THE BRIDGE

MODULE 1:
How does gaming make me feel?

Contents

Introduction

Online games can be fun, exciting, challenging and engaging. They can also make us feel anxious and irritable. Why does this happen? This module explores how online gaming can affect our physical and mental health and wellbeing.

Program overview

MODULE 1	MODULE 2	MODULE 3	MODULE 4
How does gaming make me feel? Physical and emotional responses to online gaming.	Am I in control? How online games keep you playing.	Am I risking what I love? Understanding the risks of unsafe gaming.	How can I look after myself and my friends? Strategies for balancing safe gaming, self-care and helping others.
3 x 90-min lessons	3 x 90-min lessons	2 x 90-min lessons	5 x 20-min activities
Video 1 – The gift 3-5 mins	Video 2 – The journey 3-5 mins	Video 3 – The bridge 3-5 mins	
Discussions 15–30 mins	Discussions 15–30 mins	Discussions 15–30 mins	
Kinaesthetic learning activities 5 x 30–60 mins	Kinaesthetic learning activities 5 x 30–60 mins	Kinaesthetic learning activities 2 x 30–60 mins	Kinaesthetic learning activities 5 x 20 mins
Worksheet – Activity 1.1 Personal values cards Worksheet – Activity 1.2 The full picture	Worksheet – Activity 2.5 Game over		Worksheet – Activity 4.2 Crossing the bridge

YOU ARE HERE!

Learning activities summary

	LESSON 1: Games, play and treasure	LESSON 2: Getting drawn into the game	LESSON 3: Emotional responses / Is there more to lose than the game?
Starters	1. Introduction to program 2. Pre-assessment Know / Wonder / Learned (KWL) chart 3. Key words chart 4. Watch Video 1 – The gift		
Discussion themes	**Theme 1.1** Games and play **Theme 1.2** Treasure	**Theme 1.3** Getting drawn into the game	**Theme 1.4** Emotional responses **Theme 1.5** Is there more to lose than the game?
Essential kinaesthetic learning activities	**Activity 1.1** **Personal values cards (art)** What do I value? What is important to me?	**Activity 1.2** **The full picture (art/ drama)** What are the differences and similarities between me and an **avatar**? **Extension activity 1.3** **Create your own avatar (art)** Who would I like to be if I had superpowers? See **Appendix B**	**Activity 1.4** **Emotional statues (drama game)** How do our bodies express emotions? **Activity 1.5** **Body mapping (art)** Identifying the effects of **dopamine, adrenaline** and game playing on our minds and bodies.

> **NOTE:**
> Words highlighted in **blue** can be found in **Key terms and concepts**.
> Story summary for Video 1 is found in **Appendix A**.

Learning intentions

- To acknowledge that playing online games can be fun.

- To understand the emotional landscape of online games, including:

  » uncomfortable emotions and situations in real life – such as anger, frustration, arguments at home, and loneliness – can make us want to 'disappear' into the online gaming world

  » our physical and emotional responses to playing online games

  » exciting and uncomfortable emotions we can experience

  » the release of **adrenaline** and **dopamine**, where we feel them in our body and how they affect us.

Success criteria

- Acknowledged that playing online games can be fun.

- Understood the kinds of uncomfortable emotions we can have in real life that can make us want to 'disappear' into the online gaming world.

- Identified physical and emotional responses to playing online games.

- Recognised the exciting and uncomfortable emotions that playing online games can elicit.

- Understood what adrenaline and dopamine are, identified where they feel these in their bodies and their effects.

Essential questions

- What is gaming?

- What makes it fun and why?

- What games do you love and why?

Key terms and concepts

- **Adrenaline** is a hormone that is released at times of fear or stress, triggering the body's fight or flight response.

- **Avatar** – the character a player chooses to be in a video game. Helmette's avatar is 'Helmet Head'.

- **Dopamine** is the feel-good hormone the brain releases when we take part in enjoyable activities. It contributes to feelings of pleasure and satisfaction.

- **Escape** means to get free from, or avoid, something.

- **Getting drawn into the game** means prolonged involvement in playing the game.

- **Loot boxes** are like virtual lucky dips. Generally players pay to open them, not knowing whether the contents are valuable or worthless. Often compared to gambling because the player risks something of value for the chance to win something of greater value, loot boxes are one of the main ways online game developers make money.

- **Skins** are items that players can buy or earn within a video game to change the appearance of their avatar. Skins are purely cosmetic and usually don't make a player better.

- **Treasure** refers to highly valued people or objects; or to treat something as precious.

LESSON 1:

Games, play and treasure
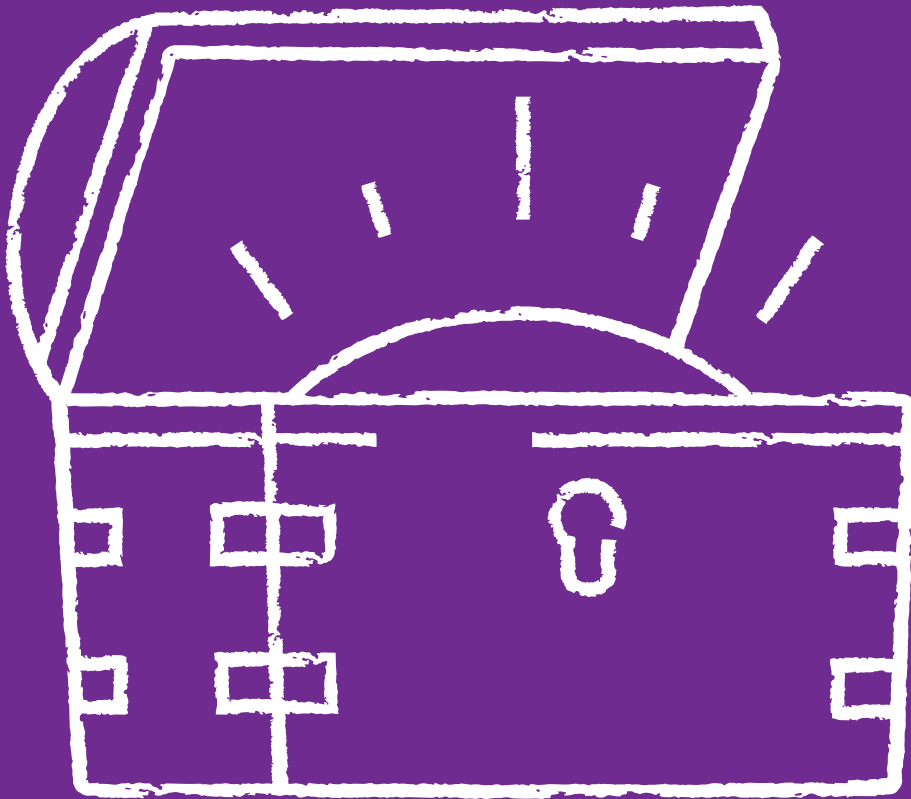
Lesson overview

This lesson explores the games, online and real-world, we like playing and why. It also explores the people and things we value.

Learning activities

Classroom resources	• Know / Wonder / Learned (KWL) charts • Large blank paper • Worksheet – Activity 1.1 Personal values cards • Video 1 – The gift
Starters and activity sheets (30 mins)	**1.** Introduction to program **2.** Pre-assessment KWL chart **3.** Key words chart **4.** Watch Video 1
Discussion themes (30 mins)	**Theme 1.1:** Games and play **Theme 1.2:** Treasure
Kinaesthetic learning activity (30+ mins)	**Activity 1.1:** Personal values cards (art)

Assessment notes

The following learning intentions are linked to themes and activities that can be assessed using the suggested Victorian curriculum domains listed in **Appendix C**.

LEARNING INTENTIONS	THEMES / ACTIVITIES	DOMAINS
To acknowledge that playing online games can be fun.	**Theme 1.1:** Games and play	English
To identify what you could lose if you cross the bridge and become too involved in playing online games	**Theme 1.2:** Treasure **Activity 1.1:** Personal values cards	Ethical capability Personal and social capability Visual arts

Lesson 1: Starters (30 min)

1	Intro to the program (5 min)	**Introduce the program:** **SAY** In this program, called 'The Bridge' we will explore some of the ways online games: • make us feel • what happens in our brains and bodies when we play • how we can look after ourselves and others when we play online games. While games can be fun, exciting, challenging and engaging, they can also make us feel anxious and frustrated. We will: • watch and discuss videos • engage in art activities. There are two lead characters in the videos. One is a child named Helmette and the other is Helmette's avatar, named Helmet Head. Together, they will take us on their gaming journey.
2	Pre-assessment (15 min)	**ASK** • Which online games do you like playing? • Why do you like playing them? **DISTRIBUTE** KWL chart - student's knowledge and experience of gaming.
3	Key word chart (5 min)	**EXPLAIN** When students have finished with their KWL charts, create a key words chart as a class which they can keep adding to during the program.

4	Watch Video 1 (5 min)	**INTRODUCE** In this video we explore some of the ways games make us feel. They can be fun, exciting, challenging and engaging. They can also make us feel anxious and cranky. Why do you think this happens? **PLAY** Video 1 from start to finish (3.5 mins). Captions can be turned on or off. **INVITE** Reflections on the video: • what happens in this story? • what happens to Helmette? • what is Helmet Head's journey? Refer to **Appendix A** for the story summary.

Lesson 1: Discussion themes (30 mins)

Theme 1.1 Games and play

CREATE two lists of games with the headings 'online games' and 'real-world games'.

EXPLAIN that online games require an internet connection and are usually played on a device such as a games console, mobile phone, tablet, laptop or desktop computer. Real-world games don't need a computer or internet connection and can include board games, dolls, make-believe and role plays, ball games, LEGO®.

ASK

- What games do you like playing (online and real-world)?

- What are the similarities and differences between online and real-world games?

- What is a game?

- What are some features of games?

- Does a game have to be fun?

- Do all games need rules? Why or why not?

- Can a person play a game on their own?

- What roles do skill or luck play in games?

- What are some of the differences between online games and sport?

Ensure all students are involved and can be experts about games, both those who are already playing online games, and those who prefer to play offline, or real-world games.

ASK

- If you play online games – what do you like about them? What don't you like?

Possible responses:

> Online games can provide opportunities for fun competition, honing skills, solving puzzles, role play, exploring and constructing new environments, connecting with friends, finding new worlds and learning new concepts.

- There are lots of kids who don't play computer games – can you think of some reasons why?

Possible responses:

> Parents may not allow children to play online games until they are older. There may be a cultural barrier, or lack of access to online gaming technology.

Encourage students who do not play online games to see the similarities between the real-world games they play and online games – and to understand that they will have plenty to contribute to this program even if the story is about playing an online game.

Theme 1.2 Treasure

PLAY Video 1 reference: 00.18

Helmette looks around the bedroom at all the things there that they treasure.

ASK

• What is treasure?

Possible response:

> Treasure is most often thought of as physical items – but each item represents something of value to the person who treasures it.

• Look around Helmette's room. What does Helmette treasure? What is meaningful or precious to them?

Possible response:

> Helmette treasures Astro the dog, Samak the fish, the guitar, the photo at Uluru.

• What other treasures are in the room and what might they tell you about what Helmette values?

Possible response:

> There is a hand-drawn poster on the wall, a hockey stick, roller skates, books and a computer. Each of these treasures can tell us something about what Helmette values. For example, the hockey stick could represent the enjoyment of team sport or time spent with friends.

REFLECT

• What do you treasure and why?

• What things, people, or other items couldn't you live without?

• What do they say about you?

Share your treasures with the class or write them down. They may have been given to you by special people or include animals, nature, learning, music, or freedom.

Lesson 1: Essential kinaesthetic learning activity

Activity 1.1 Personal values cards

This activity allows the students to explore their personal values and what they 'treasure'. Students will create up to 10 cards, with each card representing something they value.

The cards created in this activity will be used again in **Module 3, Activity 3.2 Trading values cards**.

Duration: 30+ mins

Resources:

- print **Worksheet – Activity 1.1 – Personal values cards**
- coloured markers or pencils
- scissors
- envelope to store cards.

Above: examples of personal values cards.

Activity instructions:

SAY

In Video 1 we see Helmette's bedroom, which holds many treasures.

These treasures are symbols of the things Helmette values in life. For example, Astro the dog and Samak the fish tell us that Helmette loves animals. The guitar tells us that Helmette loves music. The photo tells us Helmette loves family and travelling.

Your values are the things that you love and believe are important in life.

Remember, not everyone shares the same values and that's okay.

In this activity there are no wrong answers because values are personal to you and no-one else.

PRINT a copy of **Worksheet – Activity 1.1 – Personal values cards** for each student on A4 paper.

MODULE 1 | LESSON 1: **Games, play and treasure**		**ACTIVITY 1.1** Personal values cards
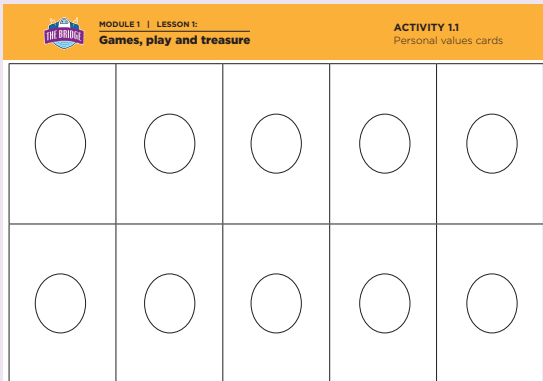
ASK students to write a list of 10 things they love or value.

Examples:

- pets or other animals
- sports and activities
- walking, swimming, hiking
- friends, family
- play time (online games and real-world games)
- art, music, dance
- eating, cooking, baking
- watching movies, TV shows
- learning, reading
- nature, being outdoors
- meditation, mindfulness.

Ask students to write one item they value on the back of each card.

On the reverse side of the card, ask the students to draw a symbol or illustration to represent the value.

Examples:

- PETS / I might draw my dog
- SPORT / I might draw my hockey stick
- FOOD / I might draw my favourite meal.

Once students have completed their personal values cards, give each student an envelope to store them in for use in **Module 3, Activity 3.2 Trading values cards**.

Getting drawn into the game

Lesson overview

This lesson explores some of the ways online games entice us to play. It also considers how online games can be a way to escape uncomfortable real-world feelings and situations.

Learning activities

Classroom resources	• Know / Wonder / Learned (KWL) chart • Key words chart • Video 1 – The gift • Worksheet – Activity 1.2 The full picture (Helmet Head)
Starters and activity sheets **(30 mins)**	**1.** Review previous lesson and Helmette's journey **2.** Update KWL chart **3.** Add new words to key words chart **4.** Re-watch video
Discussion themes **(30 mins)**	**Theme 1.3:** Getting drawn into the game
Kinaesthetic learning activity **(30+ mins)**	**Activity 1.2:** The full picture (art/drama) Print **Worksheet – Activity 1.2 The full picture (Helmet Head template)** on A4 paper.
Extension activity **(30+ mins)**	**Extension activity 1.3:** Create your own avatar (art) See **Appendix B**

Assessment notes

The following learning intentions are linked to themes and activities that can be assessed using the suggested Victorian curriculum domains listed in **Appendix C**.

LEARNING INTENTIONS	THEMES / ACTIVITIES	DOMAINS
To understand the emotional landscape of online games and how uncomfortable emotions and situations in real life – such as anger, frustration, arguments at home, and loneliness – can make us want to 'disappear' into the online gaming world.	**Theme 1.3:** Getting drawn into the game	English
	Activity 1.2: The full picture	English Critical and Creative Thinking Drama Personal and Social Capability
	Extension Activity 1.3: Create your own avatar	Visual Arts

Lesson 2: Starters (30 min)

1	Review (15 min)	Review key themes in previous lesson and Helmette's journey so far.
2	KWL chart (5 min)	Add any notes in the KWL chart.
3	Key words chart (5 min)	Once students have finished with their KWL charts, add to the key words chart.
4	Watch video 1 (5 min)	**PLAY** Video 1 from start to finish (3.5 mins). Captions can be turned on or off. **STOP** at key points to discuss the themes (see next section). Refer to **Appendix A** for the story summary.

Lesson 2: Discussion themes (30 mins)

Theme 1.3 Getting drawn into the game

In this lesson, students will explore how uncomfortable emotions and situations in real life can make us want to 'disappear' into the online gaming world. Preface the discussion by acknowledging that this is not an unusual scenario and that it commonly involves arguments at home.

ESCAPING FROM THE REAL WORLD

PLAY Video 1 – The gift (3.5 mins)

ASK

At the beginning of the video, we hear arguing before Helmette runs into the bedroom and slams the door.

• Why does Helmette slam the door?

• What do you think Helmette is feeling?

• Why might Helmette be feeling this way?

Helmette is feeling pressured to do some cleaning, but doesn't want to do it. Helmette escapes into the bedroom, slamming the door and shutting out the world.

PLAY Video 1 reference: 01.10–02.49

The game begins. Helmette creates an **avatar**, lands in the river with friendly voices, starts winning points, opens a **loot box** and wins a new **skin**.

ASK

- What is being promised as the big reward for playing The Bridge?

  The game promises fame, popularity, money and a mountain of gold

- Why would Helmette think these are important?

- Are they important to you? Why? Why not?

BECOMING SOMEONE ELSE IN AN ONLINE GAME

ASK

- What do we call a character you create to become part of an online game?

  An **avatar** is the character a player chooses to represent themselves in a computer game. Helmette's avatar is named 'Helmet Head'. In The Bridge, this is how Helmette is identified and known to other players.

- What are the symbols floating in the river?

  The river is full of **programming code** – this is the digital language used to create video games.

JOINING AN ONLINE COMMUNITY

ASK

- Whose voices can you hear when Helmet Head is floating down the river?

- Why are they there?

- What is the 'feeling' of the river?

- Is Helmette doing well in the game or not? How do you know?

The voices belong to Helmette's friends and other players who are also playing the game and are happy to see Helmet Head has joined them. It is important to note that at this point in the story, the river and the game are gentle, friendly and inclusive.

LOOT BOXES

ASK

- What is the box with WIN written on the side called?

  It is a loot box.

- How does a loot box work?

  A loot box is like a lucky dip. It is often presented to the player as a reward for an achievement, but often players must pay to open them.

DID YOU KNOW?

Loot boxes are often compared to gambling because players pay real money for an uncertain outcome. Loot boxes are one of the main ways game developers make money from online games.

- What is the purpose of a loot box?

  Loot boxes add an element of interest, excitement, and chance to a game.

- What is loot?

  Loot boxes have unknown items (loot) inside. Loot can be valuable or worthless and there's no way of knowing before opening the loot box.

SKINS

ASK

- Why does Helmet Head suddenly get muscles and change colours?

  Helmet Head is rewarded with a new skin for killing all the creatures.

- What are skins?

  A 'skin' is an item that players can buy or earn within a video game to change the appearance of their avatar. A skin might change the avatar's colour scheme, or give their weapon or other equipment a new look.

- Do skins and items in loot boxes make you play the game better?

  Skins simply change the appearance of something in the game, but usually they don't change the gameplay or make you a better player.

Lesson 2: Essential kinaesthetic learning activity

Activity 1.2 The full picture (art/drama)

In this reflective interactive activity, students will focus on the 'human you' and 'avatar you' to explore different traits in people and avatars.

Duration: 2 x 30-min activities

Resources:

- print **Worksheet – Activity 1.2 The full picture (Helmet Head template)** on A4 paper for each student

- scissors.

This activity is made up of three parts:

1. Art activity (Helmet Head)

2. Drama activity (Avatar Hot Seat)

3. Drama activity (Human Hot Seat).

PART 1: ART ACTIVITY (HELMET HEAD)

PRINT

Worksheet – Activity 1.2 The full picture (Helmet Head) on A4 paper for each student.

Ask students to cut along the dotted lines to create the shape of Helmet Head.

SAY

Imagine you could become an avatar. What would you want your avatar to be like? What would you call them? How would they describe themselves?

For example:

My avatar's name is…

[Name of avatar] is famous for…

Something [name of avatar] wants for the future is….
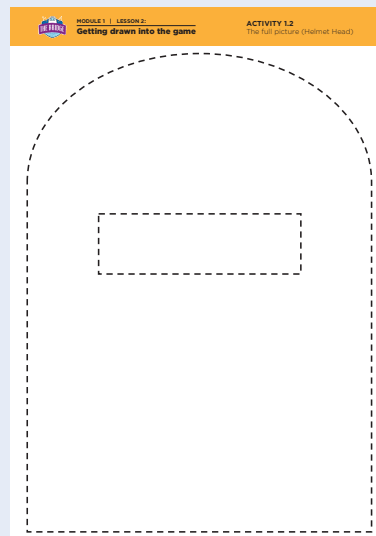
Things [name of avatar] likes to eat…

On weekends, [name of avatar] likes to…

[Name of avatar's] special skills are…

[Name of avatar's] best character traits are…

[Name of avatar's] worst character traits are…

Students write down their avatar's characteristics in their workbooks to help them in the next part of this activity.

PART 2: DRAMA ACTIVITY (AVATAR HOT SEAT)

1. Place three chairs at the front of the classroom and choose students to sit in each of the 'hot seats'.

2. Students in the 'hot seats' hold up their blank, Helmet Head masks in front of their faces to 'become' their avatar.

3. The other students ask questions of the avatars to learn about their personalities and characteristics. They may wish to pretend to be journalists interviewing them for a story.

SAY

Your classmates in the hot seats have now become their avatars.

Your job is to interview them to find out as much as you can about their avatar personalities and characteristics, and what it feels like to be an avatar

Encourage students to come up with their own questions and record them for the next step. Keep the interview fast-paced.

Question examples:

•   What is your avatar name?

•   What are you famous for?

•   What is something you want for the future?

•   What do you love to eat?

•   What is your best or worst character trait?

•   Do you have special skills?

After their turn in the hot seat, ask students to record their answers in their workbooks. The descriptions of their avatar selves will be used in later activities.

PART 3 – DRAMA ACTIVITY (HUMAN HOT SEAT)

As in part 2, ask three students to sit in the hot seats at the front of the classroom, this time without their Helmet Head masks. Students are to be themselves in this part of the activity.

The other students will ask the same or similar questions used in Avatar Hot Seat in the same quick-fire interview style, this time to find out about their human personalities and characteristics.

Discussion questions:

Following the Human Hot Seat activity, ask students to reflect on the following:

•   What do you like about having an avatar when you play online games?

•   How does it make you feel to have this new identity?

•   What are the differences and similarities between the human you and the avatar you?

•   Would you like your avatar to be more like you or vice versa? In what ways?

NOTE: Extension activity 1.3 – Create your own avatar (art) is a great follow-on activity after this discussion. Please refer to **Appendix B** for details.
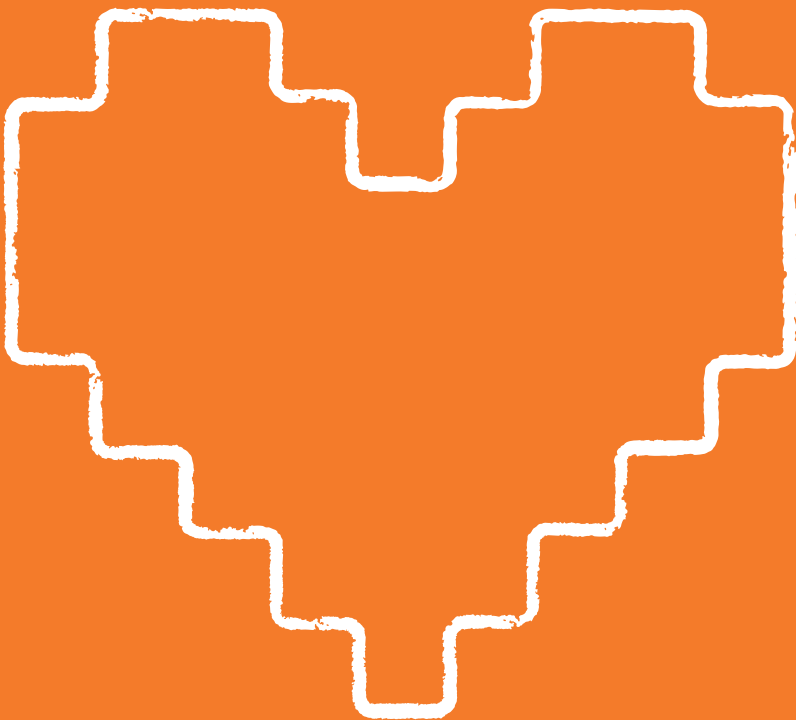
DID YOU KNOW?

'Default' is an insult coined by players of some popular online games. The term is used to mock and bully players who haven't bought skins (cosmetic items) to enhance the appearance of their avatar.

Emotional responses / Is there more to lose than the game?

Lesson overview

In this lesson, students will learn about the hormones dopamine and adrenaline, which are released into the brain and body when we play online games. The lesson will explore the effects on our emotions and behaviours.

Learning activities

Classroom resources	• Know / Wonder / Learned (KWL) chart • Key words chart • Video 1 – The gift
Starters and activity sheets **(30 mins)**	**1.** Review previous lesson and Helmette's journey **2.** Update KWL chart **3.** Add new words to key words chart **4.** Re-watch Video 1
Discussion themes **(30 mins)**	**Theme 1.4:** Emotional responses **Theme 1.5:** Is there more to lose than the game?
Kinaesthetic learning activity **(30+ mins)**	**Activity 1.4:** Emotional statues (drama game) **Activity 1.5:** Body mapping (art)

Assessment notes

The following learning intentions are linked to themes and activities that can be assessed using the suggested Victorian curriculum domains listed in **Appendix C**.

LEARNING INTENTIONS	THEMES / ACTIVITIES	DOMAINS
To understand the emotional landscape of games, including: • our physical and emotional responses to game playing • exciting and uncomfortable emotions we experience.	**Activity 1.4:** Emotional statues (drama game)	Drama English Personal and social capability Health and physical education
	Activity 1.5: Body mapping (art)	Visual arts

Lesson 3: Starters (30 min)

1	Review (15 min)	Review key themes in previous lesson and Helmette's journey so far.
2	KWL chart (5 min)	Add any notes in the KWL chart.
3	Key words chart (5 min)	Once students have finished with their KWL charts, add to the key words chart.
4	Watch video 1 (3.5 min)	**PLAY** Video 1 from start to finish (3.5 mins). Captions can be turned on or off. **STOP** at key points to discuss the themes (see next section). Refer to **Appendix A** for the story summary.

Lesson 3: Discussion themes (30 mins)

Theme 1.4 Emotional responses

In this lesson, students will look at the range of emotions Helmette experiences while playing The Bridge.

PLAY

Video 1 reference: 02.50–03.05

This scene is about the range of feelings we can have when playing online games, including excitement, pleasure, anxiety and disappointment, and the effects these feelings can have on us physically.

ASK

*   Why are there lights flashing on Helmette's head and chest?

    The lights represent the strong emotions Helmette is feeling, and where they are felt in the body. These emotions are triggered by the video game when **dopamine** and **adrenaline** are released into Helmette's body.

*   What is dopamine?

    Dopamine is a feel-good chemical (hormone) that is released in our brain when we take part in enjoyable activities. It boosts our mood, motivation, attention and emotional responses, and makes us want to continue doing the activity that caused its release.

    Playing online games can trigger the release of dopamine, which leads to feelings of happiness or wellbeing. In the video, the lights on Helmette's head represent the release of dopamine in the brain.

DID YOU KNOW?

Ways to boost dopamine naturally include:
*   **eating healthy foods and avoiding junk food**
*   **getting enough sleep**
*   **exercising daily**
*   **avoiding stress and doing mindfulness or breathing exercises.**

- What is adrenaline?

  Adrenaline is a chemical (hormone) that helps us to react very quickly if faced with an exciting, stressful or dangerous situation – it creates the 'fight-or-flight' response.

  In this type of situation, the brain sends messages to the adrenal glands, which are located just above the kidneys, to release adrenaline into the bloodstream.

  The lights in Helmette's chest represent the effects of adrenaline.

- Why do Helmette's eyes change?

  Helmette becomes mesmerised by the game's flashing lights, bright colours and sounds, which cause dopamine and adrenaline to be released into Helmette's body.

REFLECTION

- What does winning feel like? Where do you feel it in your body?

- What does losing feel like? Where do you feel it in your body?

- How do you feel when you are in a chase scene in a video game, or you are playing hide and seek and the 'seeker' is close to your hiding place? Where do you feel that in your body?

Theme 1.5 Is there more to lose than the game?

This lesson introduces students to the idea that there can be real-life consequences to gaming, particularly when it becomes risky.

PLAY

Video 1 reference: 03:06–end

Helmette's friend appears at the window and asks Helmette to come outside to play. Helmette says, 'In a minute,' while Astro the dog jumps out the window.

ASK

• Why won't Helmette go outside to play with friends?

Possible response:

Helmette is so involved in the game that other things like friends and Astro are starting to feel less important, even annoying.

• Why does Astro the dog jump out the window?

Possible response:

Helmette is ignoring Astro, so Astro decides to play with Helmette's friends instead. This is Helmette's first emotional loss.

REFLECTION

• Describe Helmette' s journey?

• What has changed?

• Where did Helmette begin, and where is Helmette by the end?

• What emotions has Helmette felt during the story so far?

• What has prompted these emotions?

• What has Helmette gained and lost?

Lesson 3: Essential kinaesthetic learning activities

Activity 1.4 Emotional statues (drama game)

This activity explores how physical reactions can influence our emotions. Students will become aware of what happens to them physically and emotionally during online game play and learn how to manage their emotional states. This is a critical skill for self-moderating behaviour when gaming.

Duration: 45–60 mins

Resources: N/A

This activity is made up of three parts:

1. Avatar warm-up

2. Body language statues

3. Moving emotions statues.

PART 1: AVATAR WARM-UP

Duration: 5 mins plus discussion.

In a large open space, ask the students to stand and form a large circle, making sure there is enough space between each student to move their arms.

INSTRUCT

1. Be at rest. Stand solidly on the ground.

2. Shake out your body. Shake your feet, knees, hips, shoulders, back, arms, hands, eyelids, face.

3. Close your eyes and breathe deeply. Move your attention from your feet to your knees, hips, back, hands and head.

Notice your body. How are you standing? Don't change anything, just notice.

Are you standing on both feet equally or on one foot more heavily than the other?

Is your head straight or on an angle?

Are you doing anything with your hands?

Be curious and kind.

4. Place your body in a position in which your avatar might stand. Think about the avatar you developed in Activity 1.2 The full picture.

Imagine your avatar's superpowers - does this change the way you stand? Now make this even bigger.

5. Take your avatar self for a walk. Walk slowly around as your avatar.

Come back to the circle for a discussion.

ASK

• Did you observe anything new about your body and how it feels at rest, or when walking?

• How did your shape change when you became your avatar? Did this change the way you felt? If so, in what way?

• How can you use this discovery in your everyday life?

• How did it feel different when taking your avatar self for a walk?

• Do you feel like you could use your avatar energy whenever you want?

PART 2: MOVING EMOTION STATUES

Duration: 20+ mins

Staying in their teams of three, ask the students to place their statue in a happy position.

Then ask the artists to change their statue, one move at a time, from happy to sad.

INSTRUCT

If you are an artist, instruct your statue to stand in a happy position. Then instruct your statue to change, one move at a time, into a sad position.

Be specific about which body parts you want your statue to move as they change from a happy to a sad position. Then have the statues retrace the steps back from the sad to the happy position.

Have the statues huddle in the middle of the circle and call out 'statues go!'

The artists watch as the statues move slowly and smoothly from happy to sad and back again.
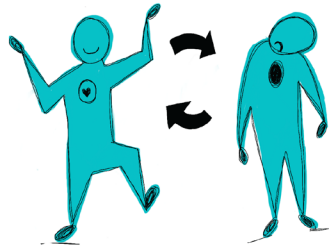
ASK

- What was similar? What was different?

Repeat the exercise with the students swapping roles and using new pairs of emotional states, such as:

- calm – angry
- worried – excited
- bored – amazed
- winning – losing
- embarrassed – proud
- playing a dull game – facing an epic game challenge.

Ask students to come back and sit down in the circle for a discussion.

REFLECT

- What surprised you about the statues?
- Were the body shapes we just created realistic?
- Have you ever been in those shapes and had those feelings?
- What happened when you moved from one body shape to another? Did it change the way you felt? For example, did you feel more positive when you moved from embarrassed to proud?

SAY

Next time you are playing online games, take some time to notice the shape of your body and how it feels.

What would happen if you chose to keep a body shape that made you feel calm or happy while playing?

Lesson 3: Essential kinaesthetic learning activities

Activity 1.5 Body mapping (art)

In this activity, students will create a body map to visually represent how they feel – physically and emotionally – when playing online games. They will learn about the effects of dopamine and adrenaline in their bodies.

Duration: 40 mins

Resources:

• camera and printing paper

• printer

• coloured markers or pencils

• sticky tape

• A4 tracing paper.

Activity instructions:

ASK students to strike their avatar signature pose.

• Are you flying? Are you standing strong? Are you ready for battle?

PHOTOGRAPH each student in their chosen avatar pose.

PRINT a copy of their photo for each student.

ASK each student to take a piece of A4 tracing paper and place it over the photo of themselves striking their avatar pose. Attach with sticky tape.

ASK students to create a body map of how they feel when gaming, and where they feel it.

SAY

Using the coloured markers or pencils, draw shapes, images or words to represent the feelings you experience when you are playing online games, and where they occur in your body.

For example, how might you draw the feeling of pins and needles, butterflies in your tummy, frozen legs, fast heartbeat or a headache?

Above: Photo of student standing in their chosen avatar pose.

Above: Photo of student with body map overlay showing how they feel when gaming.

When the students have completed their body maps, display them and have a discussion.

REFLECTION

- Are there any differences and similarities in these body maps?

- What are the common experiences?

- Ask students to discuss their body maps, and how dopamine and adrenaline might affect some of the experiences and feelings shown on them.

DISCUSS adrenaline and dopamine

ASK

- If you were going to draw dopamine, what would the 'feel-good' effect look like? What colours would you choose and why?

- If you were going to draw adrenaline, what would the 'fight-or-flight' response look like? What colours would you choose and why?

- What would it look like to be mesmerised by an online game? What colours would you choose and why?

- What does your head feel like when you are very excited while playing video games?

- What do your legs feel like?

- What do your eyes feel like? Are they wide open?

- Do you feel things in your chest? What could that be?

Appendixes
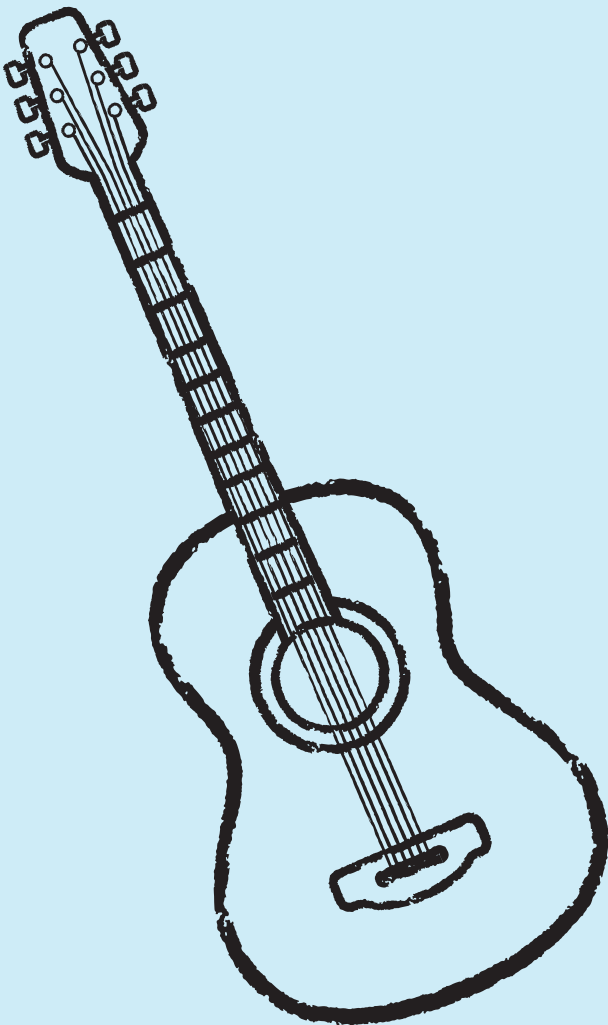
Appendix A: Story summary

Video 1 – The gift

Off screen we hear the sound of kids fighting with each other. A parent or carer yells, 'go and clean up your room!'

Helmette enters the bedroom and slams the door, looks around the bedroom, then starts to play with the guitar, roller skates and hockey stick. Helmette looks at a photo of a person – maybe a parent – visiting Uluru, and says hi to Samak the goldfish.

Helmette sighs and despondently says, 'Some birthday', before noticing an envelope with 'for you' written on the front. Opening it, Helmette pulls out a card with the words "Free pass to The Bridge" printed on it. The Bridge is a new game. Helmette shares this great news with Astro the dog and Samak the goldfish.

The fish tank bubbles transition into bubbles at the start of the video game. "Welcome to the Bridge – where you can find friends, fame, success, money – but first you must cross The Bridge to get to the Mountain of Gold."

Helmette creates an avatar – Helmet Head (HH) – to play the game. HH tumbles into a river of code and floats downstream. Other voices welcome HH to the game.

Helmette starts playing, with HH flying on a huge bird, exploding into a brightly coloured forest, zapping creatures that fall from the sky, opening a loot box, winning gold and winning new skins.

Helmette is blitzing the game. Lights flash around Helmette's head to signify wins (dopamine), and in Helmette's chest during anxious or challenging moments (adrenaline). Helmette's eyes go funny, hypnotised by the bright colours and flashing lights.

Helmette's friends appear at the bedroom window saying, "come and play," but Helmette tells them to go away. Astro whimpers, and Helmette tells the dog to go outside and play. Helmette remains glued to the computer as Astro jumps out the window.

Appendix B: Extension activity

Extension activity 1.3 Create your own avatar (art)

In this activity, students will create an avatar and skins to explore characteristics that make them feel important, invincible, and strong.

Note: Skins are items that players can buy or earn within a video game to change the appearance of their avatar. Skins are purely cosmetic and usually don't make a player better.

This activity is an excellent follow-up to **Activity 1.5 Body Mapping**.

Duration: 30+ mins

Resources:

• printed photos of students (body templates) from Activity 1.5 Body mapping

• laminator – if available

• scissors

• glue

• art materials – white paper, markers, coloured paper, textured/interesting paper such as aluminium foil, metallic paper

• found materials such as metallic paper, aluminium paper, textured paper, mesh, cardboard, pipe cleaners, fabric etc.

Activity instructions:

ASK Ask students to take out their body template photo.


INSTRUCT

On coloured or blank paper, design one or more skins, which you will then cut out and attach to your body template with sticky tape or glue.

Before designing the skins, consider what your avatar might look like. For example:

• What would they be made of?

• Would they be certain colours and why?

• Where on their body would they wear the skins?

Think about the avatar you created in **Module 1, Lesson 2, Activity 1.2 The Full Picture**.

• Does the name you gave your avatar have significance?

• How can you incorporate that significance into your avatar skin designs?

• How do your skin designs reflect the avatar or you?

• What superpowers would you want your avatar to have?

• Do you think you have superpowers? If yes, what are they?

• Why would you want those superpowers – in the game or in real life?
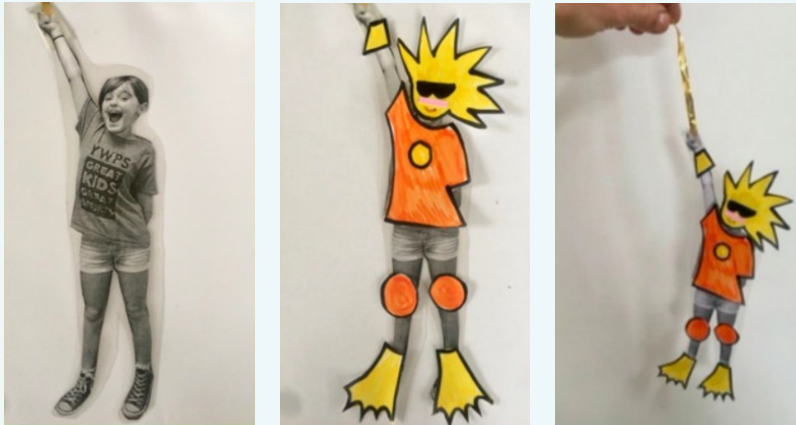
DISPLAY

You may choose to string up the avatars to decorate the classroom.

REFLECTION

It can cost real money to open a loot box or buy a new skin, so it's important for students to tease out why they might do so.

ASK

• Have you ever spent money buying skins or opening loot boxes?

• What do you like about loot boxes? What don't you like?

• Do loot boxes keep you playing because you are hoping the next loot box will be better?

• Have you ever felt pressured by other players to buy new skins in a game?

• Have you or someone you know ever been called a 'default' (a term used to mock players who haven't purchased skins for their avatar) or been bullied in a game for not having bought new skins? What did you do?

Appendix C: Curriculum links

Victorian curriculum connections (Levels 5 and 6)

Critical and creative thinking curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCCCTQ021	Questions and possibilities	Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities.

Drama curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCADRE029	Explore and express ideas	Explore dramatic action, empathy and space in improvisations, play-building and scripted drama, to develop characters and situations.

English curriculum

CODE	MODE	CONTENT DESCRIPTION
VCELT314	Reading and viewing	**Year 5** Responding to literature: Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.
VCELA335	Speaking and listening	Language for interaction: Understand how to move beyond making bare assertions and take account of differing perspectives and points of view.
VCELA339	Reading and viewing	**Year 6** Text structure and organisation: Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects.
VCELY366	Speaking and listening	Interacting with others: Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions, and use interaction skills, varying conventions of spoken interactions according to group size, formality of interaction and needs and expertise of the audience.

Ethical capability curriculum

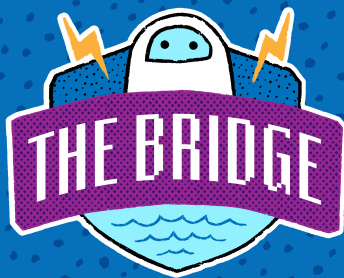| CODE	STRAND	CONTENT DESCRIPTION
VCECU009	Understanding concepts	Examine the contested meaning of concepts including truth and happiness and the extent to which these concepts are and should be valued.

Personal and social capability curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCPSCSE025	Self-awareness and management	Explore the links between emotions and behaviour.

Visual arts curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCAVAV030	Visual arts practices	Select and apply visual conventions, materials, techniques, technologies and processes specific to different art forms when making artworks.

Health and physical education

CODE	STRAND	CONTENT DESCRIPTION
VCHPEP110	Personal, social and community health	Examine the influence of emotional responses on behaviour, relationships and health and wellbeing.
VCHPEM120	Learning through movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities.

MODULE 1:
How does gaming make me feel?