

MODULE 4:

How can I look after myself and my friends?

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.

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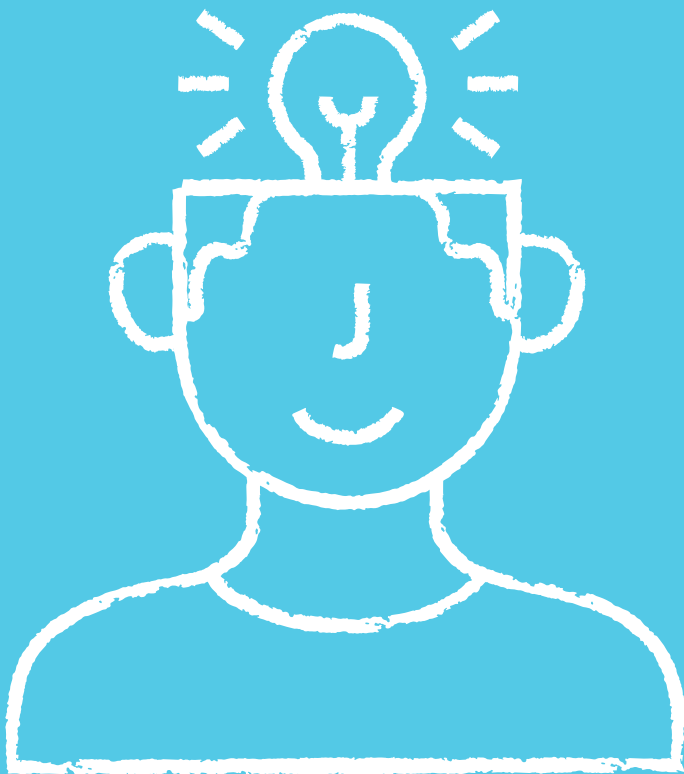
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Introduction



This module encourages students to reflect on their learning and create a different ending to Helmette’s story. Students will develop strategies and actions for looking after themselves and their friends while gaming.

Program overview

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



Learning activities summary

	LESSON 1: How can I look after myself and my friends?
Starters	<ol style="list-style-type: none"> 1. Introduction to program 2. Pre-assessment Know / Wonder / Learned (KWL) chart 3. Key words chart 4. Watch all three videos
Discussion themes	N/A
Essential kinaesthetic learning activities	<p>Activity 4.1 Helmette’s journey - what next? Reflect on Helmette’s choices, actions, and journey. Brainstorm what could happen next to bring Helmette back across the bridge to fun gaming.</p> <p>Activity 4.2 Crossing the bridge - both ways Create a map for change. Develop strategies and actions for looking after myself and my friends</p> <p>Activity 4.3 Writing Helmette’s story Students write the story of Helmette’s journey in their own words to share what they’ve learnt throughout The Bridge program.</p> <p>Activity 4.4 Sharing our new expertise with the world Students develop a creative presentation to share what they have learnt with their friends and the school community.</p>
Extension kinaesthetic learning activity	<p>Extension activity 4.5 Secret agents for good (asking for help) Explore different ways of communicating, including developing secret codes to make asking an adult for help easier.</p>

NOTE:

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

Story summary is found in **Appendix A**.

Learning intentions

- To understand Helmette's journey from fun to risky gaming.
- To explore strategies for change and self-care and how to return across the bridge from risky gaming to fun gaming.
- To reflect and understand key points we have learnt.
- To share our new experiences and ideas with the world.

Success criteria

- Understood Helmette's journey from fun to risky gaming.
- Explored strategies for change and self-care, including ways to return to fun gaming.
- Understood key points we have learnt.
- Shared new experiences and ideas with the world.

Essential questions

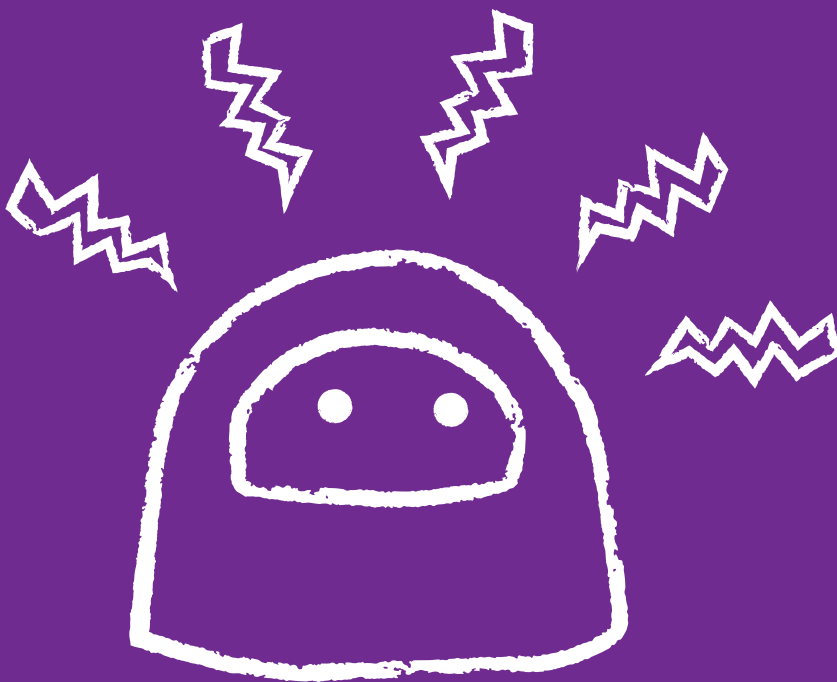
- How could you help Helmette get back over the bridge to fun gaming?
- How can you help others understand the risks associated with online gaming?
- How can you get back across the bridge if you find yourself gaming in a risky way?

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.
- **Bells and whistles** are the bright colours, flashing visuals and exciting sounds a player comes to associate with winning.
- **Bright colours** make the experience of online gaming exciting, attractive and fun. Designers use bright colours in games to attract your attention, keep you engaged, and enhance the emotions you experience while playing.
- **Chasing wins** describes the urge to keep playing to recapture the great feeling players get when winning points or valuable items, even if this occurs less and less frequently. Online games often ensure there are just enough wins to keep people playing.
- **Dopamine** is the feel-good hormone the brain releases when we take part in enjoyable activities. It contributes to feelings of pleasure and satisfaction.
- **Free-to-play** online games often include 'pay-to-play' options or tempting microtransactions such as loot boxes.
- **Getting drawn into the game** means prolonged involvement in playing the game.
- **Grinding** is a simple, repetitive activity within a game that a player must do to achieve a goal or advantage within 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.
- **Near misses** occur when a player almost wins a point, or something of value, but just misses out.
- **Random rewards** are prizes offered to online game players for certain actions, or simply at random intervals. The rewards can be worthless or very valuable, and can be traded with other players.

LESSON 1:

How can I look after myself and my friends?






Lesson overview

This lesson allows students to:

- reflect on Helmette's choices, actions and journey so far
- brainstorm what could happen next to bring Helmette back across the bridge from risky to fun online gaming
- create a different ending to Helmette's story
- develop strategies and actions for looking after themselves and their friends
- think about the issues Helmette faces and how they might react in the same situation.

The purpose of this lesson is to help students understand that being aware of how a game may be affecting their emotions will allow them to manage how they respond. They will be able to develop strategies to avoid crossing over The Bridge from fun to risky gaming, or for crossing back if they find themselves involved in risky gaming.

Learning activities


Classroom resources	<ul style="list-style-type: none"> • Know / Wonder / Learned (KWL) chart • Large blank paper • Videos 1-3
 Starters and activity sheets (30 mins)	<ol style="list-style-type: none"> 1. Introduction to program 2. Pre-assessment KWL chart 3. Key words chart 4. Watch videos (all)
 Discussion themes	N/A
 Kinaesthetic learning activity (4 x 20 mins)	<p>Activity 4.1: Helmette's journey - what next?</p> <p>Activity 4.2: Crossing the bridge - both ways Print Worksheet - Activity 4.2 Crossing the bridge</p> <p>Activity 4.3: Writing Helmette's story</p> <p>Activity 4.4: Sharing our new expertise with the world</p>
Extension activity (20 mins)	<p>Extension activity 4.5: Secret agents for good (asking for help)</p> <p>See Appendix B.</p>

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 reflect and understand key points we have learnt.	KWL chart	Critical and creative thinking English Personal and social capability
To understand Helmette's journey from fun to risky gaming.	Activity 4.1: Helmette's journey - what next? Activity 4.2: Crossing the bridge - both ways Activity 4.3: Writing Helmette's story	English Ethical capability Personal and social capability Health and physical education
To share our new experiences and ideas with the world.	Activity 4.4: Sharing our new expertise with the world	Drama English Visual arts
To explore strategies for change and self-care - how to return across the bridge from risky to fun gaming.	Extension activity 4.5: Secret agents for good (asking for help)	Critical and creative thinking English Health and physical education

Lesson 1: Starters (30 mins)

<p>1 Intro to the program (5 mins)</p>	<p>SAY</p> <p>In this lesson we will:</p> <ul style="list-style-type: none"> • reflect on Helmette’s journey so far • brainstorm what could happen next to bring Helmette back across the bridge from risky to fun online gaming • create our own end to Helmette’s story • develop strategies and actions for looking after ourselves and our friends should we find ourselves in Helmette’s situation • think deeply about the issues Helmette faces and how we might respond to these challenges. <p>We will:</p> <ul style="list-style-type: none"> • watch and discuss videos • engage in writing and drama activities.
<p>2 Pre-assessment (15 mins)</p>	<p>DISTRIBUTE</p> <p>Add any notes in the KWL chart.</p>
<p>3 Key words chart (5 mins)</p>	<p>EXPLAIN</p> <p>When students have finished with their KWL charts, add to the key words chart.</p>
<p>4 Watch Videos 1-3 (10 mins)</p> 	<p>INTRODUCE</p> <p>As we watch all three videos, we will reflect on Helmette’s journey and think about:</p> <ul style="list-style-type: none"> • Helmette’s choices and actions during the journey from fun to risky online gaming • what might happen next to bring Helmette back across the bridge to fun gaming • strategies for change and self-care – how to return across the bridge from risky to fun gaming <p>PLAY Videos 1-3 from start to finish (captions can be turned on or off).</p> <p>Refer to Appendix A for the story summary.</p>

Lesson 1: Kinaesthetic learning activities (4 x 20 mins)

Activity 4.1 Helmette's journey - what next?

In this activity, students will re-watch all three videos and reflect on all of Helmette's choices and actions so far. Students will brainstorm what they could do to help bring Helmette back across the bridge to fun gaming.

This activity will allow students to explore strategies for change, self-care, and ways to help others.

Duration: 20 mins

Resources:

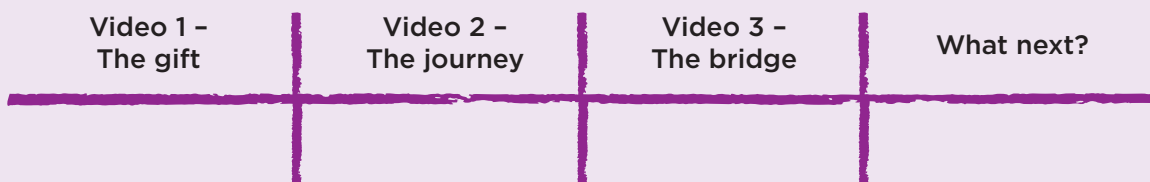
- whiteboard or large sheet of paper and markers
- sticky notes.

Activity instructions:

PLAY all three videos in order and identify the key points where playing The Bridge game went from being fun to risky.

DRAW a horizontal line the full width of the whiteboard or on a large piece of paper.

Split this line into four sections with the following headings:



ASK students to re-trace Helmette's journey. Focus on points in the story where Helmette's choices and actions come with any consequences.

RECORD students' answers on sticky notes and attach them to the timeline, ensuring they can be moved around as needed. Once students are happy that they have captured the key steps of Helmette's journey, begin the final section, What next?

ASK

- How could you help Helmette get back over the bridge to game in a fun way and not risk losing what they treasure?

Possible responses:

- help Helmette understand what is happening
- encourage Helmette to go outside to play real-life games
- remind Helmette to feed Astro and Samak
- check in with Helmette if they don't turn up for hockey
- ask if everything is ok, 'I've noticed you seem unhappy and isolated. Can I help?'

Encourage students to think of all Helmette's treasures and to devise at least one action or activity that Helmette could do in relation to each treasure.

For example:

- photo of parent – Helmette might apologise for being rude, and ask for support
- Astro the dog – Helmette might commit to walking Astro every day after school before playing a game
- friends – Helmette might set up a regular playdate with friends to play in the park after school.

Encourage students to think of other actions or activities that Helmette could do to avoid crossing the bridge.

For example:

- set a time limit for gaming sessions and stick to it
- go outside and play with Astro between game rounds
- listen to how their body feels when they are playing and stop if it feels bad in any way
- listen to their emotions and stop if they are feeling frustrated or anxious.
- ask friends and family for help.

NOTE:

Teachers can choose to do **Extension activity 4.5 – Secret agents for good** after Activity 4.1. See **Appendix B** for instructions. Otherwise, continue to brainstorm the following.

ASK

- What have you learnt that would help to explain Helmette's experiences while playing The Bridge?

Remind students of the eight tricks explored in Module 2 that keep Helmette playing:

1. Bright colours
2. Bells and whistles
3. Chasing wins
4. Near misses
5. Grinding
6. Free to play
7. Random rewards
8. Variable timing.

Also consider how dopamine and adrenaline affect the way you feel when playing online games.

Activity 4.2 Crossing the bridge - both ways

This activity is to help students recognise the signs of, and develop strategies to, avoid crossing the bridge from fun to risky gaming.

SAY

In this activity, we will:

- create a map for change and develop strategies and actions for looking after ourselves and our friends
- affirm what we have learnt about fun and risky gaming
- devise a simple strategy for change by identifying the actions Helmette, or anyone, can take to cross back over the bridge from risky to fun gaming.

Duration: 20 mins

Resources:

- print a copy of **Worksheet – Activity 4.2 – Crossing the bridge** for each student (2 pages)
- TIP: Print worksheets on A3 paper or larger so there is room for students to write in the blank shapes.
- This activity can be done by individual students or in small teams to foster discussion.
- pens or pencils.

Activity instructions:

Give each student a copy of **Worksheet – Activity 4.2 – Crossing the bridge**.

Page 1 – Bridge template 1

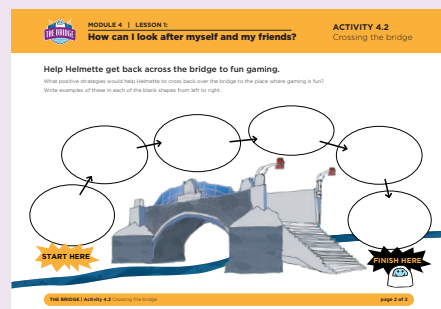
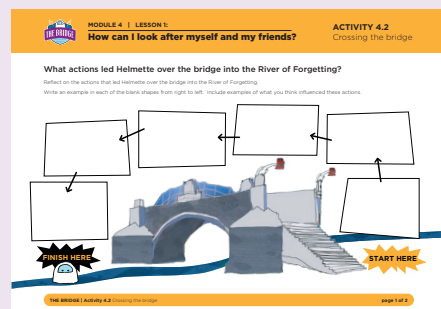
Ask students to reflect on the actions that led Helmette over the bridge into the River of Forgetting, and have them write an example in each of the blank shapes from right to left.

Include examples of what they think influenced these actions.

Page 2 – Bridge template 2

Students reflect on positive strategies that would help Helmette to cross back over the bridge to the place where gaming is fun.

Ask students to write examples of these in each of the blank shapes from left to right.



Activity 4.3 Writing Helmette's story

In this activity, students will write in their own words the story of Helmette's journey across the bridge and back again. Encourage students to include the concepts covered in the previous modules and their ideas for maintaining, or returning to, fun gaming.

Duration: 20 mins+

Resources:

- completed worksheets from **Activity 4.2 Crossing the Bridge - both ways**.

Activity instructions:

Using the completed worksheets from Activity 4.2 Crossing the bridge - both ways, write a story - individually or as a class - about Helmette's gaming journey.

Students can choose to write the story in either first or second person.

ASK

- Why do Helmette's experiences of, and feelings about, life and online gaming change?

ASK students to illustrate as many of the following ways in which online games can affect and influence us.

Examples:

- the eight tricks used in online games to keep you playing and/or move from fun to risky gaming
 - » Bright colours
 - » Grinding
 - » Bells and whistles
 - » Free to play
 - » Chasing wins
 - » Random rewards
 - » Near misses
 - » Variable timing
- how dopamine and adrenaline can affect how we feel when playing online games
- the temptation of loot boxes
- how games are designed to learn, and respond to, the way you play.

ASK how Helmette can get back across the bridge to return to friends, family and all the things they treasure. What does Helmette do? How do friends and family help?

REFLECTION

ASK students to read their stories to the group.

- Have we captured everything we know?
- Have any new ideas or ways to help Helmette come up in the process of writing the story?
- What has been changed?

Activity 4.4 Sharing our new expertise with the world

In this activity, students will share what they have learnt with their friends and the wider school community.

The aim is to raise awareness and understanding of:

- the joys and risks of video games
- how to avoid crossing the bridge from fun to risky gaming
- ways they can get back across the bridge from risky to fun gaming.

Students are encouraged to become school ambassadors for fun gaming by leading discussions with other students and sharing the knowledge and insights they have developed while participating in The Bridge.

Duration: various

Resources: various

Activity instructions:

Option 1 - Create a poster

Students create a poster highlighting the benefits and risks of gaming and the key messages from participating in The Bridge. These might be displayed around the school or shown at an assembly with the three videos.

Option 2 - Presentation

Students create a presentation explaining the benefits and risks of gaming and deliver it at a school assembly to share what they have learnt with the wider school community.

The presentation will include the three videos and the final story written by students in Activity 4.3 Writing Helmette's story.

The presentation should cover:

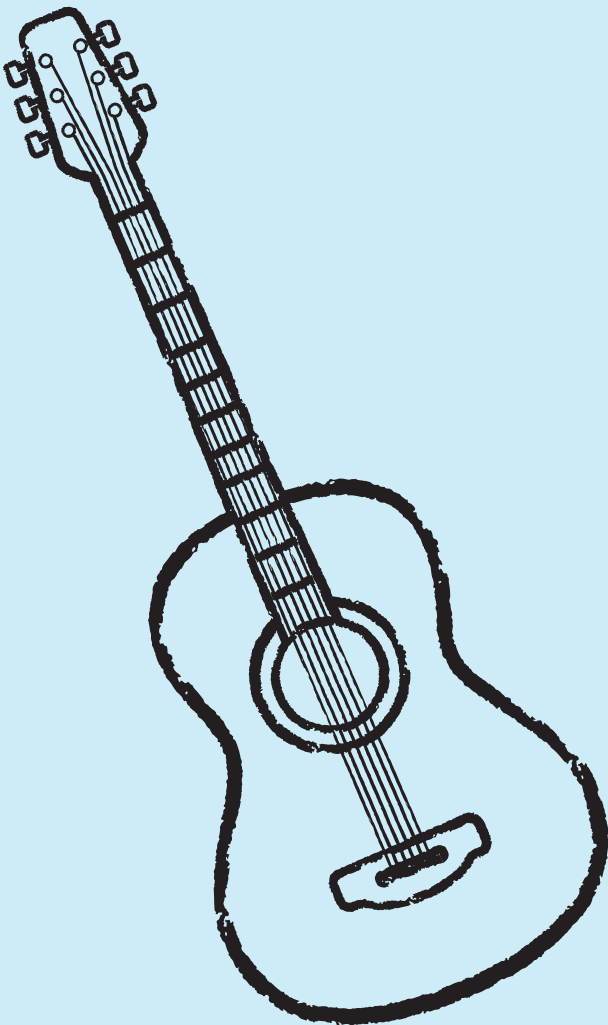
- how Helmette crosses the bridge from fun to risky gaming, and what's lost along the way
- what Helmette does to cross back over the bridge to fun gaming.

Be as creative as you wish. Students can tell a story, perform a short play or rap, use puppets, or sing a song. There are no limits!

Option 3 - Display artworks from the art activities

Students act as gallery guides, explaining to the school community what the artworks represent and what they have learnt throughout The Bridge.

Appendixes



Appendix A: Story summary (all videos)

NOTE:

There is no accompanying video for Module 4.

Students have followed the animated story of Helmette – online and in real life – while playing the online game called The Bridge. The story involves Helmette crossing the bridge to experience the difference between fun, joyful gaming and risky gaming.

In Video 3, Helmette’s personal story becomes mixed up with the story of the avatar, Helmet Head. The avatar goes over the bridge and nearly reaches the Mountain of Gold, only to tumble into the river and get washed away.

Helmette throws all their treasures – roller skates, guitar, books, a family photo – into a loot box, hoping to win something that will save Helmet Head from drowning in the river and ending the game.

Helmette then looks around the bedroom and wonders why all their treasured belongings have disappeared.

The treasures were ignored, thrown out the window or smashed, losing meaning and importance as Helmette became more and more immersed in the game. Eventually the online game became everything to Helmette – the only thing that mattered.

The last thing we see is Helmet Head sinking to the bottom of the river.

Appendix B: Extension activity

Activity 4.5 Secret agents for good (asking for help)

For many children and young people, asking adults for help can be difficult.

In this activity, students explore creative ways to let people know they need help, particularly at times when they can't find the words to verbalise their need. Students will build on their understanding of different ways of communicating.

Students can participate in this activity in the classroom and then take it home. By taking the idea of secret communications home to share with an adult, students may discover alternative ways to receive the support they need to keep their gaming fun.

Duration: 20 mins

Resources: various

Activity instructions:

Place students into groups of three or four.

Ask each group to brainstorm the different ways there are to communicate, for example: talking, messaging, letters, notes, clues, code words, actions, sign language.

Within the groups, ask students to choose three messages they might like to communicate to adults that are sometimes difficult to express verbally. For example:

- I'm confused and need help with something
- I'm feeling sad - I need a hug
- I need to be left alone for a while
- I'm worried about something.

Each group then decides on a secret code for each of the three messages they would like to communicate.

Examples:

MESSAGE	SECRET CODE
I'm feeling confused and need help with something.	I will leave a piece of paper with a question mark on it on the table.
I'm feeling sad - I need a hug.	I will tuck a tissue or a hanky in the collar of my shirt so you can see it.
I need to be left alone for a while.	I will make a sign to hang on my bedroom door.

Students write down their messages and secret codes on a sheet of paper to take home.

Secret agents at home**EXPLAIN**

Take your activity sheet home to share with your adult and, together, create a secret system for communicating messages to each other. This could involve leaving little cards around the house, changing the direction a flower vase faces, or leaving a special item on the kitchen table.

These secret codes will signify that one of you needs help, and may become a fun way of keeping the channels of communication open.

Appendix C: 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.

Drama curriculum

CODE	STRAND	CONTENT DESCRIPTION
VCADR030	Drama practices	Develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action.
VCADRP031	Present and perform	Perform devised and scripted drama that develops narrative and uses performance styles and design elements to engage an audience.

English curriculum (Year 5)

CODE	MODE	CONTENT DESCRIPTION
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.
VCELT328	Writing	Literature: Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced.
VCELY329		Literacy: Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience.

English curriculum (Year 6)

CODE	MODE	CONTENT DESCRIPTION
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.
VCELT356 VCELY358	Writing	Literature: Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways. Literacy: Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and 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

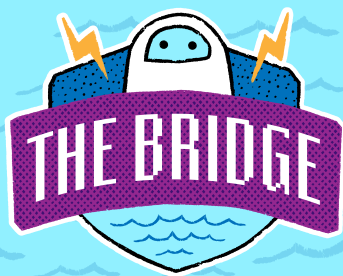
CODE	STRAND	CONTENT DESCRIPTION
VCPCSE025	Self-awareness and management	Explore the links between their emotions and their behaviour.
VCPCSO033	Social awareness and management	Describe the various causes of conflict and evaluate possible strategies to address conflict.

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.
VCAVAPO31	Present and perform	Create and display artwork considering how ideas can be expressed to an audience.

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.



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