

CYBERSAFE: GOOD GAME

Educator Guide

Includes:

- Introduction
- Lesson Objectives
- Learning Standards
- Lesson Activities
- Vocabulary
- Reflection

INTRODUCTION

Everyone loves a good game... But good games are a result of a safe, welcoming online community. To support building strong digital citizenship and cyber safety skills, we invite you to *CyberSafe: Good Game*. *Good Game* is the third map of the *CyberSafe* series, which is a part of the K-12 cybersecurity progression in Minecraft Education.

Cyber Safe: Good Game has been designed as a fun and creative one-hour introduction to building healthy online safety skills and is appropriate for students ages 7-14. This adventure is designed to build digital literacy and digital citizenship skills and to teach students the responsibilities, tools, responses, and strategies they need to foster digital well-being. It also highlights the ways that codes of conduct amplify the positive connections and interactions young people experience online. This Educator Guide is designed to provide you with the necessary materials to lead an intentional experience to support dialog around online safety and digital citizenship, and how to use the tools in different online gaming interactions.

Lesson Objectives

Players wrestle with important questions. What responsibilities do community members have? How can they uplift the people around them? How can they communicate to improve a community's overall behavior? And what should they do when issues pop up?

To answer those questions, CyberSafe: Good Game gives students an opportunity to learn or practice four key digital citizenship skills:

1. **Building a positive digital footprint**
   Educators can use this world to teach students about the long-term impact of their online actions and the importance of creating a positive digital footprint from a young age.

2. **Understanding online safety**
   This world emphasizes the importance of staying safe online, including recognizing and avoiding potential dangers during common gaming scenarios.

3. **Responsible technology use**
   By emulating real-world gaming situations and their outcomes, students will understand the consequences of their digital actions and how they contribute to the overall online atmosphere.

4. **Creating communities of belonging**
   Students experience the impact of inclusivity and respect in online interactions, draft a code of conduct, and see the benefits of cultivating a supportive and safe online community.

EDUCATIONAL STANDARDS – COMPUTER SCIENCE

CSTA STANDARDS	**1A-IC-17** Work respectfully and responsibly with others online.
ISTE STANDARDS	**1.2.b** Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
CYBER.ORG STANDARDS	**K-2.DC.FOOT** Differentiate between good and bad online behavior. **3-5.DC.FOOT** Describe the concept of a digital footprint. **6-8.DC.FOOT.1** Recognize the many sources of data that make up a digital footprint. **6-8.DC.FOOT.2** Recognize the permanence of a digital footprint.
UK COMPUTING PROGRAMMES OF STUDY	**Key Stage 1** - Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. **Key Stage 2** - Use technology safely, respectfully and responsibly; recognize acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact. **Key Stage 3** - Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.
AUSTRALIAN F-10 CURRICULUM: DIGITAL TECHNOLOGIES	Discussing digital citizenship rules and behaviours for participating in an online environment (**ACTDIP013**) Making ethical decisions when faced with reporting inappropriate online behaviour or acknowledging digital products created by others (**ACTDIP013**) Applying safe practices while participating in online environments (**ACTDIP022)** Developing a set of 'rules' about appropriate conduct, language and content when communicating online, and using these rules as a basis for resolving ethical dilemmas (**ACTDIP022)**

WAYS TO USE THIS LEARNING CONTENT

How can this lesson be used?

In the classroom: **Digital Citizenship and Digital Fluency Lessons**	*Cyber Safe: Good Game* is a great way to start a conversation around rules, digital citizenship, and social interactions (with both our friends in-real-life and online friends whom we have never met). This lesson could serve as an opportunity to consider how students should act in real life and how some of these principles carry over to virtual environments.
Esports Clubs and Teams	Does your school have an esports club or an esports team? If so, this *Good Game* experience could serve as a great inspiration to begin or refine your club charter (i.e., a club charter is the document that outlines the purpose, structure, and rules of an esports club).
Family | Community Nights	Are your responsible for hosting Family | Community nights throughout the year? *Cyber Safe: Good Game* provides an engaging and interactive way to have students and their families (and communities) come together to learn the importance of healthy gaming habits and how to positively impact their online communities.
Parent Workshops	Do your parents need some help in better understanding how video games can be a beneficial experience for their child? *Cyber Safe: Good Game* can be a springboard to help teach parents about how to support healthy gaming habits at home, things to look for, and how to set healthy boundaries for their child(ren).
Homeschool groups and other youth organizations	You don't have to be exclusively at a school or part of a school district to utilize Minecraft Education. Homeschools, families, and other organizations can purchase and manage Minecraft Education through our commercial offer. You can find more information here.

CYBER SAFE: GOOD GAME — LESSON ACTIVITIES

Beginning the Map

When the world launches, players will immediately be prompted to select their avatar (i.e., this will be the special skin they have during this Minecraft map).



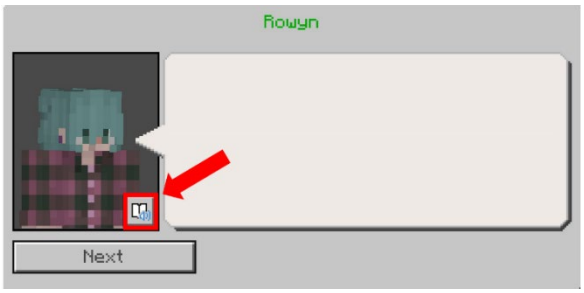
Welcome to CyberSafe: Good Game! Let's get started...



Players will watch the opening cinematic scene of the students leaving the school building, getting onto the school bus, and then arriving at their bus stop.

Once the NPCs exit the bus, a dialog box will automatically pop up into the game. The dialog boxes often provide important information. Players should be encouraged to read all of the information. If you have younger players or readers who need additional support, consider demonstrating and encouraging the use of the Immersive Reader feature.

Immersive Reader is an integrated feature of Minecraft Education. It supports learners in reading or translating in-game text, including the character dialog. When a dialog box is opened, you will see an icon in the bottom right-hand corner of the NPC picture in the dialog box.



After players have read through the initial dialog boxes, they will find out that their friend, Brett, is unable to play online tonight. He has been having trouble managing his emotions while playing and his parents have decided that until he is able to be more responsible. The friends decide to create a Good Game Guide to write their best ideas to make online gaming more fun! Head into your house to get started...



Activity 1: First Things First

In this activity, players will review the importance of being responsible outside of the game.

Task: Handle Your responsibilities

Speak to your Trusted Adult.	Open your gift from Aunt Joanie.	Collect the trash bag from the trash can.
		

Take the trash bag to the outside trash can.	Find the dog food.	Feed the dog.
		

Then, players will be prompted to eat with their Trusted Adults.

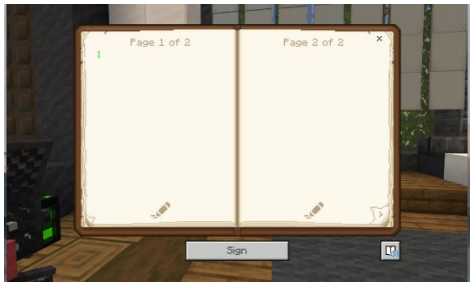
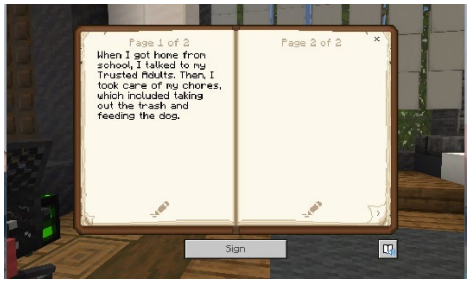


After eating, they will begin working on their Good Game Guide. The Good Game Guide is a book & quill (stored in their bedroom upstairs).



GAME TIP

The book & quill is a unique game feature, exclusive to Minecraft Education.

To write inside the book & quill, click inside (mouse) the page or tap (touch device) on the page. 	When a player is finished adding their entry, they should select the "X" in the top right-hand corner. DO NOT click the "Sign" button until the book is complete at the end of the game. 

Important Vocabulary:

Trusted Adult – An individual who is closest to the player and is responsible for their safety and wellbeing

Activity 2: Bloon Pop

In this activity, players will start playing online with their friends and strangers. They will play the Bloon Pop game several times. Each time, they will face a different scenario.

Game 1

Game 1 will feature the players' friends, Cristina and Rowyn. Since Brett is unable to play, they will have a random player join their team as the fourth member. The first game goes well – no issues.

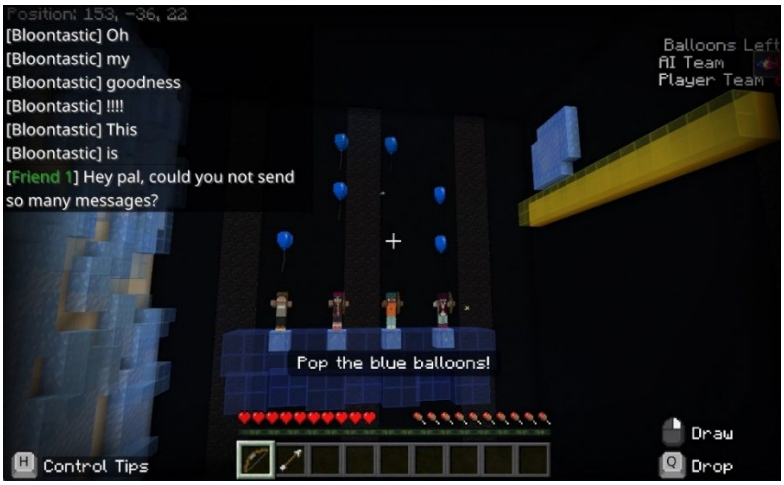


Important Vocabulary:

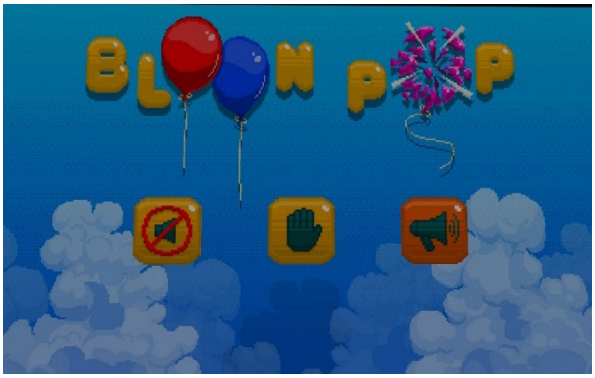
GG – An acronym for “Good Game”; commonly used after game play

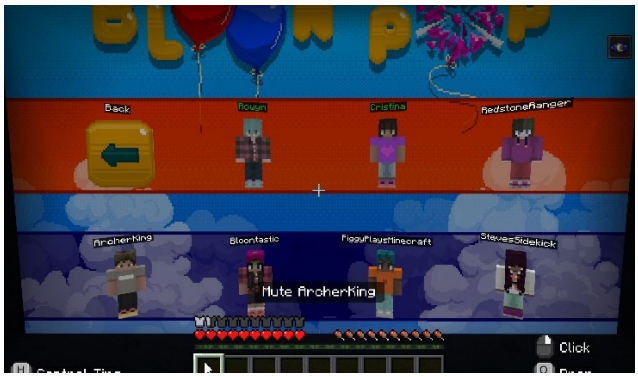
Game 2

In Game 2, another random player will join their team. However, this game is not going so well. The player is continually sending messages in the chat. It is extremely distracting.



Players will learn how to use the MUTE button, which is located in the Pause Menu (in the player’s hotbar).





After Game 2, players will be prompted again to add their next idea to their Good Game Guide.



Important Vocabulary

Spam – to bombard the chat feature with text

Game Controls – options that allow you to utilize various tools available within video game software

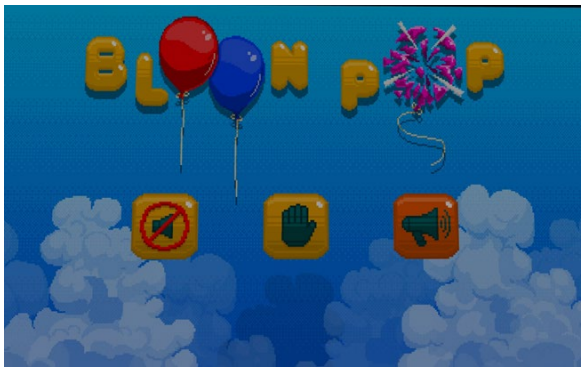
Mute – a command that hides certain messages from specific players; players can use this tool to specifically hide messages from specified player(s)

Game 3

In Game 3, another random player will join their team. This game is not going well either. The new player is shooting the team's balloons and is trying to make them lose the game on purpose!



Players will learn how to use the REPORT button. When a player reports someone, they will be required to select a reason why the player is being reported. They can choose between: Hacking, Inappropriate, Griefing, or Harassing.





After Game 3, players will be prompted again to add their next idea to their Good Game Guide.

Important Vocabulary

Report – a tool that allows players to report other players when they encounter offensive, negative, or disruptive behavior within the game

Griefing – deliberately acting against the server rules or community guidelines and prevent the progress of other players

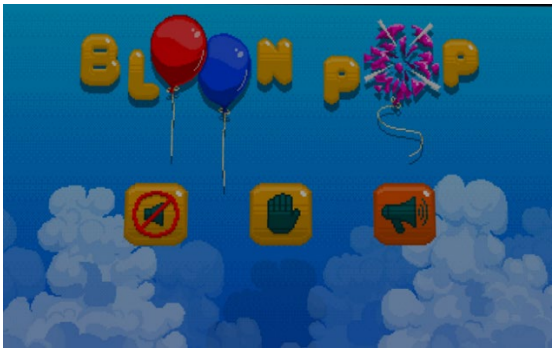
Game 4

In Game 4, another random player will join their team. The new player has this awesome looking new skin! However, it appears as though that the player is using a hack pack (i.e., a game pack that allows them to cheat).





Players will need to use the REPORT button again. They will need to select the “Hacking” button.





After Game 4, players will be prompted again to add their next idea to their Good Game Guide.

Important Vocabulary

Hacking – using modified versions of the video game that allow you to do things that are not otherwise possible; provides an unfair advantage over other players; also known as "cheating"

Game 5

In Game 5, another random player will join their team. The team they are playing against has the same hack pack from the last game! This pack will allow their team to shoot arrows super-fast – which gives them an unfair advantage.



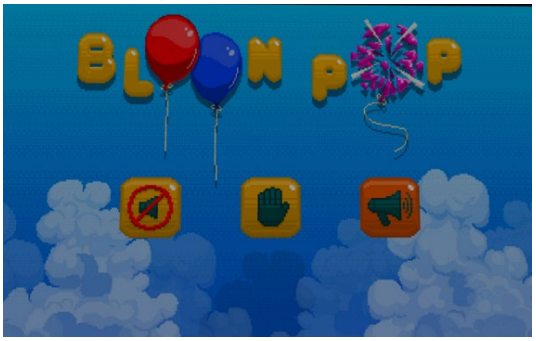
Depending on how they handled Game 4 will determine the outcome of Game 5. After Game 5, players will be prompted again to add their next idea to their Good Game Guide.

Game 6

After taking a break, the players will reconvene for Game 6. In Game 6, another random player will join their team. The random teammate is not the problem this time… One of the other players on the other team has a completely inappropriate gamer tag (i.e., player name).



Players will need to use the REPORT button again. They will need to select the "Inappropriate" button.





After Game 6, players will be prompted again to add their next idea to their Good Game Guide.

Important Vocabulary

Inappropriate – unsuitable for the time, place, and/or situation

NOTE: To find out more about gaming values, creating an inclusive community, and more, consider checking out the Xbox Community Standards as a great frame of reference for online gaming guidelines.

After finishing up the games, the Trusted Adult will prompt the player to go visit Brett. They will bring him a spare controller and the Good Game Guide.





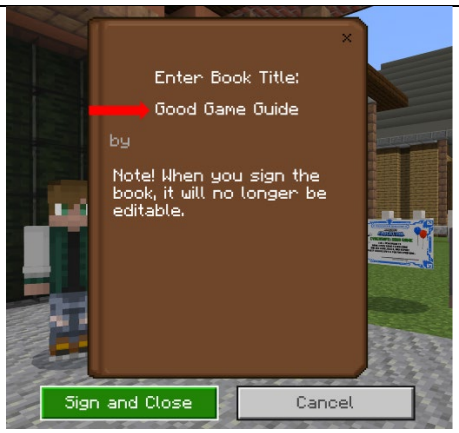
HOW TO PUBLISH THE BOOK & QUILL

At the end of the game, players will be ready to publish their Good Game Guide. They will be prompted in-game to publish their book (if they have completed all the prompts from the in-game experience).



Players will need to sign their book. Once a player selects the “Sign” button, they will no longer be able to edit the book.	Players should type in their title, “Good Game Guide”. Then, they will select “Sign and Close”.

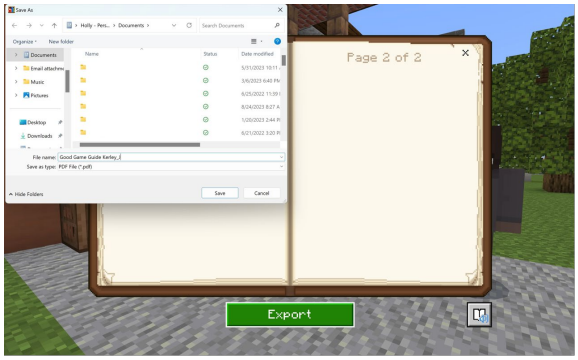




Players can re-open the book (located in their hotbar). They can then select the "Export" button.



After selecting "Export", the computer will automatically prompt the player to save their Good Game Guide as a PDF.



TEACHER TIP: You can have students submit their Good Game Guides (PDF versions) to you to formatively assess their knowledge and understanding of this learning experience.

Upon completion of this world, players will receive their Good Game Certificate!

MINECRAFT EDUCATION

CERTIFICATE OF COMPLETION

This certificate is awarded to

for successful completion of

CYBERSAFE: GOOD GAME

and for helping build a healthy and positive community of belonging

Microsoft



