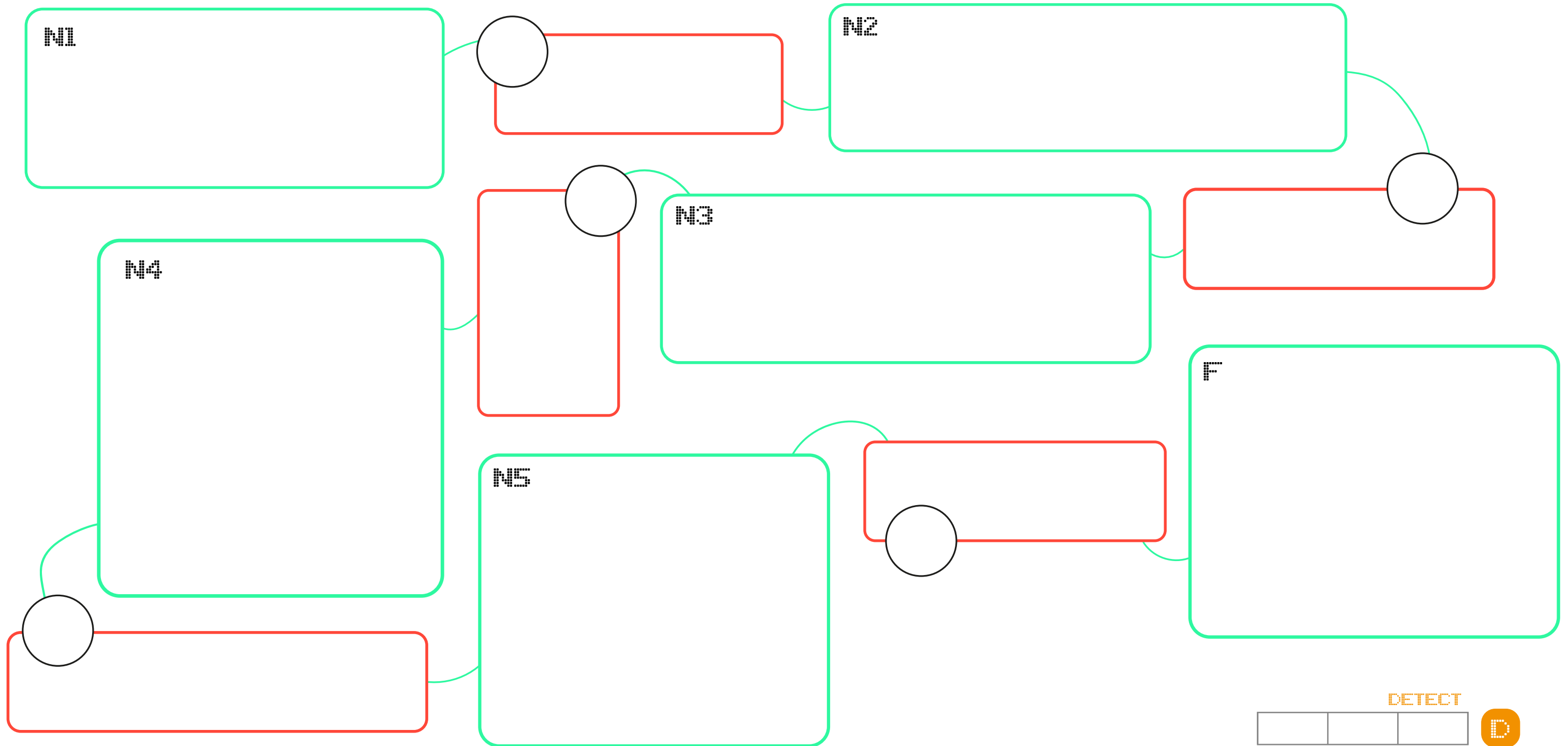
SJD
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COPPOLA PEDIATICO



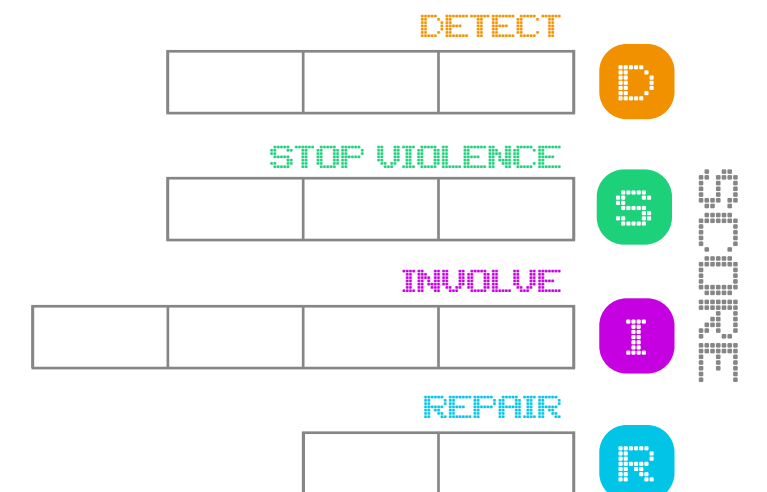
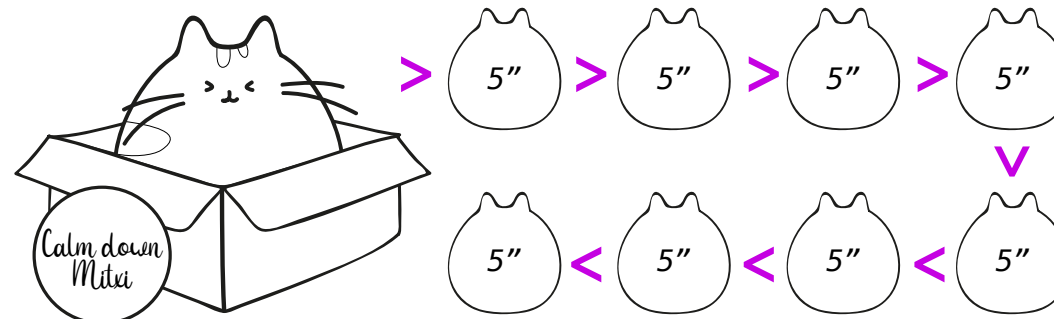
LEGEND

What is the situation? Briefly describe it in your words.

Which option have you chosen? (code)

What have you discussed? What are the pros and cons?

In the red boxes, you can also note other options that come to mind in response to the situations, which you haven't found written.





N1

Ping! You get a message from a friend who says he saw you in a video doing provocative dance moves. You think it might be the one you sent to a person privately, but he swore he wouldn't distribute it...

You ask your friend for more information.

> N2A

You don't reply to his message, you leave it "seen".

> N2B

You deny that it could be you.

> N2C



N2A

You ask him for more information.
Where did he see the video? Who
posted it? He sends you a link to
see it online.

You follow the link and see
it's you, but you can't see
who uploaded it.

> N3A

You follow the link and see
it's you, and you recognize
the profile that posted the
video.

> N3B

You don't click on it,
thinking maybe it's someone
impersonating your friend.
You ask your family for help.

> N3C



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N2B

Faced with the seriousness of the matter, your friend insists. If it's not you, no problem, but if it is, you should do something fast.

You reply asking for more information and he replies with a link to view it.

> N3B

You deny everything, it can't be you because you've never made a video like that (you lie).

> N3D





N2C

Your friend believes you, and thinking it won't affect anyone he cares about, he forwards the video to other friends. When you find out about this...

You keep thinking about maintaining the lie and denying that it was you.

> N3E

You decide to find the video and report it to have it removed from the platform.

> N3A





N3A

The video is published, and it is indeed you, but you do not recognize the user who uploaded it.

You comment on the video, reporting that the person who uploaded it did so without permission, and ask people to report it.

> N4A

You ask him for information about how he got the video.

> N4B

You decide that this is getting out of hand and ask your family for help.

> N4F

You start by blocking and reporting both the content and the user who posted the video.

> N4E



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N3B

You recognize the profile that posted it, and it's the same one that asked you to record the video, promising not to post it.

You take a screenshot and ask your family for help in reporting the person.

> N4F

You send him a private message asking him to delete the post and the video.

> N4E

You write him a message in a threatening tone: either they delete the video or you will report it to the authorities.

> N4D



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N3C

Not without some shame, you ask your family for help explaining the situation to them. They want to ask the authorities for help.

You try to convince them that it's not a big deal and they help you report the profile and the video. > N4C

You cooperate with them and explain the whole matter to the authorities. > N4F





N3D

Knowing that you are lying, your friend shares the video with other friends to see if you take action. When you find out about this...

Faced with the evidence, you confess what happened, and your friends join you in finding the person who took advantage of you.

> N4E

You keep denying everything...

> N4C





N3E

You don't want to confess so you don't do anything to stop it. You let everything take its course... The video becomes more and more viral and closer to your environment...

You decide to step in and investigate who is behind it.

> N4E

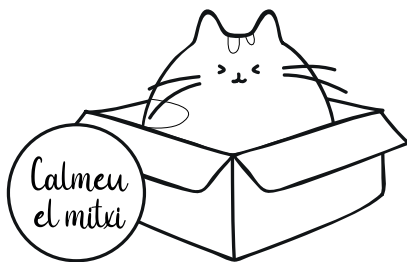
You keep ignoring the problem.

> N4C

You ask your family for help.

> N4F





N4A

The decision is not great. The video goes viral and you start receiving unsolicited messages from users requesting more videos of you.

You immediately take down your profile.

> N5A

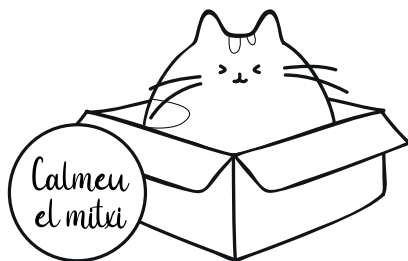
You are afraid someone can try to find you and ask your family for help.

> N5C

You ignore the messages and do nothing.

> N5E





N4B

Your friend says he saw the link posted on a sketchy forum and that plenty of users were leaving comments.

You create a profile to join the forum and report the user who posted the video.

> N5D

You ask your family for help. This is getting out of control.

> N5C



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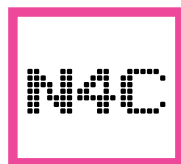
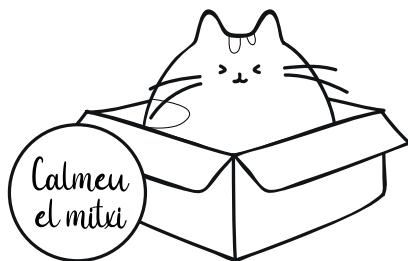
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The video keeps getting shared and a family member gets it via whatsapp. Your family asks you about it.

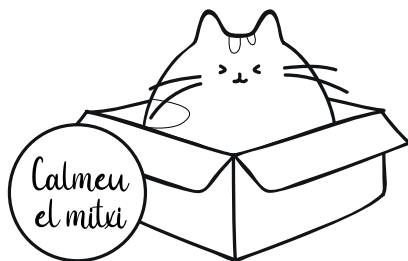
You continue to lie and deny it's you.

> N5B

You confess that you made the video but you regret it now and are scared of how far it has gone.

> N5C





N4D

Before you do anything, the user warns you that he has distributed the video to other websites and that they won't be able to identify where it comes from.

You ask your family for help. This is getting out of control.

> N5C

You think all is lost, and you bury your head in the sand. You delete your network profile and hope the video does not get to people you know.

> N5A



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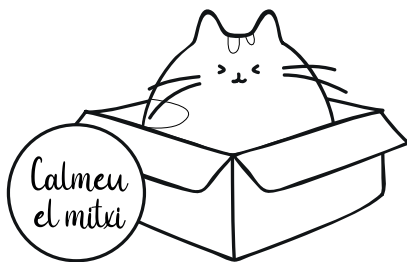
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N4E

It seems that it was an automated bot impersonating a person to get videos.

You take screenshots and ask your family to help you report it to the authorities.

> N5C

You think that you won't be able to do anything about it because it's a bot. So you let it go.

> N5E



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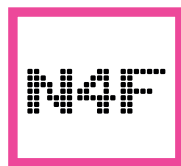
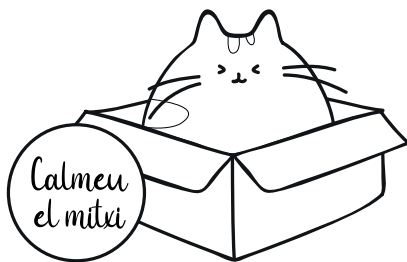
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**Your parents go to the
authorities to report the
situation.**

Seeing how it has escalated
makes you feel scared and
ashamed and you don't want
to cooperate.

> N5E

You are finally in good
hands. You collaborate
with everything you can.

> N5F





NSA

You don't know how to handle the situation and start having panic attacks.

You ask your friends for help.

> *FA*

In the end, you ask your family for help, showing concern.

> *FB*





NSB

The family doesn't believe you, because they recognize details of your clothing and setting. They decide to report it to the authorities and alert the high school.

You collaborate in the research process and put yourself in the hands of mental health professionals to accompany you throughout the process.

> *FB*

You don't want to collaborate.

> *FD*





NSC

Your family jumps into action and contacts the authorities to open an investigation.

You cooperate as much as you can in the investigation, even if it's embarrassing.

> *FB*

You change your mind and don't want to collaborate but you promise to delete your profile and not go online again.

> *FD*





N5D

Taking the matter into your own hands isn't getting you anywhere. The deeper you dig into your research, the more scared you are by what you're finding...

You ask your family for help. > *FB*

You delete all your online profiles and hope that the video will stop being shared. > *FD*

With everything you've experienced, you decide to create a discussion group in class to raise awareness among your classmates. > *FD*



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NSE

Doing nothing complicates everything. The person who asked you for the first video sends you a new message, asking for another one with fewer clothes. If you don't send it to him, he will hack your cell phone.

You get scared and start having panic attacks. You warn your friends so that the same thing does not happen to them.

> FA

You decide it's time to ask for help

> FC

You decide to do what he's asking.

> FD





NSF

With all the information, the authorities begin an investigation. Meanwhile...

You wait for the authorities to come up with a solution and tell you what to do.

> FC

Start an awareness campaign in high school so that no one else falls for these scams.

> FA





FA

FINAL

"IT IS NOT WHAT IT SEEMS"

You set up a support and awareness group at school and bring an expert to do a workshop on online violence. You get emotional support. The high school alerts the authorities because more cases come out.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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1



FB

FINAL

"IT IS NOT WHAT IT SEEMS"

The investigation has identified the user. The person was acting alone and had tricked other girls into selling and monetizing their videos on networks. You get everyone's videos removed. You get emotional support.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.





FC

FINAL

"IT IS NOT WHAT IT SEEMS"

The investigation has identified an international network operating with bots and other automated resources. It is not easy to solve and it requires the collaboration of Interpol. It will be a long process. Meanwhile, you get emotional support.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



0



1



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0



FD

FINAL

"IT IS NOT WHAT IT SEEMS"

No action is taken, the user was not identified. Other people can become victims of these types of scams and it could happen to you again.

You think about your decisions and your actions.



AND NOW...

Recreate one of the memes (or more!) with the adaptation of the reflection that you find most powerful after experiencing this adventure.



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CYBERSECURITY CHALLENGE

-Level 1

PRINTING GUIDE: DINA4 ONE-SIDED

-Level 2

PRINTING GUIDE: DINA4 ONE-SIDED

-Level 3

PRINTING GUIDE: DINA4 ONE-SIDED

-Level 4

PRINTING GUIDE: DINA4 ONE-SIDED



CHALLENGE SAFE CONNECTION

CSC

You are at the shopping mall and want to connect to a free Wi-Fi network to use the internet on your mobile phone. You are not sure which network is secure and trustworthy enough to protect your privacy and personal data. What do you do?

- A** Connect to the first network you find.
- B** Use a free VPN on your mobile to encrypt the connection.
- C** Use your mobile data instead of connecting to Wi-Fi.
- D** Ask the staff if they offer a secure Wi-Fi network.



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CHALLENGE
ONLINE SECURITY
AWARENESS

CSC

You are browsing social networks and receive a friend request from someone you don't know personally. You are unsure whether to accept it or not, as you want to ensure that your social media profiles are protected, avoiding unwanted interactions.

- A Accept the request without further questions.
- B Investigate the profile of the person requesting friendship.
- C Reject the friend request without giving it further importance.
- D Contact the person to inquire about their reasons before deciding



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CHALLENGE BACKUPS

CSC

You are using your computer for important work and personal documents when suddenly there is a power outage. When the power is restored, your computer fails to start, and you realize that you have lost all the stored information. Now you are faced with a dilemma and need to decide how to act.

A Do nothing and accept the loss.

B Use a cloud service to store the information.

C Use an external drive for backups.

D Create backups on DVD discs or other storage media.



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CHALLENGE MOBILE DEVICE PROTECTION

CSC

You are at your home, and your mobile device, which contains personal and sensitive information, has been stolen. You immediately realize that you have no active protection measures. Now you are faced with a dilemma and need to decide how to act.

- A Do nothing. It's already too late.
- B Use a tracking app.
- C Immediately change all passwords.
- D Report to the authorities and block the device.



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