



D5.2 Co-creation methodology for educational tool

Co-creation methodology GrooMix

GrooMix, a pedagogical tool for 10–14 year old children to raise awareness about the phenomenon of grooming, was developed in co-consultation with teenagers. To develop the tool, Child Focus worked on this project with a 21 years old girl intern, who studies educational sciences. This choice allowed us to have a young perspective throughout the whole development process. She is also a scout leader, so she had a wide network of teenagers around her, and a whole group of young people that she met almost every weekend and with whom she could talk to about the use of social media and online games. On several occasions she called on her community to hear their experiences of receiving inappropriate online messages. The methodology followed during the development process can be resumed in 4 phases :

1. Exploratory Phase



The exploratory work on the topic of grooming consisted of various discussions with experts in the field, either law enforcement or social workers.

Experts that were consulted include Wim Huys from the Universitair Forensisch Centrum, Yves Goethals from the federal police and the Team Child Abuse, and one case manager working on the helpline and hotline at Child Focus and specialized on sexual exploitation of children. The police has also shared a “pedohandboek”, a sort of handbook for groomers and pedophiles, found on the dark web to get more information on the modus operandi of groomers.

2. Pre-testing phase



Once the background information about the phenomenon were collected, Lotte organized focus groups and consultations with youth. To develop a prevention and pedagogical tool for teenagers around the issue of grooming, it is important that their experiences are heard and understood, as to find the most efficient way to bring up the topic

amongst young children.

Therefore, Lotte spent a lot of time in classes, with children and youngsters aged from 10 to 14 years old, in both rural and urban areas of Belgium. Class discussion were organized with interactive activities and methodologies, to engage with the teenagers. She visited four classes and consulted a total of 76 students in the pre-testing phase.

In these focus groups, students were firstly asked questions concerning their digital media

usages and their online experience. Afterwards, more specific questions about their online relations, contact with strangers and inappropriate messages were asked to understand the challenges they faced and the adverse experiences they might have been exposed to. In general, students were quite open about their experiences. Most of them knew how to secure their social media accounts, but not all of them did actually do so, for various reasons. Some interesting output came out of these discussions for the development of our tool on grooming. A need that has been expressed is learning how to chat on a safe way online. We also found out that it's usually easier for the children to put themselves in someone else's shoes to discuss more sensitive topics, as otherwise they tend to give a socially acceptable answer.

3. Development of the prototype

The findings of the pre-testing phase led us to develop a game about safe chat through fictional characters. Once the concept had been defined, our intern developed the game cards using real-life features from our emergency line cases.

4. Testing of prototype



The first prototype has been tested in one primary and one secondary school classes and re-adapted according to the feedbacks received by students. The feedback we received from the students concerned both the form and content of the game. This allowed us to adapt our prototype several times according to the observations made during

testing.

After the first testing phase conducted by Child Focus, we decided to cooperate with a company specialized in board games design, Pilipili. Based on the first concept developed by Child Focus in consultation with children, the objectives and missions of our pedagogical tool, Pilipili exploited their expertise to create an attractive and engaging game for children. They conducted different testing sessions, both with children and professionals. The game was tested in a total of 10 classes, both from primary and secondary schools, and adapted according to the feedback of both teenagers and their educators.

