# RAYUELA PROTOCOL

## PILOT IMPLEMENTATION GUIDE

# TABLE OF CONTENTS

**RAYUELA**

a fun way to fight cybercrime

First of all, thank you very much for accompanying your students while they play the Rayuela video game, we hope it will be a beneficial experience for everyone. Rayuela is a video game that has been designed over three years in the framework of a European research on cybercrime and minors.

Its main objective is to help students to recognize and react better to different dangerous situations online.
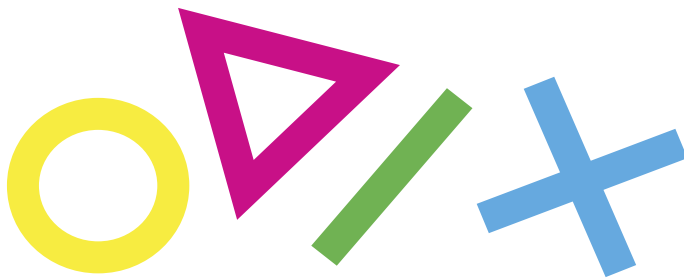
# PREPARATION

# ✚ ARRANGE THE DATE, THE DURATION AND THE PLACE

You need to arrange a specific date and a specific place where students will have to be to play the game.

You need to consider that two school hours (90 mins) would be the best duration. In case you only can make one hour session, you could continue in a second session, but the videogame does not record the data from one game to another.

**The target group are students age range is between 11-16,** but the younger students will enjoy it more.

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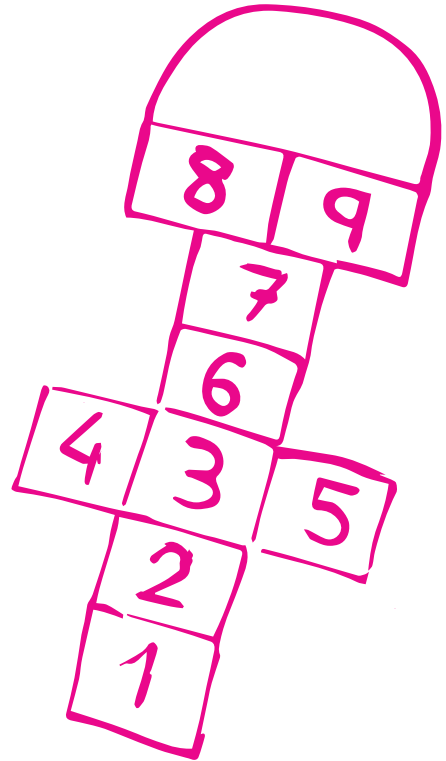
# ✚ GAME INSTALLATION

The game can be installed in the PCs or Android devices that will be used by the students. These are the steps to be followed to have ready the game installed in each PC:

- Download the zip file
- Unzip the file in a folder of the computer (e.g. create a folder called "Rayuela game").
- The file "Rayuela.exe" is the file to be executed by all the students to play the game (you can create a shortcut on the desktop of the PC for easy access).

The student do not need credentials, only to click the "play" button. The minimum requirements of the PC or laptops to properly execute the RAYUELA serious game are:
- CPU: Intel I5 CPU @ 1.70GHz 1.90 GHz or similar
- Memory: 8 GB
- Operating System: Windows 10 or 11
- Graphic card: Dedicated if possible (separated – not integrated)

These are the steps to be followed to have ready the game installed in an Android device:
- Download the APK file anywhere on your android device.
- Open it to install it (for example from your phone's file explorer).
- It is needed to give permissions to install applications from unknown sources.

It is required, at least, to have Android 4.4 in the Android devices to execute the RAYUELA serious game properly.

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# ✚ IMPORTANT INFORMATION

Explain the general goal of the game in simple terms. Offer the opportunity for the students to ask questions in case they don't understand something. The use of visual elements or other facilitators for comprehension is encouraged and advised.

Important note: During the game, situations may arise that remind the players of events they have experienced or witnessed. It is important to be attentive to signs of discomfort and also to inform them, both at the beginning and at the end of the session of the need to report such events to their teachers, parents or other adult persons they trust.

# PLAYING THE GAME

**RAYUELA**
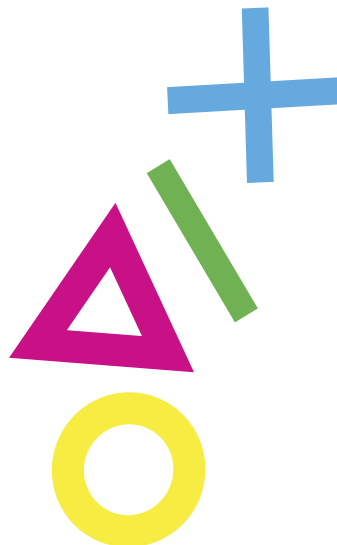a fun way to fight cybercrime

The next step is the creation of their Avatar.

You have to tell them that it does not affect the evaluation.

**This part should take 5 minutes max.**

# PLAY TIME - THE SIX ADVENTURES

The game has six adventures. There are guidelines inside the game about the various tasks that need to be completed and about the user interface and the movement of the character. You can choose to start with one or other adventure and decide to play all or some of them.

**Adventure 1:** The objective of this adventure is to provide a cybercrime scenario about cyberbullying, and to introduce the player to the mechanics of the game. This adventure will be used as a tutorial for the game, for which the decisions to be made will be subtly guided.
**Playtime: 10 – 15 minutes**

**Adventure 2**: This adventure deals with online grooming. It is important for children to be able to detect fake profiles, not to trust strangers and not to accept friend requests from people they do not know.
**Playtime: 5 – 7 minutes**

**Adventure 3:** This adventure is focused on the observation of a cyberbulling and cyberhat situation (with the decision to support or not).
**Playtime: 5 – 8 minutes**
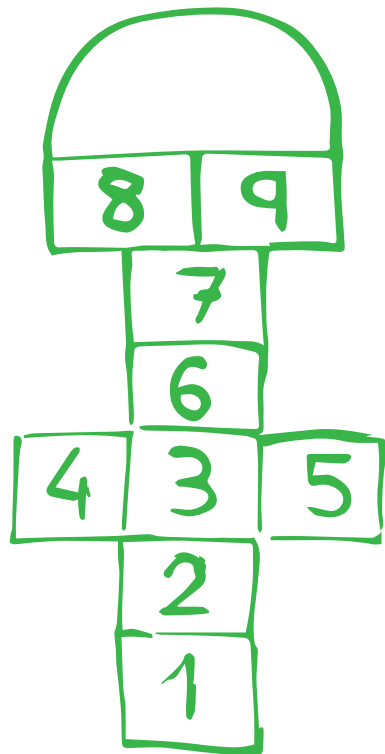
# ✚ PLAY TIME - THE SIX ADVENTURES

**Adventure 4:** In this adventure we develop a phishing + IoT Security story. Here we deal with social media account protection.
**Playtime: 5 – 8 minutes**

**Adventure 5:** This adventure goes around romantic online grooming. The approach is to learn how to detect signs of an abusive relationship, as we found it to be quite common in online grooming processes, especially with girls, with a lot of common elements with gender violence.
**Playtime: 10 – 15 minutes**

**Advenrure 6:** This adventure deals with the identification of fake news. Students learn how to examine if a published article is fake or not by investigating its writer, structure, sources and other elements.
**Playtime: 5 – 7 minutes**

# AFTER THE GAME

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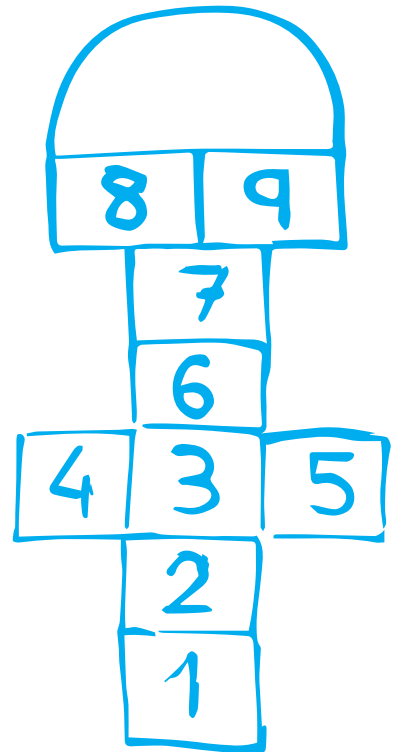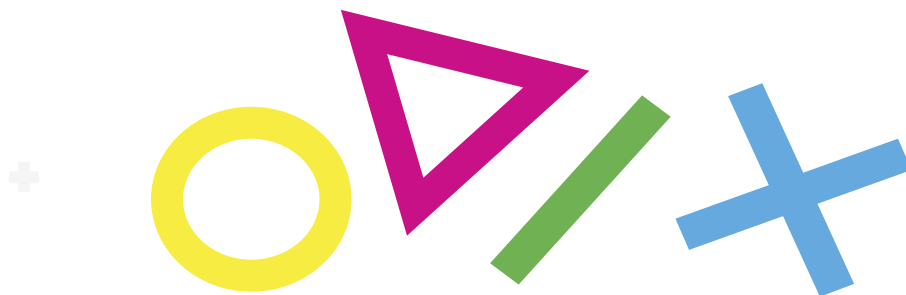
## ✚ WHAT TO TALK ABOUT?

One possible script for the debate after playing the game would be:

**Adventure 1**
- What cybercrime appears in it? (cyberbullying)
- Did you find it realistic, what choices did you make, is it a good example of cyberbullying?
- How do you think you should act in a case of cyberbullying (tell an adult, support your classmate until he/she stops, etc.)?

Here it is important to point out that those who do not say anything are in some way accomplices and that there are different ways of intervening (you can say something when it happens, talk to the person affected, tell an adult, etc.).

# ✚ WHAT TO TALK ABOUT?

**Adventure 2**
- Who can say what the crime was about? (It´s
- Online Grooming, an online approach from an
- adult to a minor with sexual purposes).
- What does it consist of? (Depending on their
- answers in the game, they will know more or
- less).
- Does anyone want to explain what happened in the game, did you find it credible? (Tell them that it is a case that we found several times in our research),
- What did you like the most/least?
- What do you think about checking the profile?
- Is it important to evaluate what information we publish?
- What should we do if we find a suspicious case?

Here it is important to point out that those who do not
say anything are in some way accomplices and that there are different ways of intervening (you can say something when it happens, talk to the person affected, tell an adult, etc.).
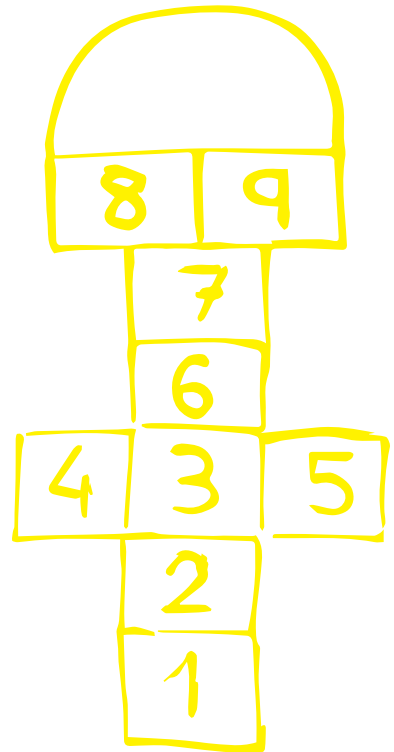
# ✚ WHAT TO TALK ABOUT?

### Adventure 3

In the third scenario there is a situation of cyberbullying involving homophobia, what do you think, have you come across such cases? We have done this because in our research we have seen that cyberbullying is often linked to what is called "hate speech"; that has to do with homophobia, racism or sexism online. Do you find it interesting to address these issues? Do you encounter it in your daily life? How can it be improved/reported?

### Adventure 4

Have you experienced or seen such a situation? Share tips on how to avoid falling into this practice: Think Before You Click, verify a Site's Security, Check Your Online Accounts Regularly, Never Give Out Personal Information, etc.

# ✚ WHAT TO TALK ABOUT?

### Adventure 5

In this story, they have to learn how to detect an abusive/toxic relationship. What are the main signs? How can we help a friend who is in one of these relationships?

Topics than can be discussed are the power imbalance of age difference and supposed romantic gestures that actually hide abuse and control, such as jealousy or wanting to be with the other person all the time.

### Adventure 6

Do you know what is fake news? Have you ever found one? Did you share it? What are the most common topics regarding fake news? Why do you think people share fake news? What are the risks involved in these practices? How can we avoid falling into this deception? Here, we should discuss with the students how fake news are frequently used to spread hate speech (like racist content) for ideological reasons. We also should encourage them to contrast the information rather than relying on the look and feel of a news item or a friend sharing it.
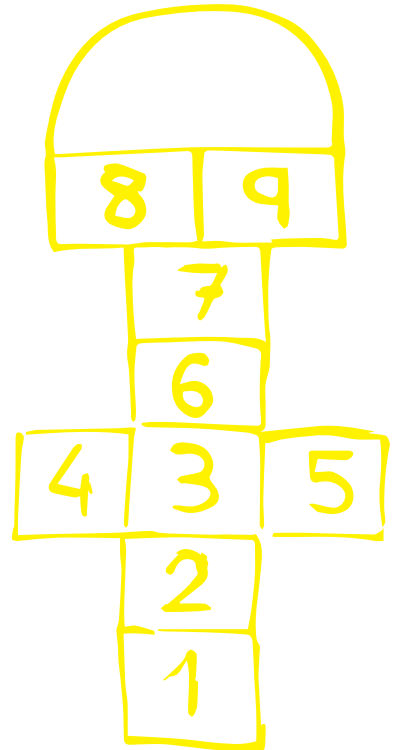
# FEEDBACK

We would apreciate if you can send us some feedback on rayuela.h2020@gmail.com about the session.

You can follow these questions:
- How were your feelings about the implementation of the game?
- Was it easy and the instructions were clear enough?
- Did you follow the questions for the debate?
- Were they useful to get the students involved?
- Would you change any of them?

Let us know anything else you want about the session and about this protocol or send us any idea/comment you want through our social media channels:

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