Lower secondary study guide

#GameOn is a drama series developed by the Office of the eSafety Commissioner. The five-part series encourages students to use and enjoy online experiences while still keeping themselves safe. The series tracks the online behaviour of schoolmates Grace, Bianca, Claudia, Joel, Ryan, Dean and Ollie.

The series consists of five episodes. Each episode has a running time of 5–6 minutes.

#GameOn can be viewed online via the eSafety website.

Curriculum links

#GameOn is a valuable resource for teaching students in Years 7 and 8 about the responsible use of technology. The series allows students to discuss their online lives by examining the online lives of the #GameOn characters.

The #GameOn study guide for lower secondary students has been designed to build a range of skills and knowledge that will encourage positive online behaviours.

The #GameOn study guide for lower secondary aims to help students:

- understand the value of taking responsibility for themselves and their actions
- recognise the necessity of treating others with respect
- identify positive use of the internet and technology
- understand that online activities can have associated risks
- acknowledge the impact that online activities can have on their health and wellbeing
- recognise that personal information can be used to identify or locate them
- understand that personal information must only be shared with trusted people
- think critically about protecting themselves online
- assess the authenticity of websites
- identify and develop an awareness of the purpose of commercial content online
- develop strategies to deal with unwanted or inappropriate content or contact
- acknowledge the need to seek help from a trusted adult when setting up online accounts and profiles.

The #GameOn study guide for lower secondary students is applicable to the teaching of the Australian Curriculum Learning Areas:

- English
- Civics and Citizenship
- Health and Physical Education
- Technologies
- The Arts: Media Arts
- Critical and Creative Thinking
- Ethical Understanding
- Information and Communication Technology Capability
- Personal and Social Capability

English

In English, #GameOn can be used as an individual text or as part of a thematic unit. Working in the receptive modes, students can describe how events, settings and characters are depicted, and can also explain how written and visual language is used to create meaning. Working in the productive modes, students can connect events and characters presented in the series to their own experiences and, in turn, present their points of view on the ideas and issues explored in #GameOn and create their own texts.

Australian Curriculum - English Curriculum

Civics and Citizenship

In Civics and Citizenship, #GameOn can be used to develop students' appreciation and understanding of what it means to be an active and informed citizen. It allows students to reflect on their personal roles and actions and to consider how they can influence civic life. In addition, the situations portrayed in #GameOn promote discussions about respect and responsibility, and how these values shape the life of the individual and the groups to which they belong.

Australian Curriculum - Humanities and Social Sciences - Civics and Citizenship Curriculum

Health and Physical Education

In Health and Physical Education, #GameOn can be used to teach students how to enhance their own and others' health, safety and wellbeing. It allows students to identify healthy, safe and active choices, and to develop knowledge and skills that will strengthen their sense of self and enable them to build and manage satisfying relationships.

Australian Curriculum - Health and Physical Education Curriculum

Technologies: Digital Technologies

In Technologies: Digital Technologies, #GameOn can be used to teach students how to be regional and global citizens capable of actively and ethically communicating and collaborating. It is important that students can apply protocols and practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences. #GameOn can be used to discuss how they can protect the privacy of personal data and information.

Australian Curriculum - Technologies - Digital Technologies Curriculum

The Arts: Media Arts

In The Arts: Media Arts, #GameOn can be used to examine a media work's use of storytelling principles and as a constructed representation of the world. Additionally, the series provides an opportunity to develop students' creative and critical thinking about themselves as both producers and consumers of communication technologies.

Australian Curriculum - The Arts Curriculum

#GameOn is an appropriate resource to use in pastoral care programs. The series promotes students' understanding about protecting themselves and others while online. They can identify the harms associated with particular situations and behaviours, and how to take action to minimise these harms. It is important that students are provided with strategies to support their learning about themselves and others. Students with well-developed social and emotional skills find it easier to manage themselves, relate to others, and develop resilience and a sense of self.

The #Game On study guide for upper primary students is applicable to the teaching of the Australian Curriculum General Capabilities:

Critical and Creative Thinking

The activities in this study guide require students to pose questions; identify and clarify information and ideas; and to organise and process information. In addition, students have the opportunity to explore situations, assess options, seek solutions and put their ideas into action.

Australian Curriculum - General Capabilities - Critical and Creative Thinking - Continuum

Ethical Understanding

The activities in this study guide require students to consider the importance of applying reasoning in decision-making and actions. In addition, students have the opportunity to examine values accepted and enacted within various communities and to consider rights and responsibilities when interacting face-to-face or through social media.

[Australian Curriculum - General Capabilities - Ethical understanding - Continuum](#)

Information and Communication Technology Capability

The activities in this study guide require students to learn to use ICT effectively and appropriately at school and in their lives beyond school. In addition, students have the opportunity to examine how to limit the risks to themselves and others in a digital environment.

[Australian Curriculum - General Capabilities - Information and Communication Technology - Continuum](#)

Personal and Social Capability

Self-awareness and self-management

The activities in this study guide require students to identify appropriate emotional responses and behaviour, as well as to recognise their strengths and weaknesses. In addition, students have the opportunity to discuss the importance of self-discipline, to analyse the factors that influence their ability to self-regulate and to apply strategies to monitor their own behaviour.

Social awareness and social management

The activities in this study guide require students to better understand relationships by identifying the differences between positive and negative relationships, and ways of managing these. In addition, students have the opportunity to identify causes and effects of conflicts, and discuss different strategies to diffuse or resolve conflict situations.

[Australian Curriculum – General Capabilities – Personal and Social Capability - Continuum](#)

Episode guide

Episode 1: Stealing Grace

School's out for the day. In the locker area, Ryan is boasting about an 'awesome' website that offers free ringtones. Claudia rolls her eyes in response, clearly doubtful of Ryan's claims. They are distracted by Bianca and Grace, who are arguing about posts on Grace's social networking page that Bianca claims are 'horrible'. Grace disputes that she is responsible for the posts but Bianca isn't convinced.

Dean, aka Shield Bearer 9, is playing Star Warriors with Joel, aka Blaster, until his Aunty Trish interrupts. It is time for Dean to help around the house. She waves a basket at him. There are eggs to be collected from the chicken coop. When Shield Bearer 9 leaves the game, Joel is forced to find something else to do. He ventures into the kitchen, where his mother is preparing dinner, and checks out what is on offer inside the refrigerator. Joel's mother asks if he has finished his homework and if he has been playing 'that game' again. Joel lies, telling his mother that he has been using the computer for research purposes only.

Later that night, Grace is online checking her page. The photograph of Bianca is insulting and other friends have posted hurtful comments. Bianca is upset. Her father knocks on her bedroom door; he is aware of what has happened and wants to comfort his daughter.

Dean is spending his evening playing the online game until his aunty suggests that she should go to bed. He turns off the computer, much to Joel's disappointment. Joel's annoyed outburst disturbs his mother. He blames the noise on a 'bad dream', tosses his headset on his desk and heads to bed.

The next day at school, Dean catches up on some much-needed sleep. His friends wake him. Initially they are worried that Dean is sick but the truth is that Dean is overtired from playing the game online.

Episode 2: Ringing Ryan

Given Grace's page has been hacked and Bianca has been ridiculed by her peers, it is time for a lesson on online safety. As the teacher talks to the class about appropriate online behaviour, the risks associated with social networks and why it isn't wise to share passwords, Joel takes a nap. When the teacher calls his name, Joel wakes and realises he is in trouble. Dean is also asleep, oblivious to the loud ringing of his alarm clock, until Trish pulls the doona off the bed and tells him to get up 'now'.

Ollie is on his mobile phone. He is pleased when he notices how many people like a selfie he has posted. Sarah, Ollie's older sister, is curious. She asks her brother if he is taking selfies 'again'. He doesn't want to explain. As far as he is concerned, it isn't his

sister's business. As Sarah and Ollie walk to school, Sarah cautions Ollie about posting photos online for strangers to see.

Joel, Grace, Bianca and Claudia are in the library reading when Ryan interrupts. He wants them to listen to his latest ringtone. Ryan boasts about the ringtone being free. His friends are hesitant to believe him.

Dean's aunty is gardening when her phone rings. Dean's teacher, Ms O'Reilly, is on the phone. She is calling to find out why Dean is so tired during the school day. Trish explains that it is probably due to Dean's online gaming.

Trish and Ms O'Reilly agree to meet in the lunch break to discuss Dean's behaviour.

A police officer is talking to Grace's class about online safety. She informs the class about the dangers that are lurking online and encourages them to be cautious. Ryan looks worried—maybe his free ringtone isn't free after all.

At lunchtime, Harry asks Dean if he wants to go bike riding after school. Dean is reluctant to agree because he is keen to reach level twelve. Ms O'Reilly interrupts their conversation to inform Dean about the meeting. Dean isn't pleased to learn that his behaviour is being monitored.

Episode 3: Texting Ollie

The police officer has Ryan worried. If free offers are never free, is the ringtone website too good to be true? Even though Joel thinks that there must be a catch, Ryan is hesitant to accept that he has been fooled.

Bianca knows that Grace didn't post the photograph of her but Grace is still upset. Whoever hacked Grace's page knows her password, which leaves both girls feeling insecure.

When Trish arrives at school, Harry wishes Dean good luck. Harry doesn't understand why Dean is obsessed with Star Warriors. He misses hanging out with Dean. Later that day, when Trish and Dean arrive home they are arguing. Trish is insistent that Dean isn't allowed to play Star Warriors. Dean disagrees with her decision. He is surprised to learn that the school called his aunty to discuss his behaviour.

Ollie is doing his homework at the dining table. Sarah is distracted by the constant noise of Ollie's phone. She wants to know who is sending Ollie notifications. Ollie is non-committal. Sarah decides to share her concerns with her mum, believing that it may be necessary for Ollie's online behaviour to be monitored.

That night, Joel is playing online when his mother interrupts. Joel says he is doing homework but the headset gives him away. His mother cautions him. Joel is allowed to play for another hour but that's it; otherwise the computer will be moved into her bedroom. She knows that Joel has fallen asleep at school and that his behaviour is not healthy.

Episode 4: Telling Dean

Ollie is asleep on the couch when Sarah arrives home. Ollie's phone is still beeping. The next morning, Ollie and Sarah talk about his online activities. Ollie doesn't want their mum to know that he has lost control of the content that he has posted online.

Grace still doesn't know who hacked her page. She tells her friends that her father has asked the company who hosts the site to investigate. While Joel thinks this is a sensible move, Claudia disagrees. She thinks that Grace should just forget about it. Ryan sheepishly tells his friends that the free ringtones are being charged at a rate of $10 a week to his parents' phone bill.

After school, Ollie's mum tells him that she knows about the photographs that he has posted online. Ollie defends himself, claiming he didn't do anything wrong. His mother agrees; Ollie hasn't done anything wrong but he certainly hasn't been very smart.

Dean is in the chicken coop collecting eggs when Rosie tells her brother that she is glad he isn't allowed to play Star Warriors anymore. Rosie tells Dean that playing Star Warriors made him grumpy. Initially he disagrees, but when Rosie's description of his behaviour rings true, Dean listens.

After school, Grace and her father discuss her predicament. Grace's father reminds his daughter about the reality of being online. He believes that Grace's page was hacked by someone who knew her password. Grace doesn't want to believe this is true.

Episode 5: Asking Claudia

Dean asks Harry if he has been grumpy. Harry jokes at first but then is honest. He thinks that playing Star Warriors has got in the way of their friendship. Dean admits that his time spent gaming has become excessive but he is still determined to get to level twelve.

Ryan finally acknowledges that the ringtone offer was too good to be too true. He signed for a subscription without reading the terms and conditions of the agreement. The conversation shifts to Grace. Joel and Bianca ask her if she is any closer to discovering who hacked her page. To everyone's surprise, Claudia admits that she used Grace's password. She admits her behaviour was stupid and apologises to the girls.

Ollie agrees that he hasn't been smart. He gives his mum his mobile phone. He is over being bothered by strangers who want to be his friend. Ollie's mum doesn't see a problem if it's just kids who want to be his friend but Sarah disagrees. Ollie decides to ignore the friend requests.

Dean is back online. So is Joel. They have reached a compromise. Blaster and Shield Bearer 9 will play Star Warriors in moderation. When their afternoon session ends, Dean heads outside. Harry is waiting. Time to go bike riding.

Character profiles

Biance

Bianca is Grace's best friend. Bianca is upset when her photograph with insulting captions is posted online without her permission on Grace's social networking page. Some of Grace's followers add nasty comments.

Grace

Grace has a social networking page. She has shared her password with her friends.

When her page is hacked, she is embarrassed and upset. Grace tells her parents about what has happened.

Claudia

Claudia is Grace and Bianca's friend. She hacks Grace's page as a practical joke. Claudia did not expect her friends to be so upset. She admits that she made a mistake and apologises to Grace and Bianca.

Joel

Joel likes playing Star Warriors, a multiplayer online computer game. His gamertag is 'Blaster'. Joel is determined to reach level twelve. He plays the game when he should be doing homework. Playing the game late at night causes him to fall asleep in class.

Dean

Dean likes playing Star Warriors, a multiplayer online computer game. His gamertag is 'Shield Bearer 9'. Dean is determined to reach level twelve. Playing the game is affecting his behaviour at home and at school. He is spending less time with his friend Harry.

Ryan

Ryan has discovered a website that offers the latest ringtones free of charge. He boasts about the free ringtones to his friends until he discovers that not reading the terms will now cost his parents $10 a week.

Rosie

Rosie is Dean's younger sister. She nags Dean to allow her to play Star Warriors but he refuses. Rosie thinks that playing Star Warriors makes her brother grumpy.

Ollie

Ollie is posting photographs on Instamatic. He has posted selfies on the site. Ollie cannot cope with the number of friend requests but is unwilling to admit this to his older sister Sarah, and to his mother.

Sarah

Sarah is Ollie's older sister. She is worried about her brother's online behaviour. When Sarah tries to talk to her brother about the risks of posting selfies on social media sites, he refuses to listen.

Teachers are advised to print multiple copies of the character profiles page so that students can make their own set of character swap cards for use in activities featured in this study guide.

Character swap cards could also be used:

- To remind students of each character after viewing the series
- To allow students to focus on a particular character as they are watching an episode or the series (second viewing)
- To predict what might happen next
- To allocate students into groups.

Glossary

This glossary is intended for teacher reference. Some definitions may need to be simplified for use with students.

Teachers could ask students to compile a #GameOn glossary as they watch the series.

Cyberbullying

Cyberbullying occurs when technology is used to deliberately and repeatedly engage in hostile behaviour in order to harm someone. Groups and individuals can be both the perpetrators and targets of bullying

Gaming

Gaming means 'playing an animated game'. Some games are available on CD-ROM or on video game consoles such as a Wii or Xbox, while others are available directly online and can be played by more than one user simultaneously. The software is usually based on traditional game categories such as adventure, role-playing or strategy.

Gamertag

A gamertag is an online persona chosen by a person when they play games online.

Hack

To hack is to gain unauthorised access to data in a system or computer.

Online safety

Online safety involves the user putting into place strategies to minimise and manage risk associated with being connected to the internet.

Post

To post is to put content online, such as on a social networking website profile or a chat forum. Examples of content that can be posted include photos, status updates or blog content.

Profile

A profile is personal data associated with a specific user, for example their name, age, gender, etc.

Ringtone

A ringtone is a sound made by a mobile phone when an incoming call is received. Phones generally have a number of default ringtones to choose from but consumers are also able to download and install various ringtones to personalise their phones.

Social networking

Social networking occurs via an online site where a user can create a profile and build a personal network of online 'friends'. In the past five years, sites such as Facebook and Twitter have engaged tens of millions of internet users.

Before viewing #GameOn

The following activities allow students to describe and explain their online behaviour and use of devices. Student responses will allow teachers to facilitate appropriate and relevant classroom discussions.

Class digital audit

In a small group you are required to create a survey that examines your whole class' use of digital technology and their online behaviour.

Your survey should include:

- the digital devices that each member of the class owns and/or uses
- what they use the device for (e.g. email, playing games, taking photos)
- what social networking sites they use
- what type of information they share on their social networking sites
- the amount of time that they spend online.

Once you have created your survey, you need to gather the data. Think about the different ways you can do this. You may like to use a free online survey tool or you may wish to conduct the survey face to face.

When you have gathered your data, you need to present your findings to the class. Again, think about how you can do this. You may like to present your findings in a visual format (e.g. bar graphs or pie charts) or you may like to create a table or written report.

Finally you should discuss what the results tell you about the use of digital technology and online behaviour of your class.

What's your digital footprint?

A digital footprint is like your real footprint. Almost everything you do online leaves a trail and this trail is called a digital footprint. Your digital footprint includes:

- the information on your digital devices
- the information on other people's digital devices
- the information on servers around the world.

Type your name into a search engine and answer the following questions:

- What information about you is online?
- Where did this information come from?
- Are you surprised by any information online about yourself?

What if there is no information online about you? Write why this might be the case.

Are you smart when you're online?

Being smart online means that you behave in safe and responsible ways.

Write why it is important to be safe online and what can happen if you are not.

List at least five steps that you currently take to be safe online.

Viewing #GameOn

Episode 1: Stealing Grace

1. **Ryan: Found this awesome website for ringtones. All free. Claudia: Yeah right.**

While Ryan is excited by the prospect of free ringtones and being able to personalise his phone, Claudia just rolls her eyes.

Have you ever downloaded a ringtone from a website?

Was it free? Why do people have different ringtones?

What does a ringtone say about a person?

2. **Grace: I promise I didn't do it.**

An unflattering photograph of Bianca has been posted on Grace's social network page. It looks as if she is picking her nose. The photograph has been unkindly captioned 'Beauty Queen' and 'Lunch Break'.

If you were Bianca, how would you have reacted?

3. **Grace: It must have been someone else. Bianca: How? Grace: I don't know.**

Grace claims that she did not post the photograph and the captions. Bianca is angry and is unprepared to accept Grace's explanation.

If you were Grace, what explanation would you offer Bianca?

Is it possible for someone else to post comments and photographs on your social network page?

4. **Dean: Nice move Blaster. Joel: I got your back Shield Bearer 9.**

Star Warriors is a multiplayer space simulator game.

Dean and Joel attend different schools. They both play Star Warriors. They have never met. Their friendship only exists online.

Are you concerned that Joel and Dean have never met face to face before playing Star Warriors?

Is it risky to play online multiplayer games with people that you have never met?

5. **'Shield Bearer 9 is leaving the game.'**

How does Joel react when play ends?

6. **Joel's mum: You finished your homework? Joel: Yep.**

Like Joel, do you ever spend time playing on the computer and leave your homework until later on?

7. **Rosie: Can I play your game? Dean: No.**

Why does Rosie want to play Star Warriors?

Do your younger brothers and sisters want to use the same devices as you? Do you think that this is a problem? When should younger children be able to use the devices that you use?

8. Grace: I didn't have anything to do with it.

Why is it important to speak up when you think something has gone wrong online?

Who would you speak to first? Why?

What can Grace do about her page? What would you do?

9. It is 2.58am and Dean and Joel are still playing Star Warriors.

Make a list of all the reasons why Dean and Joel should be in bed.

Does your use of digital technology ever interfere with your sleep?

10. Harry: We never hang out any more. Dean: We're hanging out now.

If you were Harry, would you be upset with Dean?

11. Write a paragraph that predicts what will happen next. Your paragraph should include predictions about all of the stories featured in #GameOn.

Episode 2: Ringing Ryan

1. Teacher: Computers, smartphones, tablets—they're all part of our lives. But they're not without issues.

The teacher, aware of Grace's dilemma, speaks to the class about the problems associated with using devices like computers, smartphones and tablets.

Hold a class forum. The topic is: 'That we should not fear digital technology'. You will be expected to contribute to the class forum. You will be required to state your opinion and provide evidence to support your opinion. You may also express your agreement or disagreement with the views expressed by others.

2. Teacher: If someone gets hold of your password, if you give out your personal details, you make it easy for someone to pretend to be you.

Who knows your password?

Why do they know your password?

Do they need to know your password?

What are personal details?

What personal details have you shared online?

How do you know that your personal details are secure?

3. Sarah: What you doing? Ollie: Nothing. Sarah: Are you taking selfies again?

Why does Ollie look guilty when Sarah asks what he is doing?

Why is Sarah worried about Ollie's online behaviour?

Like Sarah, have you ever had to caution your siblings about their use of digital technology or their online behaviour?

4. Sarah: Well you wouldn't send them to someone you'd never met, would you?

What are the risks of sharing digital content with people that you do not know?

5. Ryan, our phone is ringing ... Ryan, our phone is ringing ... Ryan our phone ...'

Are Ryan's friends impressed by his new ringtone?

6. Why does Dean's teacher call his Aunty Trish?

How does Dean react when Ms O'Reilly tells him about the meeting?

7. Police officer: Remember, don't give out your number to people you don't know, think before you send, and free offers are never free. Isn't that just being smart?

Are you smart about being onine? Share your strategies for staying safe online with the class. If you could give someone your age one online safety tip, what would it be?

8. Harry: Wanna go for a ride after school? We could build some jumps. Dean: I dunno. Level twelve awaits!

Dean would prefer to play Star Warriors than hang out with Harry? Is Dean's obsession with Star Warriors healthy?

9. Write a paragraph that predicts what will happen next. Your paragraph should include predictions about all of the stories featured in #GameOn.

Episode 3: Texting Ollie

1. Ryan: The site said it was free.

Is Ryan right to reassure himself that because the site said it was free then it is free?

What does Joel mean when he tells Ryan 'you always have to pay somehow'?

2. Grace: You know it wasn't me, right?

Bianca: Yeah. I know that now. But I still don't know how someone else could have done it.

Grace: No, I'm trying to think. Who would know my password, Bee?

Bianca: Well I do. Grace: Yes but, but you're my friend.

'There is nothing wrong with sharing your password with your friends.' Do you agree?

3. Harry: I warned him. We used to do stuff together. Now all he wants to do is stay up all night playing that stupid game.

Should Dean's friends be worried about his online behaviour?

Has your online behaviour ever got in the way of an offline friendship?

4. Ollie: You don't know all my friends.

Should Sarah be worried about her brother?

5. Sarah thinks that her mother should check Ollie's messages.

Is this an invasion of Ollie's privacy?

Do your parents or your guardian check your phone?

6. **Dean: Why can't I play my game? Trish: Because it was taking over.**

Dean thinks that his aunt should stop worrying about his playing Star Warriors; after all, 'people do worse stuff'.

Is Aunty Trish overreacting?

Do parents and guardians overreact when it comes to their children's use of digital technology and online behaviour?

7. **Joel's mum: This has to stop.**

Joel: What?

Joel's mum: You play for one more hour and then you have to stop. If you can't …

Is Joel's mum right to set a limit on Joel's time spent playing Star Warriors?

Why does she threaten to move the computer into her bedroom?

Do you know someone like Joel who has let technology take over their life?

8. **Sarah's friend: Isn't that your brother?**

How does Sarah react when her friend is sent a photograph of Ollie? How would Sarah's friend receive a photograph of Ollie?

9. Write a paragraph that predicts what will happen next. Your paragraph should include predictions about all of the stories featured in #GameOn.

Episode 4: Telling Dean

1. Sarah calls her brother an 'idiot'. Is her judgement of her brother's behaviour too harsh?

2. **Sarah wants to tell their mum that Ollie's photographs have gone viral. Ollie doesn't.**

Who's right? Why?

What would you do if you were Ollie?

What would you do if you were Sarah?

Working with a partner and drawing on your answers to the previous questions, rewrite the conversation between Ollie and Sarah.

3. **Ryan's ringtone isn't free.**

Have you ever downloaded something for 'free', only to discover that it wasn't free at all?

4. **Explain Grace's decision to close her page. Do you think this decision was necessary?**

5. **Claudia right when she says that 'it's not worth making a big fuss'?**

Is Grace right to disagree?

6. **Ollie's mum: No more pictures, Ollie?**

Ollie: I haven't done anything wrong.

Ollie's mum: No, not wrong—but not very clever.

Is Ollie ready to accept that Sarah and his mother are right?

7. **Rosie: I'm glad you're not allowed to play that game any more.**

Explain why Rosie is happy that restrictions have been imposed on Dean's online game-playing

8. **Grace's dad: Anyone who wants to and knows how can find out about everything you ever do online. Easily. Some things are a bit trickier. Getting onto your homepage, that has to be someone who knew your password.**

Do you ever think about the risks of being online?

9. **Write a paragraph that predicts what will happen next. Your paragraph should include predictions about all of the stories featured in #GameOn.**

Episode 5: Asking Claudia

1. **Dean wants to know if playing Star Warriors has changed his behaviour. He asks Harry.**

Does Dean accept Harry's answer? Is Dean prepared to change his behaviour?

2. **Dean: It sort of creeps up on you. Play an extra minute, play an extra ten minutes. One more hour.**

Do you ever lose track of the time when you are playing a console or computer games?

Have you ever felt like Dean—reluctant to give up until you have completed a level?

3. **Ryan: I didn't read the terms—nobody reads the terms!**

What are terms? Do you ever read the terms?

Do you think Ryan will read the terms in the future?

4. **Claudia: But it was only a joke!**

Why does Claudia finally admit that she posted the photograph and the captions?

How does she feel? How do her friends respond?

5. **Ollie: Sarah says you can't know who they are or what they want. I shouldn't have posted my picture.**

Has Ollie learnt a lesson? Do you think he will be smarter in the future?

6. **Dean: Good moves, Blaster. Good session.**

Joel: Same time tomorrow?

What have Joel and Dean decided about playing Star Warriors? Explain the beneficial consequences of their decision.

7. **Write a paragraph that predicts what will happen next. Your paragraph should include predictions about all of the stories featured in #GameOn.**

#GameOn Character interviews

The #GameOn character interviews feature the characters discussing their use of digital devices and their online behaviour. The interviews should be shown after students have viewed and discussed the series. The interviews offer further insight into characters' actions and the consequences of these actions.

Cyberbullying

Claudia: I only meant it as a joke. Bianca's my friend. I didn't know this was cyberbullying.

Claudia believes that she is lucky that her friends have forgiven her for posting the photograph of, and captions about, Bianca on Grace's page. She meant it to be a joke but Bianca and Grace did not find the post funny. The post hurt Bianca's feelings and when she discovered that Claudia was responsible for the post she felt betrayed. Grace also got hurt. Bianca blamed Grace for something she didn't do. Knowing that someone had used her password made Grace feel vulnerable.

Your task is to write a brief analysis of the instance of cyberbullying portrayed in #GameOn. Your analysis should explain the who, what, where, when, why and how (not necessarily in this order) of the situation. Your analysis should explain what the instance of cyberbullying has taught the three girls about staying safe online.

Gaming

Harry: He was totally obsessed with Star Warriors. It was like he cared more about that game than he did about his friends or anything.

Dean has accepted that he was spending too much time online playing Star Warriors. He admits that playing the game into the early hours of the morning made him tired and grumpy. Being less obsessive about Star Warriors means that Dean now has time to spend with his friends. Dean's friend Harry is pleased that he has gotten the old Dean back.

Your task is to write a brief analysis of the instance of online gaming portrayed in #GameOn. Your analysis should explain the who, what, where, when, why and how (not necessarily in this order) of the situation. Your analysis should explain what the instance of online gaming has taught Dean about balancing his time online.

Selfies

Ollie knows that he has to be more careful online. Posting selfies has consequences, especially if you allow the public to view and share these images. Ollie has also decided not to chat to strangers. Sarah's warnings about the dangers of online friendships and oversharing have made a difference to Ollie's use of digital devices.

Your task is to write a brief analysis of the instance of posting selfies in #GameOn. Your analysis should explain the who, what, where, when, why and how (not necessarily in this order) of the situation. Your analysis should explain what the instance of posting selfies has taught Ollie about being safe online.

Who Are You?

Using the character profiles, choose the character that you most resemble.

For example:

- Are you like Grace because your friends know your password?
- Are you like Joel because you don't know how to limit your time online?
- Are you like Dean because you have let an online game take over your life?
- Are you like Ryan because you download stuff without being aware of the consequences or cost?
- Are you like Ollie because you post and share things with people who you may not know?
- Are you like Bianca because you have been the target of cyberbullying?
- Are you like Claudia because you have hurt someone online?
- Are you like Harry because you are worried about your friend's online behaviour?
- Are you like Sarah because you are worried about the online behaviour of a younger member of your family?
- Are you like Rosie because you are worried about the online behaviour of an older member of your family?

When you have chosen your card, form a group with those students who have chosen the same card.

Take it in turns to explain why you have chosen this particular character and why this character resembles you. You may like to share a story from your own experience to support your explanation.

Discuss the role of your character in #GameOn. Use the following questions to guide your discussion:

- What did your character do?
- Which other characters did they interact with?
- Were their actions positive or negative?
- How did their actions affect other characters?
- What changes did your character make during the series?
- What do you think your character will do in the future if they are faced with the same issue?

Extension activity: What if …?

#GameOn tells four stories:

1. Grace, Bianca and Claudia's story
2. Joel and Dean's story
3. Ryan's story
4. Ollie's story.

What if you could add a story to #GameOn? What would the story be about? What characters would appear in your story? What would be the message of your story?

Write a 250–350 word story titled #GameOn.

OR

Create a script of your story idea so that it could be filmed or presented as a drama performance.

Discussion

The following discussion prompts provide opportunities for students to further expl;ore the issues raised in #GameOn. Teachers may choose to use them in peer-to-peer, small group or class discussions.

Posting photographs

Posting photographs is a way of keeping in touch with family and friends. You can share where you are, who you are with and what you are doing. Photos can be posted on social network sites such as Facebook, Tumblr, Blogger, Instagram, Snapchat and Twitter. However, once posted, online photos can be difficult to remove and can be easily and quickly passed beyond your circle of friends. These photos can also be misused by friends who you consider trustworthy.

- Have you ever sent a photograph in a text message?
- Have you ever posted a photograph of yourself online?
- Do your parents ever send photographs of you in a text message?
- Do your parents post images of you online?
- Do you allow people to tag you in their photographs?
- What would you do if someone shared a photograph you had sent them or reposted a photograph of you without your permission?
- How can you prevent people from sharing or reposting photographs of you?

Passwords and privacy

Passwords should be carefully protected. You should always use long and random passwords, especially when they allow access to your personal information. Don't use dictionary words as a password as they are easy to hack, don't use the same password for everything and change your password regularly.

- What is a strong password?
- Why should you protect your password?
- Should you share your password with a parent?
- Why should you have more than one password?

It is important to maintain your privacy online. Only give your mobile number to people you know and trust. Do not give out other people's numbers without their permission. Treat your personal information as you would treat your most valuable possessions. Sharing your address, telephone number and birthday online can place you at risk.

Checking in on social networking sites or using location-based services can also make you vulnerable. If you are asked to enter personal information on a website, make sure the website is secure. Adjust your privacy settings on social networking sites to control the information that you share.

- What is personal information?
- What personal information have you shared online? Why?
- Do you use privacy settings?
- Do you check your privacy settings?
- Have you ever regretted sharing personal information online?
- List the reasons why it is important to protect your personal information online.

Online gaming

Online gaming is when you play a video game over the internet. This can enable you to play with multiple players rather than just yourself. It can be great fun but sometimes you may not know exactly who you are playing with, which means that you need to protect your privacy and keep your personal information to yourself. A good way to do this is to use a gamertag rather than your real name.

- Have you ever played an online game?
- Do you like playing online games?
- List the advantages and disadvantages of online gaming.
- Do you think that some children and teenagers spend too much time playing online games?
- What advice would you give to someone who is spending too much time playing online games?

Online friendships

An online friendship is when you know someone only through the online world. It usually develops in places like gaming sites, forums, blogs or social networks and begins when you discover something that you have in common. Once you have formed an online friendship you may begin to share photos, email each other, or chat. This is when you need to be careful about what you share as you may not know exactly who you are communicating with. Some apps allow people to follow you. Over time, your followers may become online friends.

- Do you send text messages to your friends?
- Do you chat to your friends online?
- How many online friends do you have?
- Do you have followers? Do you know all of your followers? Have you formed online friendships with any of your followers?
- Do you accept every friend and follower request?
- Have you ever blocked someone online?
- Have any of your online friends or followers become offline friends as well?
- What are the benefits of online friendships? What are the risks of online friendships?
- What strategies do you use to manage your online friendships?
- What is one piece of advice you would offer children or teenagers about online friendships?

Downloads

It is not always safe to download content from a website. Don't accept offers that sound too good to be true. They probably are, and you or your parents could end up with unexpectedly high phone bills. Be wary of advertisements for free ringtones and do not trust websites that claim downloads of songs or episodes of your favourite television program or films are free. Accepting the terms and conditions of a particular agreement may compromise your computer or mobile device. It may also compromise you or your family's privacy. Download sites can also contain viruses, pop-ups and content that is not suited for children and teenagers. Make sure you ask a parent for permission before you download anything.

- Have you ever downloaded content from the internet? What sort of content?
- Do you read the terms and conditions of online agreements?
- Do you ever click on pop-ups?
- Are there rules in your house about what you can download?
- Do you have to ask permission before you download something?
- Do you know how to stop receiving daily/weekly downloads on your phone?

#GameOn behind the scenes

#GameOn Behind the Scenes offers students an insight into the filmmaking process.

Members of the crew discuss shooting out of sequence, shooting on location, casting the actors and working with them. Visuals show setting up the camera, moving the camera along a dolly track, adjusting the studio lights and preparing and using sound gear such as the boom mic.

A number of the cast also speak about their experience of being part of #GameOn, including how they were cast in their roles, what they needed to do on set, what it was like being in front of the camera and how much they would like to do something like this again.

Teachers are advised to use #GameOn Behind the Scenes to help their own class make a short film inspired by #GameOn.

Investigation

Technology has becomes an integral part of our lives. People often say they would be lost without it. But who is responsible when using this technology and who is most at risk in your house?

Aims:

a. To identify the types of technology and the number of devices within your household
b. To investigate the use of digital technology and online activity of people in your house
c. To identify who is most at risk because of their online behaviour.

Step 1: Create a table using the following headings: Person, Device, Purpose (what the device is used for), Frequency (how often it is used) and Risk.

Step 2: Fill in the table by interviewing the people in your house to find out which devices they use, what they use them for and whether they are at risk because of their behaviour.

Risks include:

- sharing their password with anyone else
- downloading illegal music, games, films, television shows, ringtones
- accepting friendship requests from people they don't know
- posting content and sharing it with people they don't know
- opening emails from people they don't know
- clicking on pop-ups.

PERSON	DEVICE	PURPOSE	FREQUENCY	RISK
Mum	Desktop computer	Word processing	Daily	No risk
		Internet searches		
	Mobile phone	Email	Daily	Accepts friendship requests
		Phone calls		
		Texting		
		Internet searches		
		Social networking		
		Email		

Step 3: When you have finished collecting the data, you need to create a report.

eSafety

The Office of the eSafety Commissioner is committed to empowering all Australians to have safer, more positive experiences online. The Office was established in 2015 with a mandate to coordinate and lead the online safety efforts across government, industry and the not-for profit community.

Visit eSafety at www.eSafety.gov.au.