



Exercises for digital policy making

*Exercises for the How to create a digital
family policy video lesson*

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**Marketplace of Knowledge
for Digital Education Methodology**

2020-1-HU01-KA226-SCH-094158

GIVING



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Co-funded by the
Erasmus+ Programme
of the European Union

Hajnal ON



1. Slang game

Video gamers, most of today's kids, use a language all their own.

How many of these do you recognise?

1. Play with bots

- A. a virtual equivalent of a real-life game with sticks, with participants waving drawn sticks
- B. Short for robot. They are not players, but characters controlled by artificial intelligence.
- C. C- Video game explanation, meaning you have to play with stick-shaped characters dressed up like a scarecrow.

2. Cheat - "cheat"

- A. Users play with each other with cheerful "chee" sounds
- B. Cheating in the game. This can include entering secret codes, if this is part of the game, or using unauthorised utilities, extra cheat programs - the latter is strictly forbidden.
- C. Play with a leopard (Cheta)

3. Bug - "the game is buggy"

- A. Error in the game. Video games are increasingly complex these days, so even after they are released, there are still plenty of bugs. Developers are constantly trying to fix them after release.
- B. Fast-paced music, a "bug" so to speak, plays while you play
- C. Tiny bugs (bugs) flood the game, which the player has to deal with

4. Grind/Farming -

- A. We grow vegetables and animal foods on a farm. It is an ancient custom.
- B. An online game in which you grow vegetables and look after animals on a farm you draw.
- C. In many games, you have to complete repetitive tasks over and over again to gain experience points or enough resources. This process is called farming.

5. Ban -, banishment

- A. Bananas are offered to the player (in some monkey games)
- B. A kind of instruction about the direction of the game, like - "go that way."!
- C. Banning is the equivalent of banning. If you are banned from a game or website for a serious offence, you will no longer be able to use your profile there.

6. HP - "how much HP do you have?" "I have little HP..!"

- A. Short for "hit points" or "health points". Used to keep track of the health of your video game character.

- B. The appearance of Harry Potter (HP) characteristics in one place, e.g. in a novel, a game.
- C. Hello, Parent- Hello, Parent- children indicate that this game requires the presence of a parent.

7. Lag -laggol the game, the program

- A. Planes land slowly at the airport (from the word "landing")
- B. The inadequate bandwidth causes the online game to "slip" or "lag" a bit.
- C. Lack of gaming- - a term used to describe the absence of gaming

8. Loot - "I found a loot-box!"

- A. Naming a box folded back on itself in creative programmes
- B. Practically, the loot, the treasure, that players fight for in the game. It can be a fixed reward or a randomly generated one. A kind of gambling effect.
- C. It's a box that when you open it, something pops out, which is funny, so the kids are very happy about that.

Solutions: 1:B, 2:B, 3:A, 4:C, 5:C, 6:A, 7:B, 8:B

Count up how many you hit!

0-3- you're a beginner in the world of online games, but that's OK, everyone starts here. It's worth talking to your children a lot about this and asking them to explain the term "hunglish" (a Hungarian-English hybrid) that they often use. If you want to get a bit ahead of them, you can find downloadable material on the most commonly used online games at www.digitálisgyermekvedelem.hu.

4-5 - Developing, with a lot of talking, reading and looking up behind it, which is definitely to the benefit of adults and children alike. Their digital literacy can be enhanced, and that of parents and adults can also be enhanced, by learning about the business models and ways of working behind video games.

6-7: GG:), or Good game, is what video gamers say when the game goes well. Congratulations, you did your research! I'm sure you're also familiar with www.pegi.info, where you can find information on video games in the Pan European Gaming Information (PEGI) system

2. What is your digital footprint??

**In the stylized footprint below, draw a picture of your online footprint as a parent.
Draw your child's footprint in a different colour (or in a different footprint)!**

What should be included?

- where you are registered online (social media, Facebook, YouTube, Instagram)
- what instant messaging services do you use (Viber, Messenger, etc.)
- What video game has your avatar profile?
- What mail system do you use?
- Where have you uploaded or been uploaded data, pictures, personal information about yourself?
- Where have you been mentioned publicly ? (tagging)
- What photo sharing sites do you use?
- What video sharing services do you use?
- What else can you think of that might show your digital footprint?

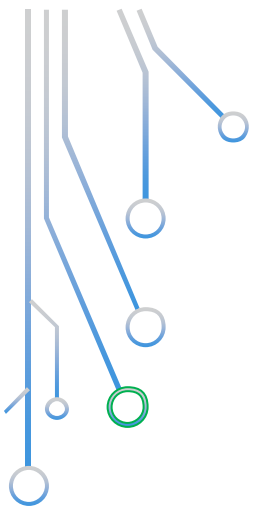
Analysis of the exercise:

Today's children and adults are also present in reality with their digital footprints, and it is worth paying attention to these, because when they leave their familiar environment (different workplace, different school, etc.), this information can be put into a completely different context.

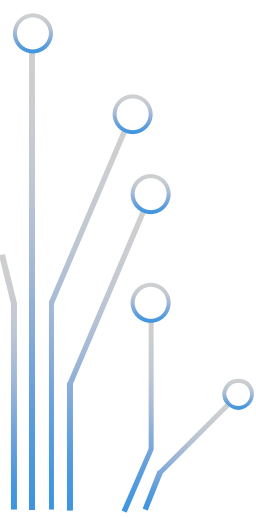
Keep the child's digital footprint as small as possible!

What will you do differently?

- account set to private
- unauthorised mention (tagging)
- upload as few photos as possible
- taking non-face photos
- use encrypted channels (e.g. Viber, Whatsapp)



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3. Time travel game 1-2!

Imagine if John Neumann had invented the computer a few decades earlier, and in the 70s and 80s we would have had broadband internet, smartphones and fast video games that you could play with each other over a network.

What would you have done if you had today's toys from your childhood? Talk to your child about it! For them, it's a playful source of pleasure in the spirit of digital joy, and a balanced way to live a well-ordered family life. The problem is overuse.

Let's play!

Draw a circle, write in it:

What did you play as a child?

What does your child play with?

You can swap!

Ask your child to write down what children's games he or she knows that parents have played or could play.

And you, as a parent, describe what children are using the internet for pleasure today? (games, social networking sites, etc.)

Evaluation:

It's also worth taking out the digital toys during quality time together if your child is interested.

Learn about the Kids Time tool (from the Connected Parenting Toolkit - Hand in hand parenting)

Here are some instructions from the Related Education page:

"Kids' Time is a real miracle worker! You don't realise at first how much it is because it's so simple! But when a child (or adult) can enjoy the love of their parents or other caring adults in this way, they have the whole world to themselves!"

What is needed to make this happen? Here's the framework for Kids' Time:

- Set a time (e.g. 5 minutes every morning or 10 minutes every evening) that the child knows about.
- the Children's Time has a beginning and an end, which is signalled (or marked by a ringer): 'Baby! Now we have X minutes (anything between 5 and 30 minutes), come on, I'm here, now we're going to do what you want!' - all said with enthusiasm!
- In Kids' Time, we do what the child wants. (Note: at first, they sometimes ask you to do things that were previously forbidden. Then we do that! Put

that extra dose of love into things like watching TV or playing video games! Later on - if that's still all they ask for during the children's time - these can be made up, but never at the beginning! Then the child will find out that we don't mean it, and there goes trust.)

- Let's put him in control! He's in the driver's seat, we do it, and we do it his way!
- We don't teach, we don't give advice, we let them make mistakes, do it "wrong" etc.
- Kids' time is always with one child (but you can have several adults - it's heaven for them!).
- In the meantime, we really do nothing else - we don't make tea, pick up discarded socks or answer the phone.
- Let's keep eye contact, if he laughs at something, let's keep doing it!"

4. Digital Detox Zones - screen-free zones and times in our daily schedules, in our homes

Plan in which time slot and in which rooms you will introduce or raise awareness of screen-free?

Communicate! With a sign, with a sign, with equipment, and of course with a good example, by talking through!

Make your own plan!

- When would I like a screen saver ? (Recommended: before bed, at night, after waking up, during meals)
- Where would I like to have a screensaver ? (Recommended: in bed, at the dining table)
- What kind of example am I setting as a parent? (e.g. the phone rings during family lunch and the boss calls, what do you do? WHEN do you turn your phone off or mute it?)

Discuss the plan with the children. Listen to their reactions, ask for their ideas.

Review the rules from time to time!

What worked for others and what didn't?

What do we ask, propose and do?

Dear Digital Conscious Parents!

These tasks contribute to creating a trusting and accepting family atmosphere.

This will help to address emerging online threats such as cybebullying, fake news, media manipulation, phishing, etc.

We wish you good luck!