



Nordic Council
of Ministers

Breaking **BARRIERS**

TOOLKIT

About this toolkit

In your hands - the toolkit developed under the project “Breaking barriers” No. 102335, funded by Nordic Council of Ministers aiming at combating cyberbullying and hate speech. It is possible to use this Toolkit with 10 workshops in formal and non-formal education settings. The workshops propose the ways to involve young people into discussion, activities using modern technologies (VR, AR, different apps, online tools) to promote empathy, tolerance and understanding of each. This will also contribute to their emotional wellbeing when being online and promote a new communication online behaviour.

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About the project

The problem of bullying which is now also being used also online is still acute in Lithuania. Finland is doing quite well with stopping (cyber) bullying so partners will have a chance to learn more about how they managed to do that. In Belarus, according to <https://www.belaruseducation.info/>, 14% children belonging to high school think of suicide and approximately 7% actually attempt it every year.

The project aims at contributing to solving the problem of cyberbullying and hate speech online among young people (aged 11-15) using modern technologies (VR, AR, apps, video games) and promoting tolerance, empathy, development of EI, understanding towards each other, acceptance and breaking some stereotypes which are still very vital. The consortium which encompasses 4 NGOs from three countries (Lithuania, Finland and Belarus) will share their experience, good practices and throughout the period of 12 months.

Project partners



mpro | motyvaciniai projektai



LEARNING FOR INTEGRATION RY

Project partners and contributors:

Coordinator - VšĮ EDUKACINIAI PROJEKTAI (Lithuania) (EDUPRO)

Motyvaciniai projektai (Lithuania) (MPRO)

Non-governmental organisation “Centre for informational support of public initiatives “The Third Sector” (Belarus, temporarily operating abroad) (3rd Sector)

Learning for Integration ry (Finland)

AMONG ALL OF US (EDUPRO)



Among all of us is an investigative video game consisting of an interactive blog managed by two authors who write about their gaming experiences. When the player land on the blog discover that it is closed there's only a post-mortem post. What happened to the authors? Why did they decide to stop writing?



Objectives

Provide an experience that is both engaging and educational, discussing the topic of hate speech in a new way that is more in line with our target audience.



Target group

The game is meant to be played by children and teenagers between 11 and 18 years old. There are no limits on the number of participants, but we suggest that each class/group is supported by at least a teacher/ educator.



Time

We propose the event in a single session, divided into 3 parts:

PART 1 (10 minutes): short introduction to the objectives of the activity.

PART 2 (60 minutes): the various classes/groups play the game.

PART 3 (20 minutes): open discussion with the class/ group on the themes emerged from the game.



Form

The activity is autonomously mediated by the organization (e.g., schools and libraries). It is the responsibility of educators, teachers, and librarians to manage the groups during the game



Space

The game is designed for a full-digital or mixed experience, where some elements of the treasure hunt are moved into the real world. For the full-digital version, we envision the activity being run within an environment such as a computer room, although the game can be freely used from mobile, so we do not exclude the possibility of fruition in a different space. For the mixed version, we consider that part of the game will include multiple spaces, such as study rooms, reading rooms, schoolyards.



Tools

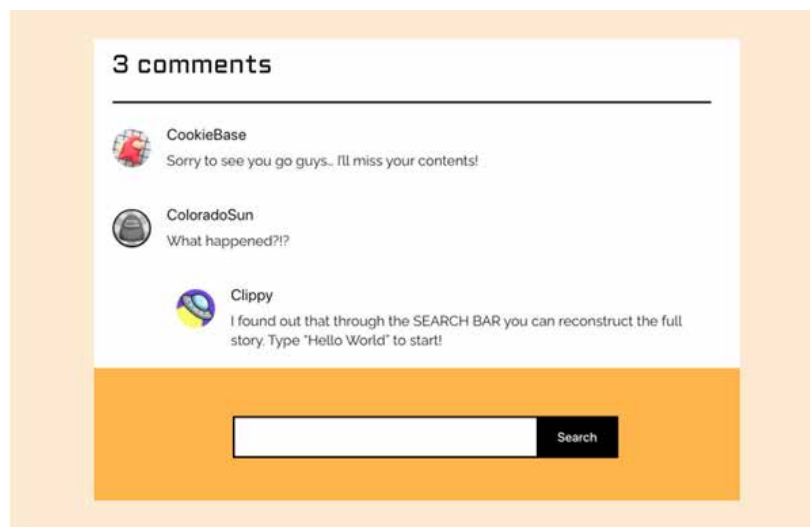
Computer/smartphone/ tablet to participate in the virtual event and access the game.

HOW TO PLAY: A GENERAL OVERVIEW

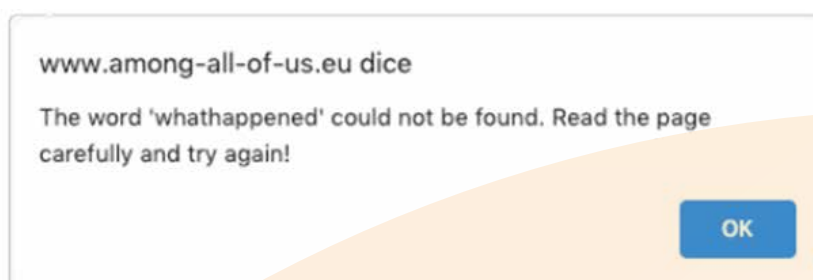
Game Among All of Us is centred around a fictitious video game blog (www.among-all-of-us.eu) run by two authors - a boy and a girl - who write about their personal gaming experiences. The blog is currently closed and apparently the only accessible page is the final one, where they officially declare the closure: what happened to the authors and why did they decide to stop writing? The player initially only has the final post page and the search box available. The game is conceived as a virtual treasure hunt where each page (in the form of a blog post) allows the players to: collect a piece of information about the history of the blog; discover a keyword to enter in the search box to access the next page.

EXAMPLE:

The player reads the post #12 (on the very first page). In one of the three comments below one of the followers writes: "I found out that through the SEARCH BAR you can reconstruct the full story. Type "Hello World" to start!".



The player moves to the search box and enters the words "Hello World". By typing the correct keyword (and pressing "enter") the next post will load automatically. When a wrong keyword is entered the webpage will show a pop-up window, and the player will remain in the same post page.



HOW TO PLAY: A STEP BY STEP GUIDE

STEP 1: PRESENTATION

Introduce to your class/group the topic of hate speech:

- Do you know what hate speech, cyber-bullying or bullying are?
- Have you ever experienced hate speech, cyberbullying or bullying yourself?
- Have you seen others being bullied? What did you do?
- How can we stop hate speech online?
- Can video games help to stop hate speech online?

Get the group involved in the activity:

- Who of you knows Among Us?
- Which of you have played it?
- This is a story of people who like and write about the game and what happened to them in the course of it. Can you uncover their story?

STEP 2: PLAY SESSION

Provide the link to the game: <https://www.among-all-of-us.eu/en/we-are-closing-this-blog/>

Present the goal of the game:

- 60 minutes to interact and uncover the story.
- Each post contains a keyword to access the next post.
- Once you think you've found the keyword, enter it in the search box at the bottom of the blog.

Additional information (can be given in advance or when the teacher notices that the group gets stuck):

- You can advance in the story by entering the right keywords in the search bar.
 - When you enter the wrong keyword 3 times you will get a hint where to find a clue (highlighted in yellow). When you get stuck, ask the other for clues. If they can't help you, ask the teacher/educator.
 - If you are not in the classroom and everybody is playing separately in their home and have been joined into common activity using some online platform (f.e. "Zoom"), they can send a private message to the teacher/educator asking for a clue. In this case online commotion may be avoided.
 - You notice that you came to the last page when you have the option to enter your own comment. Please leave one!
-


STEP 3 OPEN DISCUSSION WITH THE CLASS

On the contents of the game:

- If you were in Xan and Nick's shoes what would you have done differently?
 - Did you ever witness this sort of thing happening? What did you do?
 - How did you feel?
-

ADDITIONAL ACTIVITIES

If the game is played in physical presence: Among All of Us can be played in teams of several players to encourage teamwork among children. Also, this might be suitable if there are only several devices to play the game. One way can be dividing participants into a group of 5. You can use "online wheel" to see which team you're in. When teams are ready then they choose the captain of the team, create the name of their team and a slogan. The captain of the team comes to introduce the whole team. Then they start playing Among All of Us. When they feel stuck, they can ask for a keyword to move forward, but they lose a point. This means participants need to decide by themselves - to try to find the key by themselves or to lose one point but to try to win the game. The team which has the highest number of points still remaining, wins the game. If the game is played online (using some online communication platform): If the group of players is miscellaneous (coming not from one class), you can ask about the age of participants at the beginning of the activity and where they come from. Then to introduce the aim of the game, that the duration of the game depends how quickly they would find the key. This time each player can play individually.



ANTIBULLYING RAID

(3rd Sector)



AntiBullying Raid is an interactive game that allows you to determine the level of knowledge of the group on topics related to bullying and cyberbullying, and to create a framework for discussing the meaning of these concepts.

#Bullying #Cyberbullying #Violence





Objectives

After the session, participants will know:

- what is bullying, cyberbullying and the differences between these concepts, causes of bullying/cyberbullying,
- basic tools of cyberbullying,
- ways to respond to bullying/cyberbullying.

After the session, participants will be able:

- to identify signs of bullying/cyberbullying,
- to choose appropriate options for responding to bullying and cyberbullying.



Target group

14+



Time

90 min



Tools

Computers or mobile phones with good internet access

HOW TO PLAY: A STEP BY STEP GUIDE

5 MINUTES. FOCUSING ATTENTION

The leader of the class asks to raise their hands those members of the group who went on a hike at least once in their life, and also asks 2-3 people to say what kind of hike it was.

25 MINUTES. WORK IN GROUPS

The presenter explains that now we will all go on an Anti-Bullying Walk/Raid. The goal of our campaign will be to collect as much information as possible about such phenomena as Bullying and Cyberbullying. You will receive badges for correct answers. If during the course of the Raid you will have disputes about these or other questions - please record or fill them out, so that you can then talk about it with other members of the group.

The trainer groups the participants and gives a link to the interactive game: <https://view.genial.ly/6287fa9c063c6c0011c49b56/interactive-content-antibullying-raid>

After making sure that all groups have opened the link and understand how to start the game, the coach allows 15 minutes for the exercise.

Attention! Depending on the number of participants, it can be done for each participant individually (if there are up to 6-8 participants), or in groups of 4-6 people. It is also possible to demonstrate the game through a projector and to go through all stages of the game collectively.

45 MINUTES. WHAT IS BULLYING AND CYBERBULLYING AND HOW TO RESPOND TO IT

The leader of the activity asks the participants to comment on what they learned new for themselves from this game and what remained controversial/unclear for them. If necessary, with the help of the group, the presenter comments on controversial/unclear points of the game. The presenter also captures with the help of the participants what bullying and cyberbullying are. Then the leader divides the participants into 4 groups.

Group task #1: write on a sheet of A1 paper how bullying can manifest itself.

Group task #2: write recommendations on responding to bullying (what should and should not be done) on a sheet of A1 paper.

Group task #3: write on a sheet of A1 paper how cyberbullying can manifest itself.

Task #4 of the group: write on a sheet of A1 paper recommendations for responding to cyberbullying (what to do and what not to do).

Working in groups - 25 minutes, after which the participants present the results of their work.

15 MINUTES. SUMMARY OF WORK RESULTS

The facilitator asks the participants to formulate for themselves the most important recommendation regarding responding to incidents of bullying and cyberbullying. Participants record their recommendations on the GoogleJamBoard.

If necessary, the leader asks questions for clarification and thanks for participating in the class.

TRIPP MEDITATION APP (MPRO)



“

Tripp is a VR meditation app, that allows the user to relax in a bunch of different surreal environments, whilst reducing users' anxiety level, calming them, and clearing their mind of all the everyday burden. For the people dealing with bullying, cyberbullying and/or hate speech it could be a great way to calm themselves and find a solution or think about it for a while to see what the person should do to overcome it.



Aim and objectives

Aim is to develop skills in using Tripp VR application for stress relief, mindfulness and finding ways to combat the underlying issues experienced from cyberbullying and hate speech.

Objectives:

- To educate participants about VR.
- To present alternative forms of stress relief in VR.
- To instruct participants on how to set up a VR headset and how to navigate the menu.
- To show how VR can help support the learning process.
- To show ways how VR apps can be a helpful tool to fight cyberbullying and hate speech online.



Main messages

Meditation in virtual reality can help improve the quality of life by teaching people more about themselves, mindfulness thus providing a way to find a solution of combating virtual hate speech, bullying, or cyberbullying.



Time

90 minutes



Learning outcomes

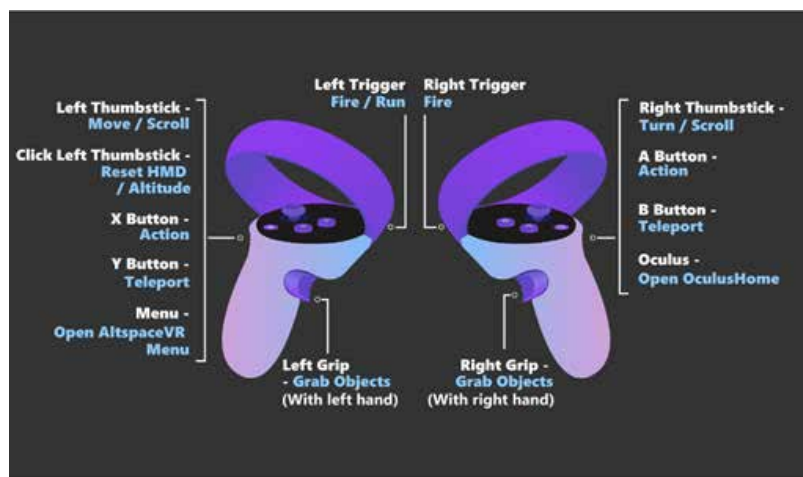
Understand how VR can help us learn about each other.

Understand how VR can help relieve stress, encourage team building and minimise hate speech.



Preparation

Prepare playing areas and draw 'guardians' for Meta Quest 2 VR headsets. Set up Tripp VR app for a hands-on demonstration. Let participants try to immerse themselves in a guide through this meditation application. After – conduct a discussion about their experience.



HOW TO PLAY: A STEP BY STEP GUIDE

INTRO (10 MIN)

Welcoming participants, getting to know their current experience with VR and metaverse.

Before we start, some basic rules have to be said aloud:

1. Treat others as you would like them to treat you.
2. Respect someone else's opinion.

Be careful with the VR headsets that we will use. We don't want anyone to hurt themselves or others or break the equipment.

LEARN THE APP (15 MIN)

The only recommended way to experience the full immersiveness of Tripp VR is by using it with VR glasses. To join with VR, you need a Meta Quest headset + controllers and to download Tripp VR app through Oculus Quest Store. Make sure there are no obstacles in your play area and clear out the space intended for VR session. Adjust the headset accordingly to your own needs, so that it feels comfortable and open the Tripp VR app that you have downloaded.

There is also a way to experience the app through a TV or a monitor, however basically it would be a re-broadcast from the VR, so the immersiveness factor would be lost. It could be used for those who find the VR glasses uncomfortable or hard to use.

Start The Experience

When you open the application with VR or PC, you will see a little hummingbird animation while the game is booting up to have a taste of what's to come.

After that you can read the Health, Safety & Term of Use to get acquainted with the application a bit more. Furthermore, you can accept it. After accepting Health, Safety & Term of Use you will see three options. First, which is on the left will show the benefits of the premium version of the app, that can be bought for a \$4.99 monthly option and a \$19.99 yearly membership. If you're ready to go all in, you can pay \$34.99 as a lifelong subscription. The second one on the right will show the perks of the demo version of Tripp. And lastly if you already have an account, you could login to it by clicking the "Log in" button which is below the two options discussed above. The best option is to try the demo version to see for free is the application working for the person and after that the choice can be made whether to buy the full version or stick with the demo. After clicking the "Launch demo" button you will find a quick survey that asks you how you are feeling today on a scale of 1 to 10. After answering with the number, the app will ask you to find the best words to describe your mood: inspired, tense, focused, relaxed etc. This will let the app know your current state and what's best for you in that session. This survey can also be skipped. After the end of the survey the free demo meditation session will start.

LEARN THE APP (15 MIN)

TRIPP is a journey to the heart of your mind. It's a digital wellness platform that unlocks awe, wonder, calm, and focus. TRIPP encourages daily use to support a regular mindfulness practice, which can help you reduce stress and build the resilience you need to stay healthy

inside and out. The app encourages daily use to support a regular mindfulness practice, which can help you reduce stress and build the resilience you need to stay healthy inside and out.

The experience will start with a narrator that will guide your meditation session. You will also find a visual environment in which the session will commence. To proceed further you should listen to the narrator and do everything based on her instruction. Some of the elements in the game like obstacles represent the obstacles in our real life in different shapes and forms. The narrator helps the user to overcome it and find the strength to practice the session during the day even when you don't have access to VR. After changing the environments, doing the exercises, and experiencing the immersiveness of this app the user should feel better about themselves and their level of happiness that was measured before the session. After the experience the survey is taken once more to get the results and find out if the session helped and boosted the users wellbeing.

BRAINSTORMING (15 MIN)

Provide 3 arguments for the following statement:

“VR is a good tool to reduce hate speech and cyberbullying.”

Hint: If students have a problem coming up with the arguments, ask them how they felt in Tripp VR, did the app help them to relax, calm down and immerse themselves in the experience.

DISCUSSION (10 MIN)

At the end, conduct a discussion that will broaden students' understanding of the benefits of VR to their mental health, soft skills, and social skills development.

Use any of the proposed questions below:

Did you manage to relax and/or focus?

How did you like the VR experience?

What did you like the most?

Which emotions did you feel during the experience?

Did the app help you to relax and immerse yourself in the experience?

Usually, meditation feels like a spiritual and hard thing to do, especially for beginners, that requires a quiet place with no movement and extra focus. While this depiction is right for traditional meditation, VR let's us to explore beautiful places in a stress-free environment, where we could find our inner selves and leave all the troubles behind. It could also be used to clear your mind of unnecessary things, so you can develop a strategy for battling the circumstances you are in due to bullying, cyberbullying and hate speech. All these steps could be achieved with Tripp VR, which not only can help those who suffer from bullying, cyberbullying and hate speech, but also from mental illnesses, insomnia etc. that could be caused by bullies not leaving their mark alone.

VR ADDRESS CYBERBULLYING

(Learning for Integration ry)



VR Address Cyberbullying is an interactive VR game for a mobile phone. The player can watch different scenarios and interact in them, gaining experience and building empathy regarding bullying and cyberbullying.



Objectives

Provide an experience that is both engaging and educational, involving the student in the virtual game where they can share the experiences of bullying and cyberbullying and develop empathy towards the victim.



Target group

The game is for children and teenagers between 11 and 18 years old. Each student plays the game autonomously on their devices.



Time

We propose the event in a single solution, divided into 4 parts:

PART 1 (20 minutes): introduction and discussion activities related to the topic.

PART 2 (10-15 minutes): short introduction to the objectives of the activity.

PART 3 (30 minutes): each student plays the game.

PART 4 (20 minutes): open discussion with the class/ group on the game.



Form

The activity is autonomous and can be played by anyone on a mobile device.



Space

The game is a AR game that can be played on your phone.



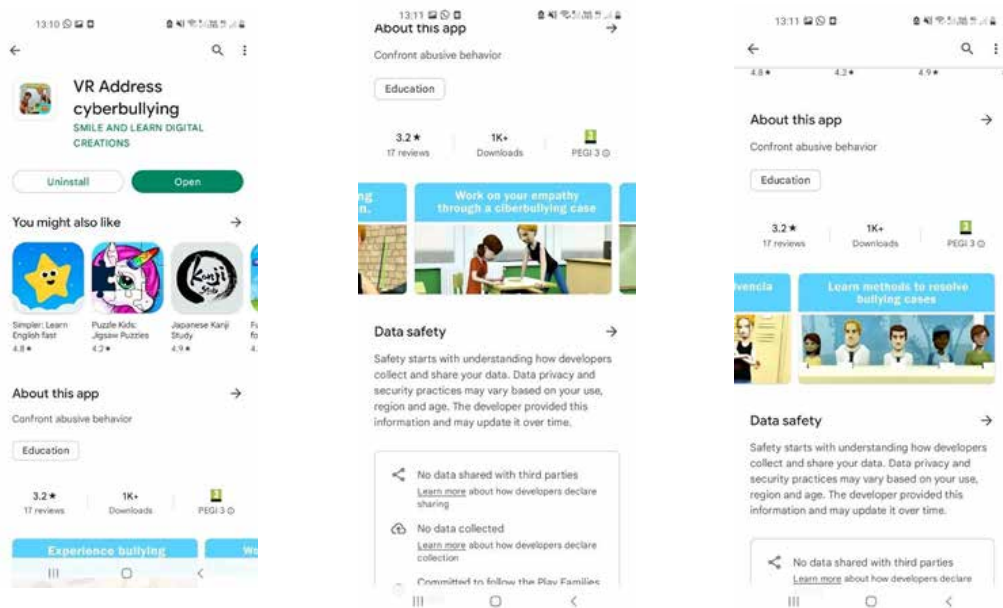
Tools

Smartphone/ tablet to download and access the game for Android (not available for iPhone), as well as earphones for the audio.

HOW TO PLAY: A GENERAL OVERVIEW

VR Address Cyberbullying is an interactive mobile game that can be accessed on a mobile device through the Play Store (for Android). It is not available for iPhone or Apple devices. The idea of the game is to follow the plot and interact when asked. The player is involved in the story and can make choices depending on the situation. This increases their empathy regarding those being bullied, and in the last part they learn methods for resolving cyberbullying situations. They can also move around in the AR environment through their application.

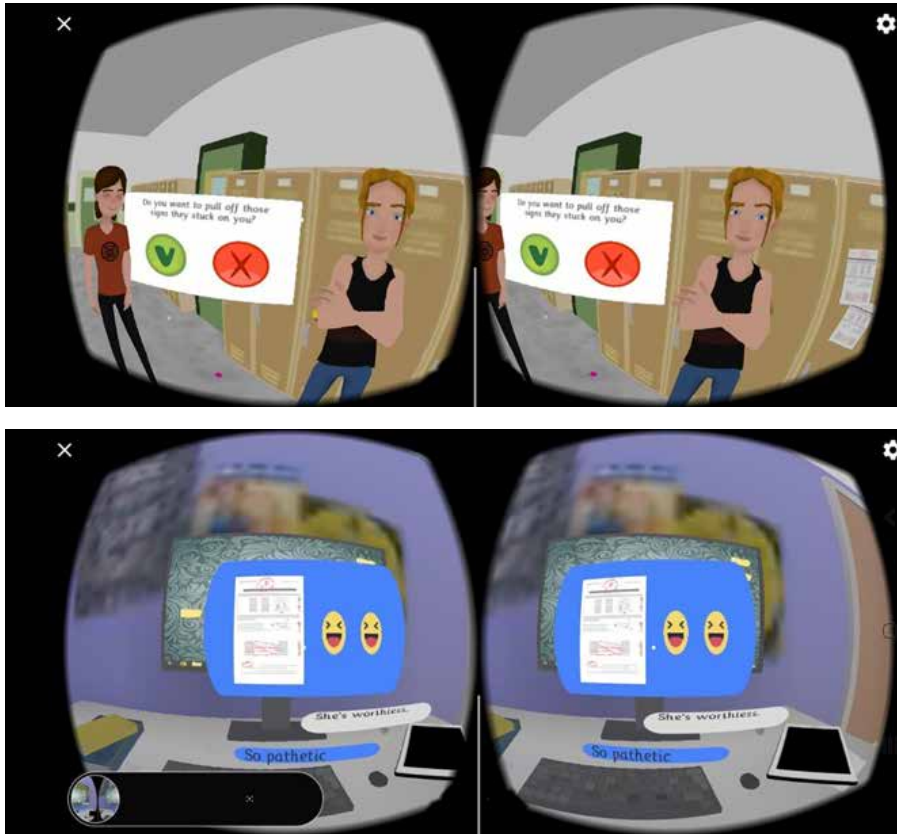
Search and download the application for Android (not available for iPhone):



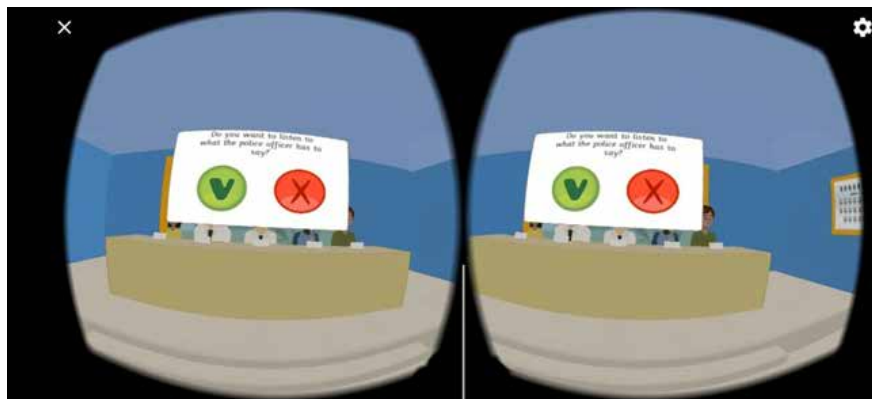
EXAMPLE:

When the player starts the game, they will encounter school bullies who are addressing them. The player has situations where a choice is presented to them as to how to proceed:





After each choice, the next scene is presented and the player can listen and interact. At the end of the game, the student can listen to advice from different experts on the topic.



The game can usually be completed in about 15-20 minutes.

HOW TO PLAY: A STEP BY STEP GUIDE

STEP 1. INTRODUCTION

Introduce the topic of cyberbullying to the class:

What is cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

- Social Media, such as Facebook, Instagram, Snapchat, and Tik Tok
- Text messaging and messaging apps on mobile or tablet devices
- Instant messaging, direct messaging, and online chatting over the internet
- Online forums, chat rooms, and message boards, such as Reddit
- Email
- Online gaming communities

Why do people bully or cyberbully?

Some of the most common reasons why people bully others include:

- It's used as a coping mechanism and response to something stressful going on in their lives
- Because they are insecure and are trying to detract away from themselves by focusing on somebody else
- They may be feeling jealous - instead of understanding this, they have become abusive
- Because they are worried they won't be accepted by their peers if they don't do it

Present some discussion questions and discuss with the class:

1. How does cyberbullying differ from other forms of bullying?
 2. What can make it worse than other forms of bullying?
 3. Do you or anyone you know have experiences with cyberbullying?
-

STEP 2. PLAY SESSION

Players download the game:

VR Address Cyberbullying at the Play Store (for Android) (not available for iPhone).

Present the goal of the game:

- 20-30 minutes to interact and uncover the story. Players can play alone or in pairs.
- Listen to the characters and move in the space. Participate by making choices.
- Listen to the advice at the end of the game.

STEP 3. OPEN DISCUSSION WITH THE CLASS

On the contents of the game:

- How did you feel when playing the game?
 - Have you ever witnessed this kind of behaviour in your school or social environment?
 - Have you ever experienced anything similar in real life? What did you do?
 - What do you think about the advice given at the end of the game? Do you have anything to add?
-

STOP HATE SPEECH

(3rd Sector)



The lesson will help to understand what hate speech is, how it manifests itself online, what are its dangers and how to respond to it. The class consists of interactive offline exercises and discussions, as well as online quizzes and surveys.

#Hate_speech #Discrimination



Objectives

After the session, participants will know:

- what is hate speech
- who spreads hate speech online
- what is the danger of hate speech
- ways of responding to manifestations of hate speech

After the session, participants will be able to:

- identify signs of hate speech
- choose appropriate options for responding to hostile language



Target group

12+



Time

90 min



Tools

Computers or mobile phones with good internet access

HOW TO PLAY: STEP BY STEP GUIDE

15 MINUTES: INTRODUCTION TO THE TOPIC

The leader of the lesson announces the topic and the planned results of the lesson. Then asks the group:

How do you understand the term hate speech?

Attention! To explain this concept, you can rely on the following definition of hate speech:

Hate speech is defined as bias-motivated, hostile, malicious speech aimed at a person or a group of people because of some of their actual or perceived innate characteristics. It expresses discriminatory, intimidating, disapproving, antagonistic, and/or prejudicial attitudes towards those characteristics, which include gender, race, religion, ethnicity, color, national origin, disability, or sexual orientation. Hate speech is intended to injure, dehumanize, harass, intimidate, debase, degrade and victimize the targeted groups, and to foment insensitivity and brutality against them.¹⁵ (Raphael Cohen-Amalgor)

Explain that today we will talk about hate speech in the online space. Ask participants to name 3-4 examples of hate speech they have seen online against different people. Ask them to explain why they think it was hate speech.

Summarize that hate speech in the Internet space can be manifested in the publication of articles, videos, posts, comments, photos, etc., which are aimed at forming a negative image of certain people or groups of people, based on their gender, race, religion, ethnic affiliation, skin color, national origin, disability, health status, sexual orientation, political views, values shared by these people.

35 MINUTES. HATE SPEECH OR NOT? INTERACTIVE QUIZ

Divide the participants into groups of 3-6 people. Explain that to perform this exercise, you will need at least one phone per group with Internet access, the quiz should be responded to by the whole group, not individuals, and a number of points scored by the teams based on the results of the quiz will depend on true/false answers, but also on how quickly the group responds. So the winner is determined both by giving correct responses but also quick ones.

Provide a link to the quiz on Kahoot and make sure each group understands how to start the quiz.

<https://create.kahoot.it/share/hate-or-not/f8e940c9-761d-4299-8da4-feb9c7c503bf>

In which of these comments on the Internet can we find the manifestation of hate speech?

The young man wrote in the comments to a stranger: "Are you down or what?"

Refugees should be restricted from entering the city centre

All Caucasus natives are too hot

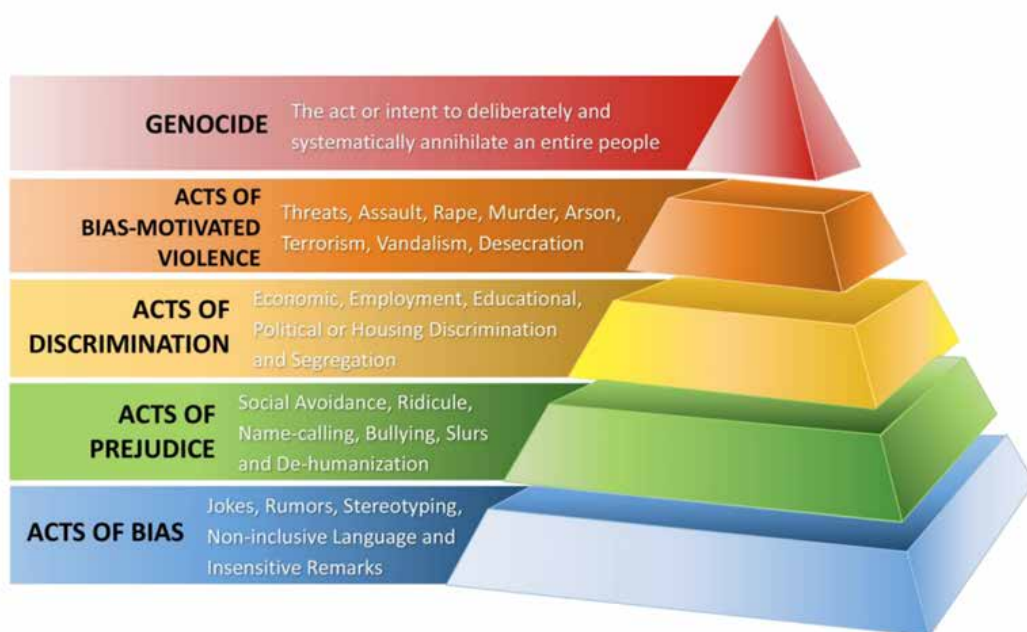
All these comments have hate speech

After the quiz is over, announce the winners and congratulate them.

Ask which of the questions caused the most difficulty and explain why certain answers were correct or incorrect.

25 MINUTES. HOW DANGEROUS IS HATE SPEECH AND HOW TO RESPOND TO IT

Ask participants what is hate speech dangerous for. In a summary, suggest looking at the Pyramid of Hate:



Explain that hate speech is almost always caused by discrimination and the perception that one or another person or group of people has an advantage over others. The spread of the language of aggression can cause severe consequences both for specific people and for entire nations or social and cultural groups.

Therefore, it is very important not only to recognize the language of hostility but also to respond to it correctly.

Once again combine the participants into groups. Explain that they will now be tested on how they should/shouldn't respond to hate speech. Remind them that collective responses and speed of group decision-making count in this exercise too.

Explain how to work with the Mentimeter service.

<https://www.menti.com/yd92ym72df>

After you have provided the test link to the participants, make sure that everyone has received it and can start the test.

Display the first question. Allow a moment to discuss and make a decision. Then display the correct answer on the screen and explain it. In the same way, comment on the answers to the following test questions.

15 MINUTES. SUMMARY OF WORK RESULTS

Ask the participants to think with which word they now associate the concept of "hate speech".

Have them record their answers individually on a slide in the Mentimeter.

Ask what questions the participants have after the session and answer these questions when there is time. Thank you for participating in the classes!



ZEN REPUBLIC HQ METAVERSE TOUR (MPRO)



Zen Republic HQ is a social platform of Zen Republic, which allows participants to network and engage in activities like participating in live events, interacting with a gamified environment: playing instruments and shooting at targets. Attending Zen Republic HQ metaverse tour game as an avatar there is no room left for physical differences.





Aim and Objectives

Aim is to develop skills in using Zen HQ VR application for stress relief, networking and combating cyberbullying and hate speech.

Objectives:

- To educate participants about Metaverse;
- To present alternative forms of stress relief in VR;
- To instruct participants on how to set up a VR headset and how to navigate the menu;
- To show how VR can help support the learning process;
- To advance participants' social skills and demonstrate how to use them for networking in the metaverse;
- To show ways how VR apps can be a helpful tool to fight cyberbullying and hate speech online.



Target group

13+; up to 16 students.



Time

1h 30min.



Setup

Meta Quest 2 VR headset or Microsoft PC and the Zen Republic HQ metaverse app - <https://zen-republic.itch.io/zen-republic-hq>



Learning outcomes

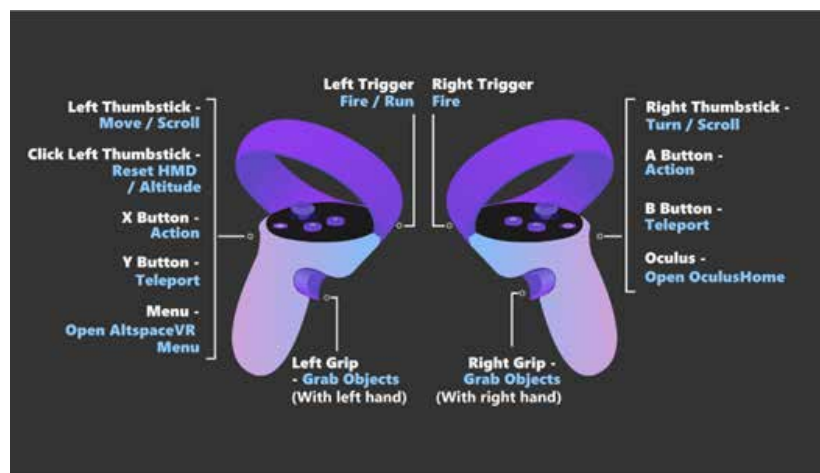
Understand how VR and metaverse can help us learn about each other.

Understand how VR can help relieve stress, encourage team building and minimize hate speech.



Preparation

Prepare playing areas and draw 'guardians' for Meta Quest 2 VR headsets. Set up Zen Republic HQ app for a hands-on demonstration. Let participants try to immerse themselves in a guide through the metaverse. After – conduct a discussion about the experience in the metaverse.



HOW TO PLAY: STEP BY STEP GUIDE

INTRO (10 MIN)

Welcoming participants, getting to know their current experience with VR and metaverse.

Establishing the ground rules:

Before we start, some basic rules have to be said aloud:

1. Treat others as you would like them to treat you;
2. Respect someone else's opinion.

Be careful with the VR headsets that we will use. We don't want anyone to hurt themselves or others or break the equipment.

LEARN THE APP (15 MIN)

There are two ways to enter the platform depending on whether a person is joining with a VR headset or computer.

To join with VR, you need a Meta Quest headset + controllers and to download Zen Republic HQ app through Meta game store. Make sure there are no obstacles in your play area and clear out the dedicated space. Adjust the headset accordingly to your own needs, so that it feels comfortable and open the Zen Republic HQ app that you have downloaded.

To join with PC, all you need to do is download the application from itch.io to your computer, extract the folder and open up ZenRepublicHQ.exe

Start The Experience

When you open up the application either with VR or PC, you will have 2 ways of joining the game. You can choose to create an account by entering your username, email and password, which will make you a full-fledged user of the platform with your username floating above your head. You can also choose to "join as a guest", which will let you skip the part of creating an account and join as a guest, but you will not have a unique username and your user data will not be saved.

INSIDE THE APP (40 MIN)

As all participants successfully enter the Zen Republic HQ, everyone is gathered at the registry area, where the tour starts. Here, the important information about Zen Republic HQ is presented on the screen and participants get a chance to check themselves out in a mirror.

To familiarize themselves with the scenery, participants walk around the registry building. Then the group follows the leader into the main hall, where they can see the Zen Republic monument. After a quick photoshoot with the monument, everyone follows the guide into the Event Hall.

At the Event Hall participants get a sample presentation on the stage and then are encouraged to create the song with a xylophone and drums or participate in a game of Bunco (player has

to roll a die and the number of eyes on top has to correspond with the round of the game, on 3rd round all active players have to roll a 3). Following, we visit the NFT palace, where pictures come to life and speak in a coded language to the participants. Participants try to solve the riddles and enjoy a different kind of exhibition.

After that, everyone follows the tour guide to the garden, where they have to find a green flower and be the first to bring it to the tour guide. Following, a magical forest of meditation is presented to the participants after which they leave for a dance party on a terrace. After the dance party, participants' accuracy is tested as they try a new imaginary sport, only possible in virtual reality (similar to darts).

To end the tour, participants visit the game hall, where they can read about Rodent People: Origins and greet the game's main characters created by Zen Republic.

BRAINSTORMING (15 MIN)

Provide 3 arguments for the following statement:

Metaverse is a good tool to reduce hate speech and cyberbullying.

Hint: If students have problem coming up with the arguments, ask them how they felt in metaverse as an avatar where there are no major distinctions between their physical appearance.

DISCUSSION (10 MIN)

At the end, conduct a discussion that will broaden students' understanding of the benefits of VR to their mental health, soft skills, and social skills development.

Use any of the proposed questions below:

Did you have fun?

How did you like the VR experience?

What did you like the most?

How do you think VR can promote tolerance in a diverse classroom?

How do you think VR can improve your social skills?

How can you use the metaverse for your teaching/learning process?



HOW TO DEAL WITH CYBERBULLYING

(Learning for Integration ry)

“How to deal with cyberbullying” is a game created using the CoSpaces Edu platform. The player can watch different scenarios and interact in them, gaining experience and building empathy regarding bullying and cyberbullying, as well as learning methods to resolve cyberbullying situations.

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Objectives

Provide an experience that is both engaging and educational, involving the student in the virtual game presenting stories of school children experiencing cyberbullying. This will develop empathy towards the victims and teach them methods for how to deal with cyberbullying situations.



Target group

The game is for children and teenagers between 11 and 16 years old. Each student plays the game autonomously on their devices.



Time

We propose the event in a single solution, divided into 4 parts:

PART 1 (20-30 minutes): introduction and discussion related to the topic.

PART 2 (10 minutes): short introduction to the objectives of the activity.

PART 3 (20-25 minutes): each student plays the game.

PART 4 (20 minutes): open discussion with the class/ group on the game.



Form

The activity is autonomous and can be played by anyone on a mobile device / laptop.



Space

The game is a VR game that can be played on your mobile device / laptop. The student needs to sign up to CoSpaces Edu platform first. Signing up as a student is free.



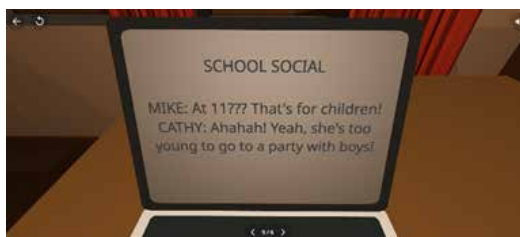
Tools

Laptop, smartphone/ tablet to download and access the game, as well as earphones for the audio.

HOW TO PLAY: A GENERAL OVERVIEW

How to deal with cyberbullying is an interactive VR game that can be accessed online or on a mobile device. The student needs to sign up to CoSpaces Edu platform first on their laptop, or if they are using a mobile device, they need to download the CoSpaces Edu app in the Play Store (for Android) or App Store (for iPhone). Or play on your laptop with this link: <https://edu.cospaces.io/KTP-NBQ>

The idea of the game is to follow the different stories about school children and their experiences with cyberbullying, and to interact when asked. The player is involved in the story and can make choices depending on the situation. This increases their empathy regarding bullying, and also advice is provided in each section on how to deal with or prevent cyberbullying in different situations.



EXAMPLE:

When the player starts the game, they can choose from different scenarios. Each scenario has a scene about student experiencing some form of cyberbullying. At the end of the scene, the students get a task to respond in the situation and they should choose the appropriate answer.



After answering each task, they will receive information about cyberbullying and how to deal with it in each scene. Then they can choose another scene. The game can usually be completed in about 15-20 minutes.



HOW TO PLAY: STEP BY STEP GUIDE

STEP 1. INTRODUCTION (20-30 MIN)

Introduce the topic of cyberbullying briefly, and ask the students to consider what is cyberbullying and what is not. You can start by showing this video: <https://youtu.be/vtfMzmkYp9E>

Discuss the following questions with the class after watching the video:

1. Why are the first examples on the video cyberbullying and why is the last one not?
2. How would you feel in these situations?
3. What are the different kinds of cyberbullying that exist?

Preventing cyberbullying

This lesson focuses on the ways to manage or prevent cyberbullying. There are a number of steps teens can take to prevent cyberbullying. Here are a few examples:

1. **EDUCATE YOURSELF.** To prevent cyberbullying from occurring you must understand exactly what it is. Research what constitutes cyberbullying, as well as how and where it is most likely to occur. Talk to your friends about what they are seeing and experiencing.
 2. **PROTECT YOUR PASSWORD.** Safeguard your password and other private information from prying eyes. Never leave passwords or other identifying information where others can see it. Also, never give out this information to anyone, even your best friend. If others know it, take the time to change it now!
 3. **KEEP PHOTOS "PG".** Before posting or sending that sexy image of yourself, consider if it's something you would want your parents, grandparents, and the rest of the world to see. Those who want to cause you harm can use this picture as ammunition to make life miserable for you.
 4. **NEVER OPEN UNIDENTIFIED OR UNSOLICITED MESSAGES.** Never open messages (emails, texts, Facebook messages, etc.) from people you don't know, or from those you know
-

often bully others. Delete them without reading. They could contain viruses that automatically infect your device if opened. Also never click on links to pages that are sent from someone you don't know. These too could contain a virus designed to collect your personal or private information, or install a backdoor on your device.

5. LOG OUT OF ONLINE ACCOUNTS. Don't save passwords in form fields within websites or your web browser for convenience, and don't stay logged in when you walk away from the computer or cell phone. Don't give anyone even the slightest chance to pose as you online through your device. If you forget to log out of Twitter when using the computer at the library, the next person who uses that computer could get into your account and cause significant problems for you.

6. PAUSE BEFORE YOU POST. Do not post anything that may compromise your reputation. People will judge you based on how you appear to them online. They will also give or deny you opportunities (jobs, scholarships, internships) based on this.

7. RAISE AWARENESS. Start a movement, create a club, build a campaign, or host an event to bring awareness to cyberbullying. While you may understand what it is, it's not until others are aware of it too that we can truly prevent it from occurring.

8. SETUP PRIVACY CONTROLS. Restrict access to your online profile to trusted friends only. Most social networking sites like Facebook and Instagram offer you the ability to share certain information with friends only, but these settings must be configured in order to ensure maximum protection. Also don't accept Snapchat friend requests from just anyone.

9. "GOOGLE" YOURSELF. Regularly search your name in every major search engine (e.g., Google, Bing, Yahoo). If any personal information or content comes up which may be used by someone to target you, take action to have it removed before it becomes a problem.

10. DON'T CYBERBULLY OTHERS. Treat others how you would want to be treated. By being a jerk to others online, you become part of the problem. You're better than that—do not stoop to that level. Instead, aim higher and be an example to others. It matters a ton – now and for your future.

Source: *Hinduja, S. & Patchin, J.W. (2018). Preventing cyberbullying: Top ten tips for teens. Cyberbullying Research Center. Retrieved [10.08.2022], from <https://cyberbullying.org/Top-Ten-Tips-Teens-Prevention.pdf>*

Present some discussion questions and discuss with the class:

1. How do you use social media? What do you post there?
2. Are you ever worried that the things you post on social media might hurt or offend someone?
3. Have you been hurt or offended by things someone posted on social media?
4. Do you think cyberbullying happens a lot on social media? Can you give any examples?
5. Do you think the methods listed for preventing cyberbullying will work?
6. What do you think is the best way to prevent cyberbullying?

STEP 2. PLAY SESSION (30-35 MIN)

Link to the game: <https://edu.cospaces.io/KTP-NBQ>

First, you need to download the CoSpaces Edu app in the Play Store (for Android) or App Store (for iPhone). You can also play the game with the following link on your PC.

Or using the QR code:

Present the goal of the game:

20 minutes to play the game, follow the scenarios, answer the questions and read the advice.

Each student plays the game on their own. If all students do not have their own mobile devices / laptops, they can play the game in pairs.



STEP 3. OPEN DISCUSSION WITH THE CLASS (20 MIN)

On the contents of the game:

- How did you feel when playing the game?
- How do the scenarios differ from each other?
- Did you learn something about preventing cyberbullying when playing the game?
- Have you been in a similar situation? What did you do?

I'M A FACT CHECKER (3rd Sector)



The lesson will help to understand how to distinguish truth from opinions, check the veracity of information on the Internet, and recognize hate speech. The lesson consists of an interactive game and a discussion based on the results of the game.

#Hate_speech #Facts #Veracity



Objectives

After the session, participants will know:

- how facts differ from opinions
- how to check the veracity of information on the Internet
- how to recognize hate speech on the internet

After the session, participants will be able to:

- facts are different from opinions
- use various ways of checking the veracity of information on the Internet



Target group

15+



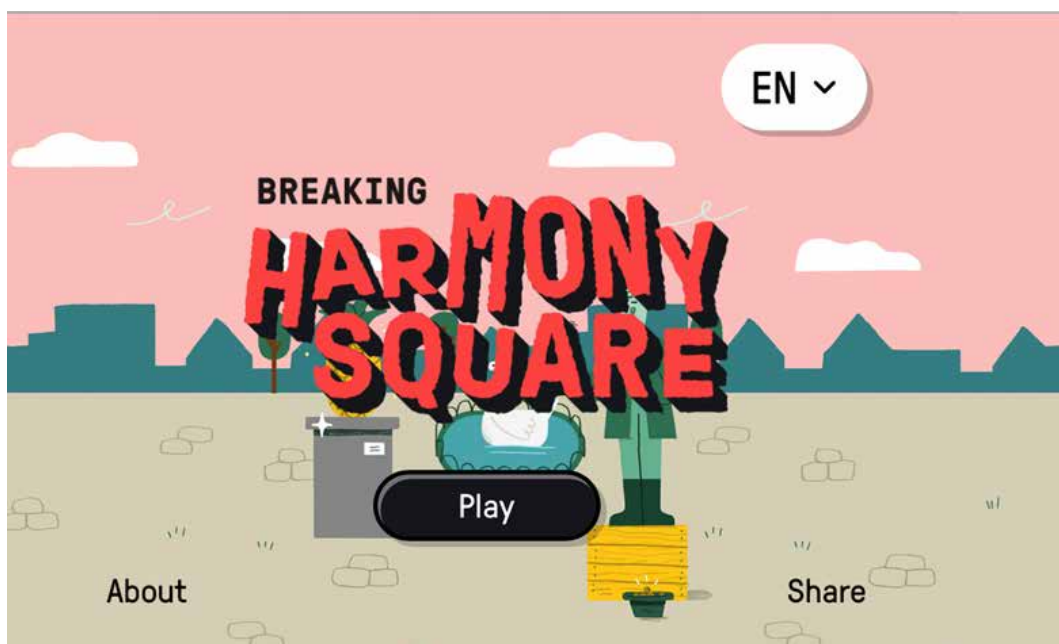
Time

90 min



Tools

Computers or mobile phones with good internet access



HOW TO PLAY: STEP BY STEP GUIDE

10 MINUTES: INTRODUCTION

The trainer of the lesson announces the topic and the planned results of the lesson.

Then asks the group:

- Have you come across false information on the internet?

Ask the participants to give examples of such cases.

40 MINUTES. FACT CHECKING: WE CHECK THE VERACITY OF INFORMATION ON THE INTERNET

Combine the participants into several groups. Explain to them that they are now going to play a Harmony Square game.

Open the link: <https://harmonysquare.game/en>

Explain the rules of the game.

After the game, take turns discussing the following questions with the participants:

- What can tell us that the information is false?
- What can be done to verify the truth of the information?
- What is the difference between fact and opinion?
- How to recognize manifestations of hate speech?

30 MINUTES. WE CHECK THE VERACITY OF THE INFORMATION


Combine participants into 4-5 new groups. Give two groups links to texts with illustrations or from videos that contain true information, and another group to links that contain false information.

Ask within 15 min. check the veracity of this information and comment on your decision.

15 MINUTES. SUMMARY OF WORK RESULTS

Ask the participants to answer the question, which ways of checking information they have become familiar with.

Ask what questions the participants have after the session and answer these questions when there is time. Thank you for participating in the classes!



ZEN FIGHTERS VSPORT (MPRO)



“

Zen Fighters is a game created by Lithuanian game developer studio Zen Republic. The game consists of 3 parts:

- 1. Training mode, to improve your skill and accuracy in hitting the targets using a slingshot;*
- 2. 1v1 player mode, which allows you to play with a friend or meet new players and challenge each other;*
- 3. Spectator mode, to cheer on your favorite players and an opportunity to immerse yourself into the game-play.*

During a simple to understand, active, exciting, and fast-paced game there is no room left for hate speech.



Aim is to develop skills in using Zen Fighters VR application for soft skills, stress relief, physical and mental health, and combating cyberbullying and hate speech.

Objectives:

- To educate participants about VR;
- To present alternative forms of stress relief in VR;
- To instruct participants on how to set up a VR headset and how to navigate the menu;
- To show how VR can help support the learning process;
- To advance participants' soft skills;
- To boost participants' physical and mental health;
- To show ways how VR apps can be a helpful tool to fight cyberbullying and hate speech online.



Target group

13+; up to 16 students.



Time

1h 30min.



Setup

Meta Quest 2 VR headset and the Zen Fighters app -

<https://sidequestvr.com/app/5962/zen-fighters>



Learning outcomes

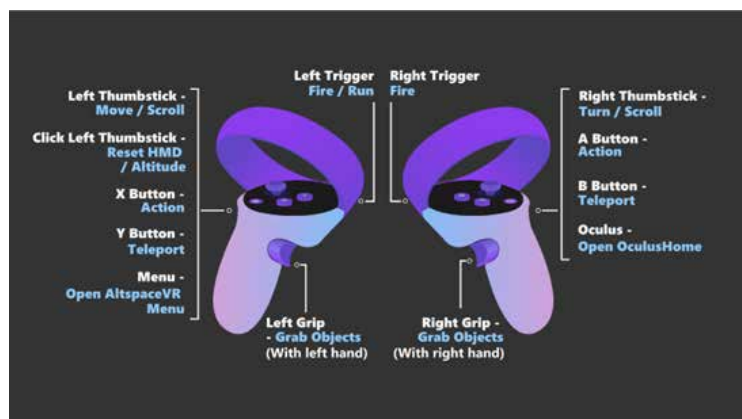
Understand how VR can improve your physical and mental health.

Understand how VR can help relieve stress, encourage team building and minimize hate speech.



Preparation

Prepare playing areas and draw 'guardians' for Meta Quest 2 VR headsets. Set up the Zen Fighters app for a hands-on demonstration. Let participants try to immerse themselves in a game. After – conduct a discussion about the experience in the vSport game.



HOW TO PLAY: STEP BY STEP GUIDE

INTRO (10 MIN)

Welcoming participants, getting to know their current experience with VR.

Establishing the ground rules:

Before we start, some basic rules have to be said aloud:

1. Treat others as you would like them to treat you;
2. Respect someone else's opinion.
3. Be careful with the VR headsets that we will use. We don't want anyone to hurt themselves or others or break the equipment.

LEARN THE APP (15 MIN)

Preparation

To prepare for the game, you will need to have wide space, Meta Quest headsets and controllers, and download the Zen Fighters app. First of all, make sure there are no obstacles in your play area, and clear out the dedicated space. Secondly, download and install the Zen Fighters app to your Meta Quest headset. Adjust the headset according to your own needs, so that it feels comfortable and open the Zen Fighters app.

Start the game

As the application opens you will be asked to create an account or log in with an already existing one. When the game opens, use your controllers to walk and look around, you will see the button asking you to set your wingspan, press the button, and raise your arms to your sides (T pose), that's how your height is determined. When you do that, you can go ahead and choose the playing mode: training or private matches.



INSIDE THE APP (30 MIN)

The Zen Fighters gameplay is simple to understand, active, exciting, and fast-paced:

Games are played in a pvp (1-on-1) fashion. Both fighters stand on platforms at a distance from each other and behind them are 3 rings that they need to protect.

Fighters are holding slingshots in their hands as weapons. Surrounding the platform is a moving conveyor belt with projectile orbs on it. The fighter's objective is to take the projectiles, load them into the slingshot and shoot them through the opponent's rings, thus inflicting

damage.

A player wins a round if he drops the opponent's life points to 0. If the timer runs out, the fighter with more health wins this round. The match is played in a best of three matches mode, so the first fighter to win two rounds is crowned the victor.

BRAINSTORMING (15 MIN)

Provide 3 arguments for the following statement:

VR vsport games are a good tool to reduce hate speech and cyberbullying.

Hint: If students have a problem coming up with the arguments, ask them how they felt in a VR game playing as an avatar with no major distinctions between their physical appearance.



DISCUSSION (15 MIN)

We conduct the discussion which will broaden students' understanding of the benefits of VR to their mental and physical health, soft skills, and hand-to-eye coordination development.

Use any of the proposed questions below:

Did you have fun?

How did you like the VR experience?

What did you like the most?

How do you think VR can promote tolerance in a diverse classroom?

How do you think VR can improve your language, social and soft skills?

Do you agree with the statement 'VR can improve your mental and physical health'?

Would you choose VR as a tool for your gaming/learning experiences?

VR MEDITATION AND CYBER BUDDY (Learning for Integration ry)

Cyber Buddy – Anti Cyber Bullying App is a mobile app providing information and advice about cyberbullying. In this lesson, we focus on gaining more information and ways to prevent cyberbullying as well as on meditation as a way for the students to destress. We will start the lesson with VR Meditation activity that is available on Youtube.





Objectives

Provide an educational experience to learn the basics of cyberbullying with an app that is easy to use, as well as tools for destressing for students experiencing cyberbullying or other stressful experiences online.



Target group

The lesson is for children and teenagers between 11 and 18 years old. Each student plays the game autonomously on their devices.



Time

We propose the event in a single solution, divided into 4 parts:

PART 1 (20-30 minutes): introduction and destressing via VR meditation video.

PART 2 (10 minutes): short introduction to the objectives of the activity.

PART 3 (20-25 minutes): each student uses the app.

PART 4 (20 minutes): open discussion with the class/ group on the app and activities.



Form

The activity is autonomous and can be played by anyone on a mobile device / laptop.



Space

This app can be used on your mobile device / laptop.



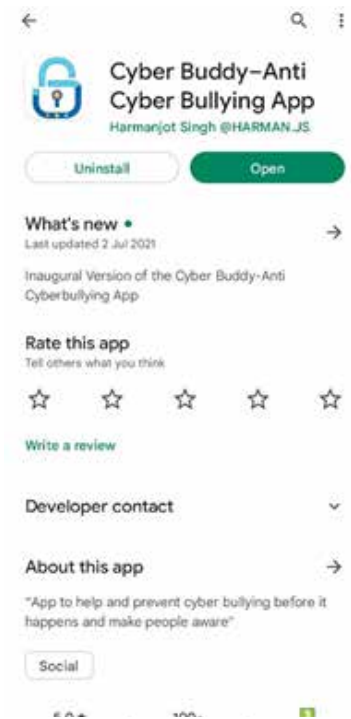
Tools

Laptop, smartphone/ tablet to download and access the app and listen to the video, as well as earphones for the audio.

HOW TO PLAY: A GENERAL OVERVIEW

Cyber Buddy – Anti Cyber Bullying App is a mobile application that can be downloaded in the Play Store (for Android) or App Store (for iPhone). The application offers information, links to resources, videos and activities regarding cyberbullying.

Search and download the application for Android or iPhone:



EXAMPLE:

When the player starts using the app, they can take an assessment about their relationship with cyberbullying. Then they can read more about the cyberbullying in the Education section and find more resources in the Resources section.



There are a lot of resources in the app, but during the lesson it is enough for the student to familiarise themselves with the app for about 25-30 minutes. In the Education section, the app has information about cyberbullying in a concise form, as well as additional resources and links in the Resources section. The app also offers Activities to help cope with cyberbullying. It is a simple way for students to learn the basics of cyberbullying and to consider their own roles in using media online.

HOW TO PLAY: STEP BY STEP GUIDE

STEP 1. INTRODUCTION AND VR MEDITATION (20-30 MIN)

Introduce the topic of cyberbullying briefly, and talk about the importance of destressing and relaxing when having stressful experiences online. It is easier to remain calm in situations where someone acts in an inappropriate or aggressive way towards you online and respond in a sensible manner, or block and report the person, when you are managing your stress and anxiety. Explain that meditation can help with this by improving your breathing and stress management skills. Then show the students a VR meditation video, such as one of these:

VR 360 Meditation Energy Boost <https://www.youtube.com/watch?v=50k2I3dfFSw>

Brahma Kumaris Meditation Experience VR: <https://www.youtube.com/watch?v=ogDUM2lnN4U>

VR 360 MEDITATION | WHO ARE YOU? <https://www.youtube.com/watch?v=O8pjmoXMuhE>

Discuss the following questions with the class after watching the video.

1. Do you often feel stressed or anxious when using social media or other online environments?
2. How do you feel after the video?
3. Do you think meditation can help you destress? Do you think it can help cope with bullying / cyberbullying?
4. Did you find the video useful for yourself? How?

STEP 2. PLAY SESSION (30-35 MIN)

First, you need to download the Cyber Buddy – Anti Cyber Bullying App in the Play Store (for Android) or App Store (for iPhone).

Present the goal of the game: 20 minutes to use the app, take the assessment and read information about cyberbullying. Each student discovers the app on their own. If all students do not have their own mobile devices / laptops, you can also divide the students into small groups and they can discover and discuss the app together.

STEP 3. OPEN DISCUSSION WITH THE CLASS (20 MIN)

On the contents of the app:

- Was the app useful and easy to use? Any feedback?
- Do you feel you understand what cyberbullying is?
- What are the main things you learned about cyberbullying?
- Did you know cyberbullying was so common?
- What was your favourite thing about the app?

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