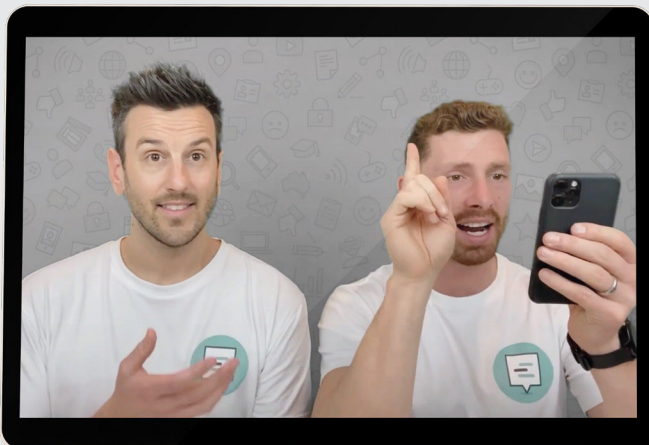


**CYBER SAFETY PROJECT**

# CURRICULUM SUBSCRIPTION

**5-6 LESSON SAMPLE**



**FIND OUT MORE**

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# Take Control To Level Up

STRENGTH

5-6

EVEN YEAR LESSON 12 TAKE CONTROL TO LEVEL UP

## LEARNING FOCUS

Gaming can be addictive. Did you know many online game companies recruit experts from the gambling industry to incorporate gambling elements and strategies into video games? This is known as 'gamblification' and increases participation, desirability and motivation to keep playing for extended periods of time. No wonder children become addicted to these games. What influence could these gambling-like elements have on children in their futures?

This activity asks students to consider their current gaming or other digital habits and challenges them to create and implement strategies to help them take control now and in the future.

## LEARNING AREA OUTCOMES MET



Health & Physical Education



Digital Technologies

## GENERAL CAPABILITY OUTCOMES MET



Critical & Creative Thinking



Digital Literacy



Personal & Social

## LEARNING INTENTION

We are learning to take control of our use of technology and gaming.

## SUCCESS CRITERIA

I can identify strategies to help me take control of my use of technology and video games.

I can rank these strategies from 'easiest to do' to 'most difficult to do' and implement them in my own life.

## ACTIVITY RESOURCES

- ✚ 'Take Control To Level Up' activity (1 copy per student)

## LESSON SEQUENCE

### TUNE THEM IN

Ask students to turn and talk, sharing with their partner some games they play that use technology. Ask, **what else do you like to do on your device for relaxation or entertainment?**

Facilitate a circle time discussion, using the following questions as prompts:

- How long do you spend each day using technology to play games?
- How long do you spend each week using technology to play games?
- What are some other activities, other than gaming that we could apply this to?
- Why do some people find it hard to take control?
- What strategies do you and your family have in place to stay in control of your gaming?

Record students' suggested strategies on the board to support students in the next part of the activity. Some suggested strategies include,

- Turn off notifications
- Limit your time spent gaming
- Have a 'screen free' day
- Do a different fun activity
- Set a 'bedtime' or curfew for your devices
- Delete the game or app
- Don't take your devices into the bedroom or bathroom
- Do some exercise
- Set up an app to turn your game off automatically after a set amount of time

### LET THEM LEARN

Students complete the 'Take Control To Level Up' activity.

First, students write six strategies for taking control of their gaming in the six blank spaces next to the scoreboard.

Next, students cut out their six strategies and paste these into the appropriate spaces on the scoreboard, ranking each strategy from 'easiest to do' to 'most difficult to do'.

Students can shade the trophy/achievement if they feel they have achieved this level of control with their digital use.

### TAKE THEM FURTHER (OPTIONAL)

Have students form small groups and discuss,

- Why are these strategies easy to do?
- Why are these strategies more difficult to do?
- Which strategy do you think would be most effective?

### ROUND IT OUT

Challenge students to implement at least one of these strategies in their digital lives starting today.

# Take Control To Level Up

## TAKING CONTROL STRATEGIES



Six dashed rectangular boxes for writing control strategies.

## TAKING CONTROL LEVELS



Six rows of boxes for taking control levels. Each row consists of a small square box on the left and a larger rectangular box on the right.

