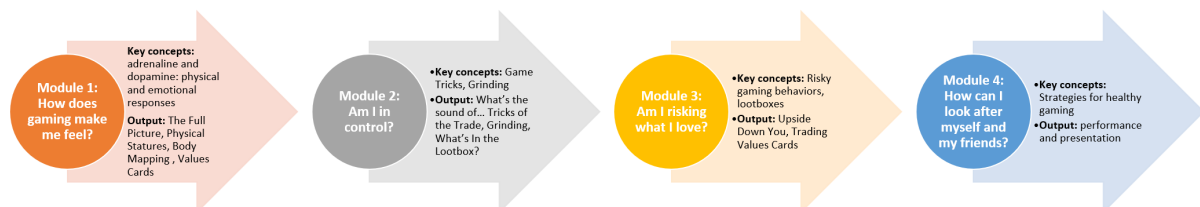


The Bridge




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

(Am I Risking What I Love?)

This module explores some of the behaviours and environments that can encourage players to cross the bridge from having fun playing games to risky or unhealthy gaming behaviours. We also explore some of the consequences of these risky gaming behaviours.

DURATION:

Each lesson is 1.5 - 2 hours long.

Module 3: Learning activities summary

	Lesson 1	Lesson 2
Starters	<ol style="list-style-type: none"> 1. Review of previous themes 2. Pre-assessment (RAN chart) 3. Key word chart 4. Watch video (story summary) 	
Discussion themes	<p>Theme 3.1 Gaming Risks</p> <ul style="list-style-type: none"> - <i>Losing Money</i> - <i>Not Knowing How to Stop</i> - <i>Bullying</i> - <i>Getting Hacked</i> - <i>Blurring the Line Between the Game and Life</i> 	<p>Theme 3.1 Gaming Risks</p> <ul style="list-style-type: none"> - <i>Losing Yourself and Your Treasures</i> <p>Theme 3.2 What is Risk?</p> <p>Theme 3.3 Healthy Gaming and Risky Gaming</p>
Essential Kinaesthetic Learning Activities	<p>Activity 3.1 Upside Down You (art)</p> <p><i>Exploring how emotions can turn upside down in a short time</i></p>	<p>Activity 3.2 Trading Values Cards (creative game)</p> <p><i>Students trade selected values cards in exchange for the opportunity to pull out prizes from the Lootbox</i></p>

- 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 3

Learning intentions

- (1) To understand some of the risks of unhealthy gaming behaviours
- (2) To understand what environments and behaviours might lead you across the bridge from having fun playing games to risky gaming behaviours.
- (3) To identify what you could lose if you cross the bridge and get too hooked into playing games:
 - A hobby might turn into spending more money or time than you can afford.
 - Friendly social interaction may turn into bullying.
 - Losing control of your playing (getting hooked) may lead to losing friendships; and losing touch with the other things in your life that you treasure.
 - Spending too much time on the computer can lead to becoming isolated; not looking after yourself
 - Negative feelings such as frustration and anger prompted by the game action can lead to negative behaviours like aggression and fights with friends and family.

Success criteria

- Understood some of the risks of unhealthy gaming behaviours
- Understood what environments and behaviours might lead you across the bridge from having fun playing games to risky gaming behaviours
- Identified what you could lose if you cross the bridge and get too hooked into playing games

Essential Questions

How do you look and feel when things aren't going your way in gaming?

What is healthy gaming and what is risky gaming?

How do we notice change and interrupt it?

Key Concepts/Themes

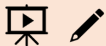


Risk is about the possibility of something bad happening.

Lesson 1: Gaming Risks

Overview

This lesson explores risks of unhealthy gaming behaviours.

Learning activities

<p>Starters and Activity Sheets (30 min)</p>  <ol style="list-style-type: none"> 1 Review past themes and Helmette's journey so far 2 (RAN Chart) 3 Key Word chart (on butcher's paper) 4 Watch video 	<p>Discussion Themes (30 min)</p>  <p>5</p> <p>Theme 3.1 Gaming Risks</p> <ul style="list-style-type: none"> - Losing Money - Not Knowing How to Stop - Bullying - Getting Hacked - Blurring the Line Between the Game and Life 	<p>Kinaesthetic Learning Activity (30 min +)</p>  <p>6</p> <p>Essential: Activity 3.1 Upside Down You (art)</p> <p><i>How quickly our emotions can turn upside down when we play games</i></p>
--	--	--

Assessment Notes

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

Learning Intentions	Themes / Activities	Domains
<p>To understand some of the risks of unhealthy gaming behaviours</p> <p>To identify what you could lose if you cross the bridge and get too hooked into playing games</p>	<p><u>Theme 3.1</u> Gaming Risks</p>	<p>Critical and Creative Thinking English Health and Physical Education</p>
<p>To understand what environments and behaviours might lead you across the bridge from having fun playing games to risky gaming behaviours.</p>	<p><u>Activity 3.1</u> Upside Down You</p>	<p>Visual Arts Personal and Social Capability Health and Physical Education</p>

Lesson 1 Starters (30 min)

1	Review (10 min)	Review key themes in previous lesson and Helmette's journey so far.
2	RAN chart (10 min)	<p>Students write on their RAN chart (Knowledge I Already Know) based on their knowledge and experience about gaming and what they have learned from the previous module.</p> <p style="text-align: right;">Activity sheet: RAN chart</p>
3	Key Word Chart (5 min)	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.
4	Watch video #3 (5 min)	<p>(For teachers only: 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 behaviours and environments that can encourage players to cross the bridge from having fun playing games to risky or unhealthy gaming behaviours. We also explore some of the consequences of these risky gaming behaviours.</i> • Play video #3 from start to finish. (3 min 27 sec) Please note that captions can be turned on or off. • First take some time to reflect on the storyline in this video: <ul style="list-style-type: none"> ○ <i>What happens in this story?</i> ○ <i>How has the story changed since the previous video?</i> ○ <i>What is Helmette's journey?</i> ○ <i>What is the avatar, Helmette Head's journey?</i> • Stop at key points to take time and discuss the themes (see next section).

Lesson 1 Discussion Themes (30 min)

Gaming Risk 1: Losing Money**Video reference: 00.00**

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

In the last video Helmette's piggy bank ran out of money. Where might Helmette have got money to keep playing?

Do you think it is good that Helmette has found more money to put into the game?

What is the difference between buying things in a real shop and in a video game shop?

Does Helmette have a secret stash they have broken into? Has Helmette asked their parent for money?

Virtual Currency [ref: glossary] - In video games you have to buy imaginary in-game currency – this might be gold coins, or a 'digital currency' like V-bucks in the game Fortnite. You use your real money to buy the imaginary money, and then use the imaginary money to buy game items, build your social status, create an opponent advantage, or continue playing.

This in-game currency system has become the core business model for game companies, rather than the actual game itself. If a game has 1 million players who each spend only \$10 a year purchasing in-game currency, that is \$10 million a year being paid to the game company. A popular game like Fortnite may have over 45 million players. How much money would this be?

The other challenge with in-game currency and purchases – is that you never actually 'own' the items you purchase in the game. If and when that online game shuts down, you lose anything you have purchased – because virtual items don't actually exist! They are simply pieces of code. This is why they are called 'virtual' goods, because they do not physically exist, they are pieces of coded software made to look like physical items.

Game Risk 2: Not Knowing How to Stop**Video reference: 00.23**

Helmette Head confronts the monster on the bridge.

- *Why is Helmette / Helmette Head so determined to get across the bridge?*
- *Is it to get the gold...or is it because Helmette doesn't know how to stop?*

Game Risk 3: Bullying

Video reference: 00.40

Helmette shares the big win and their new title of 'Golden Hero' with other players

- *What happens in the game to show this is a big win?*
The game has flashing bright colours, music and sounds.
Helmette Head wins a brightly coloured skin and muscles.
- *What kind of responses does Helmette get?*
The other players are first celebratory, but then turn to bullying and put downs.

REFLECTION

- *Have you or someone you know ever been bullied online?*
- *Do you think people would behave the same way to your face? If not – why do you think this happens online?*

Cyberbullying [ref: glossary] - The anonymity of video games and avatars creates an environment which can lead to a lack of respect and poor behaviours. This is exacerbated by the game's competition. Onground games and sports usually have adjudicators or referees to keep players within the rules, but online there is little supervision, and some people use this anonymity to behave in ways they may not when face to face

Game Risk 4: Getting Hacked

Video reference: 00.50

Helmette Head crosses The Bridge and The Bridge blows up.

This is a BIG moment in the game – but what goes wrong?

As Helmette Head is crossing to the other side, Helmette is hacked by another player who blows up The Bridge – taking the bullying even further.

Getting Hacked [ref: glossary] - Engaging with people we don't know online can lead to a loss of privacy or confidentiality. Some players may pretend to be people they are not. Strangers might hack into your account or steal your data or identity. You can lose your privacy, or never know you have befriended an adult who is only pretending to be a kid. The average age of online gamers is 35. So, if you are playing a popular game, it is possible not all players are your age.

Game Risk 5: Blurring the Line Between the Game and Life

Video reference: 01.02-2.58

Helmette Head is thrown into the river and everything spins out of control. The structure of the story changes in Video 3. The distinction between Helmette the child and Helmette Head the avatar disappears. Helmette's treasures are lost into the game, and Helmette's sense of self is controlled by the game.

In the river..

- *What changes once Helmette Head falls into the river?*

The river is now violent and full of bullying voices. Helmette Head can't get out.
The gold coins have become a danger not a reward.
- *Is the Lootbox helping Helmette Head to win?*

The Lootbox is a threat not a reward. It gobbles up Helmette's treasures and leaves Helmette Head to sink to the bottom of the river.
- *What does Helmette / Helmette Head throw into the Lootbox and why?*

All Helmette's treasures are in the river. Helmette Head throws them in the Lootbox.

In the bedroom..

- *Why does Helmette throw their precious roller skates out the window... then smash the fishbowl?*

Helmette is being called a loser for having roller skates.
Helmette is angry and frustrated.
- *How has Helmette's attitude and behaviour changed?*

Helmette -

 - has stopped feeding the fish.
 - takes out their uncomfortable feelings by smashing the fishbowl, which will kill the fish.
 - is rude to their father.
 - is despondent and feels bad.
 - has stopped caring about the things they loved.
 - has lost all their treasures.
- *What has changed about Helmette's room?*

Helmette's room is empty of all the treasures.

Lesson 1 Kinaesthetic Learning Activity:

Activity 3.1 The Upside Down You (art)

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

How quickly things can get out of control

Aim:

To make an upside-down collage of yourself. A simple and effective way to explore how emotions can turn upside down in a short time.

Duration: 30 minutes +

Materials:

Each student will need 2 x A4 copies of their head shot. If possible, use an existing school photo.
Scissors and glue.

Activity Instructions:

1. Each student cuts out the eyes, nose and mouth from their own head shot copy.
2. Using glue, students stick these features back on their face but upside down on the second head shot.
3. While students are having fun creating their 'Upside Down You', discuss how strange their picture now appears. By turning things upside down they take on a whole new feeling and meaning.

6

Activity Discussion:

- *How do you look and feel when things aren't going your way in gaming?*
- *Do your emotions change quickly?*
- *Discuss some of the uncomfortable emotions that that can come up quickly when playing video games. Why?*

Lesson Conclusion:

- *In what ways does Helmette's world cross over with the world of the game?*
- *What do you think this is telling us?*

Until now there have been two distinct 'worlds' – the bedroom where Helmette plays the game; and inside the game where Helmette Head fights the monsters to find the Bridge and the mountain of gold.

Now Helmette's real life is mixed up inside the game and everything has fallen into the dangerous river. Helmette is confused between the 'real' world and the world of the game.

Many young people will **bring game reality into their real world [ref: Blurring Realities in glossary]** - using gaming language and references in their play. But sometimes it gets risky. Kids might hit each other, pretending to be characters in a game without realising they are actually hurting someone. Other gamers play interactive environment games where they create characters and become immersed in sharing or building a fantasy world with other people, sometimes finding this alternative reality more appealing than their ordinary lives, as it offers experiences, opportunities, and a feeling of power not available in their real life.

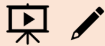
Lesson 2: Gaming Risks

Overview

This lesson explores risks of unhealthy gaming behaviours.

Learning activities

Starters and Activity Sheets (30 min)



- 1 Review past themes and Helmette's journey so far
- 2 **(RAN Chart)**
- 3 Key Word chart (on butcher's paper)
- 4 Watch video

Discussion Themes (30 min)



- | | |
|---|--|
| 5 | Theme 3.1
Gaming Risks
- <i>Losing Yourself and Your Treasures</i> |
| 6 | Theme 3.2
What is Risk? |
| 7 | Theme 3.3
Healthy Gaming and Risky Gaming |

Kinaesthetic Learning Activity (30 min +)



Essential: Activity 3.2

8 Trading Values Cards (creative game)

What might I give away to win? What might I be losing?

Assessment Notes

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

Learning Intentions	Themes / Activities	Domains
To understand some of the risks of unhealthy gaming behaviours To identify what you could lose if you cross the bridge and get too hooked into playing games	Theme 3.1 Gaming Risks	Critical and Creative Thinking English
	Theme 3.2 What is Risk?	English Ethical Capability
	Activity 3.2 Trading Values Cards	
To understand what environments and behaviours might lead you across the bridge from having fun playing games to risky gaming behaviours.	Theme 3.3 Healthy Gaming and Risky Gaming	Ethical Capability Health and Physical Education

Lesson 2 Starters (30 min)

1	Review (10 min)	Review key themes in previous lesson and Helmette's journey so far.
2	RAN chart (10 min)	Students write on their RAN chart (Knowledge I Already Know) based on their knowledge and experience about gaming and what they have learned from the previous module. Activity sheet: RAN chart
3	Key Word Chart (5 min)	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.
4	Watch video #3 (5 min)	<p>(For teachers only: Please refer to Appendix A for the story summary.)</p> <ul style="list-style-type: none"> • First take some time to reflect on the storyline in this video: <i>What happens in this story?</i> <i>How has the story changed since the previous video?</i> <i>What is Helmette's journey?</i> <i>What is the avatar, Helmette Head's journey?</i> • Play video #3 from start to finish. (3 min 27 sec) Please note that captions can be turned on or off. • Stop at certain times to take time and discuss the themes (see next section).
5		<p>Gaming Risk 6: Losing Yourself and Your Treasures</p> <p>Video reference: end</p> <p>Helmette's head is on the desk – screen lights up 'Goal not reached. 1000 coins to continue.'</p> <ul style="list-style-type: none"> • <i>How has Helmette changed by this point in the story?</i> Helmette: <ul style="list-style-type: none"> ○ Has lost touch with the things they care about and lost their treasures to the game – both physically and metaphorically. ○ 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 their friends to go away. ○ Is left with nothing but the computer and the game.

- *Why did Helmette throw all the treasured things into the Lootbox? What was Helmette hoping for?*

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?*

Helmette is perhaps feeling quite lost.

- *What do you think Helmette has lost?*

Helmette has lost 'all they treasure' – Astro is injured; Samak the fish is dead; their friends have gone away; Helmette's family are arguing. Helmette has lost interest in music, reading, hockey and roller skating. Helmette has possibly lost self-respect, confidence, happiness.

Using games to escape things in your life that make you unhappy or uncomfortable can lead to playing for too long, ignoring your other needs (food, water, exercise), responsibilities (homework, pets, household activities, sports teams), relationships (family, friends), and losing your sense of self.

Who am I if I am not my Avatar?

REFLECTION

- Ask your students to return to their collection of treasures and consider why each of them is considered a treasure.
- What does each mean to them?
- Is there anything else precious they might want to add to their list of treasures at this time?

Lesson 2 Essential Kinaesthetic Learning Activity: Activity 3.2 Trading Values Cards (creative game)

Aim:

This game offers students an opportunity to understand the risks of Lootboxes, behaviours that can lead to these risks, and to reflect on what they could lose. Students trade selected values cards in exchange for the opportunity to pull out prizes from the Lootbox.

Lootboxes are designed to keep players hooked in a game by offering the chance of a prize worth significantly more than might be paid to open the lootbox. Why do we want to keep trying to get the prize? This activity reveals how video game designers control the outcome of the game – not the player.

Duration: 15 mins +

Materials:

Class Lootbox with prizes inside

Students Values Cards created in Module 1

NOTE – Before beginning this activity, and without the class seeing, the teacher takes out the majority of the winning prizes, leaving a lot of losing prizes in the Lootbox, and only a small number of winning prizes.

It is MOST important that students are unaware of this, and believe the box contains an equal number of winning and losing prizes.

The Game

1. **Students stand or sit in a circle.** The Lootbox is placed on a chair in the centre of the circle.



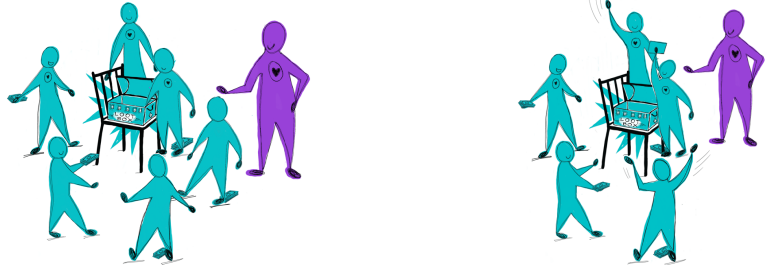
8

2. **Teacher tells students:**
'There are lots of prizes in this Lootbox. In order to win one you have to trade one of your Values cards, and tell the group what this would mean to you in real life if you no longer had or experienced what you have written or drawn on your card. For example, you may trade your ART Values Card. You have to give me that card and tell the group: 'To get this prize I give up my ART card. This means I won't be allowed to paint anymore.'



3. The student pulls a prize out of the Lootbox.

Student reads the prize to the class. If it is a winning prize the rest of the class cheers. If it is a losing prize, the class boos and the student has to step out of the circle.



4. Continue to play until every student has had at least one chance to trade a Values Card for a prize. Students can choose to trade more than once but must remain in outer circle until they get a winning prize.

Activity Discussion

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

- *Was this a fair game?*
- *What did you notice about the prizes?*
- *Were the majority winning prizes or losing prizes?*
- *How did it feel when there were so many losing prizes?*
- *Was there a point when you started to wonder?*
- *Or did you want to keep playing because you thought there were more and more winning prizes left in the Lootbox?*

At this point the teacher can choose to reveal that they ‘manipulated’ the prize pool.

- *Did you have an even chance or any control over what you pulled out of the Lootbox?*
- *Do you have an even chance or any control over what you pull out of real Lootboxes?*

Ask students to look at their Values Cards and ask:

- *What were you prepared to give away to be in the game?*
- *How did it feel choosing a value to give away - and to think about what that would mean in real life?*
- *Did anyone regret trading in their card?*
- *How might you be risking what you love in order to keep playing online games?*

What is Risk?

- *What is risk?*
- *Are there positive risk and negative risks?*

Risk is about the **possibility of something bad happening**.

But there is a difference between positive and potentially dangerous risks.

Discuss some examples – standing on the very 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. Can your students come up with more examples of positive and negative risks?

Looking back at Helmette's story so far – ask students to identify risks associated with playing video games. Write these on the board.

- Getting too involved
- Losing money and time
- Bullying
- Getting hacked
- Losing yourself
- Conflict with others
- Losing control of your playing – getting addicted to the game
- Pushing away other people and things you love
- Losing your friends
- Becoming isolated
- Not looking after yourself or your pets - forgetting to eat or drink or clean up mess
- Negative feelings – frustration, aggression, anger
- Poor behaviours coming from the negative feelings – aggression, fighting, yelling, being rude to people

Please refer to The Bridge graphic in Appendix C.

Healthy Gaming and Risky Gaming

Playing games is fun – that’s why we do it – right? But like Helmette, we can all find ourselves in deeper than we expected.

Games can make you feel happy and excited, they can also make you feel anxious, frustrated and angry. Sometimes there are things going on in life that make playing games feel like a better place to be. There are also tricks built into games that can keep you playing for longer than you intended or doing things you wouldn’t usually do – like spending money.

Games are clever, creative, interesting and exciting – and we can learn and experience great things when we play video games. But there is a difference between healthy gaming behaviour and risky gaming behaviour. Let’s think of as many as we can:

7

How would you describe the differences between healthy gaming and risky gaming?

- *How long you play for?*
- *How much money you spend?*
- *What will you give up to play the game?*
- *The balance in your life between gaming and doing other activities?*
- *The impacts of gaming on your friendships and family relationships?*
- *Being able to control your feelings when playing?*
- *Being able to limit the time you spend online?*

Ask students in small groups to develop two lists – Healthy gaming and Risky gaming – and to list behaviours and other elements that might go into each list.

REVIEW

Take some time to look back over the full journey of the three videos:

- *Where did Helmette begin, and where is Helmette at the end?*
- *How would you describe or draw the emotional journey Helmette has taken?*

Appendix A: Story Summary

The Bridge (video 3)

The sound of coins going into the computer.

Helmette Head appears with super jet boots and takes off – hoping to cross the bridge by air power. But Helmette Head is whacked to the ground by the monster – and tumbles down the stairs.

Determined to get across the bridge Helmette Head climbs the stairs again ‘I’ll show you!’

The monster spews green goo all over the Avatar who tumbles to the bottom of the stairs. Helmette Head sees the Mountain of Gold on the other side of the bridge and sees \$\$ coins floating before its eyes. The Avatar finds a lever at the bottom of the Bridge and pulls it. The monster melts away. Helmette 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.

Helmette Head runs back up the bridge stairs ‘I’ll show them!’ But as Helmette Head crosses the bridge another voice online says, ‘I’ll show you!’ and the bridge explodes, throwing Helmette Head into the river. ‘And I’ll blow up your next bridge too,’ the voice laughs. Helmette Head is swept along in the water to the sound of more bullying voices, ‘What kind of loser uses roller skates anyway.’

Back in the bedroom, Helmette is not in a good way. They toss their beloved roller skates out the window – then sees Samak the fish is hungry. ‘It’s not my fault you’re hungry,’ Helmette grumbles. ‘You ate all your food – you dumb fish!’ And Helmette picks up the fishbowl and smashes it on the floor.

The water from the fishbowl turns into the river where Helmette Head is struggling to stay afloat. ‘How do I get out of here!?’ We hear a voice ‘Gimme gimme gimme’ and the Lootbox floats in. ‘Gimme all your treasure.’ Helmette’s picture of their parent at Uluru floats past and Helmette Head throws it in the Lootbox hoping for something to save them. The Lootbox spits out a knife and fork which chase Helmette Head through the water A pair of roller skates floats past. Helmette Head grabs them and throws them into the Lootbox.

Their parent appears at Helmette’s window holding up the roller skates: ‘What are these doing out here?’ Helmette is at the desk with head in hands, ‘Roller skates are for losers.’

Back in the river Helmette Head throws all Helmette’s books in the Lootbox – which spits out gold coins. Helmette Head catches, excited to win gold, but is dragged underwater by the weight and has to let them drop to the bottom of the river. Finally, Helmette Head throws Helmette’s guitar into the Lootbox, which slams shut and drifts away. Helmette Head sinks slowly to the bottom of the river.

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: RAN sheet

Click here to project in the classroom.

Activity sheet: RAN chart

Name: _____

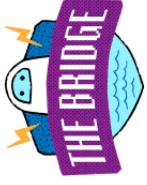
Term 1 - 2021

 **KIDS THRIVE - THE BRIDGE** 

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

Appendix C: Bridge Template 1

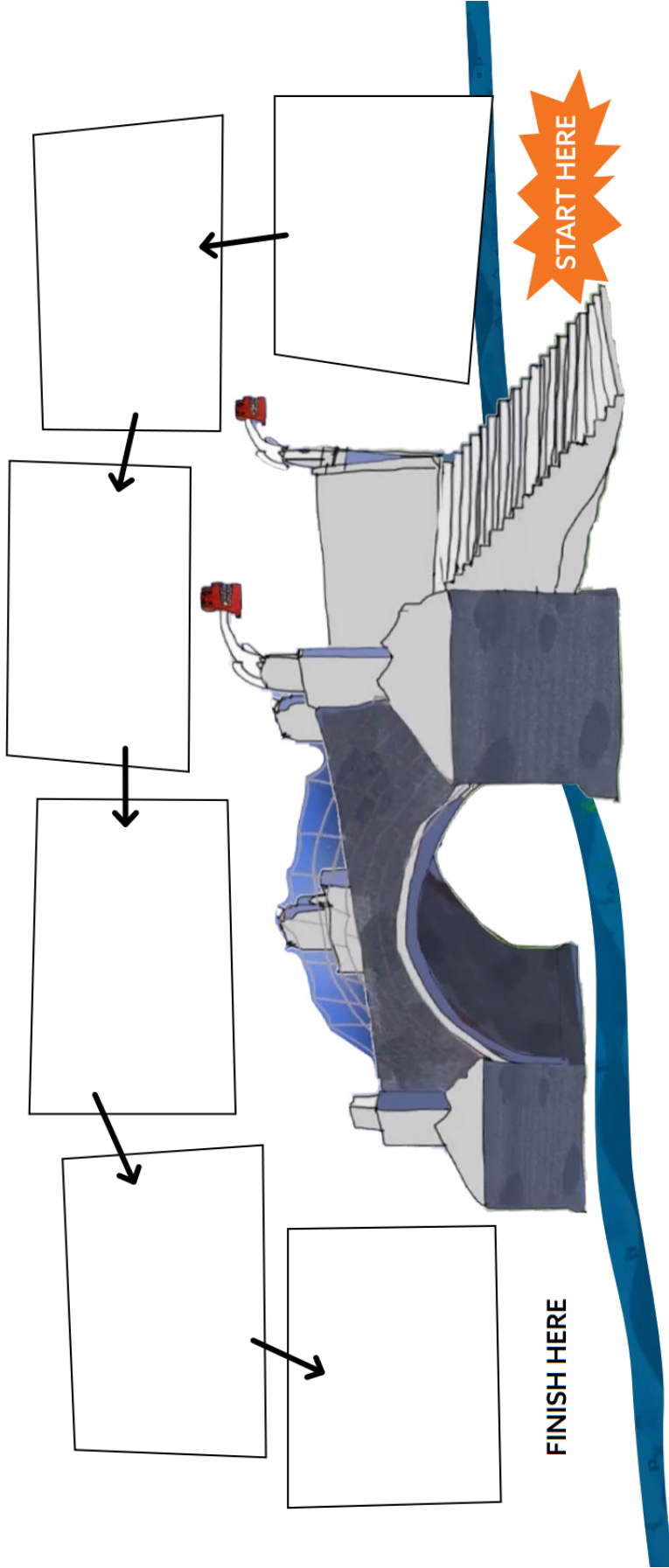
1 What unhealthy behaviours led Helmette over The Bridge into The River of Forgetting?



A Kids Thrive Program

In the squares below, list all the unhealthy behaviours you noticed in Helmette in the videos.

Remember to include examples and what you think caused Helmette to behave in this way.



Appendix D: 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	Level 5 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	Level 6 Test 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