

Staying Safe During Online Gaming

A project-based learning activity

Objectives:

- ▶ Recognize and record real-world threats to students while playing online
- ▶ Describe in writing ways to avoid becoming a victim while playing games online
- ▶ Explain and show through video one safety threat and solution for online game-playing
- ▶ Debrief the project and discuss ways of sharing this information with others

Standards:

- ▶ Students will develop an understanding of the core concepts of technology.
- ▶ Students will develop an understanding of the cultural, social, economic, and political effects of technology.
- ▶ Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.
- ▶ Students will develop abilities to use and maintain technological products and systems.

Are you vulnerable to a real attack while playing World of Warcraft or other multi-player games online? If so, what kind of damage can the predator inflict?

During this project, you will need to investigate and evaluate whether there is a real danger in online gaming. If you decide the threat is real, you will need to create an action plan on how you can make sure the only damage inflicted is on your avatar.

STEP ONE Find a partner and choose a computer. Gather clues and information from some of the websites listed at the end of this worksheet to decide what kind of real-world danger lurks in the online gaming universe. As you investigate, identify at least five potential threats that exist to your real person or real-world assets through online gaming and chart them on the graphic organizer.

Some reputable websites you can visit are:

- ▶ staysafeonline.org
- ▶ getgamesmart.com
- ▶ games.venturebeat.com/2010/04/08/protecting-online-games-and-gamers-from-cyber-criminals
- ▶ wiredsafety.org/safety/chat_safety/online_gaming_safety/index.html
- ▶ youtube.com/user/StaySafeOnline1
- ▶ netsmartz.org/netteens.htm
- ▶ blogs.pcmag.com/securitywatch/2010/07/pirated_copies_of_starcraft_2.php
- ▶ pcworld.com/article/182542/viruses_malware_creeping_into_online_games.html
- ▶ mcafee.com/us/local_content/white_papers/threat_center/wp_online_gaming.pdf



StaySafeOnline.org
National Cyber Security Alliance



Staying Safe During Online Gaming

A project-based learning activity

Threats	Solutions	Where you found the info.
1.		
2.		
3.		
4.		
5.		

Reflection and evaluation

- ▶ Do you feel these threats are real? Why or why not?
- ▶ Can they be physically dangerous? Why or why not?
- ▶ If you are affected by these threats, what costs could be involved in undoing the damage?
- ▶ Is it hard to put these safety measures in place? Why or why not?
- ▶ How much money would it cost to implement these safety features (in dollars)?

STEP TWO Look back over the information you collected, and remember your general impressions. Do you need to do more investigating to reach your conclusion? If so, visit a few more websites to create your list of five potential real-world threats there might be in online gaming. Then evaluate using the questions on the bottom of the graphic organizer.

STEP THREE Now that you've done your investigation, weighed the clues and come to a conclusion based on those facts, you need to let others know your conclusion. You and your partner now need to create a video for 10-13 year-olds on how to stay safe while playing multi-player games online.



Staying Safe During Online Gaming

A project-based learning activity

STEP FOUR Choose one main threat from your list of five that you want to warn other students about. Create a script based on that threat and how to avoid being a victim to that threat—how can you best convey this information to middle-school students? Your video can be up to about one minute long. To get an idea of what other students created regarding cyberbullying, you can check out:

<http://www.youtube.com/user/StaySafeOnline1#p/u/7/fcNKY8XQ5AM>
<http://www.youtube.com/user/StaySafeOnline1#p/u/11/0vwxUD1jPLg>

STEP FIVE Record and prepare your video for viewing in your classroom. Your video will be graded based on the following grading rubric. A total of 12 points is possible between the graphic organizer and completed video.

	3 points	2 points	1 point
Was the video the right length of time?	:55-1:05 minutes	45-55 seconds or longer than 1:05 minutes	Shorter than 45 seconds or longer than 1:15 minutes
Was the video persuasive and appropriate for the audience?	Very persuasive and age appropriate	Mildly persuasive or not quite the right age group targeted	Not persuasive at all or completely missed the target age group of 10-13 years old
Did the video include one danger of online gaming and an appropriate solution?	Yes. Both one danger and a corresponding solution	No, either there was not a danger and solution or danger/solution did not match	No real coherent danger or solution presented. Overall usefulness of the video was not apparent
Did the student have a completed worksheet with five threats and five solutions? Did the student also cite where the information was found?	Yes, all the information in the graphic organizer was complete	The graphic organizer was only partially filled out or an apparent lack of thought was evident	The student appeared to put forth no effort to completing this project

STEP SIX In class, watch all of the videos created by you and your classmates. Perhaps a little popcorn might even be in order. While watching the videos, did you learn even more about the dangers lurking while playing online games and how to stay safe? What information in those videos surprised you? How can you and your classmates use these videos to get the word out to middle-schoolers on how to be safe while still having fun on the Internet?



Staying Safe During Online Gaming

A project-based learning activity

STEP SIX In class, watch all of the videos created by you and your classmates. Perhaps a little popcorn might even be in order. While watching the videos, did you learn even more about the dangers lurking while playing online games and how to stay safe? What information in those videos surprised you? How can you and your classmates use these videos to get the word out to middle-schoolers on how to be safe while still having fun on the Internet?

