

Stay safe online! A virtual mind map on online safety

Creating a mind map is a useful learning technique devised by Tony Buzan over 50 years ago. It is now well-established in education and is used to good effects by people on all continents! Today's workshop will transfer the ability to create mind maps onto a higher level of engagement: to the virtual world!

A mind map can be used to learn or revise any subject: you can use it to revise vocabulary or organize what you know from a textbook reading. This scenario is about making a mind map on online safety.

AGE

13+

DURATION

60 minutes

NUMBER OF PARTICIPANTS

6 or more



OBJECTIVES

The participant:

- practices creativity and visual thinking,
- is introduced to and practices the mind map as a learning technique,
- learns about online safety,
- knows how to check screen time on a phone,
- develops their online competence,
- knows how to cooperate within a group.



MATERIALS

- a printout of *Online safety: Did you know? One copy per pair (Appendix)*,
- two VR headsets with the Noda app installed,
- a projector and a computer,
- two tablets,
- two large sheets of paper,
- marker pens,
- pens.



APPLICATIONS

Noda
<https://www.oculus.com>



scant the QR code

Note: the application used here works with Oculus Quest 2 headset. If you have another VR headset, find a similar app that works with the equipment you have.

ACTIVITIES

Welcome and introduction

At the start of the workshop, ask the participants what they associate with online safety and what ways they know to stay safe online (such as creating difficult passwords using lower and uppercase letters, numbers, and special characters; buying from trusted websites, not clicking suspicious links, remembering to back up data).

Also discuss the basics of how to create a mind map:

1. defining the main subject of the mind map,
2. adding the main branches to the mind map,
3. adding more key words,
4. remembering to use various colours.

The main part – the workshop

Hand out the appendix *Did you know – 10 facts about online safety* to the participants (one printout per pair). Then, read and analyse each fact together.

In point 1, show the participants the first ever website:
<http://info.cern.ch/hypertext/WWW/TheProject.html>.

It was created to facilitate the passage of documents and contents within the organisation, but in 1993 it was made available to all internet users around the world.

In point 2, ask the participants whether they have email addresses and if they do, what they typically use these addresses for.

In point 3, ask the participants to list five rules of netiquette (such as not engaging in online hate, watching out for fake news, giving the source of images found online).

In point 4, ask the participants to find information online – specifically to look up the height of Mount Everest.

In point 5, show the oldest YouTube video: <https://youtu.be/Dd6enYb-UTo>

In point 6, ask the participants about their experiences with malware and about whether they know what to do in such cases. Tell them to first and foremost stay calm, and then:

1. disconnect the computer from the internet,
2. run an anti-virus scan and remember to keep their anti-virus signatures up to date (and to have anti-virus software in the first place),
3. if none of these have worked, you can format the hard drive and then reinstall the system and the software.


In point 7, ask the participants to take out their phones and check their screen time (Settings → Screen Time).

In point 8, tell them about FOMO and JOMO. FOMO (fear of missing out) is the fear of being offline and losing constant contact with others. It's a compulsion to always keep up with your friends' posts on social media, and to react to every notification on the smartphone. JOMO is the joy of missing out, when you deliberately go offline and enjoy it.

In point 9, ask the participants what online hate is and what effects it can have.

In point 10, ask the participants to list three websites they use for educational purposes.






Then, divide the participants into two groups of the same size. Each group receives a VR headset and a tablet, each connected to the same WiFi network. One person in each group turns on the headset and starts the Noda app, which is used to create 3D virtual mind maps. It is recommended that you use the app in the standing-up full-room mode in order to boost immersion and enable free access to all the options. Next, the participant shares their screen on the tablet via <https://www.oculus.com/casting> so that the other participants can watch his/her actions and cooperate with him/her.



Each group is tasked with creating a mind map about the 10 facts you have just discussed, working in VR and in the traditional format – on paper – at the same time. This means that while one participant starts creating a mind map in Noda, the rest of their team are creating an identical mind map on paper while cooperating and exchanging information. The participants take turns using the headset so that each of them has a chance to interact with the VR mind map. The task takes about 15 minutes. Depending on the digital competence of the participants, you can support them while they work and help them solve problems. Each group should come up with two mind maps: a VR one and an analogue one on paper.

Conclusion and evaluation



Finally, each group shares their VR screen to the screen of a computer connected to a projector (if no projector is available, an image on a computer screen will be sufficient) and tells all the participants about their mind map. At this stage, the participants no longer use the printed handouts. Using only their mind map, they relate the facts about the internet they remembered. Each group takes a screenshot of the VR screen to be able to download it as a .jpg file and print out. The printout can be displayed in the workshop space. At the end of the workshop, ask the participants who last used the headsets to switch them off and thank everyone for participating in the workshop.



Useful links

The first ever

<http://info.cern.ch/hypertext/WWW/TheProject.html>

The oldest YouTube video

<https://youtu.be/Dd6enYb-UTo>

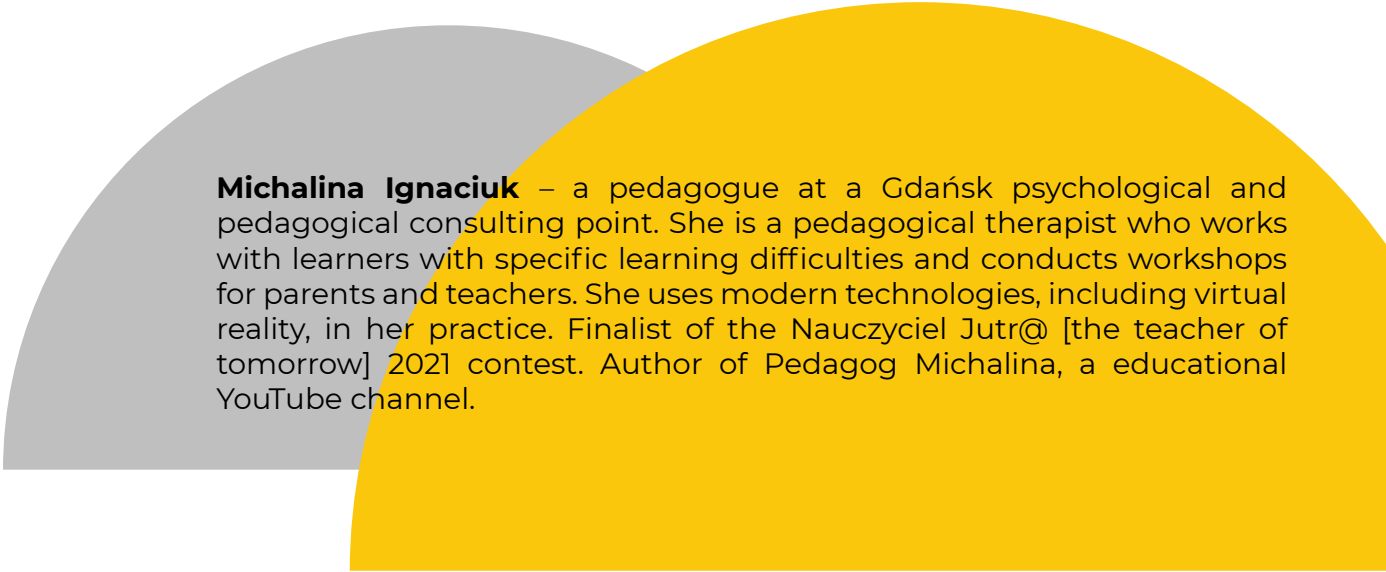
Netiquette rules used for the Polish-language version

<https://fundacja.orange.pl/strefa-wiedzy/post/netykieta>

Appendix

A document to be printed out for the participants: *Did you know? 10 facts about online safety*





Michalina Ignaciuk – a pedagogue at a Gdańsk psychological and pedagogical consulting point. She is a pedagogical therapist who works with learners with specific learning difficulties and conducts workshops for parents and teachers. She uses modern technologies, including virtual reality, in her practice. Finalist of the Nauczyciel Jutr@ [the teacher of tomorrow] 2021 contest. Author of Pedagog Michalina, a educational YouTube channel.



Text: Michalina Ignaciuk
Coordination: Magdalena Łasisz
Proofreading: Anna Hawryluk
Layout and typesetting: Anna Wuls

This script is available under the Creative Commons licence
CC BY-NC-SA 4.0.

This script was created within the project “Edukacyjny wymiar VR
w Pracowniach Orange” in cooperation with the Orange Foundation.

This project is part of the Orange Digital Center international initiative.