



Upper primary 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 5 and 6 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 upper primary students has been designed to build a range of skills and knowledge that will encourage positive online behaviours.

The #GameOn study guide for upper primary 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 upper primary 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

#GameOn covers issues of:

1. Cyberbullying
2. Excessive gaming; online balance
3. Selfies and social networking
4. Free downloads

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 Aunt 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 aunt 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

Bianca

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.

1. Think, pair, share

THINK

Make a mind map that describes your use of digital technology and online behaviour.

Your mind map should show:

- the digital devices that you own and/or use;
- the sites that you visit online;
- the amount of time that you spend online.

PAIR

Find a partner. Compare your mind maps.

- What's the same?
- What's different?

SHARE

Pin your mind map to the class noticeboard to form a gallery.

What do the mind maps tell you about the use of digital technology and online behaviour of people your age?

2. What is a 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.

Use your mind map to help you answer the following questions:

- How big is your digital footprint?
- What types of information make up your digital footprint?
- Who else is helping to make your digital footprint?

3. Are you smart when you're online? t?

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

Draw a line scale from 0 to 10. Now rate how smart you think you are. The higher the score, the smarter you think you are!

List the reasons why you gave yourself the score you did.

Share with the class one of the ways in which you keep yourself safe online.

Teachers could revisit this activity during and after the viewing of #GameOn to discuss students' changing opinions of their online behaviour. Students could also use line scales to rate the online behaviour of the characters featured in #GameOn.

Viewing #GameOn

Episode 1: Stealing Grace

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

Why do you think Claudia isn't interested in the 'awesome website'?

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

Why does Bianca think Grace has put 'horrible photographs' and 'stupid captions' of her online?

What words best describe how Bianca feels about the post on Grace's page?

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

Pause the episode and allow students to share their responses to the following question: Do you know how Bianca's photograph was posted to Grace's page without Grace's permission?

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

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.

How safe is Dean and Joel's online gaming?

Do you play games online? Are they single player or multiplayer games? Do you ever play multiplayer games with people you have never met? Why?

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

Why does Shield Bearer 9 have to leave the game?

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

Is Joel telling the truth?

Does Joel's mum know that he is lying?

If you were Joel's mum, what would you say after Joel says 'Yep'?

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

Why does Rosie want to play Star Warriors?

Why do you think Dean says no?

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

Grace's parents know about her page being hacked.

Why do you think Grace tells her dad?

What does her dad 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.

What does Harry think about Star Warriors?

11. Using the character swap card that you have been given, make a prediction about what will happen to this character in Episode 2. Share your prediction with the class.

Episode 2: Ringing Ryan

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

Why is the teacher speaking to Grace's class about using devices like computers, smartphones and tablets?

Divide the class into two groups. Ask Team A to list the advantages of using them. Ask Team B to list the disadvantages. Hold a class debate. Each team member should state at least one advantage or disadvantage of digital devices.

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.

Why do we have passwords? Why is it important to keep your password a secret?

What are personal details? When do you enter your personal details online? When is it safe to enter your personal details online?

3. Sarah: What you doing?

Ollie: Nothing.

Sarah: Are you taking selfies again?

Ollie tells his sister that he is doing nothing.

What is a selfie? Why do you think Ollie tells his sister that he is doing 'nothing'?

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

Can you think of a reason why Ollie would send photos to someone he has never met?

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

Why does Ryan want to show off his new ringtone?

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

If you could choose one word to describe how Dean feels about his aunty coming to school, what would it be? Why?

7. What does the police officer tell Grace's class about being cybersmart?

If you could give someone your age one online safety tip, what would it be?

Design an online safety poster to share this tip with the school community.

8. Harry: Wanna go for a ride after school? We could build some jumps.

Dean: I dunno. Level twelve awaits!

Why doesn't Dean want to go for a ride after school?

If you were Harry, how would you feel when Dean said 'dunno'?

9. Using the character swap card that you have been given, make a prediction about what will happen to this character in Episode 3. Share your prediction with the class.

Episode 3: Texting Ollie

1. Ryan: You think she's right?

Joel: What about?

Ryan: 'Free offers are never free.'

Joel: I don't know. S'pose you always have to pay somehow.

Why is Ryan worried? What does he decide to do?

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.

Should Grace have shared her password with Bianca?

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.

Why does Harry think that Star Warriors is a stupid game?

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

Who is sending Ollie texts? Does Ollie like receiving messages? How do you know?

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

Should Ollie be trusted to use his phone responsibly?

Are you trusted to use your phone responsibly?

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

Why is Dean angry with his Aunty Trish?

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 ...

Why is Joel's mum worried about his online behaviour? What does she decide to do?

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

What happens when Sarah's friend is sent a photograph of Ollie?

9. Using the character swap card that you have been given, make a prediction about what will happen to this character in Episode 4. Share your prediction with the class.

Episode 4: Telling Dean

1. Why does Sarah call her brother an ‘idiot’?

Does Ollie think he is an idiot

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?

3. Ryan’s ringtone isn’t free. It costs \$10 a week. Role-play what happens when Ryan’s parents see their phone bill.

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

4. Why does Grace close her page? Why does Grace need her father’s help?

5. What does Claudia think about Grace’s problem?

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.

Why is Ollie’s online behaviour dangerous?

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

Why is Rosie glad that Dean is not allowed to play Star Warriors?

8. Grace’s dad: If you post something Grace, it’s out there, everywhere, forever, to be copied, printed. Everything you do, every website you visit, every picture you post—it’s out there.

Grace: I didn’t know.

Do you think before you post?

9. Using the character swap card that you have been given, make a prediction about what will happen to this character in Episode 4. Share your prediction with the class.

Episode 5: Asking Claudia

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

What does Harry tell Dean?

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

Do you ever play for longer than you should?

Why is it sometimes difficult to stop playing a console or computer game?

3. Ryan: If a thing seems too good to be true, then it is too good to be true. Cost me the big bucks to find that out.

Has Ryan solved the problem of the not-so-free ringtones?

Has he learnt his lesson?

Will he be more careful next time?

4. Claudia: But it was only a joke!

Was Claudia's action 'a joke'?

Who got hurt?

If you were Grace or Bianca, what would you tell Claudia?

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

Why does Ollie give his phone to his mum?

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

Joel: Same time tomorrow?

Imagine you are either Joel or Dean. Tell the class how and why you have decided to change your online behaviour.

7. Using the character swap card that you have been given, make a prediction about what will happen to this character next. Share your prediction with the class.

#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 feels lucky that her friends have forgiven her for posting the photograph of 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. When Bianca knew 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 scared.

What is cyberbullying?

Why Claudia's behaviour is considered cyberbullying?

Why does Claudia feel bad about her behaviour?

Did Grace do anything wrong?

What lessons have the friends learnt about sharing passwords?

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 knows that he was spending too much time online playing Star Warriors. He admits that staying up late at night playing the game made him tired and grumpy. Now that Dean isn't playing Star Warriors all the time, he is hanging out with his friends. Dean's friend Harry is happy that he has gotten the old Dean back.

Why has Dean decided to change his online behaviour?

What does Harry mean when he says, 'It's like the old Dean's back'?

What has Dean learnt about balancing his time online?

Selfies

Ollie: I was just mucking around on my phone. I wasn't doing anything you're not supposed to do. Everyone takes selfies.

Ollie knows that he has to be more careful online. Posting selfies is risky, especially if you allow the public to view and share these images. Ollie has also decided not to chat to strangers. He has listened to Sarah's advice and made sensible decisions about his online behaviour.

Why has Ollie decided to change his online behaviour?

Does Sarah give her brother good advice?

What has Ollie learnt about being safe online?

Who Are You?

CHARACTER	ME	REASON
Grace		
Bianca		
Claudia		
Joel		
Ryan		
Dean		
Rosie		
Ollie		
Sarah		

Do you think that you are like any of the characters in #GameOn?

Place a tick next to the character(s) that you most resemble. Give a reason to explain each of your choice(s).

Spend time as a class, discussing students' observations about how they are similar to and different from the characters in #GameOn.

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 one-paragraph synopsis¹ of your story.

OR

Draw a ten-panel comic that provides a summary of your story.

¹ A synopsis is a short description.

Discussion

The following discussion prompts provide opportunities for students to further explore 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

You use digital devices to communicate with others, to share information, to express your thoughts and feelings, to complete schoolwork and to relax.

Interview an adult family member about:

Aims:

- To identify the types of technology and the number of devices within your household
- To investigate the use of digital technology and online activity of people in your house
- 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.

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.