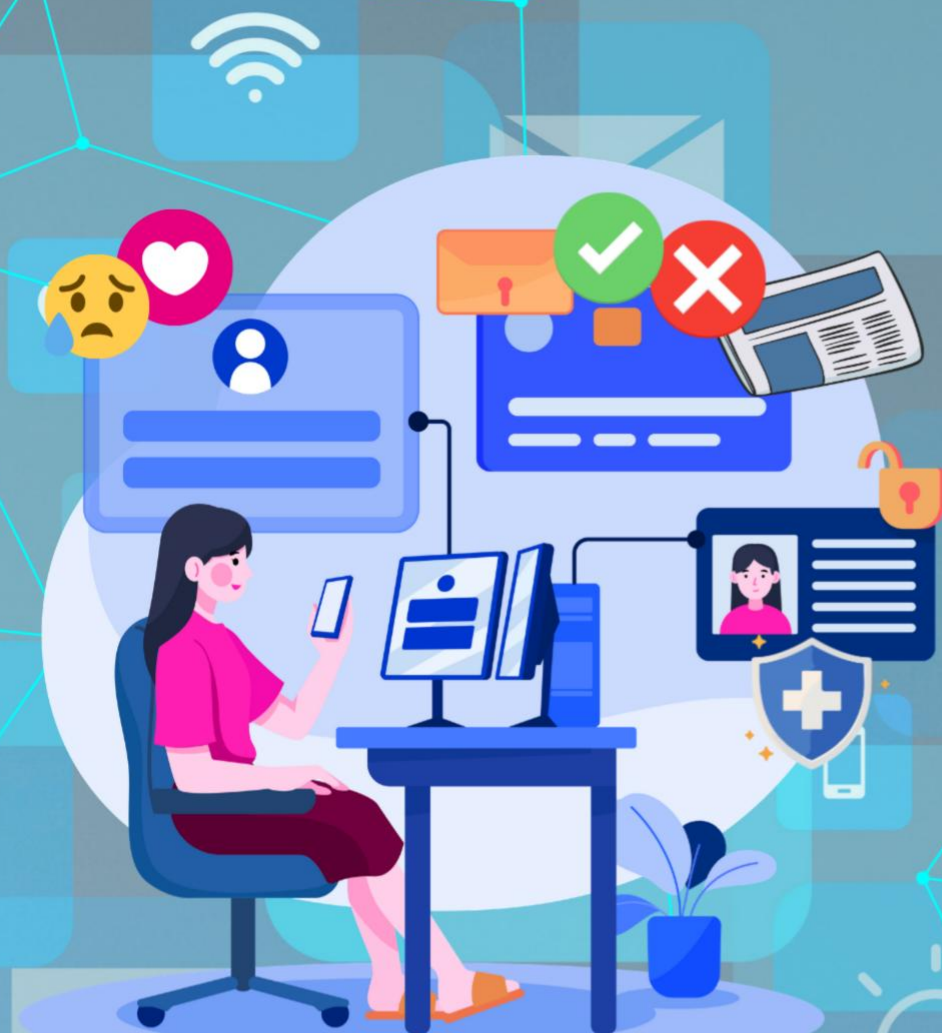


GAME-BASED DIGITAL CITIZENSHIP



Trainer's guide on how to use the DigiCity video game

This guide is a part of the **DigiCity project** resources.

Discover more on the project website: <https://projectdigicity.eu/>

Project leader



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I. INTRODUCTION

The **DigiCity** project is a European initiative that **aims to strengthen digital citizenship** among young people in Europe **through an interactive, game-based learning experience**. It focuses on developing key competences such as critical thinking, online safety, media and information literacy, and **responsible digital behaviour** in increasingly complex online environments. The project emphasises experiential learning, where **gameplay is combined with guided reflection** to support the transfer of knowledge and skills into real-life digital practices.

The DigiCity video game was created as a **practical learning tool** that helps educators **address digital citizenship** in a structured and engaging way. Rather than presenting the related issues only through theory, the **game places learners in a simulated digital environment** where they must analyse situations, interpret online content, and make decisions with social and ethical consequences. In this way, the project supports the **development of critical thinking, empathy, responsibility, and informed participation in digital communities**.

Alongside the video game, **an escape game was also developed**, continuing the same storyline. Nevertheless, this **guide** focuses on supporting educators in facilitating the **video game experience**, including preparation and reflection, and **does not cover the escape game**, as it is supported by its own documentation, which already offers clear and sufficient guidance for implementation, even for first-time facilitators.

This guide is designed to help teachers, trainers, youth workers, and other educators use the DigiCity game meaningfully and confidently. Its purpose is not only to explain how the game works, but also to **support the pedagogical process around it**. The guide therefore **combines conceptual background, practical preparation, technical orientation, facilitation advice, and structured reflection methods**. Particular attention is given to the discussion and debriefing phases, because these are the moments in which the **learning experience is connected to real life** and transformed into practical understanding.

The guide can be used flexibly according to the needs of the educator, the age of the participants, and the available time. Some facilitators may choose to work with the full sequence of preparation, gameplay, and reflection, while others **may adapt individual parts to their own educational context**. What remains essential is the overall aim: to help learners become more aware, critical, and responsible in the digital environments they already inhabit every day.

II. CONCEPTUALISATION

Digital citizenship skills in the DigiCity learning framework

Digital technologies increasingly shape how people communicate, access information, and participate in social and civic life. As a result, developing **digital citizenship skills** has become an important objective of modern education. Learners must not only know how to use digital tools but also understand how to participate in digital environments in a **responsible, safe, and constructive way**.

Digital citizenship refers to the ability to engage in digital spaces with awareness, responsibility, and respect for others. It encompasses a combination of knowledge, skills, attitudes, and values that enable individuals to navigate digital environments critically and ethically.

Educational frameworks typically describe digital citizenship through several interconnected competencies, including:

- Responsible and ethical online behaviour,
- Digital communication and collaboration,
- Critical evaluation of online information,
- Awareness of digital rights and responsibilities,
- Digital safety and wellbeing,
- Active participation in digital communities.

Within the DigiCity project, digital citizenship is approached through **experiential and scenario-based learning**. Instead of focusing primarily on theoretical explanations, learners are placed in a simulated digital environment where they encounter situations similar to those experienced in real online communities.

The DigiCity game particularly focuses on the development of **responsible and critical decision-making in digital communities**. During gameplay, participants must analyse different situations, evaluate information, interact with other actors, and consider how their choices influence both individuals and the wider community.

Through these interactions, learners develop several key competencies, such as:

- Recognising responsible and irresponsible behaviour in digital environments
- Analysing digital situations from different perspectives
- Making informed and ethical decisions online
- Understanding the consequences of digital actions
- Contributing constructively to digital communities

By encouraging players to reflect on their actions and decisions, DigiCity helps learners develop the ability not only to **navigate digital environments safely**, but also to **act as responsible digital citizens**.

Game-based and experiential learning in DigiCity

The educational design of DigiCity is based on the principles of **game-based learning**, an approach that integrates learning objectives with interactive game environments. Game-based learning enables participants to explore complex topics through active engagement, experimentation, and reflection.

Games provide a particularly effective learning environment because they allow learners to **experience situations, make decisions, and observe the consequences of their actions**. This approach is especially valuable for topics such as digital citizenship, where learners must develop judgement, critical thinking, and ethical awareness rather than simply memorising information.

In DigiCity, players enter a simulated digital community where they encounter challenges related to online communication, information sharing, and community participation. Through gameplay, learners actively explore situations that mirror real digital interactions.

The learning process within the game follows the logic of **experiential learning**, particularly the model proposed by David Kolb. According to this model, effective learning occurs through a continuous cycle consisting of four interconnected stages:

- **Concrete experience:** learners engage in an activity or situation.
- **Reflective observation:** learners reflect on what happened and how they responded.
- **Abstract conceptualisation:** learners connect their experiences to broader concepts or principles.
- **Active experimentation:** learners apply their new understanding in future situations.

The DigiCity gameplay structure naturally supports this cycle. Players first encounter digital scenarios within the game environment (experience), then reflect on the outcomes of their decisions. Through discussion and guided reflection, they begin to connect their experiences to broader digital citizenship concepts. Finally, they apply their insights in new situations within the game.

This iterative process allows learners to gradually refine their understanding and develop practical digital citizenship skills. By combining **interactive gameplay with reflection and discussion**, DigiCity transforms digital citizenship education into an engaging and meaningful learning experience.

The role of the facilitator during the game

Although DigiCity is designed as an interactive game-based learning tool, the presence of a facilitator plays a key role in supporting the learning process. The facilitator helps participants interpret their experiences, encourages reflection, and connects gameplay situations with real-life digital contexts.

During a DigiCity session, the facilitator acts primarily as a **guide and mediator of learning** rather than a traditional instructor. Their role is to support participants as they explore the game environment and reflect on the

decisions they make. This role can be understood across three key stages of the activity:

- **Before gameplay begins, the facilitator introduces the purpose of the activity and briefly explains the learning objectives.** This helps participants understand that the game is not only an interactive experience but also a tool for exploring real-life digital situations.
- **While the game is in progress,** the facilitator observes how participants approach challenges, interact with one another, and respond to different scenarios. Rather than directing the gameplay, **the facilitator encourages players to think critically about their choices and to consider alternative perspectives.**
- **At the end of the session, the facilitator helps participants process their experience through reflection.** Reflection is an essential component of the learning process. After completing certain stages of the game or at the end of the session, the facilitator supports group discussions in which participants analyse their decisions and explore the consequences of different actions. These discussions help learners recognise patterns of digital behaviour and relate their in-game experiences to real-world digital interactions.

Through this process, the facilitator helps transform gameplay into a meaningful educational experience, ensuring that the DigiCity game functions not only as an engaging activity but also as an effective tool for developing digital citizenship skills.

III. BEFORE THE GAME: DISCUSSION

Before starting the game, it is useful to briefly **introduce the digital citizenship skills that students will practice** during the activity. This step helps participants understand that the **game is not only entertainment but also a learning experience connected to their real digital lives**. The goal is not to lecture students about correct behaviour online, but to **raise awareness and curiosity** about the decisions they make in their digital lives.

Session structure

At the beginning of the session, the facilitator should clarify the structure of the activity. Typically, the session will include 3 phases: **a short introduction, the gameplay itself, and a group reflection afterwards**. The reflection phase is particularly important, as it helps students connect the experiences from the game with real-world digital behaviour.

By clearly explaining both the learning goals and the structure of the activity, educators help **students approach the game with curiosity and engagement**. When participants understand that the game reflects real digital challenges, they are more likely to actively participate and to **transfer the insights** gained during the session **into their everyday online behaviour**.

Story context of the DigiCity game

The story takes place in the year 2056, in a world shaped by extreme **hyperconnectivity**. Quinn and her friends install a cutting-edge cybernetic implant that significantly amplifies their online presence. At first, they enjoy instant access to a wide range of digital features and possibilities. However, they soon begin to experience the **overwhelming consequences of hyperconnectivity, such as information overload, cyberbullying, and the erosion of personal privacy**.

The **DigiCity** video game is an **interactive investigative experience** in which the player takes on the role of one of Quinn's friends. **Quinn has begun publishing strange posts** and messages on social media that feel unusual and out of character, as if someone else might be writing them. Most of the friends conclude that Quinn has "lost her mind" or is going through serious problems. **The player**, however, still trusts her and **decides to uncover the truth**. It soon becomes clear that **Quinn's account has been targeted by hackers and used in a defamation campaign** that could jeopardise her internship at a prestigious company and **seriously damage her personal life**. The narrative is built to highlight online manipulation, fake content, and how quickly reputations can be damaged on social media.

Digital citizenship skills within the DigiCity game

The game uses a narrative investigation to allow students to explore practical situations related to digital citizenship: **how to stay safe, think critically, and behave responsibly online**.

DigiCity focuses on several core dimensions of digital citizenship, including:

- Media and information literacy
- Recognising online manipulation
- Ethical online behaviour
- Privacy and security awareness
- Digital identity and reputation
- Responsible participation in online communities
- Real-life consequences of online actions

In particular, as students move through the story, they compare messages, look for clues and notice contradictions between different posts, they are **practising critical thinking and checking information**. When they think about how quickly the group judges Quinn, and how hard it is to rebuild trust after harmful posts have spread, they are **exploring online reputation and the idea of a "digital footprint"**. When they choose how to talk to the other friends,

and how to defend Quinn using calm arguments and evidence instead of insults, they are **practising respectful online communication and empathy**.

These areas reflect key competencies recognised as essential for active participation in today's digital societies.

What to expect from the video game?

The facilitator should also explain what students can expect from the game itself. Setting clear expectations helps create psychological safety and prepares participants for the learning experience.

Students should understand that **DigiCity** is designed as an **interactive scenario-based game, a visual novel**, rather than a traditional video game where players control a character in a 3D environment.

In DigiCity, learners control a holographic computer interface, in which they **click through messages and posts, analyse clues in the verification tools** and search for evidence to understand what has happened to Quinn's social media account. Explain that they will be **playing as a friend who is trying to help Quinn** and protect her reputation, and that they should pay attention to every message and piece of information they see. Let them know that there are no "trick" controls: they will mainly read, think and click.

The main goal is not to "win points" but **to solve the mystery around Quinn's strange posts and convince each friend** of what is really going on. Learners try to "prove" that the content is fake, and are encouraged to compare different pieces of information, identify inconsistencies, and **recognise typical signs of manipulation**.

Final tips before the DigiCity gameplay

Before starting the DigiCity game, we recommend saying: "DigiCity is a work of fiction. Any similarity to actual persons, living or dead, or actual events, is purely coincidental".

The story includes a **fictional group called White Warriors**, which is not a real movement; it is used purely as an educational element **to illustrate manipulative and disinformation techniques**, as well as the misuse of digital identity. However, the name **White Warriors intentionally resembles the rhetoric often used by real extremist groups**, helping participants better understand the central conflict in the game and, ideally, similar issues that may occur in real life.

The short explanation may be enough, but if participants ask questions, the additional text below may help you respond to any unexpected questions in this relation:

The White Warriors are a fictional extremist group created specifically for the DigiCity video game. In the story, they **represent a modern, radicalised online movement that uses social media, anonymity, and digital tools to spread hateful ideologies and recruit young people.**

The group operates in ways similar to many real extremist online communities. It uses manipulative content, visual symbols, encrypted communication, and edited images to create the impression of strength and widespread support. In the story, this **movement falsely portrays Quinn as one of its supporters.** Hackers manipulate her profile, **publish altered posts**, and **create the illusion** that she is connected to the White Warriors.

The group serves exclusively as an educational element that helps players understand the risks associated with disinformation, cyberattacks, and online reputation.

The meaning behind the “White Warriors”

The name White Warriors is **intentionally designed to resemble patterns** often found in real extremist rhetoric. Although the group itself is fictional, **it draws on motifs that frequently appear in real-world contexts.**

“White” – reference to superiority and “purity”

In many real extremist movements, the word “white” symbolically refers to ideas of racial superiority, “purity,” or the exclusion of certain groups. It may appear neutral or innocent at first glance, but in practice, it is often associated with discrimination, hatred, and the division of society, as well as with various extremist ideologies, including white supremacy theories.

Groups using similar rhetoric often:

- Create a sense of “**us versus them,**”
- Present themselves as “**defenders of traditional values or society**”,
- Use imagery associated with purity, light, or “**cleansing.**”

“Warriors” – reference to “fighters” for an ideology

The word warriors suggest individuals who are supposedly prepared to “fight” for their beliefs. In practice, this typically involves:

- **Encouraging conflict,**
- **Using aggressive rhetoric** (and possibly actions),
- **Mobilising young people** who may be searching for identity or community,
- Employing **language that frames members as heroes or defenders** against an alleged threat.

Such terminology can make the group appear more attractive from the outside, particularly to young people who may perceive its members as “**brave fighters**”, even though the **underlying ideology is often manipulative and harmful.**

IV. BEFORE THE GAME: PREPARATION

This chapter provides quick guidance for teachers before starting the DigiCity game. The aim is to eliminate technical downtime and create an environment in which every student can fully concentrate on solving the case.

Where to play DigiCity?

Although DigiCity is a browser game, **we recommend using a traditional computer**. The game contains a lot of texts, communication, and details in the images, and on a large monitor, **students can see connections** that they might miss on a tablet. Additionally, working with a mouse and keyboard in online games makes manipulation easier.

In a computer lab, you as a teacher have a better overview of what students are doing and thus have **more control over the class**. Tablets or even personal smartphones can be distracting and connecting them all at once could overload the school's Wi-Fi.

Emphasis on inclusion

It is not enough to just start the game. To get everyone involved, go through these points:

- 1. Visual aids:** For students with poor eyesight, set the zoom in advance in the browser or turn on high contrast in the system if they cannot do it themselves.
- 2. Colour blindness:** If you have color-blind students in your class, check that the monitors allow for color correction.
- 3. Buddy system:** Pair less tech-savvy students with someone who is familiar with technology.

4. **Reading aloud:** If a student has trouble reading longer texts, allow them to use the "read aloud" function in their browser (Edge/Chrome).
5. **Quiet environment:** Allow students who have difficulty concentrating (ADHD) to play with headphones on.
6. **Language support:** Prepare a translation of key words on the board for students whose native language is different. If necessary, help them set up automatic website translation.
7. **Alternative tasks:** If a student cannot play for any reason, let them take notes as an "analyst" on someone else's game.
8. **Physical access:** Check that students in wheelchairs can fit at the computer.
9. **Individual pace:** Remove time pressure. DigiCity is not a race; understanding the story is what matters.

Logistics and launching the game

Quick onboarding: We recommend **downloading the game in advance** to school computers so that students can open the game directly on school devices. If your options are limited to **using tablets, place the QR code on the projection screen** and **also have it printed on paper** on the door or at the ends of the desks.

Joint start (optional): Spend the first 5 minutes going through the introduction to the game (first chat) together using a projector. Students will understand the controls and be able to manage the rest of the game on their own.

Potential problems and risk management

Playing this online game may pose certain risks in the sense that **technology may fail or unforeseen browser errors may occur**. In this subchapter, we offer solutions to foreseeable risks so that the lesson runs smoothly:

- **Wi-Fi/Internet failure:** Have a powerpoint presentation ready with screenshots of key moments in the game. If the internet goes down, discuss the case using these images.
- **A student is too fast and bored:** Assign them the role of "technical assistant" to help their classmates or give them the task of writing a short report on what they have learned.
- **The game page does not load:** Try a different browser (we recommend Chrome/Edge). If that does not help, restart your computer. If it still fails, favour downloading the game.
- **Emotional reaction:** If the topic (e.g., cyberbullying) elicits a strong reaction from someone, agree on a rule that they can turn off the game at any time to give them a chance and time to calm down.

Safety rules and ethics

Minimum age: The game is intended for students aged 13 and above.

Administrative requirements: Check whether you need informed parental consent, as students will be dealing with topics such as disinformation and online identity as part of the project.

V. TECHNICAL OVERVIEW

This chapter provides a practical, technical overview of the DigiCity video game for educators guiding participants through the gameplay experience. Its purpose is to help facilitators quickly become familiar with **the structure of the game, its main interface elements, and the overall progression logic**, enabling them to support players who encounter **technical or navigation-related difficulties**.

Context and structure

DigiCity is an educational narrative video game set in the year 2056, in a world characterised by **extreme digital connectivity**. The game follows the story of a key character, Quinn, and her group of friends after they install an advanced cybernetic implant that provides near-unlimited access to information. While this technology creates many opportunities, it also **introduces new risks associated with living in a highly digitised society**.

The story intensifies when Quinn becomes the victim of hacking and an organised defamation campaign, triggering **a series of dilemmas and challenges that players must explore and resolve** throughout the game.

The gameplay is structured around **4 key situations** (scenarios) that players must analyse and solve to successfully complete the game. Each situation presents a specific challenge within a digital environment and requires players to **gather information, understand the context, and make informed decisions**.

Throughout the game, players progress by following instructions provided directly within the interface. The primary communication channel is Cyberchat, where players receive **instructions, hints, and updates** on the tasks they need to complete.

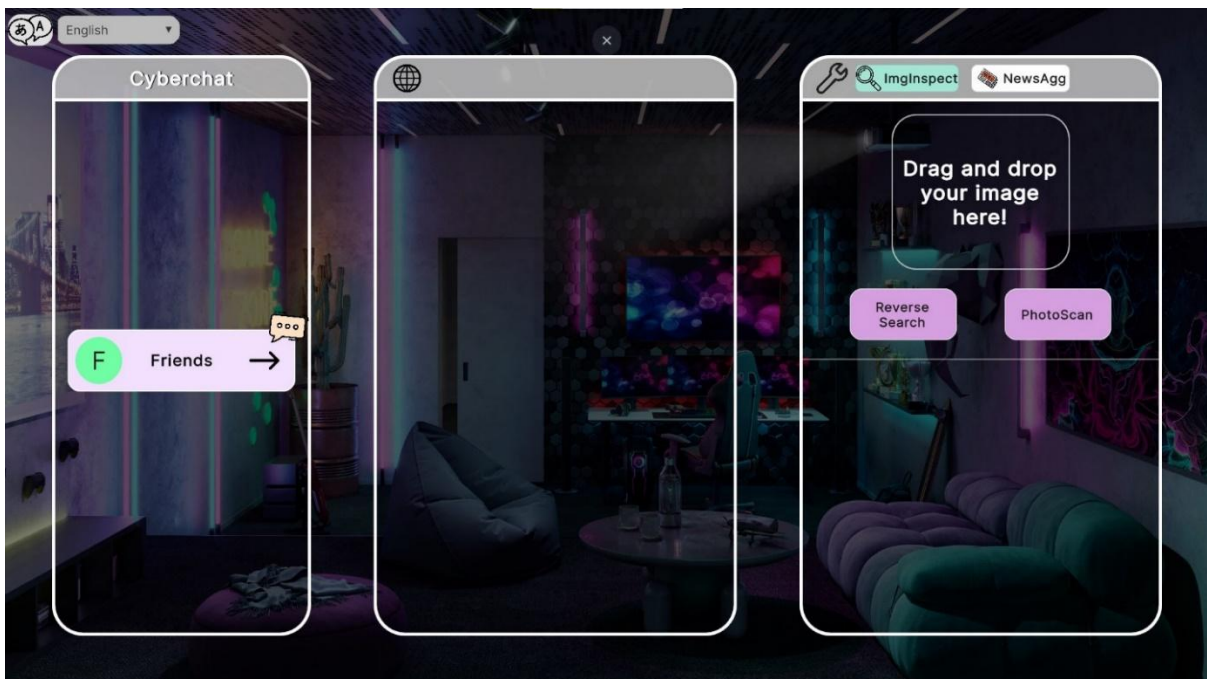
The following sections of this chapter explain:

- How the game interface is structured,
- How players progress through the 4 situations,
- How Cyberchat, the Browser, and the Tools panel function,
- The most common difficulties observed during testing.

The aim of this chapter is to provide educators with a clear technical walkthrough of the game, serving as a **quick reference when preparing for or facilitating the activity**.

Game interface and setup

The image below shows the **introductory screen of DigiCity**, which is the **first screen players see when they start the game**. The interface shown here is displayed **in English**.



At the beginning of the game, players are introduced to the main working environment, where all gameplay takes place. **The screen is organised into 3 main sections, each with a specific function**. Understanding these sections helps educators follow player activity and provide support when needed.

1. Cyberchat (left side)

The **Cyberchat** panel is located on **the left side of the screen**. It is the main communication channel through which the game provides instructions, hints, and guidance.

Players should follow the messages in Cyberchat to understand:

- What is happening in the story,
- What their next task is, and
- What actions they need to take.

In many cases, **Cyberchat is the primary place where players receive instructions**, so it is important that they read these messages carefully.

2. Browser (centre)

The Browser is **the central part of the interface**. It displays content related to the situation players are currently investigating. Depending on the stage of the game, this may include:

- Posts or messages (DigiMail),
- Profiles or digital content (Instaholo), and
- Media or other online material connected to the story.

Players use the information displayed in the Browser to better understand the situation and decide what actions to take.

3. Tools Panel (right side)

The Tools panel is located on **the right side of the screen**. It contains digital tools that help players analyse information and solve the situations presented in the game.

For example, players may use tools to:

- Examine images,
- Perform reverse searches, and
- Analyse digital content.

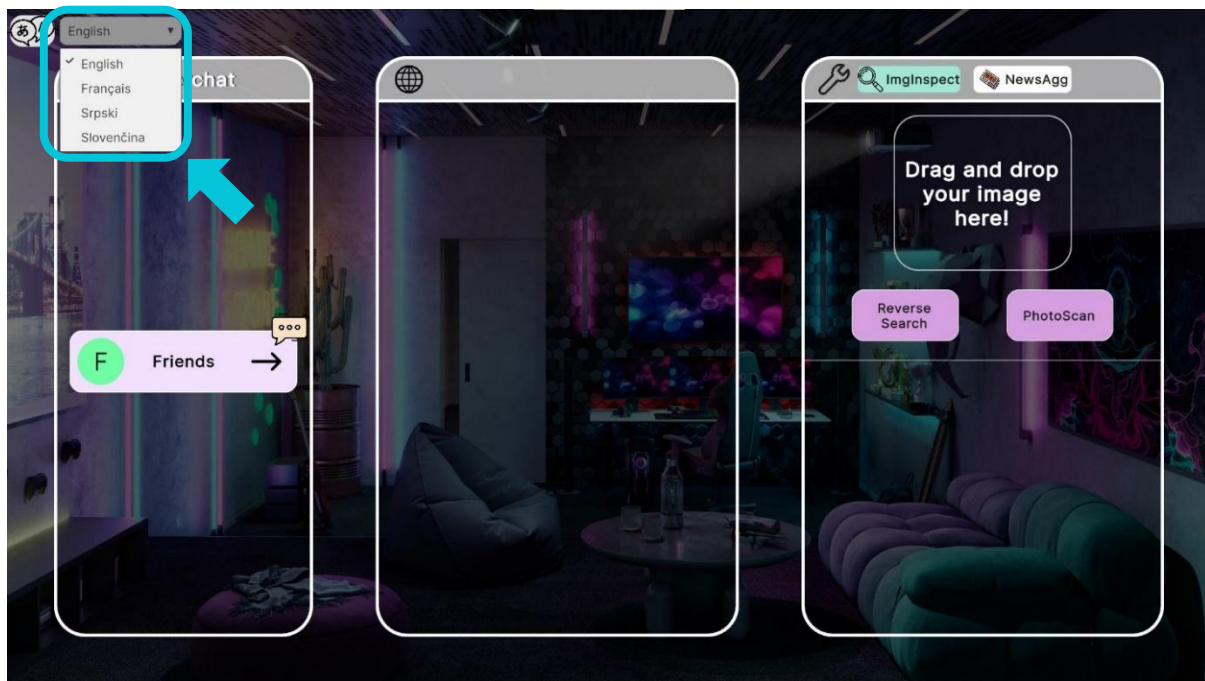
The available tools are **grouped into 2 categories**, which players can switch from between depending on the task they are working on.

Together, these 3 sections, the **Cyberchat, Browser, and Tools panel**, form the main working environment of the DigiCity game. **Players move between them continuously as they read instructions, explore information, and use tools to solve the challenges** presented in the story.

Language selection

Before starting the game, **players can choose their preferred language**.

The language selection option is located in **the top left corner of the screen**. Clicking on the language menu opens a dropdown list of available options.

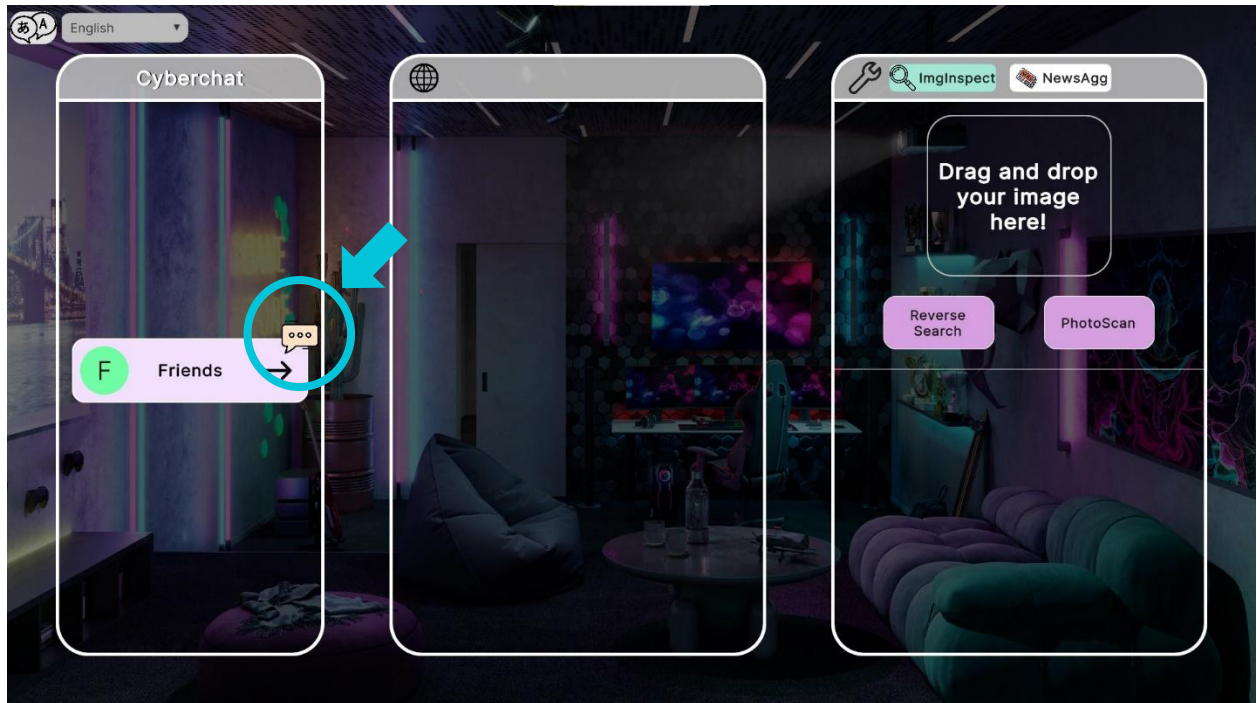


DigiCity is available in English, French, Slovak, and Serbian. Players can select the language that is most comfortable for them.

An important feature is that the **language can be changed at any moment during the game**. Switching the language does **not affect the progress of the game or the storyline**, and players can continue playing normally after changing it.

Starting the game

Players start the game in the **Cyberchat panel**, located on the **left side of the screen**. To begin the story, players need to **click on the animated speech bubble with three dots**, highlighted in red in the image below. This icon appears next to the **Friends** conversation.



The **three-dot speech bubble** indicates that **new messages or instructions are available**. By clicking on it, players open the conversation and the story begins.

This symbol is **very important throughout the game**. Whenever the speech bubble with three dots appears, it means that the player should **click on it to continue the conversation and receive the next instructions**.

Because of this, it is essential that players **read the entire conversation between the characters** during the game. These conversations contain:

- Important parts of the story,
- Explanations of what is happening in the situation,
- Instructions about what players should do next.

Following the conversations in **Cyberchat** is therefore a key part of progressing through the game and understanding how to solve the situations that appear later in the story.

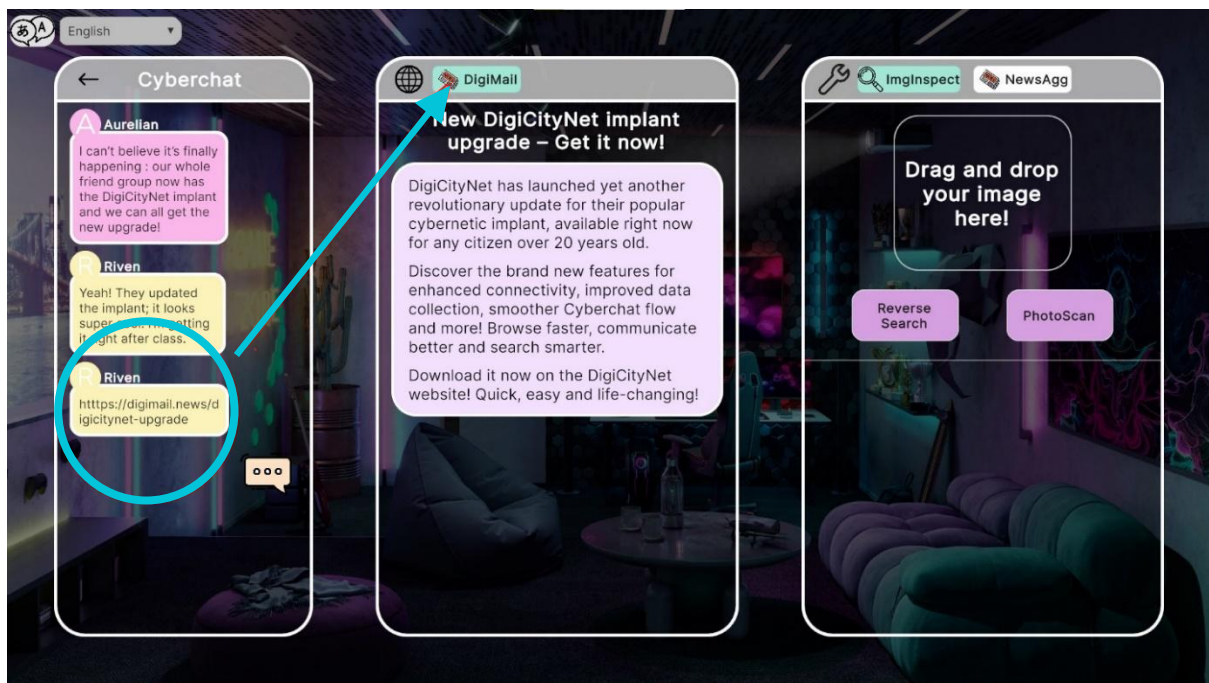
Players' progress

As players move through the game, they solve **4 different situations**. Each situation follows a similar structure and requires players to use the **three main parts of the interface: Cyberchat, the Browser, and the Tools panel**.

The game guides players step by step through these situations. Instructions usually appear in **Cyberchat**, while the **Browser** and **Tools panel** are used to explore information and complete tasks. The actions required from players are **repetitive in structure**, but the situations themselves change. Throughout the game, players solve **four different situations**, repeatedly using the **three available tools** to investigate new information and progress through the story.

Messages with a link

In the situation when players receive a message in Cyberchat that contains a link, the players must **click on the link provided in the message**. When the link is clicked, new content automatically opens in the **Browser**, which is the **central part of the screen**.



In the game, this action can lead to the feature called **DigiMail**. It simulates a digital email environment where players can read messages and access information related to the story.

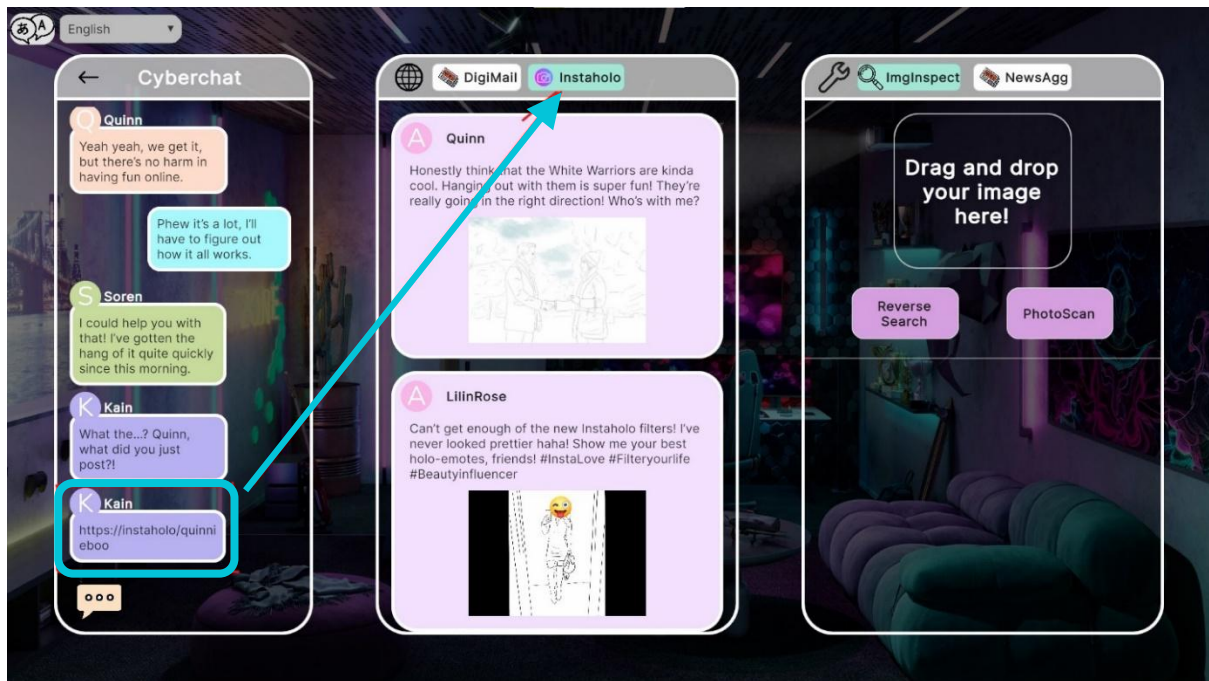
Through DigiMail, players receive important details about the situation that is unfolding. Reading this information carefully helps them understand what has happened and what they should do next.

This step introduces players to one of the key mechanics of the game:

- **Instructions appear in Cyberchat.**
- **Players click on links or prompts in the conversation.**
- **New content opens in the Browser (such as DigiMail).**
- **Players review the information before moving to the next task.**

This **interaction between Cyberchat and the Browser** continues throughout the game and is one of the main ways players progress through the story.

In some situations, the link shared in **Cyberchat** leads players to a different type of content in the **Browser**. Instead of DigiMail, the link may open **Instaholo**.



Instaholo represents a **social media platform within the game**, similar to platforms used in everyday digital life. It allows players to view posts, images, and interactions between characters.

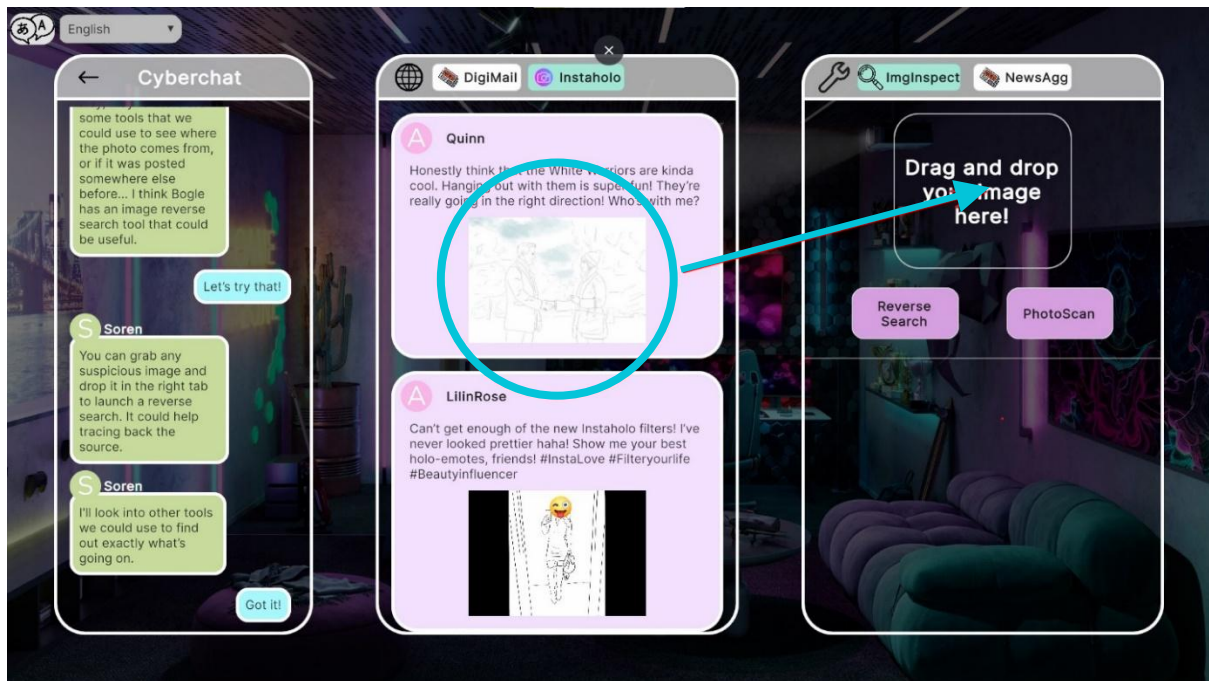
The interaction required from the player is **the same as in the previous situation**:

1. A **link appears in Cyberchat** as part of the conversation.
2. The **player clicks on the link**.
3. The content opens in the **Browser (centre of the screen)**.

However, what changes is the **type of information the player receives**. Instead of an email message, the player now sees **social media posts and related content**.

Using ImgInspect tools: Reverse Search and PhotoScan

When an **image** needs to be examined, players use the **Tools panel** on the right side of the screen. The available tools enable players to **analyse the image and assess its authenticity** using different investigative methods.

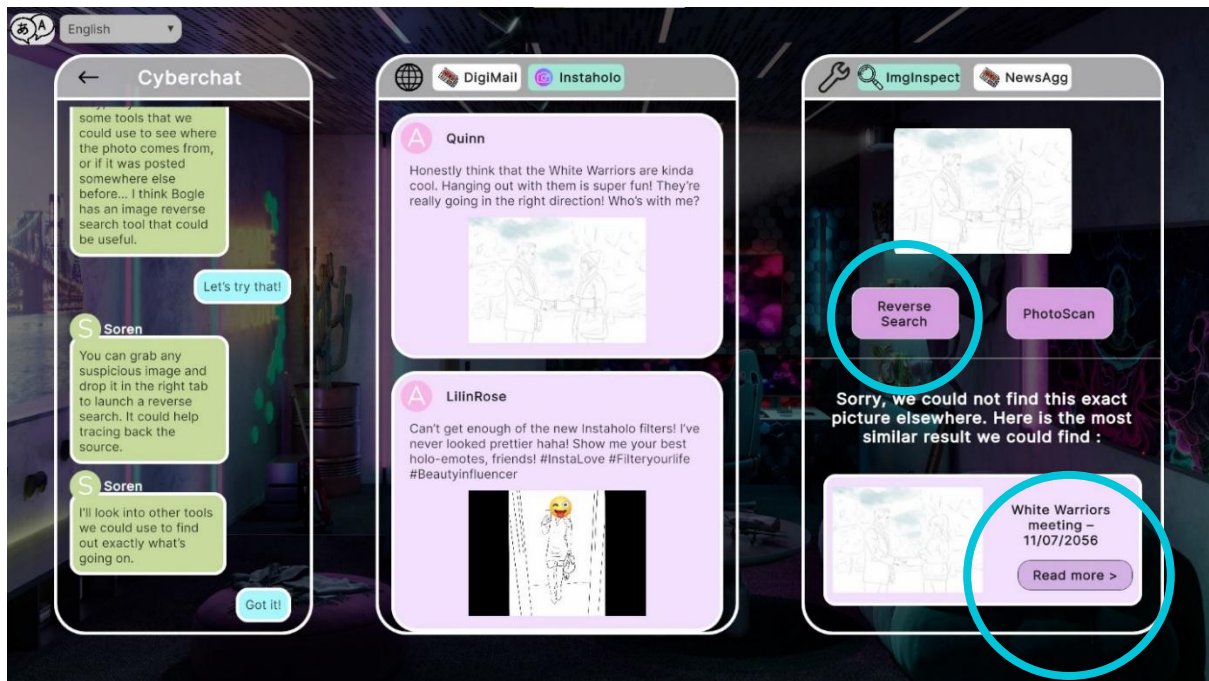


Players first need to **transfer the image from the Browser to the Tools panel**. This is done using a drag-and-drop action.

The process works as follows:

1. Players locate the **image displayed in the Instaholo post in the Browser (centre of the screen)**.
2. They **click and hold the image with the cursor**.
3. While holding the image, they **drag it to the Tools panel on the right side of the screen**.
4. The image should be **dropped inside the area labelled “Drag and drop your image here!”**.

After placing the image in the **Tools panel**, players can use one of the available tools to check the **authenticity and origin of the image**. One of the tools available for this task is **Reverse Search**.



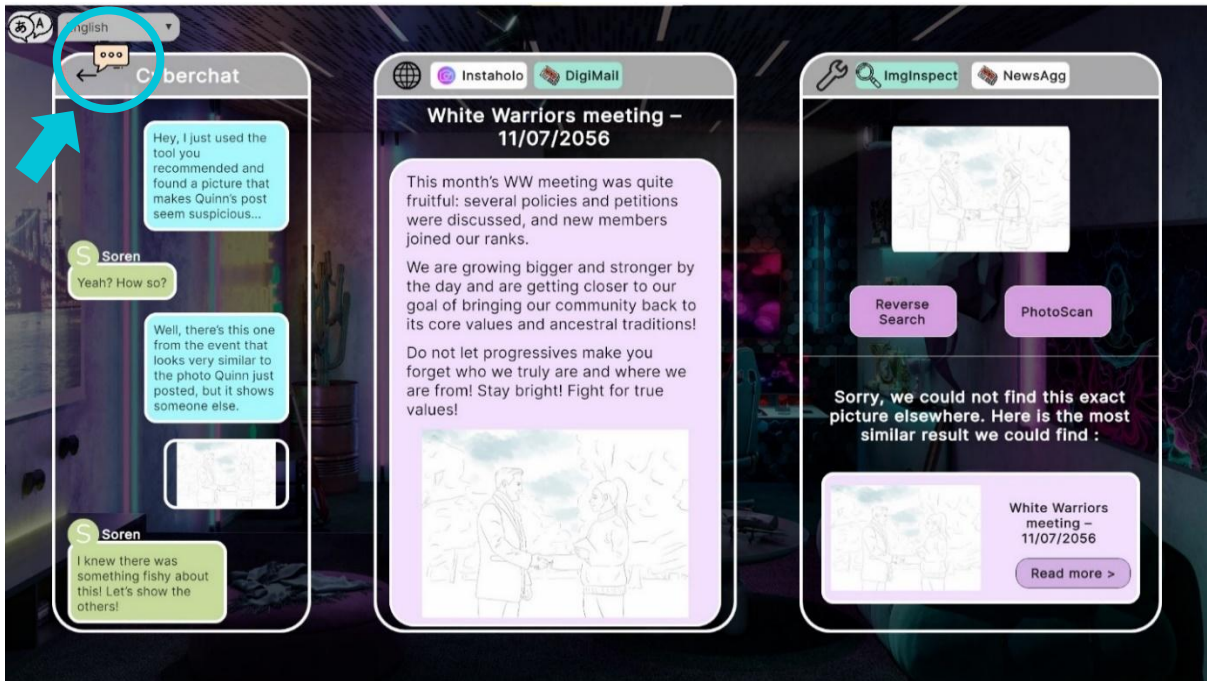
To use this tool, players simply need to **click on the “Reverse Search” button**, as shown in the image.

The purpose of the **Reverse Search tool** is to look for the **same or similar image elsewhere in the digital world**. This helps players determine whether the image is original or if it has appeared somewhere else before.

After running the search, the system displays the **most relevant result it could find**. In this case, the result appears as a **news article preview** related to the image.

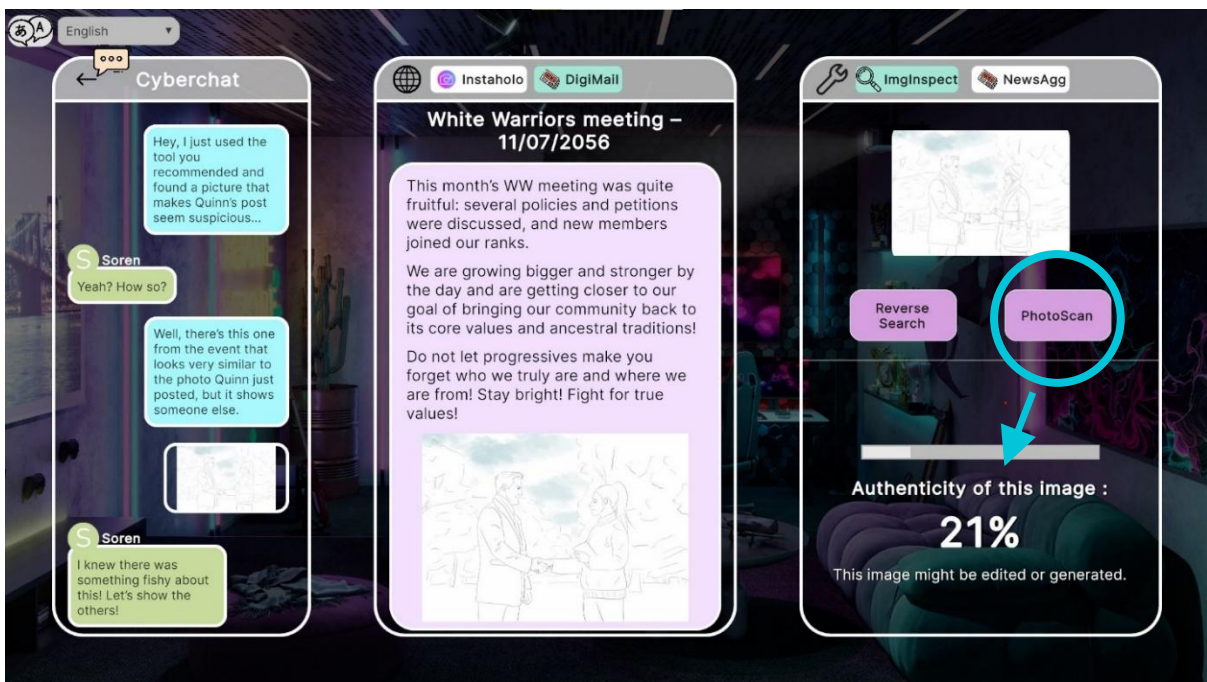
To read the full article, players need to **click on the “Read more” button**, highlighted in red in the image.

Opening the article allows players to gather additional information about the image and the situation they are investigating. This step helps them better understand the context and continue progressing through the game with **new Cyberchat conversations**, as shown in the image below.



Another tool available to players for analysing the image is **PhotoScan**.

This tool is designed to **check the authenticity of the image**. After the player clicks on the **PhotoScan** button in the **Tools panel**, the system analyses the uploaded image and displays a **result indicating the likelihood that the image is authentic**.



The result appears on the screen as a **percentage**, which represents the estimated level of authenticity of the image. This allows players to better

understand whether the image might have been **altered, manipulated, or taken out of context**.

It is important to note that there is **no fixed order in which the two tools must be used**. Players can use **Reverse Search** or **PhotoScan** first, depending on their choice.

After using each tool, the game provides **clear instructions through Cyberchat** explaining what the player should do next. Because of this, **the order in which the tools are used does not affect the progression of the game or the storyline**.

Both tools provide different types of information that help players better understand the situation and move forward in the investigation.

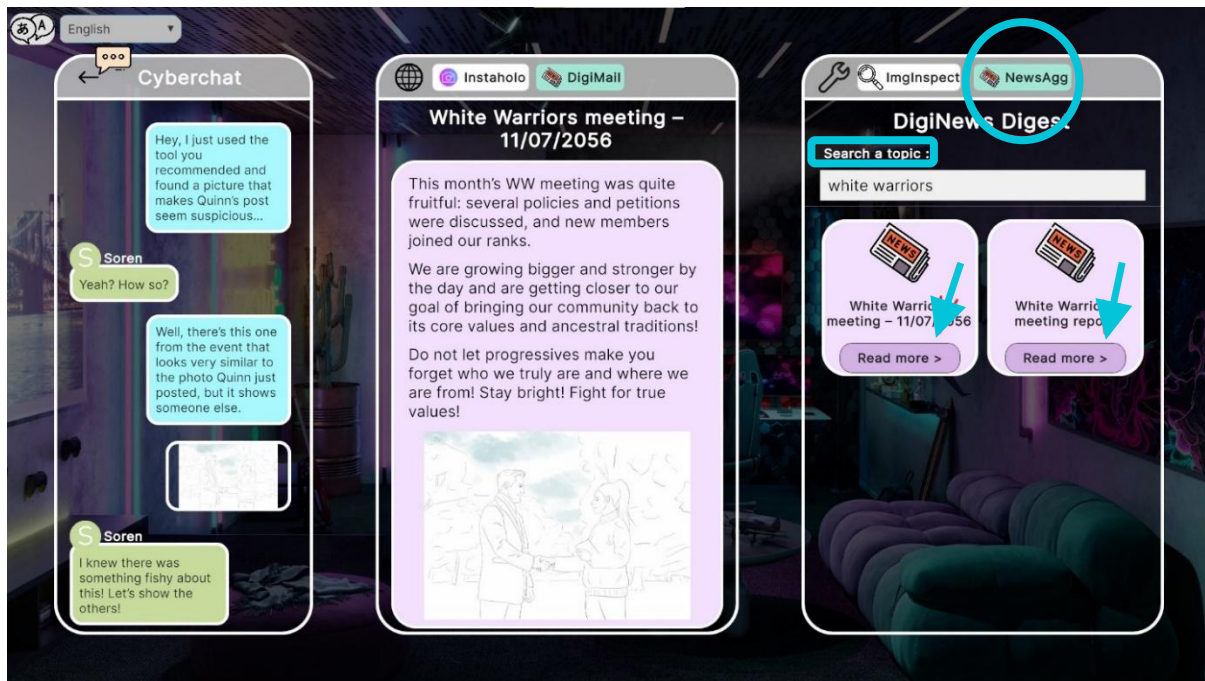
Using the NewsAgg tool

NewsAgg tool helps players analyse the **textual information** they discovered while investigating the authenticity of the image.

The **NewsAgg tool** works by searching for information based on **keywords**.

To use this tool, players need to:

1. Identify **important keywords** from the text they are analysing.
2. Enter these keywords into the **“Search topic” field** in the NewsAgg tool.
3. Start the search by hitting the “Enter” key.



After the search is completed, the tool displays **articles from the digital world that are related to the entered keywords**. These articles provide additional information that can help players better understand the situation.

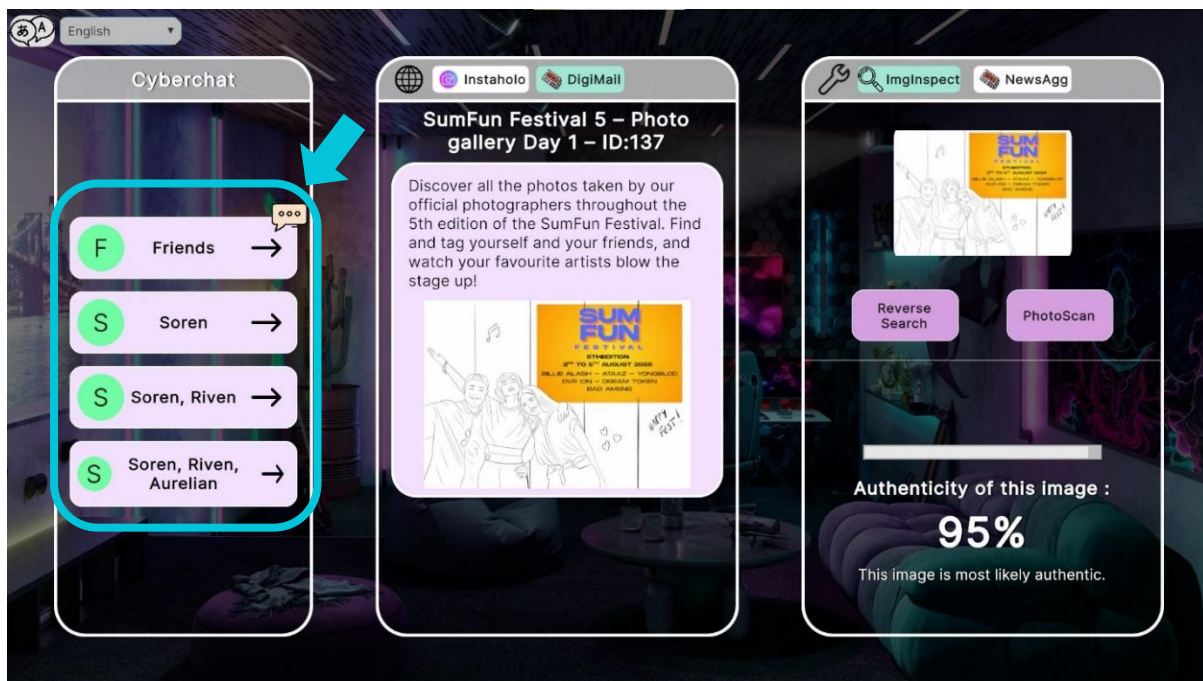
To continue the investigation, players should **carefully read the articles that appear in the results**. They can open the full article by **clicking on the “Read more” button**, as indicated in the image.

Reading these articles allows players to gather more context and clues that will help them move forward in the game.

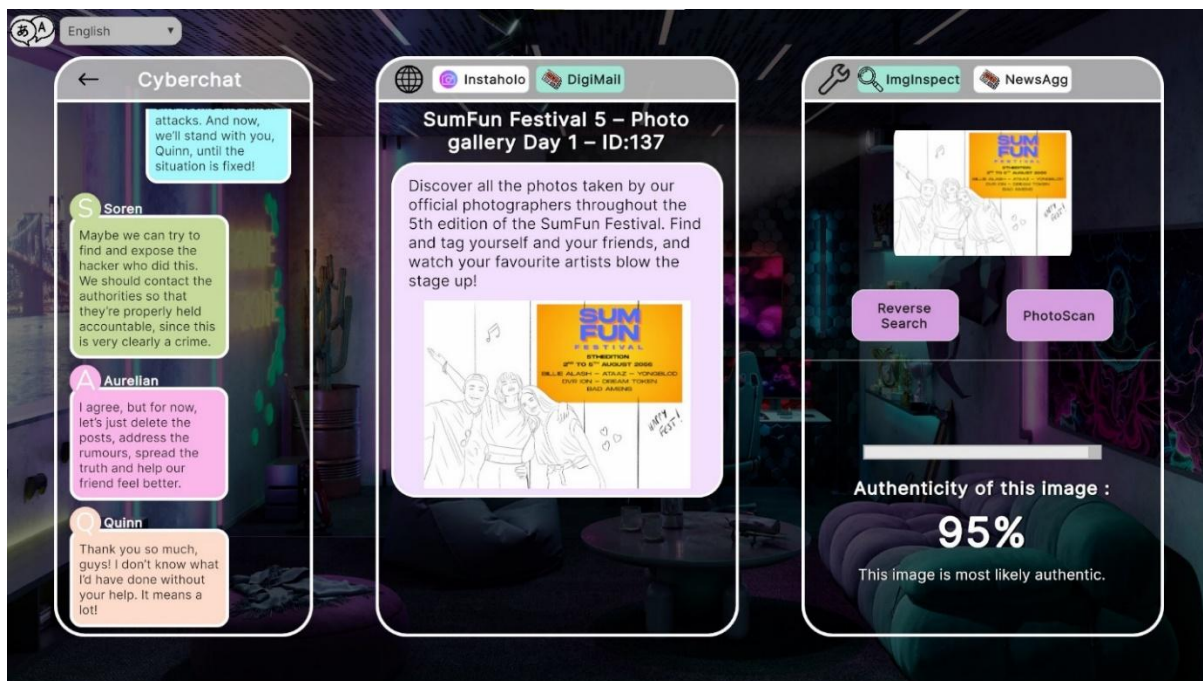
Ending the game

Although the game follows a structured narrative, it also allows a certain level of **flexibility**. Players have the freedom to explore the information and use the available tools **in the order that makes the most sense to them**. The sequence in which tools are used does **not affect the learning outcomes or the overall objective of the game**.

The game is completed once players successfully resolve **all four situations**, which appear as **four separate chat threads in the Cyberchat panel**.



After the final situation is resolved, players reach the **final screen of the game**, as shown in the image below.



It is important to note once again that this section of the guide provides **technical instructions on how the main features of the game work and how to navigate the interface**. It does not describe every step of the gameplay in **exact chronological order**.

Common difficulties observed during testing

During the testing phase of the game, several **common challenges** were observed. Being aware of these can help educators support players more effectively during gameplay.

1. Following the instructions

The most common difficulty for players was **not carefully following the instructions provided in the game**. It is very important that players **read all text carefully**, both in the **Cyberchat conversations** and in the **materials that appear in the Browser** (articles, posts, and other content).

These texts contain **clear instructions and important clues** that guide players on what to do next.

2. The three-dot bubble in Cyberchat

The **three-dot speech bubble** is an important visual indicator that players should follow throughout the game. Whenever this symbol appears, players should **click on it to receive the next instruction and continue the game**.

The bubble can appear **in different positions within the Cyberchat panel**. Its location signals what is happening in the conversation:

- It may indicate that **another character is responding within the same conversation**, or
- It may indicate that players should **switch to a different conversation thread**.

Players should therefore pay close attention to this symbol and click on it whenever it appears.

3. Exiting full-screen mode

If players need to exit **full-screen mode**, this can be done by pressing the **Esc key** on the keyboard.

4. Exiting the game

To exit the game, players need to **move the cursor to the top centre of the screen**. This will reveal an **“X” button**, which can then be clicked to close the game.

5. Using keywords in the NewsAgg tool

When using the **NewsAgg tool**, players must enter **specific keywords** in the **Search topic** field. The correct keyword depends on the **context of the situation currently being investigated**.

The keywords used in the game include:

- **Meeting**
- **White Warriors**
- **Statue**
- **Festival**

Players should select the keyword that best matches the **context of the situation they are analysing**. Not every keyword will be appropriate in every moment of the game. The correct choice depends on the information players have discovered up to that point.

VI. DURING THE GAME: FACILITATION

When the game simulation starts, the **teachers' role** naturally changes. They are no longer the one explaining every step; they become a **guide in the learning process**. Their goal is not to control, but to create conditions in which **students think, try, make mistakes, and look for solutions**.

It is important to maintain an appropriate level of support – one that pushes students forward but does not take away their independence.

Principle of minimal intervention

When working with a digital game, it is tempting to intervene when a student gets stuck. However, experience shows that **helping too quickly weakens their own initiative**.

Rules for facilitators

- **Do not do the tasks for the student:** The teacher should not take over the mouse or keyboard from the student. If they solve the problem instead of the student, the student loses the opportunity to think and learn.
- **Look for signs of frustration:** If a student turns away from the screen, reacts irritably, or gives up, it is advisable to pause the work for a moment. A short break often helps more than an immediate explanation.
- **Ask questions instead of explaining:** Instead of giving ready-made answers, it is more effective to ask questions that lead the student to think for themselves.

Working with different types of students

In every group, there are **students who progress quickly and those who approach the task critically or negatively**. Below are some suggestions on how to engage both groups in a meaningful way.

Fast-progressing students

Not all students who move quickly through the game demonstrate the same type of engagement. Facilitators should distinguish between two situations:

1. Fast and engaged learners

Some students progress quickly while remaining attentive and thoughtful. In this case, it is appropriate to **extend their learning**.

Possible extensions:

- Create a simple photomontage from freely available images,
- Edit the visual to make it appear credible and convincing,
- Present their work and explain which manipulative elements they used.

This activity should be followed by a **short discussion on ethical boundaries**, focusing on what is acceptable and what may cause harm.

2. Superficial or “click-through” behaviour

Other **students may progress quickly by clicking** through the game without processing the content. This requires immediate facilitation, not extension.

Before intervening, briefly verify the situation by asking:

- “What happened in this situation?”

If responses indicate low engagement, **apply corrective strategies**:

- Introduce short pauses after key moments (e.g. after using the verification tools),
- Ask reflective questions such as:
 - “Does this happen on social media?”
 - “What would you do in real life?”
- Require students to briefly explain their decisions before progressing,
- Introduce a simple rule (e.g. reading the scenario before choosing),
- Optionally, use a short worksheet where students note at least two key situations from the game.

The aim is to shift students from passive clicking to active reflection.

Students with a critical attitude

Some **students may question the task, the storyline, or the logic of the game.**

This reaction should not be suppressed, but it should be **redirected.**

In this situation, facilitators should guide students to **apply their critical perspective** to the content and decisions within the game:

- Ask students to identify which elements of the scenario they find unrealistic or problematic,
- Invite them to explain why a situation may not reflect real-life online environments,
- Encourage comparison with real-world examples or personal experience,
- Challenge them to propose how the situation would unfold in reality.

At the same time, the facilitator should **maintain focus on the learning objectives.** If the discussion drifts too far into critique of the game design itself, it is appropriate to redirect or close the discussion.

The aim is to channel critical attitudes into deeper analysis of digital behaviour. This turns **resistance into constructive reflection.**

Technical support during the game

Technical problems can quickly reduce motivation. Therefore, it is good to expect that not all devices or browsers will respond in the same way.

If a problem arises (for example, moving objects does not work), it is effective to **involve** students who have already found a solution. Such "**student mentors**" can often explain the procedure more quickly and clearly than the teacher. This approach also promotes **cooperation in the classroom.**

Conclusion: Effective facilitation of game simulation is based on **balance:**

- Between support and independence,
- Between intervention and patience,
- Between control and trust in students.

The **teacher** is not the main actor in the game, but the one who **creates a space in which learning can develop naturally.**

VII. AFTER THE GAME

DigiCity is an experiential educational game: students learn by acting within a simulated environment that mirrors everyday online risks. They confront misinformation, reputation damage, and ethical dilemmas through decisions and consequences. However, experience alone does not guarantee learning; **meaningful learning emerges when action is followed by structured reflection.**

Research shows that young people often underestimate the **long-term impact of reputational harm and overestimate the “harmlessness” of sharing unverified claims.** At the same time, studies on online privacy behaviour suggest that even when individuals perceive digital risks as serious, they frequently report **low confidence in their own ability to protect themselves.** This gap between awareness and action is critical to address during reflection.

The importance of reflection and debriefing

Gameplay alone does not guarantee learning; **reflection is the stage where it becomes tangible and in debrief the understanding is constructed.** Reflection enables students to process emotions, examine decisions, and clarify the values at stake. **The game creates the experience; the debrief turns it into insight.**

In DigiCity, students encounter manipulated content, witness the rapid spread of misinformation, and observe the fragility of online reputation that can easily collapse. **The debrief provides the analytical space** to examine these dynamics and connect them to real online behaviour. This process supports the **transfer from virtual scenario to everyday online practice.**

For this reason, **reflection and debriefing are the pedagogical core** of the session, which requires sufficient time allocation. A brief closing discussion is rarely enough to consolidate complex topics such as defamation, privacy, or digital footprints. **The depth of reflection can be adapted to your classroom context**, but it should remain intentional and structured.

In the DigiCity context, reflection aims to:

- **Make explicit the digital citizenship skills** during gameplay,
- **Analyse the short- and long-term consequences** of in-game decisions,
- **Connect virtual events to real online behaviour** and social dynamics,
- **Formulate concrete, actionable commitments** for future digital participation.

Only through guided reflection can learners move from reacting within the game to acting responsibly beyond it.

The role of the facilitator

Your role in the **reflection and debrief is to structure dialogue and deepen insight, not to assess morality**. Treat the debrief as an **analytical conversation**, not a disciplinary moment. The aim is not to deliver a lecture but to help students analyse what happened, why it mattered, and how it **connects to real online situations**. Maintain an analytical, non-judgmental tone and treat the **game as a shared case study**. You as a facilitator guide and support the process of learning and becoming aware of one's experience.

Use open questions that **promote thinking instead of evaluation**: "What options did you have?", "Who was affected?", "What information did you rely on?", "What values were in conflict?". **Ask for evidence behind claims and model intellectual humility** by showing that interpretations can change when new information appears.

Expect disagreement; digital topics often create **tension between freedom and safety, humour and harm, privacy and sharing**. Separate the person from the opinion, normalise disagreement, and **redirect discussion to principles**

such as rights, responsibilities, and impact. If emotions escalate, acknowledge them briefly and **refocus on the issue and its consequences**.

When **ethical dilemmas** arise, avoid moralising. Guide students to **compare short- and long-term effects**, consider proportional responses, and identify responsible alternatives. Close with a concrete transfer step, such as one **behavioural change they will try** in the coming week.

The debrief should also **reflect principles of inclusive pedagogy**. According to the Universal Design for Learning (UDL) framework, learning environments should account for learner variability across **engagement, representation, and expression**. In practice, this means:

- Allowing **multiple ways of participating** in discussion (spoken, written, small-group),
- **Encouraging diverse perspectives** and experiences,
- **Maintaining psychological safety** through clear ground rules such as the right to pass, no forced personal disclosure, and facilitator neutrality.

Evaluate the **quality of reasoning**, not the “rightness” of answers. Encourage evidence-based reasoning by asking: “What makes you say that?”. **Focus on argumentation, respectful dialogue, and the ability to revise views based on new evidence**. In this role, the educator supports the development of critical thinking, empathy, and responsible online decision-making.

If a student discloses a serious incident (e.g., cyberbullying), **follow school safeguarding procedures**.

Peer-to-peer reflection and group dialogue

Before whole-class discussion, **allow students to think and speak in smaller groups or pairs**. Peer exchange often deepens reasoning and learning, as students challenge and refine each other's interpretations.

Recommended format: Think – Pair – Share

Students reflect individually on the game (2 minutes), discuss in pairs (3-4 minutes), then share highlights with the group. Keep in mind your role as a facilitator.

Three-Phase Debrief Model

We recommend structuring the debrief in three phases: **description, analysis, and transfer.**

Phase 1: What happened? (description)

Begin by **reconstructing the experience** and returning to the emotional core of the story. Ask students to **describe key moments factually** and avoid evaluation at this stage.

TIP: You can also add the following questions targeting the students' emotions:

- How do you feel after playing the game?
- What exactly makes you feel like this?

Phase 2: What was at stake? (analysis)

In the analysis phase students **explore values, assumptions and impacts.** This is where **digital citizenship concepts are unpacked.** Instead of explaining the theory yourself, ask **students to connect their experience to a particular skill.**

This shifts the ownership of learning to them. Motivate them by asking:

- What digital citizenship skill was involved?
- Who benefited or was harmed by the decision to investigate it?
- What information did you rely on?

TIP: If the youngsters do not come with an idea of a particular digital citizenship skill, you can add questions such as:

- Which competence was missing or weak at this moment: critical evaluation of information, empathy, privacy awareness, or responsible participation?
- Where did digital responsibility break down: in verifying information, in sharing content, or in reacting to it?

Phase 3: What now? (transfer)

The final stage focuses on the **transfer from online to offline world** and students should **connect insights from the game to real life**.

Students often perceive games as separate from reality and the most common mistake in debriefing is staying at an abstract level. Students may agree that “misinformation is harmful” yet fail to recognise their own role in sharing or amplifying it. Therefore, **make the discussion concrete**.

- Shift from: “What did we do in the game?” to: “Where does this happen in real life?”
- If you had seen Quinn’s profile before the investigation, what would you have assumed?

This surfaces a key issue: how quickly we form judgements based on digital traces. You can connect it with a quick discussion on digital footprint (see below).

Ask for real-life parallels:

- Have you faced something similar online?
- Have you ever shared something in a group chat without checking it?

Then progress with questions aimed to make students critically consider their own (online) behaviour:

- If this situation would happen in your group of friends, would you act differently than in the game?
- Have you discovered something about your online behaviour and its risks?
- How will you deal with information online after this experience?
- Does this experience motivate you to become more aware of potential online manipulation?

You can close this section with: “What have you learned through this experience and how can you use it in your daily life?”

TIP: If you have time for longer discussion, ask your students to provide more examples to what they discuss. Specific actions signal real transfer.

Time for individual reflection: Internalisation of the experience

The results of experiential learning are most effective when participants have the opportunity to identify and **acknowledge it on an individual level**. This is important because not only does each participant come to this space with different experiences, but the feelings and experiences of individual participants in the game are diverse.

In this phase, **let the students reflect quietly on what they have learned from the experience** of the game itself, but also from the accompanying processes, such as teamwork, problem solving, and everything that comes to their mind.

Let the learners reflect on their experience for **3 minutes in silence**.

Subsequently, ask them to write down on paper:

1. What will I stop doing?
2. What will I pay attention to?
3. What will I start using/doing as a result of today's game?

This activity is called "**Traffic Light**" and can also take the form of a worksheet with a traffic light printed on it, where question 1 corresponds to the red light (**STOP**), question 2 corresponds to orange (**CAUTION**), and question 3 corresponds to green (**GO** - in this case - **START USING**).

This represents their "**Action Plan**"; something they will actually implement in their lives. You can give it even more weight by adding a space for signatures on the worksheet so that students can confirm their commitment with their own signatures.

From DigiCity to real life: Core digital citizenship skills

Here is a list of topics from the game, which can be explored deeper with learners:

Hyperconnectivity and information overload

The game begins with excitement about the cybernetic implant and the instant connection. Key reflection questions to explore the **hyperconnectivity** can be:

- At the beginning, was the implant attractive to you?
- What are the potential risks of hyperconnectivity?
- What advantages and disadvantages did it give Quinn and her friends?
- What do you think about the speed and amount of information shared?

The last question links to **cognitive overload**, and this is where you can introduce **digital burnout** and **information fatigue** through the lens of Quinn's emotional state by asking:

- How do you think Quinn felt watching her reputation collapse in real time?

Let students articulate feelings, such as anxiety, panic and helplessness.

(Online) Defamation campaigns

In the game, manipulated photos and posts make it appear that Quinn supports an extremist organisation. For this reason, her internship is at risk and her social standing changes. People distance themselves.

Online defamation campaigns are coordinated or repeated attempts to **damage a person's reputation through false, misleading, or decontextualised content**. Unlike one-off insults, they often involve persistence, amplification (multiple accounts, reposts, group chats), and **strategic framing**. In practise, online defamation can take the form of edited screenshots, rumours in class group chats, fake profiles impersonating a peer, or coordinated comment

attacks under someone's post. Real-world examples include viral false accusations on platforms such as TikTok or Instagram that spread within hours, **leading to school conflicts, social isolation, or even legal consequences.**

During the post-game reflection, connect the gameplay to these dynamics by asking:

- When did misinformation about someone start to feel "true"?
- Who amplified it?
- Who could have interrupted it?

Then shift to transfer:

- What would responsible behaviour look like if a similar rumour appeared in your class chat?
- How can bystanders intervene without escalating conflict?

Emphasise three concrete strategies: **pause before sharing** emotionally charged content; **verify information** through at least two independent sources; and **support the targeted person privately** rather than engaging in public retaliation. Frame **defamation as a collective responsibility**. Freedom of expression does not include spreading false claims that harm others. **By linking reflection to empathy, critical thinking, and bystander responsibility, educators reinforce core principles of digital citizenship.**

You can also briefly connect it again with hyperconnectivity:

- Did hyperconnectivity help or harm Quinn when the smear campaign started?
- Did the speed of information make defence harder?

Digital footprints and online reputation

The game has simulated consequences of hyperconnectivity and certain actions. Ask students how long content remains accessible once posted. Do not forget to mention that **even if deleted, screenshots may persist.**

Every online action leaves traces – **digital footprints**. We distinguish between **active** footprints (posts, comments) and **passive** footprints (metadata, tracking, platform data).

When discussing digital footprints, recall that Quinn's internship was threatened because of digital traces, despite that they have been manipulated. The discussion can explore whether some people will still doubt her after clearing her name. This introduces the concept that **digital repair is possible but imperfect**.

Now you can invite students to imagine applying for a job or university placement. Ask what type of **online content might be interpreted negatively** five years from now. Use realistic examples such as:

- A humorous meme shared in a private group might later be forwarded publicly.
- A sarcastic comment may be interpreted literally out of context.
- A joke made at age 13 might be reviewed at age 18.

Address reputational harm with sensitivity. For educational examples, **use fictional or anonymised examples**. For instance, consider a student whose embarrassing photo is circulated widely. Analyse how the situation escalates when others comment, like, or forward it. **Emphasise the responsibility of bystanders** and their reaction. Discuss **counterspeech** as a constructive strategy. If someone is targeted unfairly, a simple **supportive comment** can shift the tone of a thread. **Reporting mechanisms** should also be explained clearly. Make it explicit that **digital citizenship includes both rights and responsibilities**. Freedom of expression does not eliminate accountability for harm.

At the same time, emphasise that **digital reputation can be built intentionally**. Participation in constructive discussions, sharing accurate information, or engaging in civic initiatives online also forms part of one's digital identity. Encourage students to see **reputation management** not only as risk avoidance but **as a proactive contribution**.

Highlight that digital reputation can affect social relationships, academic opportunities and social credibility.

Privacy, data protection, and security

In the game, data sharing may appear harmless, but in reality, consequences can unfold slowly. Use scenarios students recognise:

- What personal information was shared in the game?
- Was consent clearly given?

Encourage students to **analyse their own digital habits**:

- Have you ever agreed to an app's permissions without reading them?
- What information about you is publicly visible?
- Who controls your data once you post it?

When addressing privacy, ask students to open (if appropriate and safe) their phone's app permissions or privacy settings and observe what data apps collect. If device use is not possible, describe a realistic scenario: a free quiz app that requests access to contacts and location. Would they accept? Why? For example, consider a classmate who shares their holiday location publicly in real time. **Discuss potential risks**, from unwanted contact to burglary.

However, move beyond fear-based messaging, frame **privacy as a skill** instead. Introduce **the principle of data minimisation**, meaning to share only what is necessary. When signing up for a newsletter, is a full birth date required? When joining a game platform, does the profile need to be public?

Because **hackers** were able to access Quinn's account, you can move towards data protection and security, by asking about their opinion on how it could have happened. You can discuss potential circumstances, such as **weak passwords, phishing or data leak from the implant provider**. The reflection remains anchored in the DigiCity universe, but the parallels emerge naturally.

Information versus misinformation

The DigiCity scenario requires evaluating information credibility. During reflection, unpack the cognitive process by asking:

- Do you regularly verify your information?
- How do you decide whether you trust a source?
- What signals influence your decision (tone, visuals, number of shares)?

Explain what is **information (fact-based and verifiable)** and clarify the difference between **misinformation (shared without intent to harm)** and **disinformation (shared deliberately to deceive)**. Present a scenario where someone forwards a false message in a family group chat because they believe it is helpful. The harm may be unintentional, but the impact is real.

Then, move the discussion beyond individual consequences. Consider how **misinformation can damage trust** within a school community, create panic, or marginalise certain groups. You can ask the learners the following questions:

- How can misinformation damage trust?
- What happens when communities act on false information?
- How does it affect democratic participation?

You can add examples from their daily life: for instance, a rumour about a surprising unexpected exam may cause stress and confusion. False accusations shared publicly may damage someone's reputation irreversibly.

You can **ask students to recall a recent example from social media**, messaging platforms or gaming platforms where information spread quickly before being verified. On social media, it might be a **rumour** about a celebrity, or a **manipulated video**. Ask what made it believable. Was it the design? The emotional tone? The fact that "everyone was sharing it"? You can link this with **the role of algorithms in amplification** of certain content, especially the emotionally engaging posts.

Demonstrate simple habits that students can apply immediately. They can be:

- **Lateral reading:** open new tabs and check what other sources say.
- **Source triangulation:** confirm with at least two independent credible sources.

- **Reverse image search:** verify where an image originally appeared and whether it has been manipulated or taken out of context.
- **Publication date and author:** assess when the information was published and who created it to evaluate its reliability.
- **Distinguishing opinion from reporting:** identify whether the content presents verified facts or expresses personal views or commentary.

Online manipulation techniques

Quinn's **photos were altered and her communication was fabricated**. This is a perfect entry point for discussing manipulated visuals. Now give learners a concrete hypothetical extension inside the same story:

"Imagine the hackers had also released a short video of Quinn apparently speaking in favour of a criminal group. No obvious editing. Perfect voice match".

- Would you still question it?
- What tools would you need to verify it?

Visual evidence can be weaponised, and awareness reduces vulnerability.

Thus, you can briefly introduce the **main manipulation strategies** that often appear in online defamation and misinformation campaigns. One common strategy is **emotional framing**, where content is designed to trigger anger, fear, or outrage in order to bypass critical thinking. This is often reinforced by **clickbait headlines** that exaggerate or distort facts to attract attention. Another tactic is **false authority**, where information is presented as coming from an expert or credible source without real evidence. In addition, **bots and coordinated amplification are used to artificially increase visibility** and create the **illusion of widespread support**. Finally, you can return back to the experience from the game, which showed that deepfakes and other forms of synthetic media can manipulate images, audio, or video to make false claims appear authentic and convincing.

TIP: If there is time left, you can **use a real-world example of a fake and real picture**. Ask them which one is real and which one is fake. If one student says,

“It is obviously fake” ask, “What exactly made it look fake?”. If another says, “It looks real to me” ask, “Which element convinced you?”. This reveals perception differences without labelling anyone as careless. Then you can use free online Reverse image search tools.

The ethical dilemmas within DigiCity games

Videogame – judgement versus investigation

In the storyline, some characters distance themselves immediately, while others choose to investigate. In this relation, ask students directly:

- If you had not been the player investigating and if you were just another citizen in 2056, would you have defended Quinn publicly?
- Supporting question: Why or why not?

Now present a realistic extension: “Imagine you see a friend’s account posting extremist content today”.

- How would you react?
- Do you confront them privately?
- Publicly condemn them?
- Ignore it?

Escape game – what to do with leaked data

In the escape game, players uncover information about the hackers. In the end, players discover private data about suspects. Therefore, you can open the discussion with:

- When you discovered sensitive information about the suspects, what were your options?

Supporting questions:

- Expose them publicly?
- Report the perpetrators to authorities?
- Delete the data?

Then challenge them by asking:

- If exposing the hacker also means publishing their private address or family information, is that justified?

Supporting questions:

- Would Quinn's situation improve if revenge leaks were published?
- Or would that escalate harm?

This opens a discussion on **doxxing, proportionality and digital ethics** without leaving the narrative. **Doxxing** is the act of **publicly revealing someone's private or personally identifiable information online without their consent**. This can include a home address, phone number, workplace, family details, or other sensitive data, typically shared with the **intent to intimidate, harass, threaten, or silence the person**. In digital citizenship terms, **doxxing is a serious violation of privacy and safety**, often used as a form of retaliation or online aggression, and it can lead to real-world harm.

Bystander intervention

Bystander intervention can be introduced in various above-mentioned topics. Nevertheless, this section focuses on this matter further.

Discuss how **bystanders can intervene responsibly**, for example by verifying information before reacting or reporting harmful content. The leading question could be: "What responsibilities do bystanders have?"

Introduce the concept of **digital bystander intervention**:

- **Reporting harmful content,**
- **Supporting targeted individuals,**
- **Not amplifying harmful narratives.**

Highlight legal and ethical implications without turning the discussion into a disciplinary lecture.

Exit and consolidation

The power of DigiCity lies in emotional proximity. Quinn is not an abstract case study; she is a peer-aged character with aspirations and vulnerabilities.

When done correctly, students do not leave thinking “misinformation is bad.”

They leave thinking:

1. **I saw how fast a reputation can collapse.**
2. **I saw how easy it is to judge without evidence.**
3. **I saw how fragile digital identity is.**
4. **I know what I would do differently.**

End the session with a **short written reflection – exit ticket** (see also individual reflection above):

- **One insight I gained.**
- **One behaviour I will change.**

TIP: If feasible, ask students to write down one concrete action they will implement over the next week. This might involve adjusting privacy settings, verifying information before sharing and believing, or intervening constructively in online discussions. Follow up one week later with a brief check-in.

As closing the debrief, you can share this short **checklist for real life scenarios**:

1. **I will pause before judging.**
2. **I will verify before sharing.**
3. **I will contact the person privately before assuming.**
4. **I will protect my own login credentials more carefully.**

Conclusion

In DigiCity, **the game is the trigger; reflection is the transformation**. The educator’s structured debrief ensures that digital citizenship moves **from abstract concept to lived practice**. Through structured discussion, practical examples, and explicit transfer to real digital contexts, **students develop awareness, judgement, responsibility, and resilience in digital environments**.

VIII. CONCLUSION

DigiCity is more than a digital game experience; it **is a pedagogical tool** that allows educators to approach **digital citizenship through experience, inquiry, and reflection**. By placing learners in a **simulated digital environment**, the game creates space for them to confront problems that closely resemble those they may encounter in everyday online life. These include misinformation, manipulation, digital reputation, privacy risks, and the ethical consequences of online behaviour.

The learning experience can be further extended through the **complementary DigiCity escape game**, which continues the same storyline and allows learners to deepen their engagement with these issues in a more collaborative, problem-solving context. While this guide covers only the implementation of our video game, educators may consider it as a **follow-up activity that reinforces and deepens the learning** outcomes introduced through the video game. The **escape game** is accompanied by **its own dedicated trainer's guide** within its materials, which is why this guide focuses specifically on the video game.

At the same time, the game alone is not enough. Its real **educational value depends on how it is introduced, facilitated, and reflected upon**. For this reason, the **role of the educator is central** throughout the process. The facilitator **creates the conditions** for meaningful engagement, supports learners when needed, and helps them interpret the experience in ways that **connect the fictional scenario to real digital behaviour**. The **discussion before the game gives students a framework for understanding** what they are about to explore, while the **reflection after the game helps transform gameplay into learning**.

The guide has provided a conceptual basis for digital citizenship education, practical advice for preparing the session, technical orientation for using the game, facilitation guidance during gameplay, and structured approaches to debriefing afterwards. Together, these elements are intended to help educators use DigiCity not as a one-off activity, but as a meaningful educational intervention.

If used thoughtfully, **DigiCity** can help learners move beyond passive consumption of digital content and towards more reflective and **responsible participation in digital life**. This is ultimately the central goal of the project: not only to help young people recognise online risks, but to strengthen their capacity to respond to them with **judgement, empathy, and responsibility**.

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Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the National agency Tempus Foundation. Neither the European Union nor the National agency Tempus Foundation can be held responsible for them.

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Project code: 2023-2-RS01-KA220-YOU-000170562