# WILD WEB WOODS
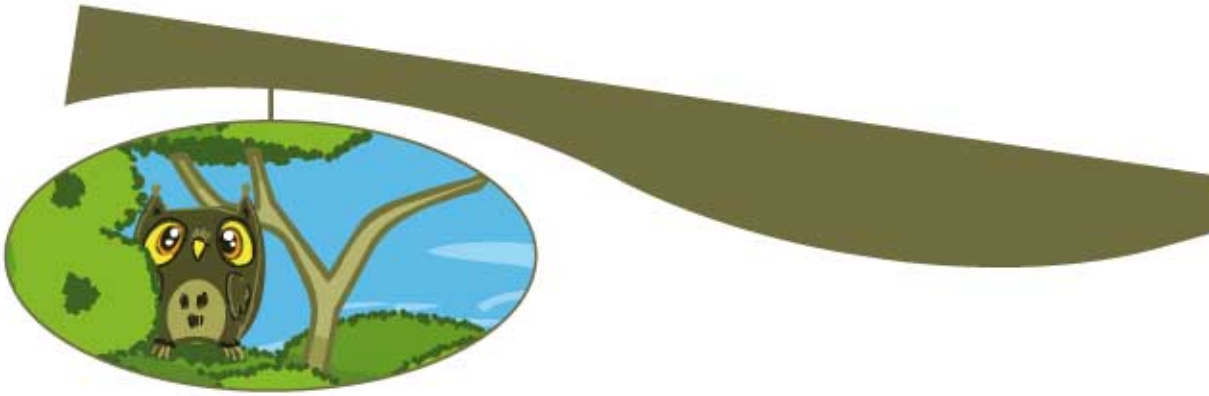
www.wildwebwoods.org

# Through the Wild Web Woods –

An online Internet safety game for children

*Teachers guide*

COUNCIL OF EUROPE    CONSEIL DE L'EUROPE

www.wildwebwoods.org

# Through the Wild Web Woods –

An online Internet safety game for children

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Building a Europe for and with children
www.coe.int/children

COUNCIL    CONSEIL
OF EUROPE   DE L'EUROPE

French edition

**A travers la forêt sauvage du Web –**
Jeu en ligne pour les enfants sur les dangers d'Internet

*Manuel de l'enseignant*

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# Contents

# About the game

The Internet game Through the Wild Web Woods was produced under the Council of Europe programme "Building a Europe for and with children" and is designed to help 7 to 10- year-olds understand the Internet and acquire the skills to become wise Internet users.

The game also aims at helping children to understand the basic concept of human rights, and to learn about their own rights and how to respect the rights of others. It is intended to help children to develop sufficient knowledge to be able to protect themselves from violence.

Through the Wild Web Woods exploits the interactive and exploration-driven learning opportunities of the Internet at the same time as addressing e-safety and human rights issues. In the game, young players endeavour to reach the e-city (Kometa) which is a place of fun, peace and freedom. In order to reach the e-city, they have to cross the Wild Web Woods, which are full of adventure and sometimes danger. Players will travel through 4 cities on their way to the e-city and can collect coins along the way that allow them to pass to the next level. There are coins for Info (information), Privacy, Awareness and Security. Each time the players collect a coin they are given important information about e-safety and children's rights.

As players progress through the game, they are presented with dilemmas which require them to think carefully about their actions. One of the key e-safety issues, namely trust, is continually raised throughout the game. It is therefore a good idea to prepare some additional teaching material on this topic.

As the Internet becomes more and more ubiquitous, so our children become more and more confident in using it. The Internet undoubtedly offers many benefits but there are also risks associated. These risks are often categorised into 3 key areas: contact, content and conduct.

**Contact** pertains to issues surrounding children and young people talking to and communicating with unsuitable people online. Research has shown that this can sometimes lead to them meeting online contacts in the real world. The Internet also facilitates contact between many individuals at the same time and this has unfortunately given rise to bullying behaviour similar to that encountered in the school playground and many children are now also becoming victims of cyber-bullying. Moreover, the social networking phenomenon means that there is much greater potential for children to mix in groups with people of different ages and this can pose challenges in terms of how appropriate this contact might be.

Contact also covers the targeting of children and young people by commercial organisations looking to exploit them. Children and young people need to understand that they may not be communicating with the person that they think they are when they are online.

**Content** deals with the material that children and young people may be able to access easily via the Internet, although the same material would be regulated and more difficult for them to obtain in the real world. It is also important to realise that progressively more material is being generated by children themselves, and a hurtful or inappropriate comment addressed to one person on the spur of the moment can be disseminated to millions of people and last forever on the Internet.

**Conduct** refers to how children behave online. Unfortunately many children and young people admit to behaving very differently online than they would in real life. Research has shown that, due to the lack of direct visual contact in online communication, young people tend to drop their inhibitions and may engage in types of behaviour that they would not consider in the real world. This presents a significant challenge for parents and educators. Children and young people need to understand that there can be offline consequences for their online behaviour.

As children are able to access the Internet in more and more ways, for example through games and mobile phones, it is important to realise that e-safety is not about banning them from using certain types of technology, it is about empowering them and providing the learning situations that will enable them to develop the behaviour they need in order to stay safe when they are online. Children will find a way of accessing the technologies that they would like to use and if they cannot do this from school or home, they will find some other way. Using Through the Wild Web Woods will enable you to get the important messages about e-safety to your pupils in an interesting and engaging way.
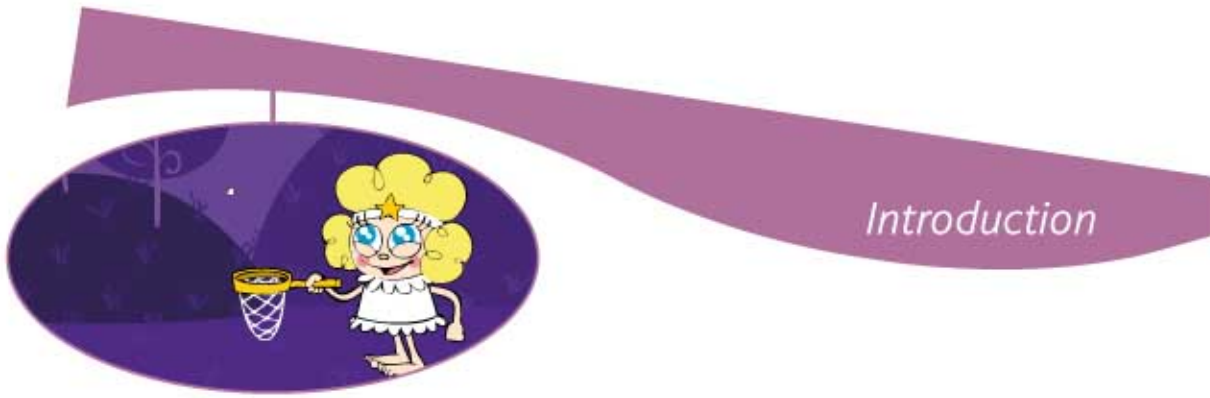
## Pre-game activities

Before children actually begin playing the game, they could do the following general activities on the Internet.

### What is the Internet? (5 minutes)

Ask children to work in pairs to come up with an explanation of what they think the Internet is. Ask them to consider how it works and tell them that they will need to share their thoughts with the rest of the class.

### The positive and negative side of the Internet (10 minutes)

Ask the children to work in larger groups and list and discuss the good things about the Internet. What do they use it for? What are some of their favourite sites? For those who find this difficult, some prompts could be: gaming, communicating, watching TV, finding information, shopping, etc. Provide the children with post-it notes for this activity and as a class they can group their results into 3 headings: content, contact and conduct detailed above.

Then ask them to think of all the things that are not so good about the Internet. Encourage them to be completely honest, and show them how to create a mind map or let them use another method they prefer to record their ideas. Ask each group to choose one of their positive points about the Internet to share with the others. Do the same for the negative points, but also ask the pupils to consider how they can most effectively protect themselves and others from these dangers. Explain to them that they will be playing an online game which will highlight some of the issues that they have raised.

### Connecting (1 minute)

Ask the children how they actually connect to the Internet. Do they do it in the same way? Many children are starting to use mobile devices and some children have quite ingenious ways of getting online.

In one minute, how many different ways can the children list to connect to the Internet?

Computer, laptop, Playstation, Xbox, Wii, PSP, iPod, mobile phone, Nintendo DS …

Share some of the findings of these pre-game activities; this could help to contribute to a class display about the Internet.

Through the Wild Web Woods was created for the Council of Europe by Netzbewegung (www.netzbewegung.com), an interactive agency based in Ettlingen, Germany.

# Getting started –
# A guide to playing the game

This lesson plan will explain how to use the game and take you step by step through the different stages.

Go to www.wildwebwoods.org

Select the language in which you would like to play the game. The game is currently available in more than 20 languages.

Wait for the game to load. The home page (below) will appear.

There are a number of options available at this point.



*About the game* provides brief information about the aims of the game and how it has been developed.

# THROUGH THE WILD WEB WOODS

*How it works* explains the basics and provides information about the object of the game and how to navigate through it.

*Load game* allows you to load a game that you have previously been playing – it is possible to save a game and then start from a specific point at a later date.

*Visit the e-city Kometa as a guest* allows the player to go straight to the e-city as a guest. Here they will see the embassies of Slovakia and Sweden and be able to collect the e-city coins. Although the player will be able to see the various games, he or she will be unable to play them as they are only signed in as a guest.

*Start Game* – click on *Start Game* to begin – it is worth working through this section of the game as a whole group or class. You will need a session of at least 20 minutes to get your class to master the concept of the game. Nevertheless, the game can be saved at any time.

W@b, the little spider, will appear and offer helpful hints about how to proceed. The first task is to connect the computer to the Internet. This is done by plugging the cables into the correct places. Players will know when they have done this, as the monitor and router light up and the "computer on" light appears.

## Entering "personal" information

At this point, explain to the children what is going to happen and then let them set up their own computer game accounts. Each player is asked to enter their nickname, their age and their country.

The nickname and age are entered by using the keyboard, the country is chosen from a dropdown menu. Once they have entered this information they can review what they have done before clicking *OK*.

You may want to start a discussion here about the sort of information the children want to divulge over the Internet. When they choose a nickname, it is best not to choose something that could help to identify them. This can be discussed in more detail with older children. Can they think of some names?

You could play a short game where all of the pupils choose a nickname. Once they have done this, see whether the other children are able to identify them by it. Explain to the children that it is a good idea to use information that would only be known to a true friend.

Also see Lesson 2 on online identity and Lesson 5 on privacy for more detail and class activities on this issue.

## Gender

Players next have to decide whether they want to play as a boy or a girl. Again, there is a chance here to discuss the implications of providing false information online, chiefly, that if they decide to assume another identity, others might do the same.

## Choosing a character

Players are then asked to choose a character for themselves in order to play the game. They can choose between a ranger, a knight, a magician and a pirate and can then decide on hair, skin and eye colour.

### Whom would you like to be?

Choose the virtual hero you like best. Click on the arrows to choose from different characters. You can also pick from different colours for the hair, the eyes and the skin. Just click on the colour-fields to change. Now simply create and choose the character you like best.

Choose a hero!

Choose a colour!

Hair    Skin    Eyes

WIZZARD    OK, GO!

## Playing the game

Now they are ready to start the game. Wait for the gate to open, then W@b appears and explains what has to be done. Players need to collect a key and find their way through the wood to the gate of the city. They need to be careful not to bump into any of the characters in the woods otherwise they will lose the key and need to collect it again (they are sent back to the beginning).

Players will immediately spot the key and a scroll. Using the arrow keys, they can move to the items and collect them.

The game has 3 levels, Entertainia, Infotopia and Communicadia. Once players have passed all of these levels they can enter the e-city Kometa.

As players move through each level, they will come across scrolls and coins which they have to collect in order to move on. More detail is given on this below. Children move their character using the arrow keys on the keyboard. Children who have difficulty with motor skills may need some additional support here.

The game will take at least an hour to complete and individual games can be saved so that players can continue during another session from the place where they left off. Games are saved at any time by clicking on *Save Game* and entering the nickname of the player.

E-CiTY »KOMETA«

COMMUNiCADiA

iNFOTOPiA

ENTERTAiNiA

**Start game**

## Scrolls

Throughout the game players can collect scrolls. There are 6 different scrolls:

- the Scroll of Knowledge
- the Scroll of Protection
- the Scroll of Participation
- the Scroll of Justice
- the Scroll of Education
- the Scroll of Health.

These represent the different rights to which children are entitled. Players can help other children that they come across when moving through the game using these scrolls. The first scroll is the *Scroll of Knowledge*. The *Scroll of Knowledge* tells children about their rights. In this first section they will also see the *Scroll of Protection*, which gives children the right to be protected from all forms of violence. Players who are able to save and help all of the children that they meet will be able to play a game called Scroll-Run in the e-city.

The table below shows the 6 different scrolls that can be collected during the game and how they can be applied to help the fairy tale characters that players will encounter.

Children who have difficulty in reading will need some support to understand what the text on the scrolls is saying. This is a good opportunity to discuss what this means with the children and it will give them a better understanding of how to apply the scrolls to help others within the game.

## Selected rights from the UN Convention on Rights of the Child

| Scroll | Explanation | Level | Character to help |
|---|---|---|---|
| Knowledge | You have the right to know what your rights are. Adults should also know what children's rights are so they can protect them better. | 1 – Entertainia | Handsome Prince/Frog |
| Protection | Children have the right to be protected from all forms of violence. This also means that adults cannot say things that will make children feel that they are worthless or have no value. | 1 – Entertainia | Hansel and Gretel |
| Participation | You have the right to give your opinion and have adults listen to you and take what you say seriously. | 2 – Infotopia | Cinderella |
| Justice | You have the right to legal help and fair treatment in a justice system that respects your rights. | 2 – Infotopia | Ali Baba |
| Education | You have the right to a good education. You must be able to go to school, be encouraged to succeed and go as far in school as you can. Your education should help you to develop your talents and skills so that you grow up to be a responsible and tolerant adult. One who will live peaceably and respect the rights of others. If you have special needs because of a disability, you have the right to special help allowing you to complete your education and enjoy all your other rights. | 3 – Communicadia | Thumbling |
| Health | You have the right to have good healthcare, clean water, nutritious food and a clean, safe place to live. You have the right to information that will allow you to stay well. You also have the right to play and have fun and participate in cultural life. | 3 – Communicadia | Matchgirl |

## Coins

There are 4 coins to collect at each of the different levels of the game. When a player collects a coin there is also a task connected to the coin which must be completed. You can only move to the next level when all 4 coins have been collected. It is important to remind children that they should read the explanations that come with each coin carefully as they contain important messages relating to both e-safety and children's rights.

## Entertainia

- Security coin – this refers to the offers that are "too good to be true" that players might see on the Internet. Players are encouraged to try and play some "free" games, but soon realise that things are not what they seem. The point is made that we need to be very careful when we download anything from the Internet and not forget things like viruses.

- Privacy coin – players have to play a game called "Catch the Stars" – once finished, they are asked to enter a nickname. This starts players thinking about personal information and what can be given out. It is acceptable to give a nickname but not much else.

- Information coin – this coin focuses on addiction and reminds players that although computer games are good, they can become addictive if played too often.

- Awareness coin – this focuses on issues around bullying and the quality and validity of information that is on the Internet. You cannot believe everything that you see online.

ENTERTAiNiA

## Infotopia

Again, players have to find their way to the city gate. They must beware of the giant caterpillars and they need to collect an apple on the way. Players use the apple to take the key to the city gate from a raven.

- Security coin – this focuses on passwords and emphasises the importance of actually keeping them secret. It reminds players that a strong password contains numbers and letters.

- Privacy coin – after they have typed in "Snow White", 2 websites appear. Clicking on the first site takes you to Prince Blog where Snow White has left a message with too much personal information. It would be very easy to identify or locate her.

- Information coin – refers to search engines and provides some information about bookmarks. The players have to type in "Snow White".

- Awareness coin – this allows a player to click on a second website which is all about Snow White washing powder. There is information here about consumer awareness and also a good point to be made about the effectiveness of search engines.

## Communicadia

Players have to make their way to the city gate through the ice maze. They have to move the ice blocks to reach the exit.

- Security coin - players can play the "Sir Spam Me Not" game and have to filter out spam from mails from trusted sources.

- Privacy coin – focuses on chatting with a simulation of a chat room where the player talks to Cinderella. Players are asked to give their address. They receive advice about why they should take care when chatting and think about the information they could be giving away.

- Information coin – refers to e-mails and their advantages. It also deals with junk mail.
- Awareness coin – focuses on spam and how to combat it.

Once all 3 levels have been completed, players can enter the e-city Kometa. The e-city is a city for kids where they can have fun and get information, advice and protection. They can share dreams, ideas and worries, find easy ways to overcome problems and build their own dream world.

There are 6 e-coins to collect in Kometa. Each one focuses on a different right of the child. These should be familiar to the children as they have already encountered them in the different levels and the scrolls that they have already collected. See Lesson 8 for more information about the e-city Kometa.

## Activities

### Risks on the Internet (10 minutes)

Ask the children to return to their groups and consider some of the risks associated with using the Internet. What could go wrong? Use post-it notes for the children to record their thoughts and group the risks into 3 headings: content, contact and conduct.

### Discussion (15 minutes)

Talk about some of the issues that have been raised related to the coins.

**Security** – be careful when you download files from the Internet, they might contain a virus. (Also see Lesson 6 for discussion and activities)

**Privacy** – always keep personal information safe; be careful how much information you give out. (Also see Lesson 5 for discussion and activities.)

**Information** – these coins point out different issues to be aware of, for example, when searching for information and addiction to the computer.

**Awareness** – not everything online is what it seems. Children may come across information that is biased or inaccurate. They may read things about other people that are rude or unkind.

Explain to the children that the Internet reflects the real world. There are both good and bad people who use it, but with some simple rules they can make sure that they stay safe when they are online.

## Rules

Children will learn more about how to keep themselves safe as they move through the game.

Issues that are covered in the first level include:

**Addiction** – although it is good to play games, make sure you do not spend too much time on them.

**Personal information** – it is acceptable to use a nickname online as this cannot usually identify you, but be careful about the personal information that you share online.

**Inappropriate content** – some material that you find online can be distasteful. For example, in this level, the dwarf games contain inappropriate and unkind materials.

**Downloading** – it is important to think carefully before you download anything from the Internet. Do you know what it is and who it has come from? Some downloads will contain viruses that can damage your computer. If you are not sure about a download then it is safer not to use it.

# Online identity

Online communication is increasingly popular among young people, who are avid users of the new technologies that enable this to take place more quickly and effectively. Communicating online requires a user to have an online identity. Online communication is often perceived to be anonymous and children and young people openly admit to saying and doing things online that they would not dream of doing in the real world. A recent study reported one young person as saying "How can I come to any harm when I'm sitting here in my bedroom?"

As teachers and parents, we encourage our children to feel safe at school and at home: this is the type of environment we want them to grow up in. However, the notion that a child is still safe when using the Internet at home without proper supervision is wrong and can put children at risk. Parents and teachers need to be aware of some of the possible risks that children and young people can face online.

Before they start to play the Wild Web Woods game, players are asked to choose an identity for themselves. They decide on a nickname and are also asked to give a small amount of personal information – their age and the country where they live. Point out to children that they need to be careful about the amount of personal information that they put online as the Internet can easily be searched and it may be possible to put small bits of information together in order to identify or locate someone. It is worth pointing out at this stage that when they sign up to a new service or social networking site, they don't have to give information in every field. Only fields with an asterisk need to be completed, yet most people tend to provide a lot of additional yet unnecessary information.

## Choosing a nickname

When the children are choosing their nickname, talk to them about not choosing something that is too obvious to others. If they can easily be identified by their nickname then it may be just as risky as using their real name. They should also think about the type of nickname they choose, as nicknames can give the wrong impression about a person that could lead to risks.

The Internet provides a wonderful opportunity for children and young people to experiment with their own identity and this can be a very positive experience. They nevertheless need to think carefully about who can see the information that they post online about themselves and others.

## Activity

Players are asked to choose a character for themselves in order to play the game.

This provides an ideal opportunity to start a discussion about privacy and the sorts of information that children could divulge online.

### Taking on another identity online (30-45 minutes)

Ask the children to create a profile of themselves that they would be prepared to put onto the Internet. What sort of information would they include? Discuss that fact that because users can pretend to be anyone they want to be on the Internet many people we communicate with online are not really who they say they are. Just because someone tells you that they are a 13-year-old boy from Sweden doesn't mean that this is true. Some children are very trusting and find it difficult to see that others might not be truthful about their identity.

Once children have created their own profiles, if appropriate ask them to work in groups to identify positive and negative points about giving a false identity online. Once they have discussed the topic in depth, give the children the opportunity to change their identity/profile if they think it is better to do so.

### Differences between the real world and the virtual world (20-30 minutes)

Ask the children to list the differences between talking to someone online and offline. Lead them to realise that in the real world, we do not often become involved in a

conversation with a stranger yet, in the online world, some people engage quite easily with people they have never met. In the real world, people have the benefit of being able to see who they are talking to, which is not the case online. What other differences can the children find?

There are a few basic rules that will help children stay safe online.

- It is not a good idea to meet up with anyone who you have only met online. If you plan to do this, discuss it first with your parents or a trusted adult, and go along only if they agree to accompany you.
- If you feel uncomfortable about anything online then tell a trusted adult.
- Be truthful and protect your private information when you are online, but remember that not everyone will be as honest as you.

# Learning about children's rights

As players move through the game, they will collect scrolls which focus on different children's rights. Once the children have played at least part of the game, they will have seen and collected one or more scrolls. This presents a good opportunity for children to consider what they think their rights actually are. Which rights are non-negotiable?

It is unfortunate that the Internet has provided a new way to say hurtful or unkind things about others. Somehow not being able to see the person you are talking to or talking about can enable users to be much more direct than they would be in a face-to-face conversation.

User-generated facilities on Internet have given rise to a new phenomenon called "sexting" whereby children and young people are sending sexual images of themselves and others to friends. Although most state that this is not something that they would do in real life, the fact that they have access to the necessary technology to take photographs and videos and then upload them, means that it is a simple process to take and then immediately publish an image.

## Activity

### Discussion (30 minutes)

What do children think their rights should be? Allow them to use post-it notes to write down their ideas. Using the themes of the different scrolls that the children will see in the game, (knowledge, protection, participation, justice, education and health) ask them to put their ideas under the 6 headings. Discuss the rights of children as set out by the

United Nations Convention on the Rights of the Child and highlighted within the game using the table on p. 14. The game encourages players to be good citizens when it provides opportunities for the players to help others.

Each scroll can be used to help characters that the children will meet as they play the game. Ask them whether they have used the scrolls in this way. They do not have to help the characters that they encounter, but unless they do, they will not be able to play the Scroll-Run game when they reach the e-city.

The Council of Europe manual *Compasito – Manual on human rights education for children* also contains exercises and human rights activities for children.

## Children's rights and the Internet (30-45 minutes)

Bearing in mind the children's rights discussed in the game, ask the children what rights they think are most important when they use the Internet. What rules do they think need to be in place? Split the children into groups of 4 and ask them to decide on a code of conduct for using the Internet. At the end of the session ask each group to give feedback to the rest of the class with their ideas.

## Extension activity (1 hour) (for more able or older children)

The discussion of children's rights provides an excellent opportunity for a debate:

- choose one of the children's rights;
- split the class into 3 groups (2 small and one large) and explain that one group will support the chosen statement and the other will oppose it. The third group will decide who gives the most convincing argument and vote for a winner;
- give the groups time to form their arguments (depending on the age and ability of the children, they may need some adult support with this activity);
- start the debate, giving each group time to put their argument forward and allow the members of the third group a chance to ask questions;
- ask the third group to vote for a winner.

# Addiction

As more and more children and young people spend time playing online games, there is a growing concern that this could lead to becoming addicted to this type of activity. Many online games are very compelling and attractive to those who play them. Parents are reporting that their children are spending increasing amounts of time playing online games.

## Activity

*How much time do I spend doing.....?*
*(up to 1 hour plus time to collect data)*

Refer the children to the section in the Wild Web Woods where they meet Rapunzel.

*Rapunzel hasn't been kidnapped; she played computer games all day long and became addicted to them. She was so crazy about the games that she hid in an old tower so no one would disturb her. That's why she never got to the hairdresser.*

What would they do if one of their friends was in this situation?
Where could they go for help?

How many children play online games? How long do they play them at a time? Do they actually know how much time they spend? Ask them to keep a diary over the course of a week to see how much time they spend doing various activities (including outdoor activities – the list could be agreed upon in class beforehand). Can they create a graph or pie chart to show how much time they spend over the course of a week doing various activities?

Are the results surprising to the children? Explain that it is acceptable to play games online, but talk about the need to have a balance of activities and not simply be focusing on gaming or using the computer.

**Note:** There may be children in the class who spend a lot of time playing online games. It is important not to inadvertently single out individual pupils. Children should not be asked to put their names on the charts.

# Privacy

As it becomes much easier for children and young people to create content online, there are challenges for teachers in explaining the associated risks to them. Children need to be aware that once they post something online, it is impossible to get it back. Of course they can delete information that they have posted on their profile, but they cannot necessarily be sure that the information hasn't been copied by others. Very often, children are unaware of the privacy settings that they have on their online accounts. It is important to stress to them that their online profile should be private (that is, only invited guests can see it). Unfortunately children and young people do not often think about their audience and are really not aware of who might be looking at their profile.

When the children reach Infotopia, they are able to look at a blog (online diary). This contains information left there by Snow White. She has given out far too much personal information which could put her at risk.

## Activity

### Prince Blog (30 minutes)

Look at the contents of the blog below and provide the children with a copy. Ask them to highlight the personal details that Snow White should not have included. Can they then create a "safe" blog entry?

Re-emphasise that the web is based on democracy and that everyone has an equal right to join in. The web is created by everyone and can be used by everyone. This means that anyone can see the information that you put online, unless it is carefully protected.

Ask children to consider their own profiles (if they have one) and to think about the information that they post. Would they be happy for their parents or carers to see this?

## Passwords (45 minutes)

While discussing privacy, take the opportunity to talk about passwords. The children will be able to find out more about passwords when they reach Infotopia. Ask the children to incorporate the following information into a poster to explain to others why passwords are so important.

- A password is just like a secret – don't pass it on to other people!
- Don't use your first name – it's too easy to identify you!
- Don't save the password on your computer, even if your computer asks you to; if someone else uses the same computer, they can visit the site with your password.
- Mix up numbers and letters, but make sure that you can remember your password the next time you log in.
- Never write your password down on a piece of paper anyone can see.

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## GuestBook

**JULY 25TH, 2007**

### Hi There Prince,

I'm here at the 7dwaves-hotel
The dwaves are really nice and I feel pretty safe here. Here's my address in case you want to write to me.

Snowhite@7dwaves-hotel
Behind the Hill
SevenHills

Kisses ;-*
SNOWHITE

# Security

The Internet provides a very easy medium through which all sorts of material can be accessed. Books, films and music can be downloaded legally and also illegally. Many children are believed to have no regard for copyright or intellectual property, but research suggests that rather than not caring about these things, children do not understand them.

Another problem that children can encounter when downloading materials is viruses. Most adults are usually very cautious about downloading anything, but children do not have the same concerns and rarely think twice about installing software or playing music or videos that they may have found on dubious online sources.

At various stages in the game, children are reminded that they must be extremely careful when they download files from the Internet.

Downloads can contain viruses or spyware. It's just like the story of Jack and the Beanstalk: you plant something in your computer and it grows and grows! In the end this can destroy your whole computer. Be sure to have a virus scanner installed and download files only from sites that you really trust.

## Activity

### A safe computer (45 minutes)

Ask the children to design a poster showing a *safe* computer. What are the elements that they need to include? (such as virus protection, anti-spam or spam filter, anti-spyware, passwords). By this stage the children should have completed most of the game and have a good understanding of the main elements needed to keep their computer and information safe.

# Children's rights in the real world

Throughout the game, children have been given opportunities to help others by using the scrolls that they have collected. Now that they have some understanding about children's rights, what do they think they can do to help those who do not have some of the freedoms that they themselves have in the real world?

## Activities

### Choose a non-governmental organisation (NGO) (up to 1 hour)

Ask the children to recall some of the characters in the game who needed help. Who were they and why did they need help? In the game the children were able to "apply a scroll" which made things better, but what could they do in real life to help those less fortunate than themselves?

Encourage the class as a group to generate some discussion about the needs of others and, where appropriate, provide them with some examples of children who have had their rights taken away.

Present the children with a range of NGOs appropriate to their own setting or ask them to suggest some (a maximum of 4). Then ask one or two children to explain the work of each chosen NGO to the rest of the class. Then the children need to vote for their favourite, the NGO that they would like to support in its work to protect children and their rights.

Once the NGO has been chosen discuss with the children ways in which they can support it, for example, fundraising, awareness-raising, voluntary work, and so on.

## Sharing knowledge with others (1 hour)

Take the six headings of knowledge, protection, participation, justice, education and health and split the class into six groups. Ask each group to design a poster to raise awareness of each of these rights with other members of the school. Talk to them about ways to make the poster effective: it will need to be eye-catching and use a mixture of text and images. How can they design a poster which has the greatest impact?

# The e-city Kometa

When the children have completed the three levels in the game, they arrive at the e-city Kometa. Kometa is described as a place where children can "have fun, share dreams and ideas; it mirrors the world that they would like to live in".

Once inside Kometa, there are six e-coins to collect: e-fun, e-school, e-home, e-city-hall, e-parliament, e-court. After they have collected all of the coins, children become e-citizens of Kometa and have their names entered into the Hall of Fame.

If children have managed to rescue all of the characters that they met in the woods (by applying the scrolls) then they are able to play the scroll run game. If they didn't manage to do this, they can look at the map (by clicking on the compass in the top right hand corner of the screen) and see which characters they missed. Clicking on a character will take them back to the relevant part of the game where they can apply the scroll.

## Activity

### Presentation
### (30 minutes to plan the activity, at least 1 hour to create the presentation)

Once the children have completed the game, they will have a good understanding about children's rights. Discuss how these rights are implemented at local level, that is, within the school. Does the school have a school council? How are the views of children heard? The e-city contains many parallels with democracy at school level, focusing on justice, the right to participate and respect for others and themselves.

Based on the knowledge and understanding that they have acquired about both children's rights and e-safety, split the class into groups of six and ask them to create a pre-

sentation (this may be for parents, the school council or other classes) to demonstrate their understanding and also to educate others. Let the children use whatever medium they like, but ask them to consider their audience. How can they get the most impact? What will they need? Encourage them to ensure that all members of the group have a role to play.

This activity will allow the children to demonstrate what they have learned, while also raising awareness of the game and the issues it addresses with others.

## Activity

### The ideal city
### (10 minutes to explain, 1 hour at the next teaching day to discuss)

Ask the children to think of their ideal real-life city. Ask them to write a small text to describe it (1 or 2 pages maximum). Discuss the texts in class and ask the children to vote for the city they like the most. Send the text to the city's mayor. If possible, translate the text into English or French and send it to the Council of Europe. It will be published on the Council of Europe website and your class will receive a small gift from the Council.

Kometa@coe.int

# Selected reading

*Living and learning democracy: introducing quality assurance of education for democratic citizenship in schools*, Council of Europe Publishing: 2008

*How all teachers can support citizenship and human rights education*, Council of Europe Publishing: 2008

*Teaching democracy – A collection of models for democratic citizenship and human rights education*, Council of Europe Publishing: 2008

*Compasito – Manual on human rights education for children*, Council of Europe Publishing: 2008

*Compass – A manual on human rights education with young people*, Council of Europe Publishing: 2002

*The Internet literacy handbook – A guide for parents, teachers, young people*, Council of Europe Publishing: 2006 (An updated online flash version exists at http://www.coe.int/internet-literacy-handbook)

*Violence reduction in schools training pack:* 2009

*Campaign pack – Raise your hand against smacking!*: 2009
ISBN 978-92-871-6624-1

*International justice for children:* 2008
ISBN 978-92-871-6534-3

*Eradicating violence against children –*
*Council of Europe actions:* 2008
ISBN 978-92-871-6432-2

*Off the books – Guidance for Europe's parliaments on law reform to eliminate corporal punishment of children*: 2008

*Eliminating corporal punishment – a human rights imperative for Europe's children:* 2007
ISBN 978-92-871-6182-6 (new edition)

*Abolishing corporal punishment of children – Questions and answers:* 2007
ISBN 978-92-871-6310-3

*Parenting in contemporary Europe – A positive approach:* 2007
ISBN -92-871-6135-2

*Highlights* (Monaco Conference): 2007

*The Internet literacy handbook:* 2006
ISBN 978-92-871-5939-7
(An updated online flash version exists at http://www.coe.int/internet-literacy-handbook)

*Violence reduction in schools – How to make a difference:* 2006
ISBN 978-92-871-5870-3

The Council of Europe programme "Building a Europe for and with children" was launched to promote and secure respect for children's rights in Europe, and protect children from all forms of violence. Learn more at http://www.coe.int/children

ISBN titles may be ordered from Council of Europe Publishing,
http://book.coe.int
For all others, contact: children@coe.int

THAT WAY!

The Council of Europe designed an online game "Through the Wild Web Woods" to help children learn basic Internet safety rules. The game uses familiar fairy tales to guide children through a maze of potential dangers on the way to the fabulous e-city Kometa, while teaching them to protect identity and personal data, participate safely in chat rooms, recognise sites and online games containing harmful content, develop a critical approach towards information found on the Internet, and protect their computers against spam and viruses. The game also promotes such key concepts and values underlying the work of the Council of Europe as democracy, respect for others and children's rights.

The game, mainly for children between 7 and 10, exists already in 22 languages (Albanian, Bulgarian, Dutch, English, Finnish, French, German, Greek, Hungarian, Italian, Latvian, Lithuanian, Maltese, Polish, Portuguese, Romani, Romanian, Russian, Serbian, Slovene, Spanish and Turkish) and other linguistic versions are under preparation. This teaching pack is designed to be downloaded from our website and printed by teachers and trainers. It provides them guidance to discuss Internet safety and children's rights with their pupils.

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## The Council of Europe

The Council of Europe is an international organisation founded in 1949 and now has 47 member states. Its role is to promote human rights, democracy and the rule of law. It establishes common democratic principles based on the European Convention on Human Rights and other conventions and recommendations on the protection of persons, which of course includes Europe's 150 million children.

The programme "Building a Europe for and with children" is concerned with promoting children's rights and protecting them from violence. The programme includes action in such matters as violence in the home and at school, human rights education, children and the Internet and children and the justice system. You can visit our site for more information on our conventions, meetings and publications, and our online game "Wild Web Woods".