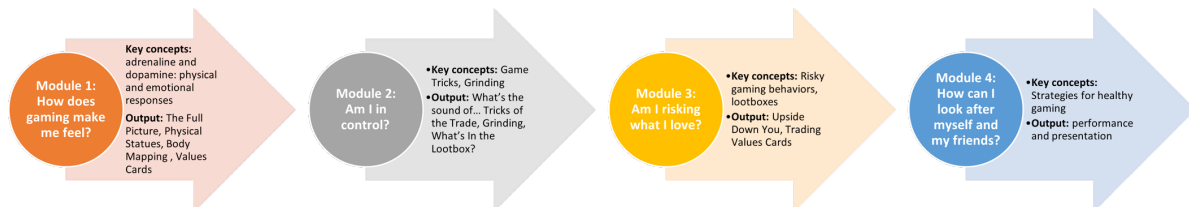


The Bridge




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

The Bridge

(How can I look after Myself and My Friends?)

This module takes a different approach, inviting students to decide what happens next in Helmette's story.

Does Helmette Head get back over The Bridge? Does Helmette find their way back to a happy place where the game is no longer controlling their life?

DURATION:

Each lesson is 1.5 - 2 hours long.

Module 4 Overview

This lesson allows children to reflect on Helmette' choices, actions and journey and brainstorm what could happen next to bring Helmette back across the Bridge from risky gaming behaviours to healthy gaming, and to develop strategies and actions to look after themselves and their friends.

In Module 4 we ask students to create their own end to Helmette's story. How might they get Helmette Head back over the bridge, and how might they get Helmette back into the park with their friends, dog, and family, and reclaiming all their treasured things?

This gives students the opportunity to make their own choices on how to resolve Helmette's challenge – giving them the opportunity to think deeply about the issues Helmette faces, and how they might respond to these challenges themselves if they were confronted by this situation.

NB. The specific answers are not important – but we want students to engage meaningfully with this process, to grasp the idea that they do not have to be controlled by their emotions or the mechanisms of the game, and that they can develop strategies for change should they ever find themselves crossing over The Bridge.

Module 4: Learning activities summary

	Activities	Output
1	<p>Activity 4.1 Helmette’s Journey – What Next?</p> <p><i>Reflecting on Helmette’s choices, actions and journey. Brainstorming what could happen next to bring Helmette back across the Bridge to healthy gaming. (please refer to Appendix A for “The story so far...”)</i></p> <p>Activity 4.1.0 (Extension activity) Secret Agents for Good (asking for help)</p> <p><i>By taking the idea of secret communications home to share with an adult, students may discover alternative ways to receive support they need to keep their gaming happy and healthy.</i></p>	The Bridge timeline
2	<p>Activity 4.2 Crossing the Bridge – Both Ways</p> <p><i>Creating a map for change. Developing strategies and actions to look after myself and my friends</i></p>	Map for change
3	<p>Activity 4.3 Writing Helmette’s Story</p> <p><i>Students write a story they can share about the two journeys Helmette takes across the Bridge to risky, unhealthy gaming and then back again to fun, healthy gaming.</i></p>	Story
4	<p>Activity 4.4 Sharing Our New Expertise with the World</p> <p><i>Students develop a creative presentation to share what they have learnt with their friends and the school community.</i></p>	<p>Two options:</p> <p>Create a poster to be displayed at the school assembly, along with sharing the three videos, OR</p> <p>Do a creative presentation during school assembly, along with sharing the three videos</p>
5	<p>RAN chart (please refer to Appendix E)</p> <p><i>Note: This may be done before or after each lesson. Students write on their RAN chart (Knowledge I Already Know) based on their knowledge and experience about gaming and everything they have learnt from modules 1 to 3.</i></p>	Input in their RAN chart

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

Module 4

Learning intentions

- (1) To understand Helmette's journey from healthy to unhealthy gaming,
- (2) To explore strategies for change and self-care – how to return across the Bridge from risky, unhealthy gaming to fun, healthy gaming
- (3) To reflect and understand key points we have learnt
- (4) To share our New Experiences and Ideas with the World

Success criteria

- Understood Helmette's journey from healthy to unhealthy gaming,
- Explored strategies for change and self-care – how to return across the Bridge from risky, unhealthy gaming to fun, healthy 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 healthy gaming?

How can you make others understand what is at risk, how to avoid crossing the Bridge from healthy to unhealthy gaming, and how they can get back across the Bridge if they find themselves in trouble?

Key Concepts/Theme

Healthy gaming vs. unhealthy gaming

Strategies for changing unhealthy behaviours

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 Helmette's journey from healthy to unhealthy gaming	<p>Activity 4.1 Helmette's Journey – What Next?</p> <p>Activity 4.2 Crossing the Bridge – Both Ways</p> <p>Activity 4.3 Writing Helmette's Story</p>	English Ethical Capability Personal and Social Capability Health and Physical Education
To explore strategies for change and self-care – how to return across the Bridge from risky, unhealthy gaming to fun, healthy gaming	<p>Activity 4.1.0 Secret Agents for Good (asking for help)</p>	Critical and Creative Thinking English Health and Physical Education
To reflect and understand key points we have learnt	<p>RAN Chart</p>	Critical and Creative Thinking English Personal and Social Capability
To share our new experiences and ideas with the world	<p>Activity 4.4 Sharing Our New Expertise with the World</p>	Drama English Visual Arts

Lesson 1 Essential Activity

Activity 4.1 Helmette's Journey – What Next?

Reflecting on Helmette's choices, actions and journey – and brainstorming what might happen next to bring Helmette back across The Bridge to healthy gaming.

Aim:

To understand Helmette's journey from healthy to unhealthy gaming,

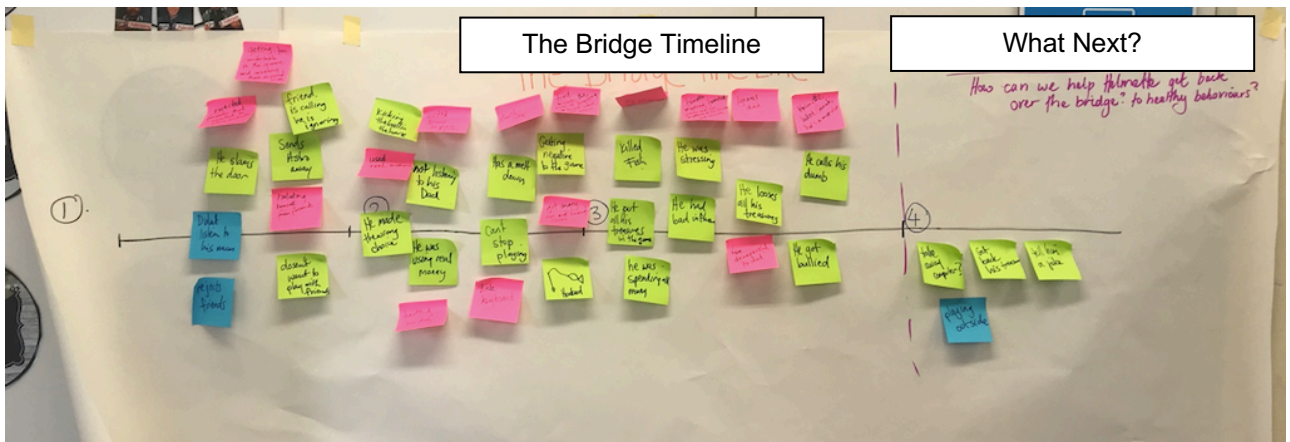
To explore strategies for change and self-care – how to return across the Bridge from risky, unhealthy gaming to fun, healthy gaming

Duration: 30 mins+

Materials:

whiteboard or large sheet of paper and pens

Sticky notes



Activity Instructions:

1

1. Watch the 3 videos and pinpoint the key turning points where playing The Bridge game was turning from fun to risk.
2. Draw the 'Bridge Timeline' on the whiteboard or on a large piece of paper.
Split this line into 4 sections and head them:
Video 1 – The Gift Video 2 – The Journey Video 3 – The Bridge What Next?
3. Ask students to re-trace Helmette's journey.

Begin by asking:

What happens in Video 1 – The Gift? 'What happens in Video 2 – The Journey' etc

Focus on story points, and also on changes in Helmette's gaming behaviours.

Record students' answers on sticky notes and attach these to the timeline – ensuring responses can be moved around as needed. Once students are happy they have captured the steps of Helmette's journey, turn to the final section 4.

4. Timeline Part 4 - What Next?

Ask students to brainstorm:

'How could you help Helmette get back over The Bridge to healthy gaming' – where they are having fun and enjoying the game and all the other things they treasure?'

For example:

1. Raise awareness – help Helmette understand what is happening.
2. Insist Helmette comes outside to play onground games
3. Remind Helmette to feed Astro and Samak
4. Check in with Helmette if they don't turn up for Hockey
5. Ask if everything is ok – 'I've noticed you seem unhappy and cut off. Can I help?'

'What actions could Helmette take to get back across The Bridge to healthy gaming – where they are having fun and enjoying the game and all the things they treasure?'

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:

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

Other ideas could include:

4. Set a time limit for gaming sessions and stick to it.
5. Jump up and down 10 times or go outside and play with Astro between game rounds.
6. Listen to how their body feels when they are playing and stop if it feels stiff or bad in any way.
7. Listen to their emotions and stop if they are feeling frustrated or anxious.
8. Ask friends and family for help

(Note: It's after this section that you could do Extension Activity 4.1.0 – Secret Agents for Good. Please refer to Appendix B for instructions. Otherwise, continue to brainstorm the following.)

'What knowledge can you share with Helmette to raise their awareness – of what has been happening to them?'

Think about:

- Bright Colours, Bells and Whistles - how these can control our behaviour - getting hypnotised
- Chasing the high, Dopamine and Adrenaline – how winning and losing at games affects our brain, and can get us hooked
- Grinding – how investing time and money keeps us playing
- Lootboxes – how rarely they reward us with the prize we want
- Near Misses, Random Rewards and Variable Timing – how these can also keep us hooked
- Free to Play – how easy it is to spend lots of money without noticing
- Who is really in control of the game – is it Helmette?

Are there any other ideas for change can we think of?

Record students' answers on sticky notes and attach to part 4 of timeline.

Lesson 1 Essential Activity
Activity 4.2 Crossing the Bridge – Both Ways

Creating a map for change and developing strategies and actions to look after myself and my friends

Aim:

To affirm what we have learnt about healthy and unhealthy gaming behaviours.

To devise a simple Strategy for Change – actions Helmette, or any child can take to cross back over The Bridge from unhealthy to healthy gaming behaviours - returning to fun, balanced gaming.

NB – the aim is NOT for students to stop playing games altogether.

The aim is for students to understand that they need to find a balance between playing games and all the other things they treasure - family, friends, pets, playing sports and music, reading, homework, playing onground games, being in the park or out in nature, eating good food. All these things make up a healthy, balanced, fun life.

Duration: 20 mins +

Materials:

Printed copies of **Bridge Template 1** and **Bridge Template 2** for each student **(Please refer to Appendix C.)**

Pens or pencils

2	<p>Activity Instructions:</p> <ol style="list-style-type: none"> 1. Give each student printed worksheets of The Bridge Template A and Template B. 2. Bridge Template 1 - asks students to reflect on Helmette’s unhealthy behaviours that contributed to crossing The Bridge and falling into the River of Forgetting – and write these in the squares <i>from right to left</i>. 3. Bridge Template 2 - asks students to reflect on positive strategies and healthy behaviours that can help Helmette cross back over The Bridge to the place where gaming is safe and fun – and write these in the circles <i>from left to right</i>.
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Lesson 2 Essential Activity

Activity 4.3 Writing Helmette's Story

Students write the two journeys across The Bridge and back again into a single story they can share.

Aim: This activity draws together all students have learnt, and their ideas for maintaining or returning to healthy gaming behaviours into a single story they can share.

Duration: 20 mins+

Materials:

Two Bridge Templates – filled in.

Activity Instructions:

Using your two Bridge Templates as a prompt, write a story – individually or as a class – about Helmette's gaming journey.

- What takes Helmette from winning to losing online and in life?
- What information can help Helmette understand why they got hooked?

Ask students to illustrate the following key points:

- Bright Colours, Bells and Whistles - how these can control our behaviour
 - Chasing the high, plus Dopamine and Adrenaline – how winning and losing at games affects our brain, and can get us hooked
 - Grinding – how investing time and money keeps us playing
 - Lootboxes – how rarely they reward us with the prize we want
 - Near Misses, Random Rewards and Variable Timing – how these can also keep us hooked
 - Free to Play – how easy it is to spend lots of money without noticing
 - Who is really in control of the game?
- How does Helmette get back across the Bridge to return to friends, family and all the things they treasure? How does Helmette change their own behaviours? How do friends and family help?

3

Discussion

Ask students to read their stories to the group.

- *Have we captured all we now know?*
- *Have any new ideas for change, or ways to help Helmette, come up in the process of writing the story?*

Students might try writing the story in both second person (Helmette's story) and in first person (I woke up one morning to find a new gift....) as a way of bringing the learning back to the personal – and acknowledging that this could happen to them or their friends.

Presentation

Activity 4.4 Sharing Our New Expertise with the World

Students develop a creative presentation to share at school assembly.

Students share the **3 Bridge videos** at school assembly – to open up a broader discussion with the school community about the joys and risks of video games. Your students can become school ambassadors for healthy gaming – leading discussions with other students and sharing the knowledge and insights they have developed while participating in The Bridge.

Aim:

To share what students have learnt with their friends and the school community at school assembly.

To help others understand:

- What is at risk,
- How to avoid crossing The Bridge from healthy to unhealthy gaming,
- Ways they can get back across the Bridge if they find themselves in trouble.

Duration: Varied

Materials: Varied

Teachers have two options for moving through Activity 4.4

4.4.a	For teachers with less capacity to engage in a creative project Ask your students to create a poster reflecting on the joys and risks of gaming - and their key learnings from participating in The Bridge. They can display these at the school assembly along with the three videos.
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For teachers with the capacity to engage students in further creative responses

Activity Instructions:

Choose a creative way to share with your school community all you have learnt about the joys and risks of gaming. You will present this at your school assembly.

Your presentation will include:

4.4.b

- 1. Show all 3 Bridge videos.**
- 2. Share your final STORY.**

How Helmette crosses the Bridge from healthy, fun gaming to unhealthy, risky gaming, and what they lose along the way. Then how Helmette changes their gaming behaviours to get back across the Bridge from risk to having fun again.

Be creative about how you do this – others will remember your story and your information if you do it creatively. You might tell a story, do a rap, perform a short play, use puppets, sing a song. There are no limits!

- 3. Present a display of your art works from the workshops.**
Students can act as gallery guides explaining to their school community what the art works represent and what you have learnt.

Appendix A: The story so far...

(Note: There is no accompanying video for this lesson.)

Students have been involved in the animated story of Helmette's challenges in playing The Bridge game – both online and in real life. Helmette has crossed The Bridge from joy to risk and unhealthy gaming behaviours.

In Module 3 Helmette's personal story becomes mixed up with the story of the avatar, Helmette Head. The avatar finds its way over the bridge and has nearly reached the mountain of gold when it tumbles into the river and gets washed away. Helmette throws all their treasures – roller skates, guitar, books, photo of parent - into the lootbox hoping to win something that will save Helmette Head from drowning in the river and ending the game.

Helmette looks around the bedroom and wonders why all their treasures have disappeared. All the things Helmette loves are no longer there. They lost meaning and importance as Helmette became more and more immersed in the game. These treasures were ignored, thrown out the window or smashed, as the computer game became everything to Helmette – the only thing that mattered.

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

Appendix B: Extension Activity

Activity 4.1.0 Secret Agents for Good (asking for help)

Background:

Communicating with our adults can sometimes be challenging. Asking for help can be hard, even when someone knows they need help – and it's the same for kids who get over-involved in gaming.

Establish this fun activity in the classroom, and then ask your students to take this activity home – establishing a secret code with their grownups and friends to seek support.

By taking the idea of secret communications home to share with an adult, students may discover alternative ways to receive support they need to keep their gaming happy and healthy.

Aim:

To offer students an opportunity to find creative ways to let people know they'd like help, particularly for times when they don't feel like they can find the words.

To build on students' understanding of the many ways we communicate.

Duration: 20 mins

Materials: various

Activity Instructions:

1. Place students into groups.

Ask each group to brainstorm: 'How many different ways are there to communicate?'

For example: talking, messaging, letters, notes, clues, code words, actions, sign language etc.

2. With their group, students choose 3 things they might like to communicate to friends, family or other adults, that are sometimes hard to express. For example:

- I'm confused and need help with something.
- I'm feeling sad - can I have a cuddle.
- Ask me about something exciting that happened at school today.
- I need to be left alone for a while.
- I am worried about something.

3. The group brainstorms secret codes they could use to communicate these feelings. For example:

*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, can I have a cuddle
I will tuck a tissue or a hanky in the collar of my shirt so you can see it*

*Ask me about something exciting that happened at school today
I will look at you with a very silly smile until you ask me*

*I need to be left alone for a while
I will make a sign to hang on my bedroom door*

*I am worried about something, and might like to talk about it
I will turn all the toys on my shelf around to face the wall*

4. Students create an activity sheet with these ideas.

Secret Agents at Home

Students: Take your activity sheet home to share with your adult. You can then create a secret system of communication with your adult for things you would like to communicate with them, and for things they might like to communicate with you - little cards left around the house, the direction a flower vase is facing, the curtains closed halfway during the day. Choose ones you can use to let each other know when either of you need help – with feelings you are having, with something you want to talk about, even an activity you'd like a hand with. This can be a fun way to keep the channels of communication open.

Appendix C: Bridge Template 1

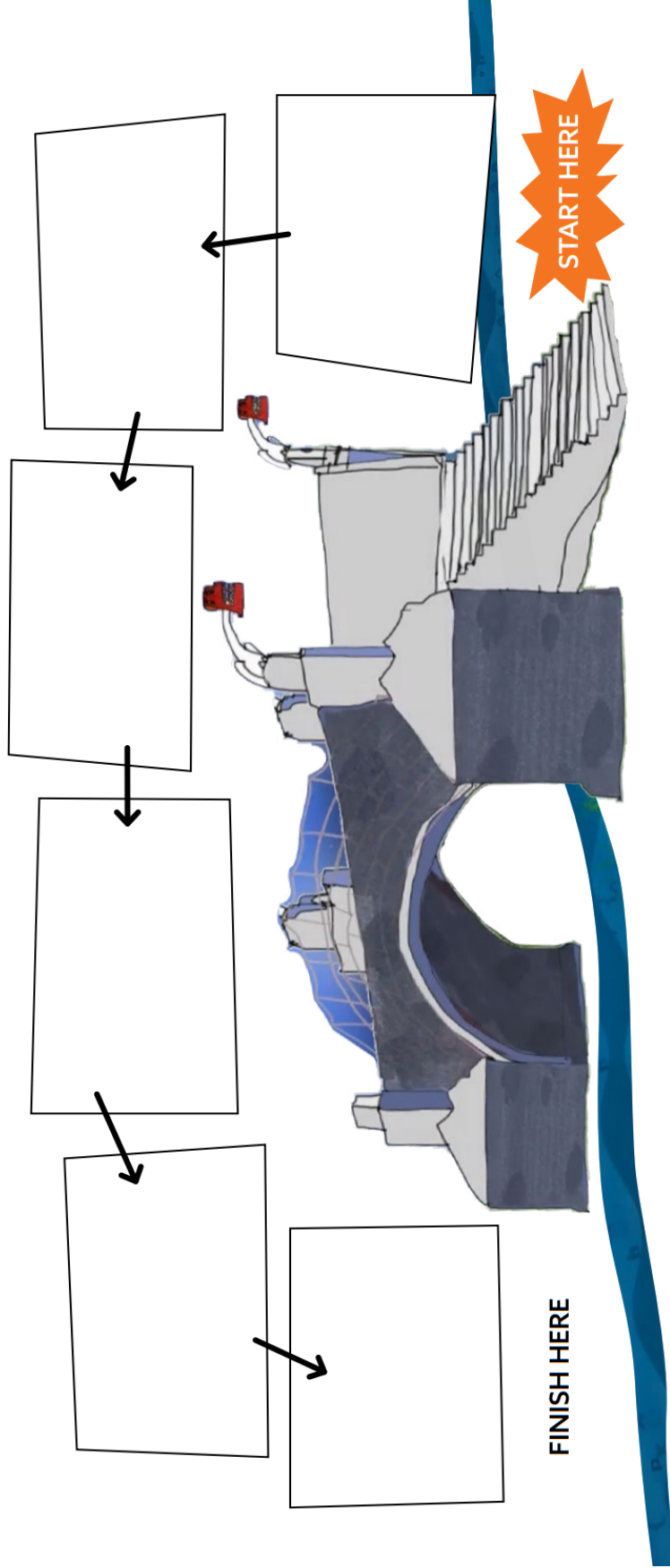


A Kids Thrive Program

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

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 C: Bridge Template 2

2 Help Helmette get back across The Bridge to healthy behaviour.

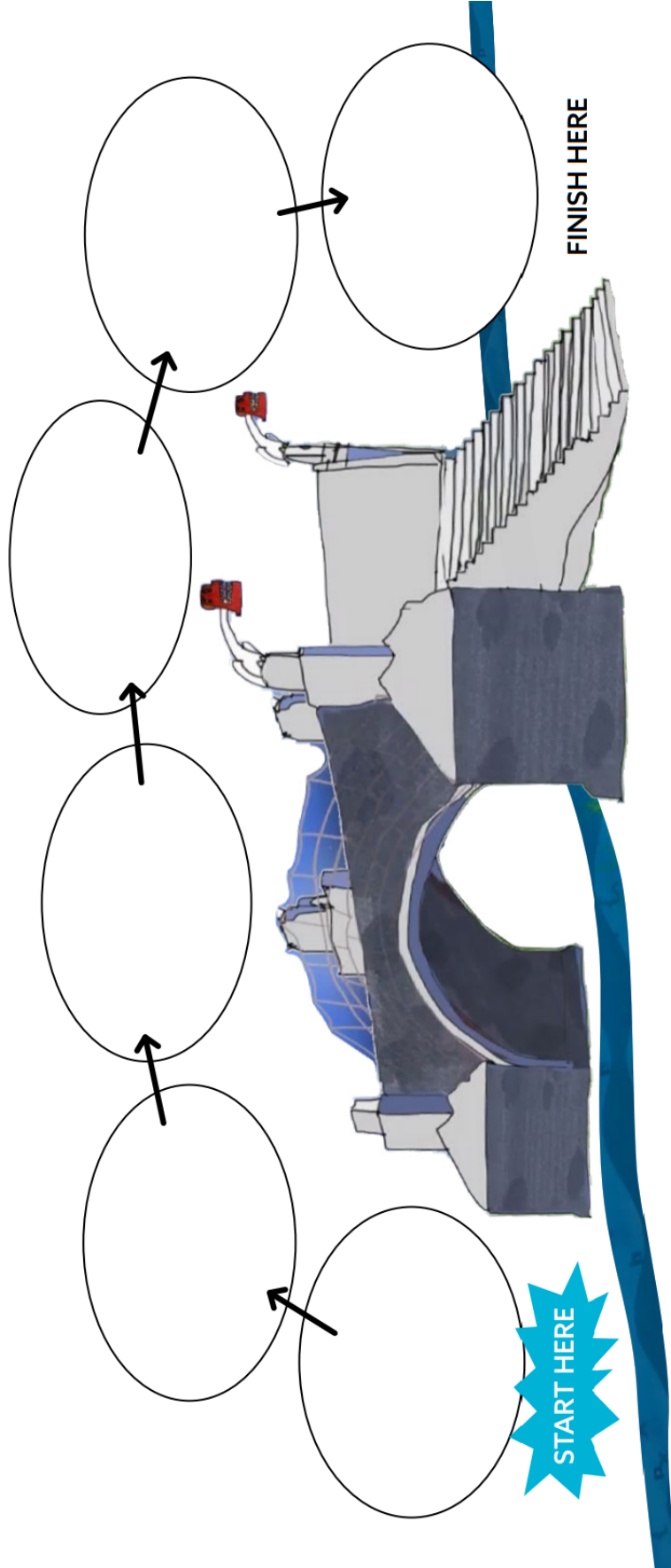


A Kids Thrive Program

In the circles below, come up with some ideas for Helmette to make change.

What positives steps could Helmette take to change unhealthy behaviour?

How can we get Helmette back into the park with friends, dog, family and all the other treasured things?




Appendix D: RAN sheet


Click here to project in the classroom.

Activity sheet: RAN chart

Term 1 - 2021



KIDS THRIVE - THE BRIDGE



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

Appendix E: 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
VCADRD030	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
VCELY358	Writing	Literature: Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways.
VCELY358		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
VCPSCSE025	Self Awareness and Management	Explore the links between their emotions and their behaviour
VCPSCSO033	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.
VCAVAP031	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