



# MODULE 3: Am I risking what I love?

A partnership between:



**BE AHEAD  
OF THE  
GAME**



Victorian  
Responsible  
Gambling  
Foundation

With additional funding from:



**The Bridge** is a Kids Thrive program, created in association with the Kids Thrive - Kids' Big Ideas Lab and Altona North Primary School.

Kids Thrive is a leading social purpose organisation using creative approaches to foster child-led social change.

The development of The Bridge program was guided and funded by the Victorian Responsible Gambling Foundation, with additional support from Creative Victoria's Creative Learning Partnerships program – a Victorian Government Initiative.

## Acknowledgements

**Kids Thrive resource authors, including videos:**

Dr Andrea Lemon, CEO and Creative Director  
Andrea Rieniets, Artistic Lead and Programs Director

**Kids Thrive creative:**

Katherine Branch  
Sal Cooper  
Dan Goronszy  
Will Mahon  
Anna Manuel  
Darren Mullen  
Simone Wright

**Kids' Big Ideas Lab:**

Caleb, Charlie, Eleni, Gideon, Jimi, Karla, Logan, Luca and Ollie

**Altona North Primary School curriculum co-design:**

Lee Blunt  
Libby Blunt  
Jessica Duffy  
Robyn Gregson  
Chris James  
Wal Raghdo  
Grade 5/6 students

**Content consultants:**

James Dunne, Rachel Burns, Jay Vij and Amber Cassidy, Hobsons Bay City Council  
Steven Dupon, Institute of Games  
Ian Ferretter, Gambler's Help at IPC Health  
Robyn Treyvaud, Schools Education Program consultant

**Victorian Responsible Gambling Foundation resource editors:**

Niamh Eikenhout, Senior Prevention Program Advisor  
Andrea Hince, Senior Communication Advisor  
Rachel Maggiore, Senior Prevention Program Advisor  
Mark Riddiford, Senior Prevention Advisor (Education)  
Heidi Rose, Branch Head, Prevention & Programs  
Fiona Skivington, Manager, Media & Communication

**Design and typesetting:**

Alexander Vasic, Graphic Designer, Victorian Responsible Gambling Foundation  
Ben Galpin Graphic Design

With special thanks to the Kids Thrive - Kids' Big Ideas Lab and students at Altona North Primary School.

First published 2023, Victorian Responsible Gambling Foundation

© Kids Thrive Inc. ABN 55 761 065 774

For copyright enquiries please contact Kids Thrive via website.

Website: [kidsthive.org.au](http://kidsthive.org.au)

Licensed for use by the **Victorian Responsible Gambling Foundation**

Address: Level 6, 14–20 Blackwood Street, North Melbourne, Victoria 3051

Mail: PO Box 2156, Royal Melbourne Hospital, Victoria 3050

Ph: (03) 9452 2600

ABN: 72 253 301 291

Website: [responsiblegambling.vic.gov.au](http://responsiblegambling.vic.gov.au)

Email: [contact@responsiblegambling.vic.gov.au](mailto:contact@responsiblegambling.vic.gov.au)

# Contents

**Introduction** ..... **4**

**Lesson 1:  
Gaming risks (part 1)** ..... **8**

**Lesson 2:  
Gaming risks (part 2)** ..... **18**

**Appendix A:  
Story summary** ..... **27**











**Appendix B:  
Curriculum links** ..... **28**

# Introduction



This module supports students to understand what happens when a player crosses the bridge from fun game playing to excessive or risky gaming. Lessons explore the risks and potential consequences, and encourage students to talk about how online gaming can make them feel.

## Program overview

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



## Learning activities summary

	<b>LESSON 1:</b> Gaming risks (part 1)	<b>LESSON 2:</b> Gaming risks (part 2)
<b>Starters</b>	<ol style="list-style-type: none"> <li>1. Review of previous themes</li> <li>2. Pre-assessment Know / Wonder / Learned (KWL) chart</li> <li>3. Key words chart</li> <li>4. Watch Video 3 – The Bridge</li> </ol>	
<b>Discussion themes</b>	<p><b>Theme 3.1</b> Gaming risks (part 1)</p> <ol style="list-style-type: none"> <li>1. Losing money</li> <li>2. Not knowing how to stop</li> <li>3. Cyberbullying</li> <li>4. Getting hacked</li> <li>5. Frustration with the game affecting real-world behaviour.</li> </ol>	<p><b>Theme 3.1</b> Gaming risks (part 2)</p> <ol style="list-style-type: none"> <li>6. Losing yourself and your treasures</li> </ol> <p><b>Theme 3.2</b> What is risk?</p> <p><b>Theme 3.3</b> Fun gaming and risky gaming</p>
<b>Essential kinaesthetic learning activities</b>	<p><b>Activity 3.1</b> <b>Upside down you (art)</b></p> <p>Exploring how emotions can quickly turn upside down when we play online games.</p>	<p><b>Activity 3.2</b> <b>Trading values cards (creative game)</b></p> <p>Students trade selected values cards in exchange for loot box prizes.</p>

### NOTE:

Words highlighted in **blue** can be found in **Key terms and concepts for The Bridge**.

Story summary for Video 3 is found in **Appendix A**.

## Learning intentions

- To understand some of the **risks** and potential consequences associated with gaming.
- To understand what can cause you to cross the bridge from fun game play to excessive or risky gaming.
- To identify what you risk losing if you cross the bridge from fun online gaming to risky gaming. For example:
  - » spending more money or time than you can afford
  - » **cyberbullying**
  - » **getting hacked**
  - » losing friendships and other things you treasure
  - » not looking after yourself or pets
  - » negative feelings such as frustration and anger caused by the game affecting your real-world behaviour.

## Success criteria

- Understood some of the risks and potential consequences associated with gaming.
- Understood what can cause you to cross the bridge from fun game play to excessive or risky gaming.
- Identified what you risk losing if you cross the bridge from fun online gaming to risky gaming.

## Essential questions

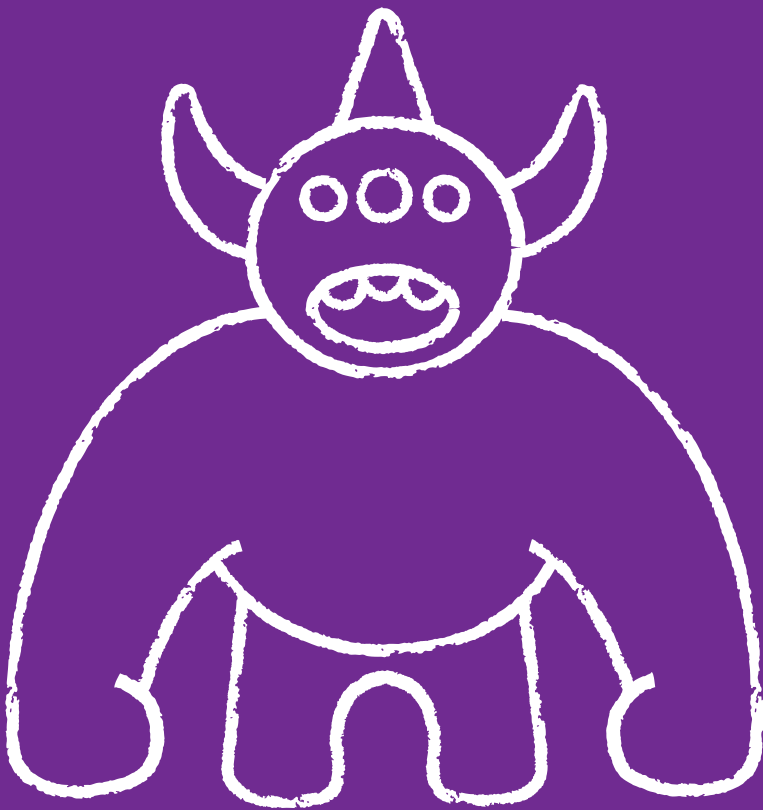
- How do you look and feel when things aren't going your way in a game?
- When does gaming become risky?
- How do we notice change and interrupt it?

## Key terms and concepts

- **Cyberbullying** is bullying that occurs using online technology. It can include posting or sharing negative, harmful, false or hurtful content about someone with the intention of causing harm or humiliation.
- **Getting hacked** means your computer, accounts or systems have been infiltrated by someone without your knowledge or permission.
- **Risk** involves uncertainty and the possibility of something bad happening.
- **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.
- **Virtual currency and goods** can be purchased within an online game to improve an avatar's appearance (skins), access new game levels, create an opponent advantage (weapons, armour), avoid grinding and ads, or simply continue playing.

## LESSON 1:

# Gaming risks (part 1)








## Lesson overview

This lesson explores the risks and potential consequences associated with gaming.

So far there have been two distinct worlds: the bedroom where Helmette plays the game; and the world inside the game where Helmet Head fights monsters to find the bridge to the Mountain of Gold.

Students will now explore how Helmette's real world becomes mixed up with the game world. Frustration with the game affects Helmette's real-world behaviour and puts at risk the things Helmette values most.

## Learning activities


<p><b>Classroom resources</b></p>	<ul style="list-style-type: none"> <li>• Know / Wonder / Learned (KWL) chart</li> <li>• Large blank paper</li> <li>• Activity sheets</li> <li>• Video 3 - The bridge</li> </ul>
<p> <b>Starters and activity sheets (30 mins)</b></p>	<ol style="list-style-type: none"> <li>1. Review past themes and Helmette's journey</li> <li>2. KWL chart</li> <li>3. Key words chart</li> <li>4. Watch video 3</li> </ol>
<p> <b>Discussion themes (30 mins)</b></p>	<p><b>Theme 3.1:</b> Gaming risks (part 1)</p> <ol style="list-style-type: none"> <li>1. Losing money</li> <li>2. Not knowing how to stop</li> <li>3. <b>Cyberbullying</b></li> <li>4. <b>Getting hacked</b></li> <li>5. Frustration with the game affecting real-world behaviour.</li> </ol>
<p> <b>Kinaesthetic learning activity (30+ mins)</b></p>	<p><b>Activity 3.1:</b> Upside down you... (art)</p> <p>Our emotions can quickly turn upside down when we play online games.</p>

## Assessment notes

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

LEARNING INTENTIONS	THEMES / ACTIVITIES	DOMAINS
<p>To understand some of the risks and potential consequences associated with gaming.</p> <p>To identify what you could lose if you cross the bridge from fun online gaming to risky gaming.</p>	<p><b>Theme 3.1:</b> Gaming risks (part 1)</p>	<p>Critical and creative thinking</p> <p>English</p> <p>Health and physical education</p>
<p>To understand what might lead you across the bridge from fun game playing to excessive or risky gaming.</p>	<p><b>Activity 3.1:</b> Upside down you (art)</p>	<p>Visual Arts</p> <p>Personal and social capability</p> <p>Health and physical education</p>

## Lesson 1: Starters (30 mins)

<p>1    <b>Review</b> (10 mins)</p>	<p>Review key themes in previous lesson and Helmette's journey so far.</p>
<p>2    <b>KWL chart</b> (10 mins)</p>	<p><b>DISTRIBUTE</b> Add any notes to the KWL chart.</p>
<p>3    <b>Key words chart</b> (5 mins)</p>	<p><b>EXPLAIN</b> Once students have finished with their KWL charts, add to the key words chart.</p>
<p>4    <b>Watch Video 3</b> (5 mins)</p> 	<p><b>INTRODUCE</b> In this video we explore what happens when a player crosses the bridge from fun game playing to excessive or risky gaming. We also explore some of the potential consequences of risky gaming.</p> <p><b>PLAY</b> Video 3 from start to finish (3.5 mins). Captions can be turned on or off.</p> <p><b>STOP</b> at key points to discuss the themes (see next section).</p> <p><b>REFLECTION</b></p> <ul style="list-style-type: none"> <li>• What happens in this video?</li> <li>• How has the story changed since the previous video?</li> <li>• What happens to Helmette?</li> <li>• What is Helmet Head's (the avatar) journey?</li> </ul> <p>Refer to <b>Appendix A</b> for the story summary.</p>

## Lesson 1: Discussion themes (30 mins)

### Theme 3.1 Gaming risks (part 1)

In this lesson, students will explore some of the risks and potential consequences associated with gaming. The risks explored in this lesson include losing money, not knowing how to stop, **cyberbullying**, **getting hacked** and frustration with the game affecting real-world behaviour.

#### RESOURCES:

- Video 3 – The bridge
- writing materials.

#### Gaming risk 1: losing money

Understanding the risks involved in spending real money on **virtual currency and goods** to enhance or continue gameplay.

**PLAY** Video reference: 00.00 – 00.23

The sound of Helmette pouring more money into the computer and the game starting again.

#### ASK

- In the last video, Helmette's piggy bank ran out of money. Where do you think Helmette got more money to keep playing? (E.g. a savings account or a parent.)
- What do you think about Helmette putting more money into the game?
- What is the difference between buying things in a real shop and in an online game store?
- Do you really own the things you buy in an online game? What happens when a game is no longer available to play?

#### EXPLAIN

In the world of online games, players can spend real money to buy virtual currency, such as gold coins. This virtual currency can then be used within a game to buy skins and weapons, access new game levels, avoid grinding and ads, or simply continue playing.

However, the player does not really own the things they buy in an online game. If the game is no longer available to play, they may lose everything they've bought.

Small in-game purchases, or microtransactions, may not seem significant, but the cost can quickly add up, which is one way game designers make a lot of money.

#### Gaming risk 2: not knowing how to stop

**PLAY** Video 3 reference: 00.23 – 00.40

Helmet Head confronts the monster on the bridge.

#### ASK

- Why is Helmette / Helmet Head so determined to cross the bridge?
- Is it to get the gold... or is it because Helmette doesn't know how to stop?
- Have you ever felt like you can't stop playing a game?

### Gaming risk 3: cyberbullying

**PLAY** Video 3 reference: 00.40 – 00.50

Helmette has a big win and a new title, 'Golden Hero'. Helmet shares this news with other players.

#### ASK

- What happens in the game to show Helmette has had a big win?

Possible responses:

The game has flashing lights, **bright colours**, exciting music and sounds (**bells and whistles**).

Helmet Head wins a brightly coloured **skin** and muscles.

- What kind of responses does Helmette get from the other players?

Possible responses:

The other players are happy for Helmette at first and the feeling is celebratory, but then the response becomes negative and bullying.

#### REFLECTION

- What is bullying?
- Have you or someone you know ever been bullied online?
- Do you think people would behave the same way in real life? If not, why do you think this happens online?



#### DID YOU KNOW?

**Cyberbullying** is bullying that occurs using online technology. It can include posting or sharing negative, harmful, false, or hurtful content about someone with the intention of causing harm or humiliation.

Cyberbullying can occur in almost any online environment, including online gaming.

The use of anonymous avatars in online gaming can lead to cyberbullying due to a lack of accountability, supervision or consequences.

For cyber safety advice and tips, visit [www.esafety.gov.au/kids](http://www.esafety.gov.au/kids)

### Gaming risk 4: getting hacked

**PLAY** Video 3 reference: 00.50 – 01.02

Helmet Head crosses the bridge and the bridge blows up.

#### ASK

- This is a big moment in the game, but what went wrong?

Possible responses:

As Helmet Head is crossing to the other side, Helmette is hacked by another player who blows up the bridge, taking the cyberbullying even further.

#### DID YOU KNOW?

**Getting hacked** means your computer, accounts or systems have been infiltrated by someone without your knowledge or permission.

Engaging with strangers in online games can be risky. Some players may be hackers who participate in online games to steal personal data and money from other players.

Although The Bridge program doesn't focus on cyber safety, it is an important aspect of online gaming. For cyber safety advice and tips, visit [www.esafety.gov.au/kids](http://www.esafety.gov.au/kids).



### Gaming risk 5: frustration with the game affecting real-world behaviour

**PLAY** Video reference: 01.02–2.58

Helmet Head is thrown into the river and everything seems to spin out of control. The structure of the story changes in Video 3 when the worlds of Helmette the child and Helmet Head the avatar become merged. Helmette's treasures are lost, and Helmette feels overwhelmed by the game.

#### ASK

- In the game, what changes when Helmet Head falls into the river?

Possible responses:

The river is now violent and full of bullying voices. Helmet Head can't get out.

The gold coins have become a danger not a reward.

- Is the **loot box** helping Helmet Head to win?

Possible responses:

The loot box is a threat not a reward. It gobbles up Helmette's treasures and leaves Helmet Head to sink to the bottom of the river.

- What does Helmette / Helmet Head throw into the loot box and why?

Possible responses:

All of Helmette's treasures are in the river. Helmet Head throws them in the loot box.

Helmette seems desperate to save Helmet Head and continue playing.

- In the real world, why does Helmette throw the roller skates out the bedroom window and smash the fishbowl?

Possible responses:

Helmette is being called a loser for having roller skates.

Helmette is angry and frustrated.

- How has Helmette's attitude and behaviour changed?

Possible responses:

Helmette:

- » stops feeding the fish
- » takes frustration out on the fish by smashing the fishbowl (which will kill it if not rescued)
- » is rude to a parent
- » is despondent and feels unhappy
- » has stopped caring about the things they once treasured
- » has risked, and lost, treasures.

- What has changed about Helmette's room?

Possible responses:

Helmette's room is now empty of all the treasures.

## Lesson 1: Kinaesthetic learning activity

### Activity 3.1 The upside down you (art)

In this activity students will create an upside-down collage of themselves as a simple way of exploring how quickly our emotions can change when playing online games.

**Duration:** 20–30 mins

**Resources:**

- each student will need 2 x A4 photocopies of their headshot photo (if possible, use an existing school photo)
- scissors
- glue.

**EXPLAIN**

At the beginning of *The Bridge*, Helmette becomes immersed in the online gaming world to escape the pressure and discomfort of real life.

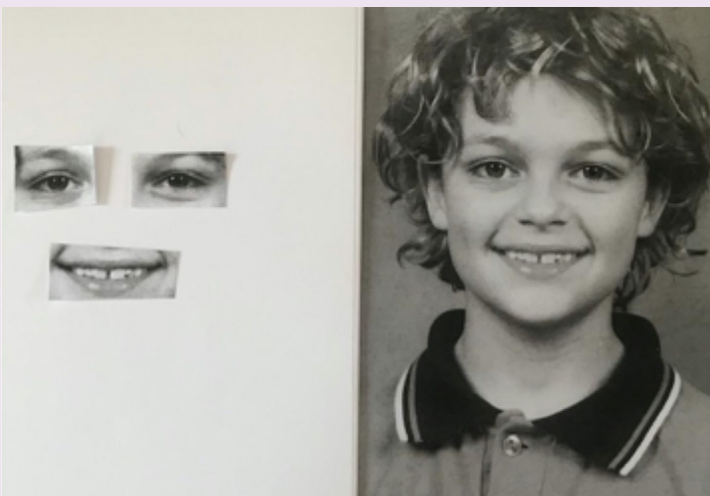
So far, there have been two distinct worlds: the real world of Helmette's bedroom and the game world where the avatar, Helmet Head, fights monsters to find the bridge to the Mountain of Gold.

In Video 3, the game becomes frustrating and harmful. Helmette is not sure how to stop playing or avoid losing everything they treasure.

Helmette's real world merges with the game world and everything falls into the dangerous river. Helmette's frustrations and anger with the game lead to negative behaviour in the real world, and some very bad consequences.

**Activity instructions:**

Ask each student to cut out the eyes, nose and mouth from one of their photocopied headshots.



Above: Example of a photocopied headshot with eyes and mouth cut out.



Using glue, students stick the cut-out features upside down on a second photocopied headshot to create their own 'upside down you'.



Above: Example of photocopied headshot with features stuck on upside down

**DISCUSS** how strange their pictures now appear. By turning things upside down, the faces portray new feelings and meanings.

#### **ASK**

- How do you look and feel when things aren't going your way in a game?
- Do your emotions change quickly?
- Discuss some of the uncomfortable emotions you experience while playing video games. How and why do they change so quickly?

#### **REFLECTION**

- In what ways do Helmette's experiences in the game affect Helmette's experiences in the real world?
- What is the takeaway message for us?

## LESSON 2:




# Gaming risks (part 2)



## Lesson overview

Continuing from Lesson 1, students will explore the risks and potential consequences associated with gaming. Students will consider what they may be willing to lose through excessive or risky online gaming. The lesson will also explore why some online gamers cross the bridge from fun gameplay to risky gaming.

## Learning activities


<b>Classroom resources</b>	<ul style="list-style-type: none"> <li>• Know / Wonder / Learned (KWL) chart</li> <li>• Large blank paper</li> <li>• Personal values cards created in Module 1, Activity 1.1</li> <li>• Loot box created in Module 2, Activity 2.3</li> <li>• Video 3 - The bridge</li> </ul>
 <b>Starters and activity sheets</b> (30 mins)	<ol style="list-style-type: none"> <li>1. Review past themes and Helmette's journey</li> <li>2. KWL chart</li> <li>3. Key words chart</li> <li>4. Watch video 3</li> </ol>
 <b>Discussion themes</b> (30 mins)	<p><b>Theme 3.1:</b> Gaming risks</p> <p><b>5.</b> Losing yourself and your treasures</p> <p><b>Theme 3.2:</b> What is risk?</p> <p><b>Theme 3.3:</b> Fun gaming and risky gaming</p>
 <b>Kinaesthetic learning activity</b> (30+ mins)	<p><b>Activity 3.2:</b> Trading values cards (creative game)</p>

## Assessment notes

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

LEARNING INTENTIONS	THEMES / ACTIVITIES	DOMAINS
To understand some of the risks associated with gaming.	<b>Theme 3.1:</b> Gaming risks (part 2)	Critical and creative thinking English
To identify what you are willing to lose by crossing the bridge and gaming in a risky way.	<b>Theme 3.2:</b> What is risk?	English Ethical capability
	<b>Activity 3.2:</b> Trading values cards	
To understand environments and behaviours that might lead to risky gaming.	<b>Theme 3.3:</b> Fun gaming and risky gaming	Ethical capability Health and physical education

## Lesson 2: Starters (30 mins)

1	<b>Review</b> (10 mins)	Review key themes in previous lesson and Helmette's journey so far.
2	<b>KWL chart</b> (10 mins)	Add any notes to the KWL chart.
3	<b>Key words chart</b> (5 mins)	Once students have finished with their KWL charts, add to the key words chart.
4	<b>Watch Video 3</b> (5 mins) 	<p><b>PLAY</b> Video 3 from start to finish (3.5 mins). Captions can be turned on or off.</p> <p><b>STOP</b> at key moments to discuss the themes (see next section).</p> <p><b>ASK</b></p> <ul style="list-style-type: none"> <li>• What happens in this video?</li> <li>• How has the story changed since the previous video?</li> <li>• What has happened to Helmette?</li> <li>• What is the Helmet Head's (the avatar) journey?</li> </ul> <p>Refer to <b>Appendix A</b> for the story summary.</p>

## Lesson 2: Discussion themes (30 mins)

### Theme 3.1 Gaming risks (part 2)

#### Gaming risk 6: losing yourself and your treasures

**PLAY** Video 3 reference: closing scene

Helmette's head is on the desk. The computer screen lights up and text appears that says, 'Goal not reached. 1000 coins to continue.'

#### ASK

- How has Helmette changed by this point in the story?

Possible responses:

Helmette:

- » has lost touch with the things they care about the most
  - » is unhappy but can't leave the computer
  - » is influenced by the bullying voices to throw away the much-loved roller skates
  - » yells at Samak the fish and breaks the fishbowl
  - » yells at friends to go away
  - » is left with nothing but the computer and the game.
- Why did Helmette throw all those treasures into the loot box? What was Helmette hoping would happen?

Possible responses:

Helmette was hoping to win the game, and that winning would bring back the happiness and fun of playing the game.

- What do you think Helmette is feeling during this part of the story?

Possible responses:

Helmette is feeling lost and unhappy.

- What do you think Helmette has lost?

Possible responses:

Helmette has lost everything: Astro is injured, Samak the fish is dead, friends have gone away and Helmette's family is arguing. Helmette has lost interest in music, reading, hockey and roller skating. Helmette has possibly lost self-respect, confidence and happiness.

#### REFLECTION

- Think about the things you treasure the most and consider why each of them is valuable to you.
- What could happen if you spent too long playing online games and ignored your needs (meals, exercise), responsibilities (homework, pets, chores) and relationships (family and friends)?

## Theme 3.2 What is risk?

### ASK

- What is risk?

Risk is the possibility of something bad happening.

- Are there different levels of risk?

Many activities involve risks, but it is important to remember there are high-risk and low-risk activities, and many in between. If an activity is high risk, it is more likely to result in something bad happening.

### DISCUSSION

Would you describe these examples as high or low risk?

- Standing on the edge of a high cliff
- Having a go at an activity when you don't feel confident
- Putting all your pocket money into a lucky dip
- Trying a new food that you think you won't like.

Ask your students to come up with more examples of high and low risk activities.

### REFLECTION

Looking back at Helmette's story so far, ask students to identify risks associated with playing online games. Write these on the board. Examples might include:

- losing money and time
- cyberbullying
- getting hacked
- losing yourself
- conflict with others
- feeling like you can't stop playing
- pushing away other people and things you love
- losing your friends
- becoming isolated
- not looking after yourself or your pets – forgetting to eat or clean up mess
- negative feelings – frustration, aggression, anger
- expressing those negative feelings through aggression, fighting, yelling, being rude to people.

## Theme 3.3 Fun gaming and risky gaming

### EXPLAIN

Playing online games is fun – that’s why we do it, right? But as with Helmette, there’s always a possibility that things might get out of hand and we could find ourselves playing in a risky way.

Online games can make you feel happy and excited, but they can also make you feel anxious, frustrated and angry. Sometimes there are things going on in real life that make the gaming world feel like a better place to be. But it’s important to be aware that some online games are designed to keep you playing for longer than you intended, or to do things you wouldn’t usually do, like spend money.

Online games are clever, creative, interesting and exciting. We can learn and have great experiences playing them. But there is a difference between fun gaming and risky gaming.

Let’s think of some examples.

### ASK

- How would you describe the differences between fun gaming and risky gaming?

Suggestions might cover:

- how long you play for most of the time
- how much money you spend
- what you are willing to give up to play a game
- the balance in your life between gaming and doing other activities
- how friendships and family relationships are affected
- being able to manage your feelings when playing.

Ask students to form small groups and develop two lists: ‘fun gaming’ and ‘risky gaming’. Under these headings, have the students list feelings and behaviours they associate with each type of gaming.

## Lesson 2: Essential kinaesthetic learning activity

### Activity 3.2 Trading values cards (creative game)

This activity will help students to understand the risks involved in spending money to open loot boxes, and to reflect on what they could lose.

Students will trade the **personal values cards** they created in **Module 1, Activity 1.1** for the opportunity to win prizes from the **loot box** they created in **Module 2, Activity 2.3**.

Loot boxes are like virtual lucky dips. They may be presented to a player as a reward for an achievement, but generally players must pay to open them. A loot box may contain valuable or worthless items, but the contents remain unknown until the box is opened.

Opening a loot box usually involves risking something of value for a chance to win something of greater value. This is why loot boxes are often compared to gambling, and they are one of the main ways online game developers make money from games.

Students will explore why loot boxes might be appealing and question who really determines what they contain.

#### IMPORTANT!

Before beginning this activity, secretly remove most of the winning prizes, leaving all the horrible prizes in the loot box. It is important that students believe the box contains an equal number of both.

**Duration:** 15+ mins

**Resources:**

- **personal values cards** created by students (see **Module 1, Lesson 1, Activity 1.1**)
- **loot box** created by students (see **Module 2, Lesson 2, Activity 2.3**).

#### Game instructions:

Students stand or sit in a circle with the loot box in the centre.

#### EXPLAIN

This loot box contains all the great prizes and the horrible prizes we came up with when we created our loot box. For a chance to win a prize you must pay with one of your personal values cards.

As you hand over your card, explain to the class what it would mean if you lost whatever is written on it.





For example, your card might say that you value art and painting pictures. As you give me the card, explain to the group: 'To win a prize from the loot box, I am giving up art. This means I won't be allowed to paint pictures anymore.'

Once you've paid me with a personal values card, pull a piece of paper out of the loot box and read to the class what prize you have won.

If it is a winning prize, the class cheers.

If it is a horrible prize, the class boos and you will have to step out of the circle.



Play the game until every student has had at least one chance to trade a personal values card for a loot box prize. Students can choose to trade more than once but must remain outside the circle until they get a winning prize.



### REFLECTION

Ask the students to reflect on what they lost and won.

- Was this a fair game? Why or why not?
- What did you notice about the prizes?
- Were the majority winning or horrible prizes?
- How did you feel about there being so many horrible prizes?
- Was there a point when you started to wonder why?
- Did you want to keep playing because you thought there would still be winning prizes left in the loot box?

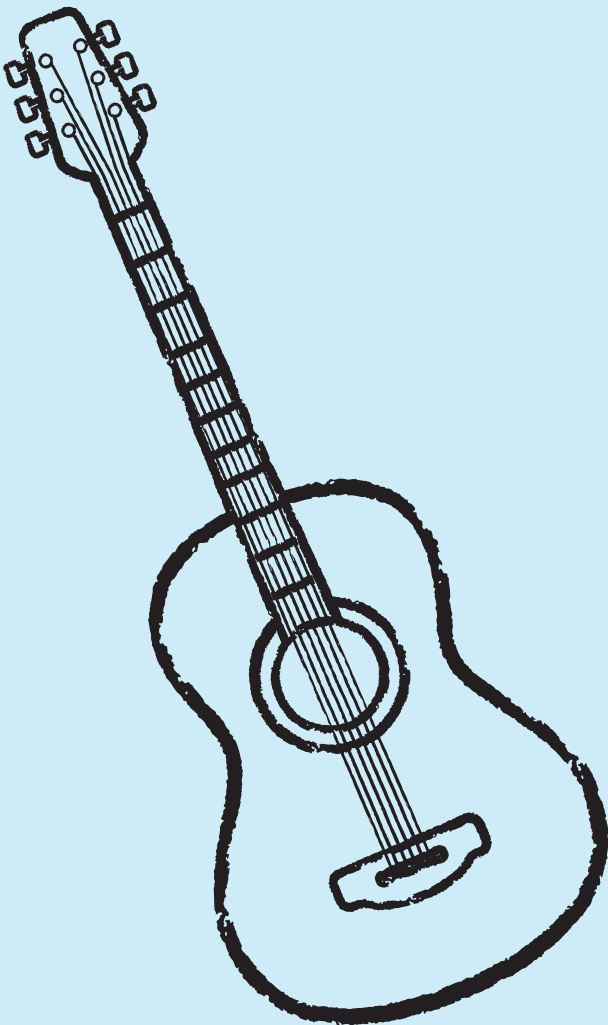
At this point the teacher can choose to reveal that they removed many of the winning prizes from the prize pool.

- Did you have any control over what you pulled out of the loot box?
- Do you have any control over what you pull out of loot boxes in video games?

Have the students look at their values cards and ask:

- what were you willing to give away to be in the game?
- how did it feel to choose a value to give away and to think about what that would mean in real life?
- did you regret trading any of your cards? Why/why not?

# Appendixes



## Appendix A: Story summary

### Video 3 - The bridge

We hear the sounds of coins going into the computer, then Helmet Head (the avatar) appears with super jet boots and takes off, hoping to cross the bridge by air.

Helmet Head is whacked to the ground by the monster and tumbles down the stairs but, determined to get across the bridge, the avatar climbs the stairs again, saying 'I'll show you!'

The monster spews green goo all over the avatar, who tumbles to the bottom of the stairs. Helmet Head sees floating coins and the Mountain of Gold on the other side of the bridge. The avatar finds a lever at the bottom of the bridge and pulls it. The monster melts away, Helmet Head gets a new skin and the screen flashes bright colours.

Helmette dances in front of the computer screen and the scrolling comments from other players admiring the gameplay. But these comments soon turn to negative put-downs and insults.

Helmet Head runs back up the bridge stairs, saying 'I'll show them!' But as the avatar crosses the bridge, another voice online says, 'I'll show you!' and the bridge explodes, throwing Helmet Head into the river. The voice laughs, 'and I'll blow up your next bridge too!'

Helmet Head is swept along in the water to the sound of more bullying voices saying, 'what kind of loser uses roller skates anyway?'

Back in the bedroom, Helmette tosses the beloved roller skates out the window and then notices Samak the fish is hungry.

'It's not my fault you're hungry,' Helmette grumbles, 'you ate all your food, you dumb fish!' Helmette then picks up the fishbowl and smashes it on the floor. The water from the fishbowl turns into the river where Helmet Head is struggling to stay afloat.

'How do I get out of here?' screams Helmette.

A loot box floats by and we hear a voice in the game saying, 'Gimme, gimme, gimme,' and 'gimme all your treasure!'

Helmette's treasured Uluru picture floats past and Helmet Head throws it into the loot box hoping this 'payment' will open the loot box and reveal a prize to save them. But the loot box spits out a knife and fork, which chase Helmet Head through the water.

A pair of roller skates floats past, representing something Helmette treasures in the real world. Helmet Head grabs them and throws them into the loot box.

Helmette's parent appears at the window with the roller skates and asks, 'what are these doing out here?'

Helmette, sitting in front of the computer with head in hands replies, 'roller skates are for losers'.

Back in the river, avatar Helmet Head throws all Helmette's books into the loot box, which spits out gold coins. Helmet Head catches the virtual coins, excited to win gold, but is dragged underwater by the weight and has to let them drop to the bottom of the river.

Finally, Helmet Head throws Helmette's treasured guitar into the loot box, which slams shut and drifts away. Helmet Head sinks slowly to the bottom of the river, while Helmette lifts their head from the desk and is shocked to see the bedroom is completely empty.

'My treasures! Where are all my treasures!?!'

A sign flashes up on the computer screen - 'Goal not reached! 1000 coins to continue.'

## Appendix B: Curriculum links

### Victorian curriculum connections (Levels 5 and 6)

#### Critical and creative thinking curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCCCTQ022	Questions and possibilities	Experiment with alternative ideas and actions by setting preconceptions to one side.

#### English curriculum

CODE	MODE	CONTENT DESCRIPTION
VCELT314	Reading and viewing	<b>Level 5</b> Responding to literature: Use metalanguage to describe the effects of ideas, text structures and language features on particular audiences.
VCELY337	Speaking and listening	Interacting with others: Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences, and present and justify a point of view or recount an experience using interaction skills.
VCELA339	Reading and viewing	<b>Level 6</b> 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
VCPCSE025	Self-awareness and management	Explore the links between their emotions and their 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
VCHPEP108	Personal, social and community health	Plan and practice strategies to promote health, safety and wellbeing.
VCHPEP110		Examine the influence of emotional responses on behaviour, relationships and health and wellbeing.



**MODULE 3:  
Am I risking  
what I love?**

A partnership between:



**BE AHEAD  
OF THE  
GAME**



Victorian  
Responsible  
Gambling  
Foundation

With additional funding from:

