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Training about safe internet using

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Games ideas

Get to know each other: 15 min (3 ideas)

Goal: get to know the young people better, create a confidential atmosphere, start getting into the topic

1) Text about yourself:

An already prepared sheet is given to everybody (see the appendix) or they use their cellphones. We ask them to introduce themselves in a 160-character-long text. Encourage them to use as many important info about themselves as they can. If they done we ask them to share it with the others. (Or we can also ask them not to include their names in the text and collect the sheets. After mixing them we can read the texts and they need to guess who was writing it).

Tools you need: sheets, pens

2) "I am the mobile/the laptop of XY...":

We ask the members of the group to introduce themselves like what their cellphone or laptop would tell about them. E.g. "I am the cellphone of John. He can't live without me. He is bringing me to the soccer trainings as well. He likes playing on me too..." After the instruction we give them time to think over how many places they use their phones or laptops. The leaders can give them an example starting the introduction or asking some questions e.g. How much time does your owner spend with you? What does he use you for? Who do you live with?

3)What kind of electronic device would I be?

We ask everybody to think themselves as an electronic device and then share what did he choose and why.

3. The basics of the teamwork: 20 min

Goal: building the easy teamwork

Everybody gets a sheet with unfinished sentences and asked to finish them with his thoughts. If they are finished share them with the others.

„The best that can happen with me in this training is...“

„The worst that can happen with me in this training is...“

„What I can do to have a good training is...“

When we share the answers we try to think over together what do we need during the sessions to enjoy the time with the group, what do we need to do to avoid the bad things. We write the thoughts to a flip-chart and add some of our ideas as well to create the rules of the sessions (i.e. keep the personal info in the group, arrive in time, keep the cellphones mute, listen to each other). We can keep the flip chart and hang it on in the next sessions to remind everybody what we together think that is important.

Tools: sheets with the unfinished sentences, flip-chart, markers

4. Short movie: 10 min

Goal: catch the attention

Before starting the movie we can tell them that we would like to know their thought and opinions so after we watch it we will have time for sharing.

Tools: laptop, beamer, speakers

Link to download the movie : http://www.slowtech.eu/images/Internet_overusing.zip

5. Sharing time: 25 min

Goal: inspire them to think about the balance of the online and offline activities

Associations: After watching the movie ask the participants to share their first thoughts and emotions about the video. It can be a word, an emotion, a sentence anything. We write them down on a flip-chart.

Helping questions:

- What was this movie about for you? What is the main message?
- Who was already in a similar situation, getting stuck in front of a computer?
- What do you think about the posy: „Step up and start living!“, How can you do this? How easy or difficult is it?, How is it for your classmates/friends? How good is this advice for young people?, What do you think about that decision is in your hand? Do young people live with this opportunity or not?

Set plan: Draw a set plan to a flip-chart. One circle is for the offline activities, what we can do in reality. The other circle is for the online activities, what we can do online. In the middle we collect those activities what we can do in both space. Think over what are the advantages and disadvantages of the two spaces. What we do online and we should do in reality. (See in the appendix)

Tools: 2 flip-chart, markers

Cyberbullying (for students)

Blob-tree

Everyone receives a picture with figures (see App. no. 4.) and we ask them to colour one figure they can refer to, depending on their mood. If they want they can share which figure did they choose and why.

After that we point to the lonely figures and ask the group to think about their feelings, why did they feel themselves lonely and how it might be for them living in the community.

Tools: Blob-tree sheets

Game with the corners:

Put two statements in the two opposite corners of the room: "I agree" and "I disagree". We read statements to the group about bullying and ask them to express their opinion by going to one corner whether they agree or disagree with the statement (we can use the corners as the two ending point of a scale therefore they can stand on the different points of it). After each statement we ask some members of the group to tell why is he standing there.

We can also give them the possibility to change their place if they want and then ask them why did they change.

Statements:

- There is no cyberbullying in our school.
- It's hard to notice the online bullying.
- It's also the fault of the outcast student if the others don't like him.
- The outcast student will stay alone, nobody wants to help him.
- It's better to stay in silence if the others are bullying somebody, because if I stand out I can also become outcast. /If the others are bullying somebody I can't stay in silence. /If somebody notices bullying, but doesn't do anything, the responsibility for the bullying is his as well.
- The outcast student doesn't want to make friends.
- You should not be different than the others, cause they don't accept you.
- Every person is different and we should accept everyone as he is.

Tolls: markers, flip-chart, signs for the game with corners

Closing:

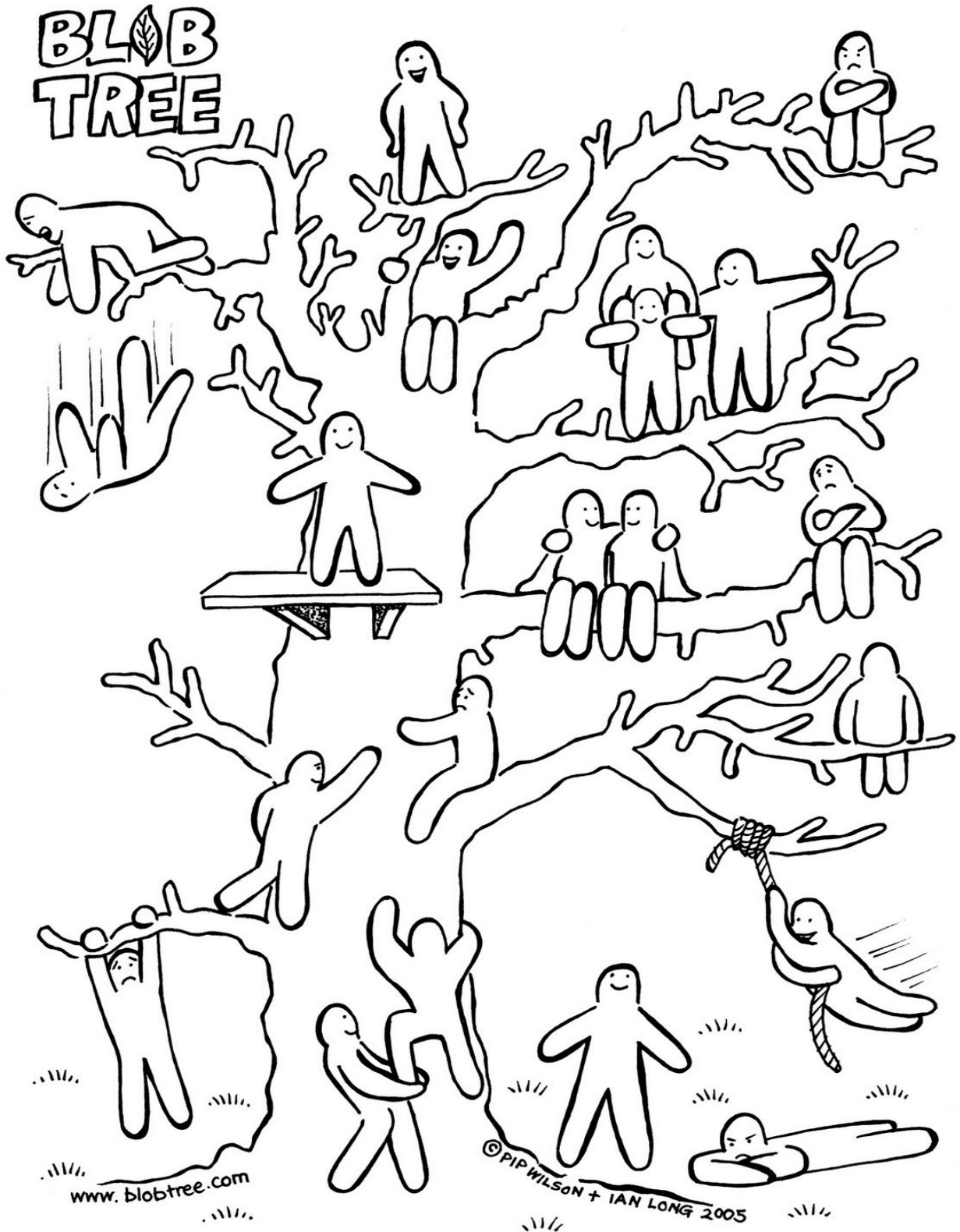
Goal: closing the sessions, getting a feedback

Scale: Everyone shares how was he/she feeling in the session. We ask them to do it in the following way: show with their arms how much did they like the session. The best is when they stretch out their arms as high as they can in a sitting position. Everybody shares very quickly why did they put their arms where they did, what did he like and what he didn't. (or we ask them questions and they need to give a feedback in the same way with their arms: How much did you enjoy the session? How much did you like the video? How much new information did you get? How much did you start thinking of your internet-using habit?)

Backpack: Everyone gets a sheet with a backpack on it. We ask them to write onto the backpack all their thoughts and feelings they will take from the session.

Tools: sheet with the backpack (see Appendix no. 3.), pens

4. Blob tree



5. Like and Dislike

