Eco Detectives: Unite - The race to zero
Module 1: Understanding the UN Rights of the Child
Activity 1: The UN Rights of the Child unpacked

Lesson Overview



Title: The UN Rights of the Child unpacked
Short Description In this activity students will learn about the *United Nations Rights of the Child* and explore how they relate to everyday activities at school.
Introduction Get to know the rights that children have and how they apply to their everyday lives at school, at home and in the community.
Student Ages
10-14 years.
Subjects Health and Physical Education, Personal and social capability

All activities developed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

Skills Teamwork, Collaboration, Communication
Estimated Time: 45-60 minutes
Australian Curriculum Mapping:

	Years 5-6	**Years 7-8**
Health and Physical Education	**AC9HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**AC9HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships

General capabilities:
Personal and social capability

- Level 4 (Years 5-6) - coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- Level 4 (Years 5-6) - explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- Level 5 (Years 7-8) - appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- Level 5 (Years 7-8) - devise and analyse individual and group decision-making processes

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Lesson Plan

Learning Objectives

By the end of the activity, students will be able to:

- Explain what children's rights are and why they matter
- Identify how rights support health, wellbeing and identity
- Demonstrate respectful communication, inclusion and fair play
- Reflect on how their choices affect the wellbeing of others

Teacher Prep and Notes

For this lesson, you will require:

- Copy of the UN Convention of the Rights of the Child (Children's version). Can be downloaded from this link.
- Whiteboard and markers.
- Spaghetti, marshmallow, tape and string
- Access to outside area or school hall
- Bean bags, hoops, markers, gym mats or carpeted area.

Guiding Ideas and Questions

I wonder what rights I have as a child and what responsibilities go with those rights?

Key UN Rights Explored

1. The right to **play and rest**
2. The right to **health care and a healthy environment**
3. The right to **share ideas and be listened to**
4. The right to **fair treatment**
5. The right to **food, clothing and a safe place to live.**

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Student Activities

1. Rights in Motion (10 minutes)

Activity: *Move If You Agree*

How it works:

- Students spread out in a space in the classroom or outdoors, allocate three separate areas in the space that students move to if they agree, disagree or are unsure about the statements that will be read out.
- Teacher reads out the following statements
    - "Schools should reduce learning time to make sure children have more time to play."
    - "Teachers should make sure that everyone gets treated fairly all the time."
    - "Adults should get the final say on decisions that affect children even when children disagree."
    - "Children should be allowed to play whatever game they want to during recess and lunchtime."
    - "Everyone gets the food they need to be healthy all the time"
- If students agree with the statement → **move to the space designated for Agree**
- If unsure → **move to the space designated for Unsure**
- If disagree → **move to the space designated for Disagree.**

Teacher encourages discussion using the following prompts:

- "Why did you choose that spot?"
- "Do you think the statement is true for some people and not for others? Why might this be the case"
- "Are there some statements that have competing rights? For example, children's right to play needs to be balanced by their right to be safe"
- "Did anyone change their mind after hearing others' responses?"

2. Rights, Health & Responsibilities (10 minutes)

Introduce the **5 key rights**, using **real-world examples** students relate to:

Right	What it looks like at school
Play & rest	Recess, sport, brain breaks
Health & environment	Clean toilets, water, first aid

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Voice & being heard	Class meetings, SRC
Fair treatment	Same rules for everyone
Basic needs	Breakfast programs, safe spaces

Ask students to brainstorm how the rights might play out at home and in the wider community.

Explain to students that rights help people feel safe, included and healthy — but they also come with responsibilities. Responsibilities are the things we need to do to respect other people's rights.

Explain to students that rights and responsibilities go **together**:

- If you have the **right to be heard**,
  → you have the **responsibility to listen to others**
- If you have the **right to feel safe**,
  → you have the **responsibility to keep others safe**
- If you have the **right to learn**,
  → you have the **responsibility to let others learn**

Students complete a **think-pair-share** of how they can make sure that everyone's rights are protected at school. Use an example to help with student understanding such as:

> Everyone has the right to play the game.
>
> >> But if someone doesn't follow the rules or plays unfairly, it stops others from enjoying their rights.

Ask students to give practical examples for each of the 5 key rights discussed previously.

3. Rights in Action (30-40 minutes)

Task 1: The Right to Be Heard in Action

Activity: Marshmallow Spaghetti challenge (view instructions and demonstration)

Rules:

- Everyone shares one idea to start and then team builds on these ideas
- One speaker at a time
- Group chooses solution and design together

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Reflection prompt:

- “What helped people feel listened to?”
- “What made making decisions and completing the challenge harder?”

Teacher tip: Encourage discussion about the following aspects and what they felt like for different team mates:

- Respectful communication
- Leadership
- Decision-making and co-operation.

Take the class outside for the next two tasks

Task 2: The Right to Play Fairly in Action

Activity: Tic Tac Toe relay (view instructions and demonstration)

Rules focus:

- Everyone must take it in turns to place a beanbag
- Work with your teammates to decide where to place the beanbags
- Work as a group to modify rules to make the game fair for all players
- Accept referee decisions.

Reflection prompt:

- “How did fair play affect how the game felt?”

Teacher tip: Encourage discussion about the following aspects and what they felt like for different players:

- Respectful winning and losing
- Inclusion
- Group work and collaboration.

Task 3: The Right to Be Safe

Activity: Partner balances (view instructions and demonstration)

Rules focus:

- Follow the instructions for each balance
- Move slowly into the balance to maintain stability

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- Speak up if something feels unsafe.

Reflection prompt:

- “How does feeling safe change how you participate?”

Teacher tip: Encourage discussion about the following aspects and what they felt like for different partners:

- Right to feel safe before participating in activity
- Responsibility for others’ wellbeing and safety.

5. Exit Task: One-Minute Reflection (2 minutes)

Students respond to the following:

> “Choose one right. Explain what responsibility goes with it.”

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Performance Expectations (Success Criteria)

Students can:

- Name and explain at least **one key right** and how it links to responsibilities
- Show **respectful communication** during discussion and activities
- Participate fairly and safely in group and partner activities
- Reflect on responsibilities that go with rights.

Extension: Regularly reinforce these rights within practical and classroom lessons so that students understand they are an integral part of how we learn, play and interact together.

External References

Children's version of the Convention on the Rights of the Child
https://www.unicef.org/child-rights-convention/convention-text-childrens-version
The United Nations Convention on the Rights of the Child is an important agreement by countries who have promised to protect children's rights. The Convention explains who children are, all their rights, and the responsibilities of governments. All the rights are connected, they are all equally important and they cannot be taken away from children.

How does the Marshmallow Challenge work?
https://www.youtube.com/watch?v=zRO9eLT1Qvg
The Spaghetti Marshmallow Challenge asks each small team to build the tallest structure possible utilising 20 spaghetti noodles, one marshmallow, a 60cm strip of tape, and a 60cm piece of string.

Tic Tac Toe Relay
https://www.youtube.com/watch?v=XNlK3pKvkzk
This video provides an overview of the movement activity Tic Tac Toe Relay and shows a demonstration of how the relay is completed.

Partner balances
https://www.youtube.com/watch?v=8_oyMCR2nDk
This video provides examples of simple partner balances that can be completed with no equipment in an outdoor space or school hall.

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Curriculum mapping: Mapping completed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

NSW Curriculum mapping

	Years 5-6	Years 7-8
PDHPE	**PH3-RRS-01** explains and applies skills and strategies to manage respectful relationships **PH3-SMI-01** evaluates and applies self-management and interpersonal skills in a range of contexts	**PH4-RRL-01** explains and applies strategies for promoting safe and respectful relationships in a range of contexts **PH4-IBC-01** investigates and explains factors that shape identity and sense of belonging

Victorian Curriculum mapping

	Years 5-6	Years 7-8
Health and Physical Education	**VC2HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**VC2HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships
Personal and social capability	**VC2CP6O02** behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important	**VC2CP8O02** the nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion

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New Zealand Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	Self and others • Empathy includes recognising others' emotions, perspectives, and using this understanding to communicate respectfully and respond positively in relationships. • Practising respectful communication strategies that promote inclusion, prevent bullying, and support emotional safety in group settings	Self and others • Healthy relationships are not perfect. People can still make mistakes or misunderstand each other, and what matters is how people repair trust and respond to each other's needs. • Practising strategies like clear communication, identifying pressure, and challenging disrespectful behaviour to protect relationships and emotional safety

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Eco Detectives: Unite - The race to zero
Module 1: Understanding the UN Rights of the Child
Activity 2: The UN Rights of the Child in action in the classroom

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Lesson Overview



Title: The UN Rights of the Child in action in the classroom

Short Description In this lesson, students will apply children's rights to real life learning situations.
Introduction - Bring the UN Rights of the Child to life in your learning environment.
Student Ages 10-14 years
Subjects Health and Physical Education, Personal and social capability
Skills Teamwork, Collaboration, Communication
Estimated Time: 45-60 minutes

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Australian Curriculum Mapping:

	Years 5-6	**Years 7-8**
Health and Physical Education	AC9HP6P04 describe and demonstrate how respect and empathy can be expressed to positively influence relationships	AC9HP8P04 examine the roles of respect, empathy, power and coercion in developing respectful relationships

General capabilities:

Personal and social capability

- Level 4 (Years 5-6) - coordinate contributions of group members, suggesting improvements to ways of working and collaborative outputs
- Level 4 (Years 5-6) - explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions
- Level 5 (Years 7-8) - appreciate diverse perspectives in a range of collaborative contexts, and demonstrate negotiation skills to improve ways of working and outputs
- Level 5 (Years 7-8) - devise and analyse individual and group decision-making processes

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Lesson Plan

Learning Objectives

After this activity, students will:

- Apply children's rights during collaborative Minecraft challenges
- Demonstrate respectful communication and shared decision-making
- Practise fair participation and inclusive teamwork
- Reflect on how rights impact group wellbeing and performance.

Teacher Prep and Notes

For this lesson you will need:

- Internet-enabled devices with access to Minecraft Education for your students

Guiding Ideas and Questions

"Do children's rights apply in online games?"

Student Activities

1. Rights in Real Life (10 minutes)

Think–Pair–Share

Explain that in our last lesson we learned about children's rights. Today we're asking: *Do children's rights apply in online games?*"

Write the following prompt on board and In pairs, ask students to discuss:

- One right they remember
- Examples in their classroom where that right *should* be seen

Right	What it looks like at school
Play & rest	Recess, sport, brain breaks
Health & environment	Clean toilets, water, first aid
Voice & being heard	Class meetings, SRC

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Fair treatment	Same rules for everyone
Basic needs	Breakfast programs, safe spaces

2. Rights in Digital Spaces (10 minutes)

Ask the class to think about the following statement:

> "Do children's rights apply in online games?"

Give students a minute to consider the statement and then ask them to respond using the following movements:

- Thumbs up if YES
- Thumbs down if NO
- Flat hand palm down if UNSURE

Discussion Prompts:

- Can someone feel excluded in Minecraft?
- Can someone's right to be heard be ignored in a game?
- What does fairness look like in a team build?

Teacher Key Message:

> "Rights don't stop when we log in."

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3. What do rights look like in Minecraft gameplay (10 minutes)

Complete a class brainstorm and record responses in a table on the board: (see example below)

Right	What it looks like in Minecraft
Play & rest	Enjoyable participation, no pressure
Health & safety	Respectful chat, no griefing, safe builds

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Being heard	Everyone contributes ideas
Fair treatment	Shared roles, equal building time
Safe space	No put-downs or sabotage

Discuss as a class:

- What behaviours break these rights?
- What responsibilities do we have as team members?

Introduce the Team Rights Agreement:
Divide class into their teams, if not already decided. Each team must agree to:

1. One communication rule
2. One fairness rule
3. One safety rule

Each team records their rules and displays them in their workspace.

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4. Minecraft Team Challenge (25 minutes)

Teams log in to Minecraft Eco-Detectives - The Race to Zero and complete one of the Building tasks, collecting different children's rights along the way.

Options for building tasks include:

- Build wetland boardwalks to prevent foot traffic damage in the Wetlands biome
- Set up animal rehabilitation zones in the Rainforest biome
- Build wildlife pods in the Woodlands biome
- Set up a solar farm in the Drylands biome
- Install rooftop gardens and vertical green walls in the City biome
- Install water turbines in the Mountains biome.

Before teams start their building task they need to allocate the following roles within their team. These will be rotated halfway through the building session:

- Builder
- Planner/Designer

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- Resource Manager
- Communicator

Midway Pause (2 minutes):
Ask teams to reflect as a group on the following questions:

- Is everyone being heard?
- Are roles being shared fairly?
- Does our behaviour reflect children's rights?

If the team answers no to any of these questions, as a group they need to explore what strategies they will put in place for the second half of the task to make sure everyone is heard, roles are being shared fairly and they are reflecting the rights through their behaviour.

5. Reflection & Debrief (15 minutes)

Students exit Minecraft and complete the following reflection activities.

Introduce the following scenarios to the class:

- "One person is making all decisions."
- "Someone deletes another student's build."
- "Two players disagree about design."

Ask teams to discuss:

1. Which right is affected
2. Decide how to fix it
3. The impact this scenario could have on the dynamics of the team and the success of their task.

Reflection Questions:

1. Which right was easiest to uphold?
2. Which right was hardest?

3. How did fair treatment affect your build?
4. How did being listened to affect your motivation?

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Optional: Rights Self-Assessment Scale

Rate 1–5 (1 being Strongly disagree - 5 being strongly agree):

- I listened respectfully
- I shared control fairly
- I supported others' ideas
- I accepted decisions respectfully

Certificates of achievement for completion of Module 1 activities on Unpacking the UN Rights of the Child can be downloaded from the Supporting Files section.

Performance Expectations (Success Criteria)
We are learning to:

- Identify which rights apply during digital collaboration
- Demonstrate respectful communication in their team
- Share roles fairly
- Reflect on how their behaviour affected group wellbeing

Curriculum mapping: Mapping completed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

NSW Curriculum mapping

	Years 5-6	Years 7-8
PDHPE	**PH3-RRS-01** explains and applies skills and strategies to manage respectful relationships **PH3-SMI-01** evaluates and applies self-management and interpersonal skills in a range of contexts	**PH4-RRL-01** explains and applies strategies for promoting safe and respectful relationships in a range of contexts **PH4-IBC-01** investigates and explains factors that shape identity and sense of belonging

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Victorian Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	**VC2HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**VC2HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships
Personal and social capability	**VC2CP6O02** behaviours and attitudes that demonstrate sensitivity to individual, social and cultural differences, and why sensitivity to difference is important	**VC2CP8O02** the nature of human rights and responsibilities and how respect for human rights and responsibilities contributes to social cohesion

New Zealand Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	Self and others • Empathy includes recognising others' emotions, perspectives, and using this understanding to communicate respectfully and respond positively in relationships.	Self and others • Healthy relationships are not perfect. People can still make mistakes or misunderstand each other, and what matters is how people repair trust and respond to each other's needs.

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	• Practising respectful communication strategies that promote inclusion, prevent bullying, and support emotional safety in group settings	• Practising strategies like clear communication, identifying pressure, and challenging disrespectful behaviour to protect relationships and emotional safety

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Eco Detectives: Unite - The race to zero
Module 2: The healthy and safe use of digital devices
Activity 3: Healthy use of digital devices

Lesson Overview



Courtesy of: BBC (https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1)

Title: Healthy use of digital devices

Short Description Students understand that children's rights apply to **online and offline life**, and begin to reflect on how digital device use affects wellbeing.
Introduction - Explore how children's rights apply to **online life**, and reflect on how digital device use affects our health and wellbeing.
Student Ages 10-14 years
Subjects Health and Physical Education, Personal and social capability, Digital literacy
Skills Online safety and wellbeing, Collaboration, Communication
Estimated Time: 45-60 minutes

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Australian Curriculum Mapping:

	Years 5-6	Years 7-8
Health and Physical Education	**AC9HP6P10** analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities	**AC9HP8P10** plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing

General capabilities:
Digital literacy
Level 4 (Years 5-6)

- report negative or harmful online behaviour to trusted adults and know how to report it in online tools
- recognise when to step away from negative online social interactions
- follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing

Level 5 (Years 7-8)

- develop routines to support their balanced and constructive use of digital tools
- identify indicators of unhealthy usage
- identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools
- stop engaging in negative online social interactions

Short Description

Students explore how the **healthy and unhealthy use of digital devices** impacts wellbeing and how this connects to children's rights, as recognised by the **United Nations Convention on the Rights of the Child**, with a focus on:

- **Right to play and rest**
- **Right to health and safety**

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Lesson Plan

Learning Objectives

After this activity, students will:

- understand that children's rights apply to **online and offline life**
- reflect on how digital device use affects wellbeing.

Teacher Prep and Notes

For this lesson, you will need:
6 sets of Scenario cards for the following scenarios:

- Gaming late into the night
- Group chats that exclude others
- Using fitness apps or mindfulness apps
- Watching videos instead of sleeping
- Online bullying or pressure to reply instantly

6 sets of sorting category cards for the following:

- ✅ Supports children's rights
- ⚠️ Depends how it's used
- ❌ Challenges children's rights.

Guiding Ideas and Questions

How do digital devices support or challenge our right to play, rest, health and safety?

Student Activities

1. A Day in My Digital Life (15 mins)

Students individually:

- Sketch or list how they use digital devices on a **typical school day.** It may be helpful for students to think about what devices they use::
    - in the morning before they go to school?
    - during class?
    - during breaktimes at school?
    - on the way to and from school?
    - When they get home from school?
    - After dinner?

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- Before they go to bed?

- Highlight:
  - 🟢 Uses that help them relax, connect, learn or have fun
  - 🔴 Uses that interfere with sleep, movement, mood or focus.

Teacher note: Keep this reflective, not judgemental.

2. Rights unpacked (15 mins)
Revisit the rights unpacked in the first lesson:

- **Right to play and rest**
  Children have the right to relax, play, and take part in activities that support happiness and development.

- **Right to health and safety**
  Children have the right to be safe and healthy—physically, mentally, and emotionally.

Class discussion:

- *"Do these rights still apply when we're online?"*
- *"How might these rights be impacted when we are online or using devices? Eg. bullying or exclusion from online chat groups.*
- *"Who is responsible for protecting these rights when we are online?" Ourselves, other people online, parents, governments, technology companies?*

3. Rights in action – Scenario sort (25 mins)
In small groups, students sort scenario cards into:

- ✅ Supports children's rights
- ⚠️ Depends how it's used
- ❌ Challenges children's rights

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Example scenarios:

- Gaming late into the night
- Group chats that exclude others
- Using fitness or health apps or devices to track steps, health stats and fitness levels
- Group chats that help friends connect outside of school
- Relaxing by using mindfulness or meditation apps
- Watching videos instead of sleeping
- Online bullying or pressure to reply instantly.

Groups justify **why** they placed each card where they did.

Ask groups to now rank each of the scenarios from most challenging to children's rights to most beneficial for children's rights.

4. Reflection exit ticket (5 mins)
Students respond to the following sentence starters:

- "One way my digital use supports my wellbeing is…"
- "One way digital use can challenge children's rights is…"

Performance Expectations (Success Criteria)

We are learning to:

- describe how the *Right to play and rest* and *Right to health and safety* relate to the online spaces they use.
- identify ways digital devices can **support and/or harm** these rights.

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Curriculum mapping: Mapping completed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

NSW Curriculum mapping

	Years 5-6	Years 7-8
PDHPE	**PH3-RRS-01** explains and applies skills and strategies to manage respectful relationships **PH3-RRS-02** explains and applies skills and strategies to interact safely in offline and online contexts	**PH4-RRL-01** explains and applies strategies for promoting safe and respectful relationships in a range of contexts **PH4-IBC-01** investigates and explains factors that shape identity and sense of belonging

Victorian Curriculum mapping

	Years 5-6	Years 7-8
Health and Physical Education	**VC2HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**VC2HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships
Digital Technologies	**VC2TDI6D05** select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating	**VC2TDI8D05** select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative iterative projects

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	agreed behaviours, supported by trusted adults	

New Zealand Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	• Online content may use emotional triggers, misleading incentives, or idealised portrayals to influence behaviour, and recognising these tactics supports safer and more informed digital choices. • Practising making informed choices online by using critical thinking strategies and discussing digital safety with peers or trusted adults	• Online pressure can come from friends, trends, or fear of missing out, and managing it often means making tough choices that go against what others are doing. • Even when people know how to behave safely online, they may still take risks to fit in and get attention which can affect their wellbeing. • Building digital literacy, emotional intelligence, and self-awareness to understand that online harm is not always visible or immediate

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Eco Detectives: Unite - The race to zero
Module 2: The healthy and safe use of digital devices
Activity 4: Digital devices, wellbeing and responsibilities

Lesson Overview



Courtesy of: BBC (https://www.bbc.co.uk/bitesize/guides/zxb72hv/revision/1)

Title: Digital devices, wellbeing and responsibilities

Short Description Students understand that children's rights apply to **online and offline life**, and begin to reflect on how digital device use affects wellbeing.
Introduction - Explore how children's rights apply to **online life**, and reflect on how digital device use affects our health and wellbeing.
Student Ages 10-14 years
Subjects Health and Physical Education, Personal and social capability, Digital literacy
Skills Online safety and wellbeing, Collaboration, Communication
Estimated Time: 60 minutes

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Australian Curriculum Mapping:

	Years 5-6	Years 7-8
Health and Physical Education	**AC9HP6P10** analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities	**AC9HP8P10** plan and implement strategies, using health resources, to enhance their own and others' health, safety, relationships and wellbeing

General capabilities:
Digital literacy
Level 4 (Years 5-6)

- report negative or harmful online behaviour to trusted adults and know how to report it in online tools
- recognise when to step away from negative online social interactions
- follow an agreed code of conduct for the healthy and productive use of digital tools, considering the impact of tool use on wellbeing

Level 5 (Years 7-8)

- develop routines to support their balanced and constructive use of digital tools
- identify indicators of unhealthy usage
- identify online abuse and bullying and report them to trusted adults, appropriate authorities and in online tools
- stop engaging in negative online social interactions

Short Description

Students explore how the **healthy and unhealthy use of digital devices** impacts wellbeing and how this connects to children's rights and responsibilities, with a focus on:

- **Right to play and rest**
- **Right to health and safety**

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Lesson Plan

Learning Objectives

After this activity, students will:

- Explore the nature of children's responsibilities in **online and offline life**
- reflect on how digital device use affects wellbeing.

Teacher Prep and Notes

For this lesson you will need:
Butchers paper and markers

Guiding Ideas and Questions

What does healthy and responsible digital device use look like for our age group?

Student Activities

1. Quick recap + rights check (5 mins)

Revisit:

- Right to play and rest
- Right to health and safety

Ask: *"Which one is most affected by digital devices?"*

2. Wellbeing poster walk (25 mins)

On 4 separate pieces of butchers' paper one for each of the following headings set up with two columns, risks and protective behaviours and place them on tables around the room.

- Sleep & Rest
- Mental & Emotional Health
- Physical Health
- Safety & Respect

Heading - eg SLEEP AND REST	
Risks	**Protective behaviours**

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Students in small groups rotate around the 4 poster stations (5–6 mins each) and record in the left column the risks associated with digital device use and in the right hand column the protective behaviours that can prevent harms associated with digital device use.

Teacher tips: Sample risks and protective behaviours that can be used as prompts with students.

SLEEP AND REST	
Risks	**Protective behaviours**
notifications disturb sleep	turn on Do Not Disturb on all devices

Other risks that can be explored might include:

- Mental & Emotional Health - Comparison, pressure, number of likes, online conflict
- Physical Health - Posture, eye strain, inactivity
- Safety & Respect - Privacy, cyberbullying, sharing images

Allocate one of the following to each of the student groups.

- Individuals
- Friends
- Schools
- Families
- Governments
- Technology companies.

For their allocated group, students discuss and record what role their group should play in protecting children's rights online?

- What strategies could the group put in place to protect children's rights?
- What rules or guidelines can be created and applied?
- What policies should be developed and applied?
- What laws should be enacted/enforced?

3. Code of Conduct brainstorm (15 mins)

Introduce the final task:

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"We're going to create a Code of Conduct for healthy digital device use that protects our rights and wellbeing."

In groups, students draft **possible rules or principles**, linked explicitly to:

- Play & rest
- Health & safety

Groups draft 6–10 statements using stems such as:

- "We agree to…"
- "We will…"
- "We respect…"

Teacher tips: Example of student-friendly statements:

- *We agree to take breaks from screens to protect our sleep and focus.*
- *We will not pressure others to respond online outside school hours.*
- *We will use devices in ways that include, not exclude, others.*
- *We will speak up or seek help if digital behaviour feels unsafe.*

Each statement must link to **at least one right**. Groups record their statements on butchers' paper or mini whiteboards for the Gallery Walk activity following.

4. Gallery walk & refinement (15 mins)
Groups display drafts and move around each others' drafts to leave feedback using sticky-notes. Students could use comments or symbols such as the following:

- 👍 Clear and helpful
- ❓ Needs clarification
- 💡 Suggest improvement

Class votes or combines ideas into **one shared Code**.

4. Commitment & reflection (5 mins)
Students individually:

- Sign the final Code (digitally or on paper)
- Complete a reflection:

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- “One rule I think will most improve my digital wellbeing is… because…”

Optional extension:

- Share the Code with families
- Display in classrooms or digital learning spaces

Certificates of achievement for completion of Module 2 activities on Healthy and safe use of digital devices can be downloaded from the Supporting Files section.

Performance Expectations (Success Criteria)
We are learning to:

- Co-create clear, respectful and realistic guidelines
- collaborate to create, justify and agree on a shared Code of Conduct.
- Explain how each guideline supports children’s rights and wellbeing.

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Curriculum mapping: Mapping completed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

NSW Curriculum mapping

	Years 5-6	Years 7-8
PDHPE	**PH3-RRS-01** explains and applies skills and strategies to manage respectful relationships **PH3-RRS-02** explains and applies skills and strategies to interact safely in offline and online contexts	**PH4-RRL-01** explains and applies strategies for promoting safe and respectful relationships in a range of contexts **PH4-IBC-01** investigates and explains factors that shape identity and sense of belonging

Victorian Curriculum mapping

	Years 5-6	Years 7-8
Health and Physical Education	**VC2HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**VC2HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships
Digital Technologies	**VC2TDI6D05** select and use appropriate digital tools effectively to share content online, plan tasks and collaborate on projects, demonstrating agreed behaviours, supported by trusted adults	**VC2TDI8D05** select and use a range of digital tools effectively and responsibly to share content online, and plan and manage individual and collaborative iterative projects

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New Zealand Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	• Online content may use emotional triggers, misleading incentives, or idealised portrayals to influence behaviour, and recognising these tactics supports safer and more informed digital choices. • Practising making informed choices online by using critical thinking strategies and discussing digital safety with peers or trusted adults	• Online pressure can come from friends, trends, or fear of missing out, and managing it often means making tough choices that go against what others are doing. • Even when people know how to behave safely online, they may still take risks to fit in and get attention which can affect their wellbeing. • Building digital literacy, emotional intelligence, and self-awareness to understand that online harm is not always visible or immediate

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Eco Detectives: Unite - The race to zero
Module 3: Designing games that are fair and inclusive
Activity 5: Designing games that are fair, inclusive and fun for all
Lesson Overview



Courtesy of: Heart Foundation (https://www.heartfoundation.org.au/healthy-living/physical-activity/physical-activity-school-resources)

Title: Designing games that are fair, inclusive and fun for all.
Short Description - This lesson explicitly uses ludology (the study of games and play) to help students create and adapt games so they are inclusive, fair and fun for all.
Introduction - Tapping into the game design concept of ludology, students will re-design games that they can incorporate into their device-free time that are fun, fair and inclusive.
Student Ages 10-14 years
Subjects Health and Physical Education, Personal and social capability, Digital literacy
Skills Online safety and wellbeing, Collaboration, Communication

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Estimated Time: 60 minutes
Australian Curriculum Mapping:

	Years 5-6	**Years 7-8**
Health and Physical Education	AC9HP6M08 devise and test alternative rules and game modifications to support fair play and inclusive participation	AC9HP8M08 investigate modifications to equipment, rules and scoring systems that support fair play and inclusive participation

General capabilities:
Personal and social capability
Level 4 (Years 5-6)

- explain factors that influence individual and group decision-making and consider the usefulness of these factors when making decisions

Level 5 (Years 7-8)

- devise and analyse individual and group decision-making processes

Ethical understanding
Level 4 (Years 5-6)

- identify and describe ethical concepts, such as truth and justice, and explain how perspectives may vary according to the situation or context

Level 5 (Years 7-8)

- analyse the similarities and differences between ethical concepts, such as integrity, loyalty and equality, in a range of situations and contexts

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Lesson Plan

Learning Objectives

After this activity, students will:

- Understand that games are designed systems, not fixed rules
- Explore how rules, space, equipment and roles shape fairness and fun
- Create and adapt games so everyone can participate meaningfully.

Teacher Prep and Notes

For this lesson, teachers will need access to:

- Playing area to set up several small-sided games
- Access to whiteboard near playing area or write up table of game elements on butchers paper that can be taken to playing area
- Equipment for the games that will be played in student activities

Ludology (Explained Simply)

Ludology is the study of games and play. It looks at:

- **Rules** – what players can and can't do
- **Goals** – how players score or succeed
- **Player roles** – what each person does
- **Space & equipment** – where and how the game is played
- **Fun & fairness** – who enjoys the game and why.

Guiding Ideas and Questions

Do all games allow everyone to play and enjoy themselves?

Games don't have to stay the same — they can be redesigned.

Student Activities

Same Game, Different Feel (20 minutes)

Play a simple invasion-style game, e.g:

- Endball
- Continuous tag
- Pass-and-move keep-away

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Play for 2 minutes with standard rules.

Reflection (Quick Think-Pair-Share)

Ask:

- Who was involved the most?
- Who was involved the least?
- Was the game fair for everyone?
- Was it fun for everyone?

Introduce the right:

> "The UN says all young people have a **right to play and rest**. Let's think about whether that happened just now."

Discuss with the class that the game worked for some players better than others — that's a design issue. Ask "If a game only works well for some players, does it fully support the right to play?"

Introduce the concept of Ludology and explain the key game elements and questions that can be used to reflect on the design of a game. Explain to the class that if we change one or more of these game elements, we change who the game works for.

Use a whiteboard or slide to break games into design elements:

Game Element	Key Question
Rules	Who do the rules help or limit?
Space	Is the area too big or too small for some players?
Equipment	Does the equipment suit everyone's ability?
Scoring	Who usually scores? How often?
Roles	Does everyone have a meaningful role?

2. Game Designers at Work (30 minutes)

In groups of 4, students choose:

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- A familiar game (e.g. tag, soccer-style game, netball-style game)
- OR a teacher-provided base game.

Groups must adapt or redesign the game so it is:

- Inclusive – everyone can participate meaningfully
- Fair – no single player dominates
- Fun – enjoyable and engaging.

They must change at least 3 of the following:

- Rules
- Equipment
- Space
- Scoring system
- Player roles.

Groups join with another group and conduct a Playtest for each of their newly designed games. Each group:

- Explains the game
- Runs a 2–3 minute playtest
- Observes who is involved and how.

Bring groups together after they have playtested each others revised game and discuss the following questions:

- Who decided the new rules and game design?
- Did everyone agree with the changes?
- Did anyone feel unheard?

Link to rights:

> "The UN says young people have the **right to be heard** — even in games. If we ignore people's voices, we limit their right to be heard."

Encourage each group to collect player feedback from the other group about their game. Each group now re-designs their game based on the player feedback. Playtest the games again and **ask teams to** observe changes in levels of participation, engagement and success for each player.

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3. Guided Reflection: Ludology Lens (10 minutes)

After playtesting, groups respond verbally or on paper to the following questions:

- Which design change made the biggest difference?
- Who became more involved because of the changes?
- How did the changes affect fairness?
- Did the game become more fun? Why or why not?

Certificates of achievement for completion of Module 3 activities on Designing fair, safe and inclusive playground games can be downloaded from the Supporting Files section.

Performance expectations (Success criteria)

We are learning to:

- explain how changing rules or equipment affects who can participate
- modify a game to make it more inclusive and fair
- justify their design choices using ludology concepts.

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Curriculum mapping: Mapping completed by Australian Council for Health, Physical Education and Recreation, NSW Branch (ACHPER NSW)

NSW Curriculum mapping

	Years 5-6	Years 7-8
PDHPE	**PH3-MSP-01** refines and applies movement skills, strategies and collaboration in physical activities **PH3-SMI-01** evaluates and applies self-management and interpersonal skills in a range of contexts	**PH4-MSS-01** transfers movement skills and concepts for use in a range of dynamic movement environments **PH4-MSS-02** demonstrates how strategies and actions can be transferred to solve movement challenges

Victorian Curriculum mapping

	Years 5-6	Years 7-8
Health and Physical Education	**AC9HP6P04** describe and demonstrate how respect and empathy can be expressed to positively influence relationships	**AC9HP8P04** examine the roles of respect, empathy, power and coercion in developing respectful relationships
Personal and social capability	**VC2CP6O04** the characteristics of an effective team and team roles including leadership roles; strategies for reflecting on performance in a team role	**VC2CP8O04** situations that benefit from collaboration; strategies for setting team goals; and ways team members can support

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		one another to achieve team goals
Ethical capability	**VC2CE6U01** the meaning of ethical concepts including respect and beneficence, and ethical concepts such as happiness or truth that can vary in importance or meaning in different contexts	**VC2CE8U01** the meaning of and criteria associated with ethical concepts including justice, freedom, equality and non-maleficence in different contexts

New Zealand Curriculum mapping

	Years 5-6	**Years 7-8**
Health and Physical Education	• Game play is governed by rules and conventions • Playing modified games with basic positions, the application of rules, and game conventions • Using communication strategies that promote inclusion, choosing respectful language, and listening actively	• Game conventions include scoring systems, serve rotation, and how points are awarded.

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Supporting files:

- Teacher Support Guide
- Certificates of achievement:
    - Module 1 Completion
    - Module 2 Completion
    - Module 3 Completion
    - Eco Detectives: Unite Game Completion certificate

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Eco Detectives Unite-The Race to Zero is an initiative of the NSW Department of Education and has been proudly supported by UNICEF Australia, Taronga Conservation Society Australia, ACHPER NSW, Auckland Zoo, Perth Zoo and Zoos South Australia.

UNICEF Australia *is proud to be the major partner for this educational initiative and believe that what makes this educational game so powerful is that child rights are embedded directly into the experience. By bringing together education, play and purpose, this game helps young people understand their rights, build their sense of agency, and see themselves as part of the solutions to the big challenges shaping their future.*

ACHPER NSW *is proud to contribute educational expertise through its collaboration on the Eco-Detectives Unite – The Race to Zero initiative. The teaching resource supports innovative, future-focused learning experiences for students aged 10–14 and is an outstanding example of engaging digital technologies supporting high-quality, curriculum-aligned teaching and learning.*

Through the development of downloadable unit plans, ACHPER NSW equips teachers with practical, ready-to-use lessons that meaningfully connect wellbeing, inclusion, digital citizenship, sustainability and movement-based learning. The resource encourages collaboration, critical thinking and respectful relationships, while harnessing the creativity of Minecraft Education to deepen student engagement.

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