

Gaming Rules: A Creative Writing Activity



This lesson can take up to 45 minutes. It can be broken down into smaller lessons or extended as required.

Ages 7-9

The lesson has been designed for learners aged 7-9. The “checkpoints” offer differentiation strategies to scale learning as required.

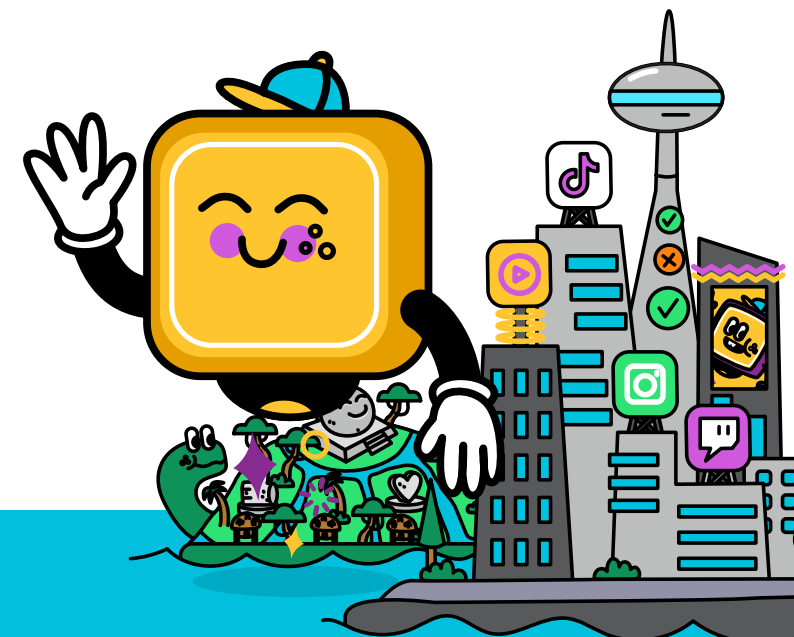


This lesson is part of the eSmart Digital Licence program

By completing just four engaging lessons, including this one, your class can earn their eSmart Digital Licences—signalling their understanding of safe and responsible online behaviour. Start now and guide your learners toward becoming confident and positive digital citizens.



Learn more about the program
be.esmart.org.au/dl/overview



Overview

This activity combines creative writing principles with an exploration into the digital citizenship skills required for positive and fulfilling online gaming. Using a series of relevant and timely prompts, students will create imaginative scenarios that lend towards a discussion on respectful and empathetic online behaviour.

While gaining a greater understanding of characters, settings, plot structures and language features in creative writing, students will also move towards an understanding of the ways that online behaviours can spiral out to impact offline relationships.

Note: This lesson can be extended to draw up a set of rules for online conduct. Please see the extension to this task for more ideas.

This activity is relevant for:

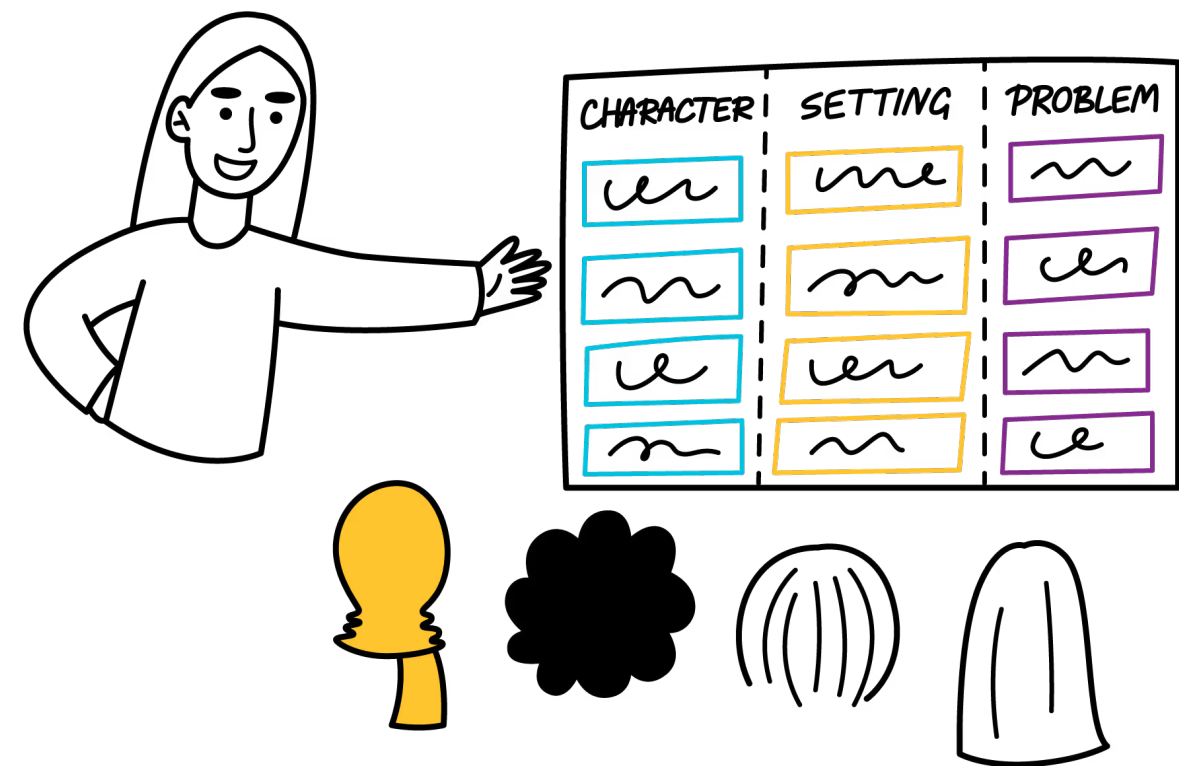
- Enhancing creative writing activities in the English curriculum, particularly in relation to character development, settings, and plot structures.
- Students who are engaging in online gaming activities and social media, particularly if they have multiplayer and/or chat functions.
- Addressing issues around maintaining respectful relationships when playing online.
- Encouraging the transferability of empathy and respect across both online and offline environments.

Learning intentions & success criteria

Learners will:

By completing this activity, our class intends to:

- Develop an understanding of structure, setting, and tension in creative writing practice.
- Identify common issues and problems that can arise due to conduct during online gaming, and imagine appropriate solutions.



1

Activity setup

Download the "Student Activity Pack" from the Resources section. This can be printed and pasted into student workbooks, or can be distributed digitally.

2

Creative writing lucky dip

Note: Full instructions and a checklist for students are available in the "Student Activity Pack". The checklist can be used to plan their writing.

Ask students to select a character and a problem from the "Student Activity Pack" that they wish to write a story about. Explain that they will be writing a short piece of creative writing based on these prompts. The problem should revolve around some aspect of online conduct, but does not necessarily need to be about gaming – for instance, a student might wish to write about a text message chain rather than online gaming, and a particular point of tension that arises in their conversation.

The story should end at a critical point of tension, or on a "cliffhanger"; that is, it should end at a point that enables the reader to wonder what will (or should) happen next.

3

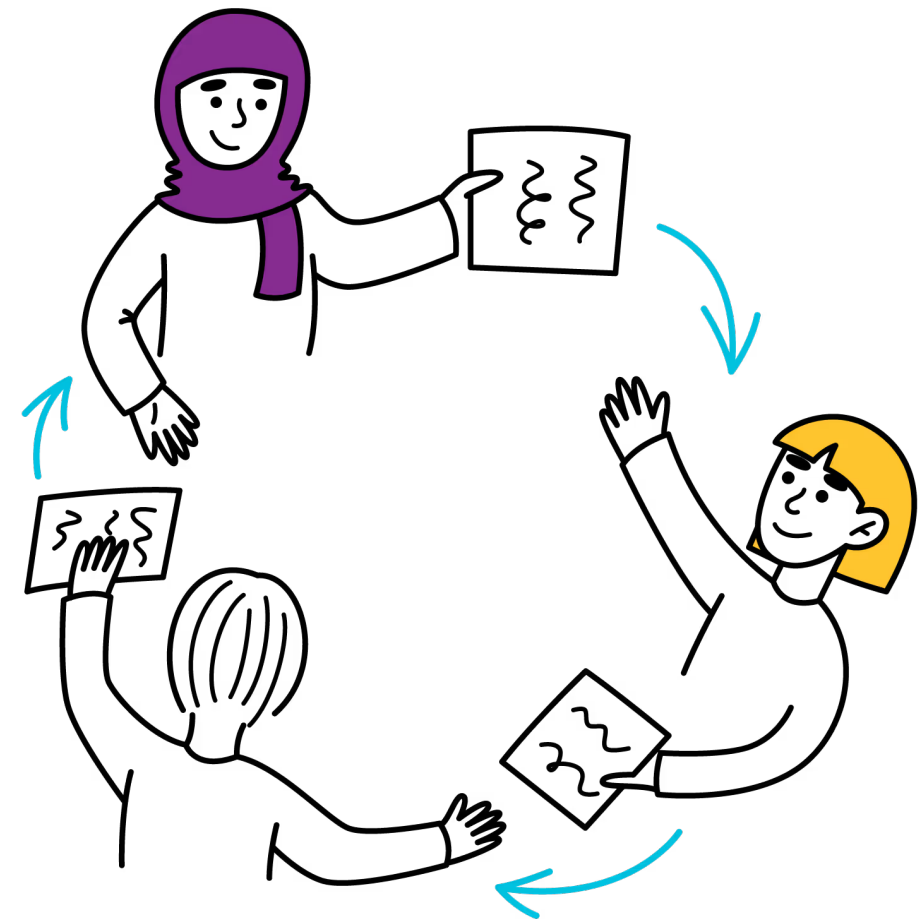
Peer assessment

Once students have completed writing, they will pass on their work to a trusted partner to review. The reviewer will use the evaluation rubric in the "Student Activity Pack", and offer a prediction for how they think the story should end in a safe and kind manner.

4

Exit pass

Students should amend any writing issues as per the peer review they have received back. Last, students should write one tip that they will take away from this lesson to use at home. Space is provided on the Exit Pass in the "Student Activity Pack".



Australian Curriculum (Version 9.0)

General Capabilities: Personal and Social Capability, Emotional Awareness:

Level 3: Explain the influence that their own behaviour has on the emotional responses of others.

Empathy:

Level 3: Discuss the value of different needs, emotions, cultures and backgrounds.

Year 3: English

AC9E3LA01: Understand that cooperation with others depends on shared understanding of social conventions, including turn-taking language, which vary according to the degree of formality.

AC9E3LA02: Understand how the language of evaluation and emotion, such as modal verbs, can be varied to be more or less forceful.

AC9E3LE05: Create and edit imaginative texts, using or adapting language features, characters, settings, plot structures and ideas encountered in literary texts.

AC9E3LY06: Plan, create, edit and publish imaginative, informative and persuasive written and multimodal texts, using visual features, appropriate form and layout, with ideas grouped in simple paragraphs, mostly correct tense, topic-specific vocabulary and correct spelling of most high-frequency and phonetically regular words.

AC9E3LY08: Write words using joined letters that are clearly formed and consistent in size.

Year 4: English

AC9E4LA01: Explore language used to develop relationships in formal and informal situations.

AC9E4LA02: Identify the subjective language of opinion and feeling, and the objective language of factual reporting.

AC9E4LE05: Create and edit literary texts by developing storylines, characters and settings.

AC9E4LY06: Plan, create, edit and publish written and multimodal imaginative, informative and persuasive texts, using visual features, relevant linked ideas, complex sentences, appropriate tense, synonyms and antonyms, correct spelling of multisyllabic words and simple punctuation.

AC9E4LY08: Write words using clearly formed joined letters, with developing fluency and automaticity.

Years 3 & 4 Health and Physical Education

AC9HP4P04: Select, use and refine personal and social skills to establish, manage and strengthen relationships.

AC9HP4P05: Describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities.

AC9HP4P06: Explain how and why emotional responses can vary and practise strategies to manage their emotions.

AC9HP4P07: Rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required.

AC9HP4P08: Describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations.

My Time, Our Place

Outcome 4: Children are confident and involved learners.

Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.

This is exemplified in the activity by:

- The use of reflective thinking to consider how they use digital technology with friends.
- The development of a technology plan that required students to think about their own behaviours.

CASEL Framework

Relationship skills:

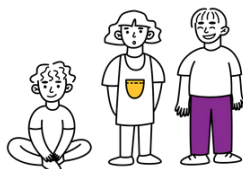
The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



Choose a character and a problem to write about.

Circle your choices.

Characters:



A young child



Someone your age



A teenager



A hacker



A teacher or educator

Or, choose your own...

Write it down here.

Problems:



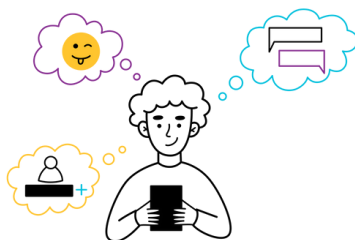
A character has been made fun of while gaming.



A character finds it difficult to stop playing games.

Or, make up your own.

Write it down here.



A character enters an online game tournament. They are desperate to win.



A disagreement starts in a friend group about something that happened during an online game.

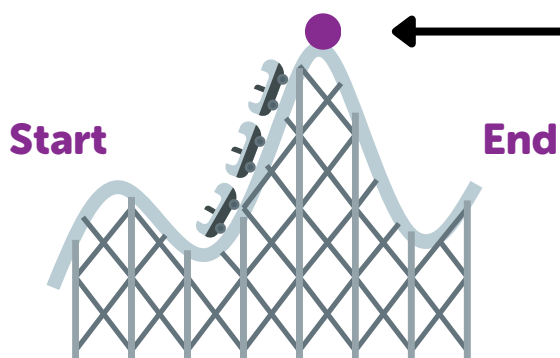


What should your writing include?

Structure



Your story should have a beginning, a middle, but NOT an ending! End your story on a "cliffhanger" - that means, at the highest point of tension. The reader should be wondering what will happen next.

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Tip: Imagine your story like a rollercoaster. It should end at the highest, most tense point.

Setting

The story can take place anywhere, but it should involve activities that are usually done online or using devices. This includes things like using the internet for searching, watching videos, messaging, or playing online games.

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A central problem (or conflict)

The story should have a big issue that needs to be resolved by the characters. This issue will be what makes the story tense and interesting.

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Writing skills

Your work should be checked for spelling, grammar, and to make sure that sentences and paragraphs make sense. Show off your creative writing skills by trying to include at least one piece of imagery, a metaphor, or a similie.

☐



	Beginning to	Can	Can confidently
Structure The story has a clear beginning, middle, and ends on a cliffhanger.	The story has parts of a beginning, middle, and cliffhanger, but they are unclear.	The story has a beginning, middle, and ends at a point of tension (cliffhanger).	The story has a strong and clear beginning and middle, and ends on an exciting cliffhanger.
Setting The story takes place in a setting that involves online activities or using devices.	The setting includes some online activities or devices, but they are not central.	The setting clearly involves online activities or using devices.	The setting is imaginative and fully revolves around online activities or using devices.
Problem The story has a main problem or conflict that needs to be resolved by the characters.	There is a problem, but it is not clear.	There is a clear problem that the characters need to resolve.	The problem is exciting and makes the story very tense and interesting.
Writing Skills The story has been edited for spelling, grammar, and to make sure that sentences and paragraphs make sense.	The story has many spelling or grammar mistakes that make it hard to understand.	The story has few spelling or grammar mistakes and is mostly easy to understand.	The story is well-written with no spelling or grammar mistakes. It uses paragraphs and creative writing techniques.

How could the story be resolved in a way that is safe, kind, and protects the characters and their relationships?

Self Assessment

What is one tip that you will take away from this lesson and use at home?
