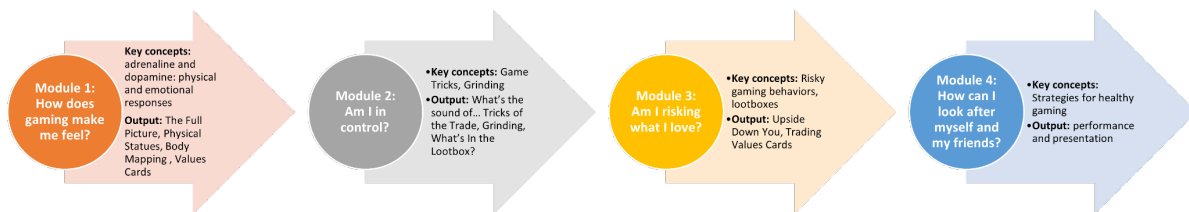


The Bridge




The Bridge is a unique, creative program designed to encourage young people’s exploration of both the joys and risks of online gaming. It uses animations, kinaesthetic learning activities and engaging discussions to raise awareness of the addictive nature of gaming and its links to gambling; and supports students to develop self-care strategies to build protection from gaming and future gambling harm.

This online suite of age appropriate and curriculum-aligned resources is designed for use by teachers, parents and community educators with upper primary and early secondary-aged children.

Program Overview



Program Components

		
Video	Discussions	Kinaesthetic Learning Activities
3-5 min	15-30 min	30-60 min

The Bridge

(How Does Gaming Make Me Feel?)

This module explores some of the ways games make us feel. They can be fun – exciting, challenging, engaging. They can also make us feel anxious and irritable.

Why does this happen?

DURATION:

Each lesson is 1.5 - 2 hours long.

Module 1: Learning activities summary

	Lesson 1	Lesson 2	Lesson 3
Starters	1. Introduction to program 2. Pre-assessment (RAN chart) 3. Key word chart 4. Watch video (story summary)		
Discussion themes	<u>Theme 1.1</u> Games and Play <u>Theme 1.2</u> Treasure	<u>Theme 1.3</u> Getting Drawn Into the Game	<u>Theme 1.4</u> Emotional Responses <u>Theme 1.5</u> Can You Have Too Much Fun?
Essential Kinaesthetic Learning Activities	<u>Activity 1.1</u> Personal Values Cards (art) <i>What do I value? What is important to me?</i>	<u>Activity 1.2</u> The Full Picture (art/drama) <i>What are the differences and similarities between me and an Avatar?</i>	<u>Activity 1.4</u> Emotional Statues (drama game) <i>How do our bodies express emotions? Can we change our emotions by changing our bodies?</i> <u>Activity 1.5</u> Body Mapping (art) <i>Identifying the impacts of Dopamine, Adrenaline and game playing on our minds and bodies.</i>
Extension Kinaesthetic Learning Activities	<u>Activity 1.0</u> What Do You Treasure? (video/visualisation) <i>Getting in touch with what I value</i>	<u>Activity 1.3</u> Create Your Own Avatar (art) <i>Who would I like to be if I had superpowers?</i>	

Notes:

- Words highlighted in green can be found in glossary.
- Activities highlighted in blue have accompanying visuals that can be used in class for reference.
- Story summary is found in Appendix.

Module 1

Learning intentions

(1) To acknowledge that playing games can be fun!

(2) To understand the emotional landscape of games:

- the kinds of uncomfortable emotions we can have in real life that may mean we want to 'disappear' into playing games – anger or frustration, arguments at home, loneliness, uncertainty etc.
- our physical and emotional responses to game playing
- exciting and uncomfortable emotions we can experience
- What is **Adrenalin and Dopamine?** Where do we feel these in our body and how do they impact us?

Success criteria

- Acknowledged that playing games can be fun
- Understood the the kinds of uncomfortable emotions we can have in real life that may mean we want to 'disappear' into playing games – anger or frustration, arguments at home, loneliness, uncertainty etc.
- Identified physical and emotional responses to game playing
- Recognised the exciting and uncomfortable emotions that game play can provoke
- Understood what *adrenalin* and *dopamine* are and identified where they feel these in their bodies and how these impact them

Essential Questions

What is gaming?

What makes it fun and why?

What games do you love and why?

Key Concepts/Themes

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

Treasure refers to things or persons greatly valued or highly prized; or to treat something as precious.

Games and Play can be online or onground, can be played in groups, pairs, or individually.

Getting Drawn Into the Game means prolonged involvement in playing the game.

Adrenaline is a hormone that gets released at times of fear or stress, triggering the body's fight-flight-or-freeze response. (More in Lesson 3)

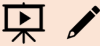


Dopamine is known as the feel-good neurotransmitter. The brain releases dopamine while we do enjoyable activities, contributing to feelings of pleasure and satisfaction as part of the mental reward system. (More in Lesson 3)

Lesson 1: Games and Play and Treasure

Overview

This lesson explores the games we love playing and why as well as the people and things we value.

Learning activities

<p style="text-align: center;">Starters and Activity Sheets (30 min)</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 1 Intro to program 2 Pre-assessment (RAN Chart) 3 Key Word chart (on butcher's paper) 4 Watch video 	<p style="text-align: center;">Discussion Themes (30 min)</p> <p style="text-align: center;"></p> <ol style="list-style-type: none"> 5 <u>Theme 1.1</u> Games and Play 6 <u>Theme 1.2</u> Treasure 	<p style="text-align: center;">Kinaesthetic Learning Activity (30 min +)</p> <p style="text-align: center;"></p> <p style="text-align: center;">Essential: Activity 1.1 Personal Values Cards (art)</p> <p style="text-align: center;">7</p> <p style="text-align: center;"><i>What do I value? What is important to me?</i></p>
		<p style="text-align: center;">Extension: Activity 1.0 What Do You Treasure? (video/visualisation)</p> <p style="text-align: center;">(8) <i>Getting in touch with what I value</i></p> <p style="text-align: center;"><i>(This activity is a great introduction to be done prior to the Values Cards activity.)</i></p>

Assessment Notes

The following Learning Intentions are tied with the themes / activities, which can be assessed following the suggested Victorian Curriculum domains listed in the Appendix:

Learning Intentions	Themes / Activities	Domains
To acknowledge that playing games can be fun!	Theme 1.1 Games and Play	English
NB: Will tie in with Module 3 Learning Intention: <i>To identify what you could lose if you cross the bridge and get too hooked into playing games which should not be assessed in the current module.</i>	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)	<p>Introduce the program:</p> <p><i>“The Bridge” is a creative program exploring the nature of gaming and our gaming behaviours. We will watch videos, discuss them, and engage in art activities. The lead characters in these videos are a child named Helmette and their virtual avatar Helmette Head who will take us on their gaming journey. Over the course of the program, we will explore the joys of gaming, what happens in our brains and bodies when we play, and how we can look after ourselves and others when we play online games.</i></p>
2	Pre-assessment (15 min)	<p>Ask students:</p> <ul style="list-style-type: none"> Which online games do you like playing? Why do you like playing them? <p>Students write on their RAN chart (Knowledge I Already Know) based on their knowledge and experience about gaming.</p> <p style="text-align: right;">Activity sheet: RAN chart</p>
3	Key Word Chart (5 min)	<p>Once students have finished with their RAN charts, create a Key Word Chart as a class which they will continually add to across the program.</p>
4	Watch video #1 (5 min)	<p>(Note: For teacher reference, please refer to Appendix A for the story summary.)</p> <ul style="list-style-type: none"> Introduce the video: <i>In this video we explore some of the ways games make us feel. They can be fun – exciting, challenging, engaging. They can also make us feel anxious and irritable. Why does this happen?</i> Play video #1 from start to finish. (3 min 32 sec). Please note that captions can be turned on or off. First take some time to reflect on the storyline in this video: <i>What happens in this story?</i> <i>What is Helmette’s journey?</i> <i>What is the Avatar, Helmette Head’s journey?</i>

Lesson 1 Discussion Themes (30 min)

Theme 1.1 Games and Play

Note: It is important throughout this program to ensure all students are involved – and can be experts about games – those who are already playing video or ‘online’ games, and those who prefer to play ‘onground’ games - without computers, consoles, phones or tablets. These might include board games, dolls, make believe and role plays, participatory games, Lego, cards, chasey games....

Write up two lists on the board of games the students like playing – list them under ‘online’ and ‘onground.’

- *What games do you love playing – online and onground?*

Then encourage students to think more broadly about ‘What is a game?’

- *Do we have to have fun for it to be a game?*
- *Does it need rules?*
- *Can a person play a game on their own?*
- *What are the essential elements to make something a game?*
- *Does it require skill or luck?*
- *What is the difference between games and sport?*

About computer games

- *If you play computer games – what do you like about them? What don’t you like?*
- *There are lots of kids who DON’T play computer games – can you think of some reasons why?*

Students who play computer games will have much to offer about what they like, including things like competition and winning, overcoming challenges, exploring new environments, connecting with friends, getting caught up in new worlds and more. You might want to put these responses on the board so you can refer back to them.

There may be many things students don’t like in computer games. It is good to list these on the board so students can see there are both good and not so good things about computer games.

There are lots of reasons some kids don’t play computer games - they may find them boring; have parents who don’t want them to play until they are older; there may be a cultural barrier; or lack of access to the right technology.

5

Make sure all answers are viewed as positive. If students choose to identify their own reasons this is great but make sure any cultural or lack of access reasons are identified as being very common.

Refer to the two lists of games on the board, and ask the students to compare them – how are these games similar and how are they different?

- *Are there similarities and differences between online and onground games?*

For instance – there are role playing games both online and onground; many games include competition, or solving a puzzle, or constructing environments (e.g. Minecraft and Lego).

Encourage students who do not play online games to see the similarities between the games they play and the online games – and to understand that they will have lots to contribute to this project and these discussions even if the story is about playing an online game.

Theme 1.2 Treasure

Video reference: 00.18

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

First explore the idea of treasure:

- *What is treasure?*

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

6

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

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

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

There is a hand drawn poster on the wall, a hockey stick, roller skates, books...and the computer. Each of these treasures are a symbol of things Helmette values.

REFLECTION:

- *What do you treasure?*

Note: Extension Activity 1.0 – What Do You Treasure (video/visualisation) is a great activity after this discussion. Please refer to Appendix C for details.

Ask your students to think about what they treasure - things or people or ways of being they wouldn't want to live without.

What are the first things they think of - their friends, pets, family, football, music?

Encourage them to think more broadly.

They may treasure objects given to them by special people, they may treasure those people, animals, trees, education, music, freedom. Ask them to share with the group or write these down.

Activity Instructions:

1. Ask students to write a list of 10 things they love or value.

Here are 10 ideas, but ask students to come up with their own:

- Pets (and other animals)
- Sport (in a team or by yourself)
- Friends (school friends, home friends, family friends, holiday friends)
- Family (born family and chosen family)
- Play time (gaming, onground games, by yourself games)
- Art or Music (listening to music, playing music, painting, drawing, making things)
- Food (favourite food, favourite food memory, any food you desire)
- Learning (reading books, school)
- The Environment (clean air)
- Me (health, happiness)

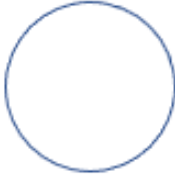
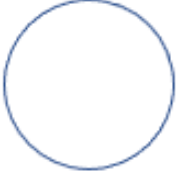
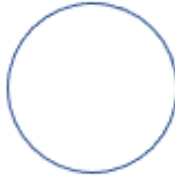
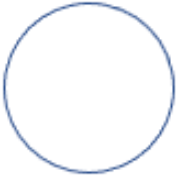
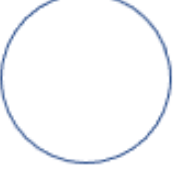
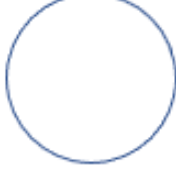
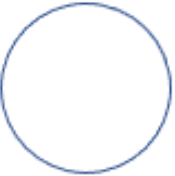
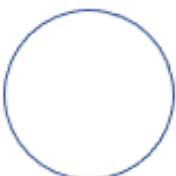
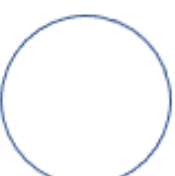
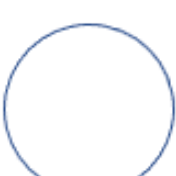
2. Ask students to write one value on the back of each card.

3. On the other side of the card, students design a symbol or drawing or text to represent something personal they treasure in each value.

E.g. Pets – I might draw my dog; Sport – I might draw my hockey stick

NB: Students' treasures and values will be returned to in Module 3.

Print this Personal Values Cards template for each student. Have them draw, write, colour, then cut afterwards.

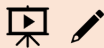
Lesson 2: Getting Drawn Into the Game

Overview

This lesson explores how computer games can entice us to play by offering numerous 'benefits'.

Learning activities

Starters and Activity Sheets (30 min)



- 1 Review past lesson themes and Helmette's journey so far.
- 2 Update notes in **(RAN Chart)**
- 3 Add to Key Word Chart (on butcher's paper)
- 4 Watch video again

Discussion Theme (30 min)



- 5 Theme 1.3
Getting Drawn Into
the Game

Kinaesthetic Learning Activity (30-60 min)



Essential: Activity 1.2 **The Full Picture** (art/drama)

- 6 *What are the differences and similarities between me and an Avatar?*

Extension: Activity 1.3 **Create Your Own Avatar** (art)

- (7) *Who would I like to be if I had superpowers?*

(This activity is a great introduction to be done prior to Body Mapping activity)

Assessment Notes

The following Learning Intentions are tied directly with the themes / activities, which can be assessed following the suggested Victorian Curriculum domains listed in the Appendix:

Learning Intentions	Themes / Activities	Domains
To understand the emotional landscape of games: <ul style="list-style-type: none"> - the kinds of uncomfortable emotions we can have in real life that may mean we want to 'disappear' into playing games – anger or frustration, arguments at home, loneliness, uncertainty etc. - our physical and emotional responses to game playing - exciting and uncomfortable emotions we can experience 	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
	Activity 1.3 Create Your Own Avatar	Visual Arts

Lesson 2 Starters

1	Review (15 min)	Review key themes in previous lesson and Helmette's journey so far.
2	RAN Chart (5 min)	Add any notes in the RAN chart. Activity sheet: RAN chart
3	Key Word Chart (5 min)	Once students have finished with their RAN charts, add to the Key Word Chart as a class chat to continually add to across the program.
4	Watch video #1 (5 min)	<ul style="list-style-type: none"> ● Play video #1 from start to finish. (3 min 32 sec) Please note that captions can be turned on or off. ● Stop at key points to take time and discuss the themes (see next section).

Lesson 2 Discussion Theme (30 min)

Getting Drawn Into the Game

Video reference: 00.00

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

Preface this discussion by acknowledging that this is not an unusual family scenario - in which there may be arguments at home. Ask your students:

Escaping uncomfortable emotions

- ***Why does Helmette slam the door?***

Helmette is feeling pressured to clean their room - to do something they don't want to.

Helmette *escapes* into the bedroom - slamming the door and shutting out the world.

- ***What do you think Helmette is feeling?***

They are possibly feeling a range of uncomfortable emotions and looking around for a game to play to escape into.

- ***Why might Helmette be feeling this way?***

5

This lays the foundation for the rest of the story in which Helmette escapes into the world of The Bridge.

Video reference: 01.10-02.49

The game begins. Helmette creates an Avatar.. lands in the river with friendly voices.. starts winning points.. opens a lootbox.. and wins a new skin.

Personal and Cultural Values

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

The game is promising fame, popularity, money and a mountain of gold.

These are cultural values - things our media tells young people to treasure.

- ***Might Helmette think these are important?***
- ***Are they important to you? Why? Why not?***

Are these what your students treasure? Is this what they have written on their values cards?

Becoming someone else.. going somewhere else

- **Does anyone know the word for the kind of character Helmette creates and becomes in the game?**

Helmette creates an **Avatar**. This is the character a player chooses to represent themselves in the computer game.

Helmette names the avatar 'Helmette Head'. In the world of multiplayer online games this is then how Helmette is identified and known.

- **Do you recognise the symbols floating in the river?**

The river is full of **coding symbols [ref: glossary]** – this is the digital language used to create computer games.

Friendship

- **Whose voices can you hear when Helmette Head is floating down the river? Why are they there? What is the feeling of the river?**

The voices are Helmette's online friends and other players who are also playing this game and are happy to 'see' Helmette Head is there. The river – and the game at this point - is gentle, friendly and inclusive.

Computer games can be a happy place for kids. Computer games are fun, and a place where they can connect and play with their friends. It is important to note the positive qualities of both the river and the game at this point in the story – as this will be thrown into contrast later in the later videos.

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

Helmette is winning - killing all the monsters and winning gold bars.

Lootboxes [ref: glossary]

- **What is the box with WIN on the side called in computer games?**

This box is called a **lootbox**.

- **How does a Lootbox work?**

A lootbox is like a lucky dip.

It is often presented to the player as a reward for an achievement but the player must generally pay to open it.

- **What is its purpose?**

Lootboxes add an element of interest and chance to the game.

- **What is loot?**

Lootboxes have unknown items inside, the financial value and value to the game of these items can vary widely and is unknown to the player before opening the box.

Lootboxes are often compared to gambling.

The definition of gambling is *Paying money for an uncertain outcome or Risking something of value when you don't know if you will win or lose.*

Lootboxes are a key way game developers make money from their games.

Skins/ref. glossary

- ***Why does Helmette Head suddenly get muscles and change colours?***

Helmette Head is rewarded with new 'skins' for killing all the creatures.

- ***What are skins?***

A 'skin' is an item that players can earn within a video game or they can purchase in the game's store.

- ***Do skins and items in lootboxes make you play the game better?***

Skins simply change the appearance of something in the game - a player's avatar or their 'weapon.' They don't change the gameplay and they don't make you a better player.

Lesson 1 Essential Kinaesthetic Learning Activity:

Activity 1.2 The Full Picture

Click here to view illustrated exemplar to project in the classroom.

Aim: This is a fun energetic interactive activity to reflect on the Human you and the Avatar you. The Hot Seat puts students in a position of quick thinking and can show some sub-conscious ideas about desirable traits in people and avatars.

Duration: 30 min x 2

Materials:

Helmette Head template (Please refer to the end of this lesson)

Printed A3 copy for each student

Scissors for each student

This activity is made up of 3 parts:

1. Art activity (Helmette Head)
2. Drama activity (Avatar Hot Seat)
3. Drama activity (Human Hot Seat)

Art Activity (Helmette Head)

1. Give each student A3 copy of Helmette template. Ask students to cut out the Helmette and the slit for the eyes.

2. Ask students to imagine an Avatar they would like to be. What would they be called? How would they describe themselves? For example:

My Avatar (username) is....

I am famous for...

Something I want for the future....

Things I love to eat...

What I love to do on weekends...

My family as...

My best character traits are...

My worst character traits...

Drama Activity (Avatar Hot Seat)

Place 3 chairs at the front of the classroom.

1. **Choose 3 students to sit in these Hot Seats.** Students hold up their Helmettes with either the blank side or the drawing side facing front - with only their eyes showing. They are now their avatar.

Ask the other students to ask questions of these avatars. (You might ask them to pretend they are journalists interviewing them for a magazine story)

2. **The class calls out questions to the Avatars. Encourage the class to be curious. Encourage the Avatars to answer quickly as it helps to stop them thinking too much.** (You could time limit them if desired). Example questions are:

- *What are you famous for?*
- *What do you want for the future?*
- *What do you eat for breakfast?*
- *What do you do on weekends?*
- *Tell us about your family?*
- *What is your best character trait? What is your worst character trait?*
- *How would you save the world?*

Encourage students to come up with their own questions. Record these questions for the next step.

3. **After their turn in the hot seat, ask students to record their answers in their workbooks.** These descriptions of their Avatar selves will be used in later activities.

Do as many rounds with sets of 3 students as you have time for.

Drama Activity (Human Hot Seat)

Use the same steps as Avatar Hot Seat above, only without the Helmette. The students are themselves. Each student has a turn of being in the hot seat (in groups of 3).

1. **The class calls out questions to the Humans.** The class want to know all about their character traits, their strengths and weaknesses. Use the same questions as Avatar Hot Seat. Again, this is a fun, fast activity. Keep the energy up!

2. **Ask students to record their answers in their workbooks.**

Discussion questions:

Ask students to reflect on the following:

- *What do you like about having an Avatar when you play online games? Does it make you feel more powerful, anonymous, creative...*
- *What are the differences and similarities between the Human you and the Avatar you?*
- *Are there things you wish were more similar?*
- *Would you like your Avatar to be more like you or vice versa?*

Note: Extension Activity 1.3 – Create Your Own Avatar (art) is a great activity after this discussion. Please refer to Appendix C for details.

REFLECTION

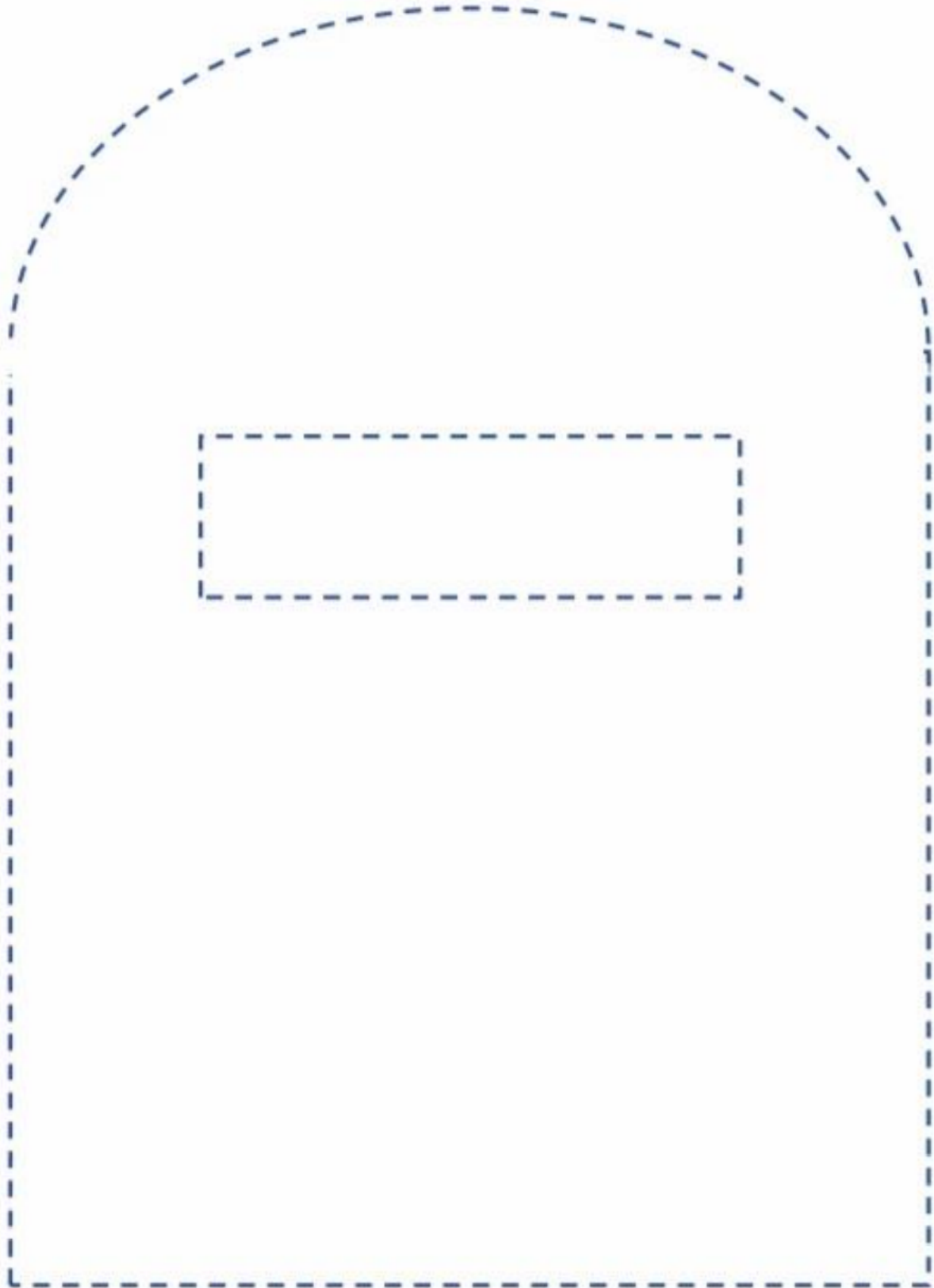
- *What do you like about lucky dips or lootboxes? What don't you like?*

Like a lucky dip, lootboxes can be exciting or disappointing.

Given it can cost real money to open the lootbox or to purchase a new 'skin' it is important for students to tease out why they might purchase them.

- *Does it make you feel good? If so – why?*
- *Does it raise your status within the game?*
- *Does it keep you playing because you keep hoping the next one will be better?*
- *Have you or someone you know ever been called a 'Default' or been bullied in a game for not having purchased new skins?*
- *Has this led to spending money to get a new skin?*

Print this Helmette Head template for each student on A3.

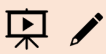




Lesson 3: Emotional Responses and Can You Have Too Much Fun?

Overview

In this lesson, students learn about the chemicals released in the brain and the body when we play games.

Learning activities

<p>Starters and Activity Sheets (30 min)</p>  <ol style="list-style-type: none"> 1 Review past lesson themes and Helmette's journey so far. 2 Update notes in (RAN Chart) 3 Add to Key Word Chart (on butcher's paper) 4 Watch video again 	<p>Discussion Themes (30 min)</p>  <ol style="list-style-type: none"> 5 <u>Theme 1.4</u> Emotional Responses 8 <u>Theme 1.5</u> Can You Have Too Much Fun? 	<p>Kinaesthetic Learning Activity (30-60 min)</p>  <p>Essential: <u>Activity 1.4</u> Emotional Statues (drama game)</p> <ol style="list-style-type: none"> 6 <i>How do our bodies express emotions? Can we change our emotions by changing our bodies?</i> <p>Essential: <u>Activity 1.5</u> Body Mapping (art)</p> <ol style="list-style-type: none"> 7 <i>Identifying the impacts of Dopamine, Adrenaline and game playing on our minds and bodies.</i>
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Assessment Notes

The following Learning Intentions are tied directly with the themes / activities, which can be assessed following the suggested Victorian Curriculum domains listed in the Appendix:

Learning Intentions	Themes / Activities	Domains
<p>To understand the emotional landscape of games:</p> <ul style="list-style-type: none"> - our physical and emotional responses to game playing - exciting and uncomfortable emotions we can experience 	<p><u>Activity 1.4</u> Emotional Statues</p>	<p>Drama English Personal and Social Capability Health and Physical Education</p>
	<p><u>Activity 1.5</u> Body Mapping</p>	<p>Visual Arts</p>

Lesson 3 Starters

1	Review (15 min)	Review key themes in previous lesson and Helmette's journey so far.
2	RAN Chart (5 min)	Add any notes in the RAN chart. Activity sheet: RAN chart
3	Key Word Chart (5 min)	Once students have finished with their RAN charts, add to the Key Word Chart as a class chat to continually add to across the program.
4	Watch video #1 (5 min)	<ul style="list-style-type: none"> • Play video #1 from start to finish. (3 min 32 sec) Please note that captions can be turned on or off. • Stop at key points to take time and discuss the themes (see next section).

Lesson 3 Discussion Themes:

5	<p>Theme 1.4 Emotional Responses</p> <p>Video reference: 02.50-03.05</p> <p>Helmette passes through a range of emotions while playing the game... lights flash in Helmette's head, chest and stomach.</p> <p>This scene is about the feelings of excitement, pleasure, anxiety and disappointment we can have when playing computer games – and the impact these feelings can have on us physically.</p> <ul style="list-style-type: none"> • Why are there lights flashing in Helmette's head and chest? <p>The lights represent the strong emotions Helmette is feeling, and where they are felt and impact the body. These emotions are triggered by the computer game and the dopamine and adrenaline released.</p> <ul style="list-style-type: none"> • What is dopamine? <p>The lights in Helmette's head reflect the impact of DOPAMINE (ref. glossary):</p> <p>Dopamine is known as the feel-good neurotransmitter—a chemical that ferries information between neurons in our brain. The brain releases dopamine when we eat food that we crave or while we do other enjoyable activities, contributing to feelings of pleasure and satisfaction as part of the mental reward system. Dopamine boosts our mood, motivation, attention and emotional responses. It also plays a role in how we move, what we eat, how we learn and even whether we become addicted to drugs or other pleasure-seeking habits.</p>
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Playing computer games can trigger the release of dopamine leading to feelings of happiness or wellbeing. There are other ways to boost dopamine naturally:

- Eat foods rich in tyrosine including cheese, meats, fish, dairy, soy, seeds, nuts, beans, lentils.
- Up magnesium intake with foods such as seeds, nuts, soy, beans, whole grains.
- Avoid processed foods, high-fats, sugar, caffeine.
- Get lots of sleep, as it fuels dopamine production.
- Exercise daily.
- Avoid stress and use mindfulness or breathing exercises.

~~Happiness Chemicals and How to Hack Them~~

- **What is adrenaline?**

The lights in Helmette's chest reflect the impact of **ADRENALINE** (ref. glossary):

Adrenaline is the fight-or-flight hormone.

The adrenal glands are small glands located on top of each kidney. They release the hormone Adrenaline at times of **fear or stress**, triggering the body's **fight-or-flight** response. This reaction causes air passages to dilate to provide the muscles with the oxygen they need to either fight danger or flee. Adrenaline also triggers the blood vessels to contract to re-direct blood toward major muscle groups, including the heart and lungs. The body's ability to feel pain decreases as a result of adrenaline, which is why people can continue running from or fighting danger even when injured. Adrenaline causes a noticeable increase in strength and performance, as well as heightened awareness, in stressful times. After the stress has subsided, adrenaline's effect can last for up to an hour. Adrenaline also causes a release of glucose, which would be used in a fight-or-flight response.

When playing immersive computer games players can experience a range of emotions including fear, stress, excitement and frustration. These responses all stimulate the release of adrenaline. But the fight or flight response has nowhere to go, and the extra energy produced by adrenaline has no use, leaving the player feeling restless and irritable. Excessively high levels of the hormone due to stress without real danger can cause insomnia, and a jittery, nervous feeling.

- **Why do Helmette's eyes go funny?**

The eyes go funny because Helmette is getting **hypnotised** by the game – by the flashing lights, colours, sounds and the feelings produced by the dopamine and adrenaline. When mesmerised we can lose our sense of self and be easily influenced by other people and experiences.

REFLECTION

- *What does winning feel like for you? 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 computer game, or you are playing hide and seek, and the person is getting nearer to your hidey hole?*
- *Where do you feel that in your body?*

Lesson 3 Essential Kinaesthetic Learning Activity 1.4 Emotional Statues

Aim: This activity explores physical shapes of the body, how they impact our emotional states, and what they tell us about emotional states – our own and others.’

Body position can influence our emotional states and vice versa. Building this awareness can give students a tool to help manage and shift their emotional states. This is a critical skill for self-moderating behaviour when gaming.

This activity also raises awareness of the differences between my personal physicality and that of my avatar or superhero and asks if I can adapt some of the positive avatar physicality into my onground life. This is a critical skill for closing the gap between how I see myself and how I want to see myself, and to help not ‘lose myself’ in gaming in search of another identity.

Exploring body shapes can also strengthen students’ body language communication skills. This is a critical skill for reading social messages and adapting my own behaviour to increase connection and belonging onground.



Duration: 45-60 mins total

This activity is made up of 3 interrelated activities:

1. Avatar Warmup
2. Body Language Statues
3. Moving Emotions Statues

Materials: none required

Space: open clear space

6	<p><u>Activity 1: Avatar Warmup</u></p> <p>Duration: 5 min plus discussion</p> <ol style="list-style-type: none"> 1. All stand up in a large circle. 2. Be at rest - stand solidly on the ground.  3. Shake out the body - shake the feet, knees, hips, shoulders, back, arms, hands, eyelids, face.  4. Breathe - close your eyes and breathe deeply – move your attention and your breath from your feet to your knees, hips, back, hands and head.
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5. **Notice your body** - how do you stand? Don't change anything, just notice. Are you standing on both feet or heavier on one foot? Is your head straight or on an angle? Are you doing anything with your hands? Be curious and kind



6. **Place your body in the position of how your Avatar stands.** Think about the Avatar you developed in Activity 1.1.



7. **How do your Avatar's Superpowers change the way you stand? Make this even bigger.**



8. **Now walk slowly around the room as your Avatar.** Take your Avatar self for a walk.

9. **Come back to the circle for a discussion.**

Discussion Questions:

- *Did you observe anything new about your body and how it is at rest? When walking?*
- *How did your shape change when you became your Avatar? Did this change the way you feel? If so – in what way?*
- *How can you use this discovery in your onground life, everyday?*
- *Now walk around the room with your Avatar energy in your own body shape.*
- *How does that feel different?*

You can use your Avatar energy anytime.

Activity 2: Body Language Statues

Duration: 20 min +

Activity Parameters:

Let's be Curious. Let's be Kind. Let's Notice.

Students work in groups of 3:

Student A is a statue. **Students B and C** are 'artists' creating body shapes of emotions with student A's body by moving one part at a time

For example: tapping A's foot, then gently pressing an arm, then a shoulder in the direction A should move.

Students do this without speaking.

Student A is like a puppet and must hold their body where it is placed by B and C.

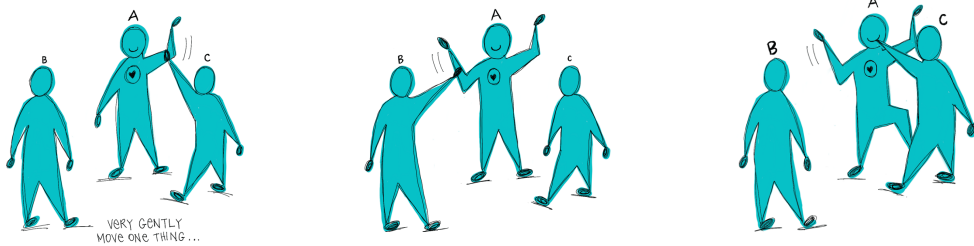
Encourage students to be specific, for example: Is the mouth open? The eyes?

*If touching is not allowed: students can speak or sign their directions. E.g.: "Move hand up. Stop. Turn hand upside down." etc. or Students point to the hand and motion up or down etc.

Activity Instructions:

1. **Students form teams of 3 around a large circle - each student is A, B or C.**
2. **Artists B and C place Statue A in a physical shape of feeling Happy.** You have 20 seconds. Go!

Artists can only move your statue one part at a time. Be specific. Be gentle. What about their face?

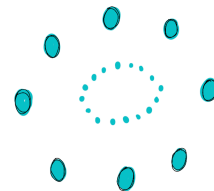


Statue – be like a puppet. Allow them to move your body. And hold the shape like you are made of marble. (When time is up call out) Freeze!



3. **Once time is up, ask artists to huddle in the middle of the circle and ask everyone to look at all of the statues.**

Ask them "What shapes tell us they are happy?"



4. **Team members can swap roles and play the game again and again with new emotional states.** At the end of each round, huddle, look at all the statues and ask "What shapes tell us they are...":

Sad
Excited
Playing an online game

Proud
Winning
Facing an Epic Challenge

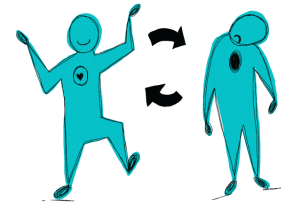
Scared
Losing

Activity 3: Moving Emotion Statues

Duration: 20 min +

Activity Instructions:

1. In the same teams – ask students to place their statues in the position 'Happy' (state 1)
2. Ask students to change their statue, one move at a time, from 'Happy' to 'Sad' (state 2) Be specific - which parts move when and where.
3. Ask Statues to retrace their steps back to the 'Happy' position.
4. Artists huddle in the middle of the circle to watch as the statues move slowly and smoothly from 'Happy' to 'Sad' and back to 'Happy'. Teacher calls out 'Statues go!'
5. Ask students: *What was similar? What was different?*
6. Team members can swap roles and play the game again and again with new emotional states 1 and 2. For example:
 - Calm – Angry
 - Worried – Excited
 - Bored – Amazed
 - Winning – Losing
 - Embarrassed – Proud
 - Playing boring game – facing epic challenge
7. At the end of each round, artists huddle and watch the statues moving between emotional states.
8. Ask students to come back and sit down in the circle for a discussion.



Discussion Questions:

- *Was anything surprising about the statues?*
- *Does anyone relate to the body shapes we just created?*
- *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 feel? Did you feel more positive when you moved from embarrassed to proud?*
- *Next time you are playing online or onground games and feel different emotions, take some time to notice the shape of your body and how this feels.*
- *What would happen if you choose to keep a body shape that makes you feel calm or happy while playing?*

Lesson 2 Essential Kinaesthetic Learning Activity:
Activity 1.5 Body Mapping

Click here to view illustrated exemplar to project in the classroom.

Aim: Students will create a visual body map representing what they feel – physically and emotionally - when playing games (and particularly online games). This visual body map will be a creative representation of what is inside their body. By using creative body mapping students will explore and understand the effects of dopamine and adrenaline release in their bodies.

Duration: 40 min

Materials:

Camera and printing paper

coloured textas

A4 Tracing paper

sticky tape

Activity Instructions:

1. **Ask students to strike their avatar signature pose.** Are they flying? Are they standing strong? Are they ready for battle?
2. **Photograph each student in their chosen avatar pose.**
3. **Print a copy of their photo for each student.**
4. **Each student then takes a piece of A4 tracing paper and lays it over their body template, attaching it at the top of the page.**
5. **Ask students to create a personal body map of themselves playing games** – by drawing on the tracing paper, over their body template, using colours, shapes, images and words that represent *how* they feel when gaming, and *where* they feel it in their bodies.
6. **At the end, display all the body maps together and take time for noticing and discussion.**

Discussion questions about the activity:

- *Are there any differences and similarities in these body maps?*
- *What are the common experiences?*
- *In the examples provided, we can see pins and needles, frozen legs, fast heartbeat and headaches are a common experience. Ask students to discuss their body maps, and how dopamine and adrenaline release are promoting some of these experiences and feelings.*

7

Discussion questions about Adrenaline and Dopamine

Discuss Adrenaline and Dopamine.

- If students were going to draw **dopamine**, what would the **'feel-good' effect** look like? What colours would they choose and why? Where do they feel things in their bodies when gaming?
- If students were going to draw **adrenaline**, what would the **'fight-or-flight' effect** look like? What colours would they choose and why? Where do they feel things in their bodies when gaming?
- What would the **'hypnotised' effect** look like? What colours would they choose and why? Where do they feel things in their bodies when gaming?
- What does your head feel like when you are very excited 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?

Ask students:

- What do they think Helmette is feeling in this part of the video?
- What do they think the flashing lights represent?
- What's going on in Helmette's brain right now?
- Why are the eyes moving like that?
- Why does Helmette keep returning to the game?



Adrenaline



Dopamine



Hypnotised

Theme 1.5 Can You Have Too Much Fun?

Video reference: 03:06 – end

Helmette's friend appears at the window and asks Helmette to come and play.

Helmette says "In a minute..." Astro jumps out the window instead.

7

- *Why won't Helmette go outside to play with friends?*
Helmette is so involved in the game that other things like friends and Astro are starting to feel less important and are becoming annoying.
- *Why does Astro the dog jump out the window?*
Helmette is ignoring Astro, so Astro seeks other friends to play with.
This is Helmette's **first emotional loss**.

Summary Questions:

Ask your students to precis what has happened in this video:

- *What journey has Helmette taken?*
- *What has changed?*
- *Where did Helmette begin, and where is Helmette by the end?*
- *How would they describe the emotional journey Helmette has taken?*
- *What emotions has Helmette felt through the story so far?*
- *What has prompted these emotions?*
- *What has Helmette gained and lost?*

Appendix A: Story Summary

The Bridge (video 1)

Off screen we hear the sound of kids fighting with each other and with their parent – “go and clean up your room!”

Helmette enters the bedroom and slams the door. They look around the bedroom, then start to play with the guitar, roller skates and hockey stick. Helmette looks at a photo of Uluru with their parent and says hello to Samak the goldfish.

Helmette sighs, despondent – “Some birthday” – then sees an envelope with “For you” on the front. Opening it, Helmette pulls out a card “Free pass to The Bridge”. It is a new game. Helmette shares this great news with Astro the dog, and with Samak.

The fish bubbles turn into bubbles at the start of the 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 - Helmette Head (HH) - to play the game. HH tumbles into a river of code and floats downstream. Other voices welcome Helmette Head 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. We see them at the computer with lights flashing around their head when they win (dopamine), and in their chest when they are anxious or facing a challenge (adrenaline). And their eyes going funny as they are 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: RAN sheet

Click here to project in the classroom.

Activity sheet: RAN chart

Name: _____

Term 1 - 2021

 **KIDS THRIVE - THE BRIDGE** 

WONDERINGS My thoughts/wonderings from our lessons	
NEW KNOWLEDGE What I have learnt...	
PRIOR KNOWLEDGE What I already know...	

Appendix C: Extension Activity 1.0

What Do You Treasure (video/visualisation)

Note: The Activity is an excellent introduction to [Lesson 1 Activity 1.1 Personal Values Cards](#). This activity offers the opportunity for students to reflect on what is important to them in their lives – what it is they treasure and wouldn't want to lose.

Aim: This is a short video in which Kids Thrive artist, Dan Goronszy leads the students on a creative visualisation, reflecting on something they personally treasure, and the emotions this treasure evokes for them.

Duration: 7 min

Materials:

Video

Pens, pencils and paper

Preparation

- Ensure students are sitting comfortably, not too close to anyone else.
- **Tell your students:** *“This activity is just for you personally. Please take your pencils and paper and find some space in the room, not too close to anyone else, and where you can see the video”.*

Watching the video

- Towards the end of the video, Dan asks **students to write or draw a representation of the feelings their treasure has evoked for them**. Students may choose to share this with the class or to not share it.

Activity Discussion

- There is no need for discussion after this activity, as its focus is for students to connect with their private ‘inside life’.

Note: Move straight into [Lesson 1 Activity 1.1 Personal Values Cards](#).

Appendix C: Extension Activity 1.3

Create Your Own Avatar (art)

Click here to view illustrated exemplar to project in the classroom.

Note: This activity is an excellent introduction to [Lesson 3 Activity 1.5 Body Mapping](#).

Aim: This is a fun and artistic way for students to experience the joys of gaming. They will have fun creating their own avatar and skins and explore characteristics that make them feel important, invincible, and strong.

Duration: 30 min +

Materials:

Printed photo of students (done prior to this activity)

Laminator – if available

Art materials: white paper, textas, coloured paper, textured/interesting paper such as aluminium foil, metallic paper, scissors, glue. found materials such as metallic paper, aluminium paper, textured paper, mesh, cardboard, pipe cleaners, fabric etc.

Activity Instructions:

1. **Ask students to take out their body template photo.**
2. **Ask students to think about what ‘skins’ they might like for their Avatar, and what they might look like.** What would they be made out of? Would they be certain colours and why? Where on their body would they wear them?
3. On coloured or blank paper, ask students to **design and draw their Avatar skins to fit their body template.**
4. **Ask students to cut out these skins and attach them to their body template with sticky tape, glue or blu tack.**
5. **You may choose to string up these avatars to decorate the classroom and create an avatar tribe.**

Discussion questions:

- *What superpowers would you want your Avatar to have?*
- *What superpowers do you already have?*
- *Why would you want those superpowers – in the game or in real life?*
- *Reflect on your username from [Lesson 2 Activity 1.2 The Full Picture](#). Does this name have significance? How can you incorporate that significance into your avatar skin design? How does your skin design reflect the Avatar you?*

Appendix D: 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
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
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