

DIGITAL LITERACY CURRICULUM



STUDENT'S WORKSHOP GUIDE DIGITAL GAMES

Workshop Components

Note:

This document is inclusive only of the Workshop Guide. All other components for this workshop are listed below for the trainer's reference and can be found in the Digital Games Workshop File.

- [Workshop Guide](#)
- [Background Reading for Trainers](#)
- [Digital Games PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)



Introduction To Digital Games Workshop

Target Audience: Students

Workshop Duration: 2 hours

Workshop Components:

- [Workshop Guide](#)
- [Background Reading for Trainers](#)
- [Digital Games PowerPoint](#)
- [Workshop Practical Activities](#)
- [Workshop Notes](#)
- [Workshop Learner's Feedback](#)

Workshop Overview:

The Digital Games workshop aims to provide students with a clear picture about online Games. The workshop targets students between the ages of 13 and 18. The workshop duration is about one hour with a maximum of 25 students. After this workshop students will be able to define the kinds of online games and know who can play online games. The workshop will help them to decide on the right game for their age group. Also, it will show them how they can have fun gaming while preserving privacy, how to stay in control when playing online games and more importantly what they should do when exposed to harm online. To make sure that students understand the concepts of cyber bullying, they will engage in 5 different Practical Activities that give them the opportunity to practice what they're learning in workshop.



Workshop Guide

Digital Games

Duration: Around 135 minutes

Requirements:

- Projector
- WIFI for the trainer
- regular room
- preferably round tables
- hand-outs
- folders

Number of participants:

Maximum 25 students

Purpose:

To educate and raise the awareness on Digital Games.

Objectives:

1. Introduce the topic.
2. Define the different kinds of online games.
3. Highlight who can play online games.
4. Help them decide on the right game for their age group.
5. Help them understand how they can have fun gaming while preserving privacy.
6. Help them understand how to stay in control when playing online games.
7. Help them understand what they should do when exposed to harm online.
8. Let them know who and where to ask for help.

Materials to be used:

- Flipcharts
- Markers
- Workshop Guide
- PPT



Action	Trainer	Participants	Materials	Timing
General Introduction to the program and today's topic – Slide 1	This is an opening slide. Introduce yourself and the program and today's topic. If needed – ask participants to introduce themselves. If you think an icebreaker is needed then do it now.	Listen and introduce themselves.	PPT, Icebreakers ACT 1	15 min
Objectives of Today's Workshop – Slide 2	Walk them through today's lesson and how you're going to transit from one point to the other.	Listen and understand the structure of the lesson.	PPT	10 min
Digital Game – Definition – Slide 3	This is a slide where you have an opportunity to explain what an online/internet game is.	Listen and understand the concept of Digital Games.	PPT	10 min
Digital Games – Popular Kinds – Slide 4	Define the different categories of games online and ask participants to list all games they played or are still playing under the five different categories.	Listen and participate in activity.	PPT, Flip chart, markers, ACT 2 – Popular Kinds of Games (Group Work).	20 min
Who Can Be a Player Online – Slide 5	Participants need to know that people may claim to be someone and they turn out to be somebody else.	Listen and participate in activity.	PPT ACT 3 – Who Can be a Player Online (Group Discussions).	10 min
How to Decide on the Right Game ? – Slide 6	Talk to them about the Entertainment Software Rating Board (ESRB). Tell them this is how we can rate different games based on the criteria listed above.	Listen.	PPT	10 min

Action	Trainer	Participants	Materials	Timing
How to Have Fun Gaming While Preserving Privacy? – Slide 7	Divide participants into five groups. Distribute one flipchart on each group along with a pen or a marker. Ask participants what kind of information can we consider to be personal details? Any information that might be later used to destroy our privacy and hurt us.	Listen and participate in activity.	PPT, Flip chart, pen/ marker, ACT 4.	20 min
How to Stay in Control When Playing Online Games? What to Do When Exposed to Harm Online? – Slide 8—10	Help participants learn how to stay in control when playing online games. Help them learn what to do when exposed to harm online.	Listen and participate in activity.	PPT, Flip Chart, Pen, Marker, ACT 5 – How to Stay in Control and What to Do When Exposed (Group Work).	20 min
Who and Where to Ask for Help? – Slide 11	Highlight sites where participants can visit for help.	Listen.	PPT	5 min
What Have we Learned During this Workshop? – Slide 11	Highlight key areas we talked about during the session. Encourage participants to answer those questions. If they are not willing to answer – tell them. Use previous slides to help you assist the participants.	Ask questions if any.	PPT, LEARNER FEEDBACK.	5 min
Any Questions? – Slide 13	Encourage participants to ask questions on the topic or even related to safety in general. Pass on Learner Feedbacks as well as an article for them to read when they get back home. Give them background reading for further knowledge on the topic.	Ask questions if any.	PPT, LEARNER FEEDBACK, Background Information on Digital Games for Students.	10 min

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STUDENT'S WORKSHOP
ACT 1. ICEBREAKERS
DIGITAL GAMES

ACT 1

Icebreakers

Notes for the trainer:

You can choose one of the icebreakers or pick an icebreaker you've previously done in your training practice. You don't have to do the icebreakers and usually with teachers you should choose those not requiring too much energy and moving around – a short conversation or a story from life is better than "hide and seek" or other activities of this kind. Just observe the group and think what they need – do they need more energy or less energy or do they just want you to go on with activities.

The icebreakers are described separately. Only use icebreakers if you feel they will help you in the workshop. They are not the core of your content – do not fill the workshop just with icebreakers.

Brief description of icebreakers you will find in teacher's materials.

Variations:

Treat the list of icebreakers as inspiration. This kind of micro-activities is something each trainer collects and modifies all the time and uses it when appropriate. If you have a group of teachers from the same school do not use icebreakers which are supposed to help the participants memorize each other's names as it is irrelevant, if the group of participants consists of older and experienced teachers – do not try to make them run around and sing as they will probably refuse.

If you feel you have a micro-activity you prefer to use – use it.



1. Names

Participants sit in circle and one by one pronounce their names repeating also all the names of people talking before them. The first one has an extra round repeating all names in the end.

2. Names

Participants sit in circle and one by one pronounce their names saying e.g. Ann – artist – finding words describing them best and starting with the same letter as their names.

3. Names

Participants just pronounce their names one by one.

4. Hobbies

Participants stand on chairs in a circle and given a category – walk on chairs to put themselves in a given order (e.g. size of shoe).

5. Hobbies

All participants draw what is their favorite hobby. Then 4 chosen participants stand in corners of the room and not speaking but just watching the drawings the other participants try to guess with whom they share hobbies. They find place next to the drawing they find describing similar hobby to theirs. **Still no talking!** After completing the task the group sits together and discuss the outcomes – how the façade can be misleading. ☺

6. Pure fun

Participants are divided into groups of at least 3 and get a task to build “a machine for...”. Depending on a level of participants’ ability of abstract thinking they either build specific machines i.e. for grass mowing or can build for example a machine for making sun shine.

7. Pure fun

One of participants sits on a chair and four other participants try to lift him/her with their fingers.

8. Pure fun

Guessing characters – participants have sticky notes on their backs with names of characters (from cartoons or from politics or movies etc.). Their task is to guess who they are. They can ask others questions but only can expect a yes or no answer.

9. Feedback

Cigarette – participants write feedback and fold the sheet of paper one by one to form a cigarette at the end. Trainer can decide on the kind of feedback he/she wants.

10. Feedback

Participants draw their hand on paper – just a sketch. Then they write their name on it. Then they are asked to count how many positive features they have and write the number down. Then they are asked to add 2 to the number they’ve written down and this is the number of their features they are asked to name and write down.

11. Feedback

The trainer puts a bowl in an exposed place and asks the participants to put their feedback to it on sticky notes each time they feel they want to.

12. Miscellaneous

Participants get in pairs and speak about each other for one minute, the other taking notes. The task is then to draw all the things heard and show to the group and let them guess what is drawn.

13. Anti – stress

What makes you angry in... (school, work etc.)? Write it down individually. We’ll not read it. It’s for you to realize. Now tear the papers into as small pieces as you can. And imagine some funny creature. Now stick the pieces on paper to form the creature you thought of. ☺

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STUDENT'S WORKSHOP
ACT 2. GROUP WORK
DIGITAL GAMES

ACT 2 – (Group Work)

Popular Kinds of Games

Topic:

ACT 2 – Popular Kinds of Games

Title:

Popular Kinds of Games – Group Work

Objectives covered:

1. Participants will be able to identify and highlight the different kinds of games they use on regular basis.
2. Participants will be able to associate the games with different categories.
3. Participants will be able to understand the difference between old and new games.

Time:

20 minutes

Resources

PPT, Flip chart, Pen/Marker – Slide 4.

Notes for the trainer:

Divide participants in groups of five. Provide one marker and a flipchart to each group. Give them five minutes to write down the five different categories and list all games they may have witnessed associated to every category. Then give them three more minutes to think of more categories and let them associate more games with these new categories.

After that, ask them to choose one from the group to present the outcome in 1-2 minutes.

At the end, encourage discussion. Remind participants of the old games they know from the past. How were they different? The graphics maybe, the goal of the game, the sound was different. What is better in the new games? And what is bad about them?

Variations:

If participants seem not to understand the exercise, try and encourage them by listing some more categories and/or names for different kinds of games that you may have witnessed before.

If not flipchart is available use the white board.

An alternative is to prepare the flipchart. Draw on the flipchart the different kinds of games. Start a group discussion and encourage participants to list all games they used to or still playing online. Let them associate the games they listed with the five different categories. Ask Participants to name more categories and identify more games under them as well.

Expectations:

List of online games associated with their right categories.



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STUDENT'S WORKSHOP ACT 3.
CLASS DISCUSSION
DIGITAL GAMES

ACT 3 – (Group Discussions)

Who Can be a Player Online?

Topic:

ACT 3 – Who Can be a Player Online?

Title:

Who Can be a Player Online? – Group Discussions

Objectives covered:

Participants need to know that people in the online world may claim to be someone and they turn to be somebody else.

Time:

10 minutes

Resources

PPT – Slide 5.

Notes for the trainer:

Ask participants to look at the pictures and answer the question. Encourage discussion. The conclusion should be that anyone can be a player and therefore when playing we have to be careful as we cannot be sure who we speak to. A person claiming to be our age and from the same neighborhood might as well be a dangerous convict playing on a prison computer. It doesn't necessarily have to be like this but we have to keep in mind that it is possible. And therefore this is a very important issue we have to consider when chatting with other players online...

Expectations:

Participants are now aware of the different age groups that may be playing online games. They'll then be more critical and mindful of what they say and do online while playing games.



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STUDENT'S WORKSHOP
ACT 4. GROUP WORK
DIGITAL GAMES

ACT 4 – (Group Work)

How to Have Fun Gaming While Preserving Privacy?

Topic:

ACT 4 – How to Have Fun Gaming While Preserving Privacy?

Title:

How to Have Fun Gaming While Preserving Privacy? – Group Work

Objectives covered:

Participants will realise the different kinds of the information they shouldn't reveal online.

Time:

20 minutes

Resources

PPT, Flip chart, Pen/marker for each group
– Slide 7.

Notes for the trainer:

Divide participants into five groups. Distribute one flipchart to each group along with a pen or a marker. Ask participants what kind of information can we consider personal details? Any that might be later used to destroy our privacy and hurt us. Give them 10 minutes to brainstorm and let them choose one from the group to present the outcome in 2 minutes.

There is a lot more issues to be considered as well but the range of terms and information we can call personal details is very wide and we all have to decide for ourselves and our children.

Variations:

If you find a group struggling to find examples, try and help them with the following; some of the examples given on the slide are obvious but for example "Some habits" need explanation. Habits like "walking every Sunday in a red hat along a specific street" can help a potential offender to find us and therefore are not safe to be published. Secrets like "I keep my money in the garden under the pink bush" are also not the best information to be shared online. Fears can help for example potential bullies. "I am afraid of spiders and wouldn't like to find one in my backpack" sounds a bit like an invitation for a bully.

If it's a small group conduct the activity yourself while encouraging discussions. Show them the slide and list down on a flipchart the different other scenarios.

Expectations:

Participants become more aware of all the different kinds of the information they shouldn't reveal online.

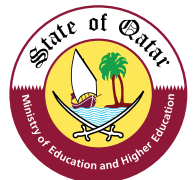


سيف سبيس
Safe Space

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STUDENT'S WORKSHOP
ACT 5. GROUP WORK
DIGITAL GAMES



ACT 5 – (Group Work)

How to Stay In Control and What to Do When Exposed?

Topic:

ACT 5 – How to Stay in Control and What to Do When Exposed?

Title:

How to Stay in Control and What to Do When Exposed? – Group Work

Objectives covered:

1. Participants will learn how to stay in control when playing online games.
2. Participants will learn what to do when exposed to harm online.

Time:

20 minutes

Resources

PPT, Flip-chart, Pen/marker for each group
– Slide 8—10

Notes for the trainer:

Hide the slide details. Divide the class into two different groups; group A and group B. In each group, divide participants in two sub-groups; 1 and 2. Group A will brainstorm “how to stay in control when playing online games and group B will brainstorm “what to do when exposed to harm online”. Five minutes for each sub-group to brainstorm. One from each sub-group is to present the outcome in 2 minutes.

At the end of the activity show them the slide details of slide 8, and 9. Highlight that there are many other ways we can to do to take control when gaming online.

After that, show them the slide details of slide 10. Highlight that what we brainstormed today was great, however, there are many other ways we can react when exposed to harm online. Encourage them to check for more ways online in their spare time.

Variations:

If it's a small group, then you can encourage a group discussion and let them say it out loud while you write the ideas on the flipchart. At the end show them the slides and encourage them to look online for more later in their spare time.

Expectations:

Participants are able to identify a number of ways to deal with being exposed to harm online. They are also able to identify a number of techniques on how they can stay in control when gaming online.

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**STUDENT'S WORKSHOP
READING FOR TRAINERS
DIGITAL GAMES**

Background Reading For Trainers

Note:

The objective of the background reading is to provide trainers with detailed content regarding the topics they will be explaining and sharing with the audience.



Digital Games For Trainers

How to Play Online Games Safely?

Online Games:

Online games are games that are played interactively while connected to the Internet. Games that are played over a local network can also be considered as online games. When the Internet is involved, the online gamer is exposed to more risks. There are online games, which are violent in nature and not suitable for teenagers or adults as they can have a negative impact on the mindset. There are also online games, which are based on solving puzzles, and education related games, which help online users improve their analytical, logical, problem solving, and strategic planning skills.

Examples of Puzzle based games:

Room 2¹ is designed around a series of puzzles, most of which can be solved either by manipulating physical objects or matching linked items (from obvious pairings such as a star-shaped dial and a star-shaped hole, to insects, playing cards and parts of toy ships).

Portal 2² is a first-person puzzle-platform video game for Microsoft Windows, Mac OS X, PlayStation 3, and Xbox 360. Players take the role of Chell in the single-player campaign, as one of two robots—Atlas and P-Body—in the co-operative campaign, or as a simplistic humanoid icon in community-developed puzzles. These four characters can explore and interact with the environment.

The Lily³ Looking through is an adventurous, animated point and click game. In this game an animated character by the name Lily finds a pair of goggles that opens a surreal world of mystery and magic allowing her to solve environmental puzzles to progress further in the game.

These are just few examples of games that add value. An online game typically requires the gamer to have an online account. The online account provides the gamer with a userID and Password.

Online games are sometimes targeted by industries who have employed hackers to steal a user's personal information and sell it to online companies who advertise their products. These kind of attacks may be initiated by installing software such as botnets and keyloggers to steal user credentials. Some online games such as gambling sites will require gamers to provide their bank account details, while others ask for a credit card. When hackers are able to violate the integrity of the game server, the user runs the risk of having his account hacked and exposure of information. Similarly, there are other threats, which can compromise your online account through deception or compromise of the server itself.

¹ <http://www.macworld.co.uk/review/games/room-2-review-3495397/>

² http://en.wikipedia.org/wiki/Portal_2

³ <http://www.destructoid.com/review-lilly-looking-through-263980.phtml>

Best practices to be followed include:

1. Check the gaming sites⁴ for their terms and conditions and privacy settings.
2. Set strong passwords that are difficult to hack and always subscribe to websites, which provide a One Time Password (OTP) every time you access the game. This may be considered another layer of security besides maintaining strong passwords.
3. Check the ratings of the game online by evaluating the game on Entertainment Software Rating Board (ESRB)
– www.esrb.com
4. Keep your personal information secret, never provide more details than necessary.
5. Don't download pirated versions of the game, as it may be corrupted with a virus and may cause serious problems.
6. Don't subscribe to just any game available online, hackers are on the lookout for users who would fall into such traps.
7. Always treat other users fairly.
8. Find out how the gaming service monitors players and responds to issues of abuse. There are gaming devices such as Xbox Live that help gamers protect their personal information and report objectionable content and practice during the game.
9. Install an effective antivirus software and spyware to warn gamers about corrupt websites online.
10. If you decide to provide personal information to any third party website, such information will be shared according to the privacy policy of that company.

Thus online games can provide recreational or educational benefit to the gamers but at the same time they have to be used cautiously, given the fact that the Internet is an environment where all kinds of people interact.

⁴ <http://www.microsoft.com/security/family-safety/gaming-about.aspx>

