

# ORBIT

## Teachers' Guide



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[www.orbit.org.au](http://www.orbit.org.au)

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# Introduction

## What is Orbit?

Orbit is a free child sexual abuse prevention program targeted at students in year 4 (children aged 8 – 10). Child sexual abuse is a significant societal problem. Access Economics (2007) estimates the impacts of child abuse and neglect costs the Australian community tens of billions of dollars each year. In addition, sexual abuse can have strong emotional, psychological and social impacts on those that are abused, their families and their social network.

The Orbit program consists of a computer game as well as resources for teachers, parents and adults in the community. Teacher resources include:

- the **Orbit Teachers' Guide** which contains game information and lesson plans to accompany each chapter of the game
- a series of additional classroom activities available from the **Educators** section of the Orbit website [www.orbit.org.au/educators](http://www.orbit.org.au/educators)

The Orbit website also contains information about the key concepts addressed by the game and provides parents/caregivers ideas for discussing these concepts with their children. See [www.orbit.org.au/families](http://www.orbit.org.au/families)

To play Orbit, simply download and install the game from the Orbit website and sign up for a free teacher account. See [www.orbit.org.au/play](http://www.orbit.org.au/play)

From the teacher account, you can create logins for your students.

The program is divided into five separate chapters and it is suggested that teachers allow 1 – 2 weeks to complete each chapter and associated classroom activities.

The key concepts addressed by the game are trusted adults, healthy self concept, public and private spaces, private body parts, the body rules, "need to tell" situations, barriers to telling, offender tactics, tell & keep on telling and modes of communication.

Orbit was designed by the University of the Sunshine Coast with financial and in-kind support from the Telstra Foundation, Queensland Police Service, Daniel Morcombe Foundation and Sunshine Coast Cooloola Services Against Sexual Violence Inc.

## Nervous about implementing a child sexual abuse prevention program?

Educators report feeling concerned about teaching child sexual abuse prevention programs (Brown, 2008; Goldman & Grimbeek, 2008; Mathews, 2011; Scholes, 2000, Walsh, Farrell, Schweitzer & Bridgstock, 2005). The Orbit program is designed to help teachers have these important conversations about sexual abuse with their students in a less confronting way.

Classroom teachers are perfectly positioned to implement child sexual abuse prevention programs because perpetrators are usually someone known to the child and their family (Richards, 2011) and teachers are a constant adult in children's lives without a strong connection to their family. Furthermore, statistics tell us that in a class of 30 students it is likely that at least one student will experience some form of sexual abuse in their life (Sanderson, 2004).

Below are a few points to consider when implementing the program:

1. **Allow students to opt out of the program** – A small number of students may feel uncomfortable participating in the program due to the subject matter. That is okay. We suggest you allow them to opt out even if they are part way through the program. Students are a good gauge of their own maturity levels. They may come back later of their own accord. They may also learn about the concepts raised in the game from the other students. There are many reasons why a child may opt out of the program. Some children may opt out because it triggers their own experiences of abuse; however it should not be

assumed that because a child opts out of the program that they have been abused.

2. **Laughter is okay** – During class discussions, some students may start laughing as their way of coping with the information presented to them. This is normal. Laugh along with the students. Acknowledge that talking about these things can seem funny. Allow them time to settle and then resume the discussion.
3. **Addressing concerns about “rude” game content** – Generally, children are taught to not talk about “rude” things. Whilst the game is not sexually explicit, some students and their parents may feel that some of the game content is inappropriate and concerning. Unfortunately, concern about discussing “rude” topics also works in the favour of perpetrators of sexual abuse. If students are concerned about anything raised in the game. Be honest with your students and express your concerns too. If children seem to feel fearful after playing the game, help them understand that most adults will not sexually abuse children. The reason that they are playing this game is so that they will know what is okay and what isn’t and when they should turn to their trusted adults for help. Also explain that sexual abuse is never the child’s fault; and if it does happen, the child needs to tell their trusted adults exactly what is happening so that the trusted adult can help them.

### **Things to expect as a result of doing this program**

Sexual abuse prevention programs can prompt children to disclose sexual abuse to adults in their life. Be prepared. Make sure you know your school’s policy on what to do if you receive a disclosure of sexual abuse. Also, familiarise yourself with how to respond to a disclosure on the Orbit website (see [www.orbit.org.au/csa/disclosures/](http://www.orbit.org.au/csa/disclosures/)). You may also like to cut out the helpful list of phrases wallet card on the back of the Orbit trusted adult slip (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) and keep it somewhere you can refer to.

### **Getting started with Orbit**

Before getting started we recommend you obtain permission from your school Principal. We also suggest you provide an information session for parents and send home consent forms prior to running the program. Your students will need access to individual computers with uninterrupted access to the internet to play the game. If you wish to, you can also allow your students to access the game at home.

The system requirements for computers running Orbit under the Windows Operating System are:

- 2.33GHz or faster x86-compatible processor, or Intel Atom™ 1.6GHz or faster processor for netbook class devices
- Microsoft® Windows® XP, Windows Server 2008, Windows Vista® Home Premium, Business, Ultimate, or Enterprise (including 64 bit editions) with Service Pack 2, Windows 7, or Windows 8 Classic
- 512MB of RAM (1GB recommended).

The system requirements for computers running Orbit under the Mac Operating System are:

- Intel® Core™ Duo 1.83GHz or faster processor
- Mac OS X v10.6, v10.7, or v10.8
- 512MB of RAM (1GB recommended).

Furthermore, it is recommended all computers have speakers or headphones. If you have students playing the game simultaneously, then headphones are recommended. Two of the Orbit mini-games are designed for side-by-side play: two players sitting at the same computer. You may like to use audio splitters (allows you to plug two pairs of earphones into the one computer) for these mini-games. These can be purchased inexpensively from electronics’ stores.

### **How to use this guide**

The learnings from the Orbit game will be stronger when facilitated by extra in-class activities. A number of these have been provided below. Supplementary lesson plans and classroom activities are also available from the Educator’s section of the Orbit website. See [www.orbit.org.au/educators](http://www.orbit.org.au/educators).

In many lesson plans, precise phrasing is given for asking questions and responding to the class. Since this subject can be confronting for some to teach, this format has been used to help teachers. However, it is not

expected the teacher will necessarily repeat these word-for-word as it appears in this guide. Feel free to modify the wording as feels natural to you and adapt the lesson plans to your context.

In [Appendix 1](#) you will find instructions on how to administer Orbit. This includes instructions for setting up your class. [Appendix 2](#) includes all of the Printable Materials required to run the classroom provided in this Teachers' Guide.

#### **Links:**

Orbit for Educators - [www.orbit.org.au/educators](http://www.orbit.org.au/educators)

Orbit for Families - [www.orbit.org.au/families](http://www.orbit.org.au/families)

Sign up for an Orbit account - [www.orbit.org.au/play](http://www.orbit.org.au/play)

Receiving disclosures of child sexual abuse - [www.orbit.org.au/csa/disclosures/](http://www.orbit.org.au/csa/disclosures/)

Orbit trusted adult slip - [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)

#### **References**

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Scholes, L. (2000). A study of the level of protection provided by Queensland educators for children at risk of abuse and neglect, *Masters Thesis*, School of Justice Studies, Faculty of Law, Queensland University of Technology.



Walsh, K., Farrell, A., Schweitzer, R. & Bridgstock, R. (2005). Critical factors in teachers' detecting and reporting child abuse and neglect: Implications for practice. *Final Report, Abused Child Trust*. Brisbane: Abused Child Trust.

# Overview of Program

## Before starting

	0-1. Notify parents/caregivers of program
	0-2. Collect consent forms from students and parents/caregivers
 	0-3. Pre-program Evaluation Activities (if part of University trial of game)



## Chapter 1. Togetherness (1 hour 40 mins)

	1-1. Play prologue & chapter 1	<i>1 hour of individual computer access</i>
	1-2. Private Body Parts & the Body Rules	<i>40 minute lesson</i>



## Chapter 2. Listening (1 hour 40 mins)

	2-1. Play chapter 2	<i>1 hour of individual computer access</i>
	2-2. Trusted Adults	<i>40 minute lesson</i>



## Chapter 3. Understanding (2 hours)

	3-1. Play chapter 3	<i>1 hour 40 minutes of individual computer access</i>
	3-2. Need to Tell Machine debrief	<i>20 minute discussion</i>



## Chapter 4. Belief (1 hour 40 mins)

	4-1. Play chapter 4	<i>1 hour 20 minutes of individual computer access</i>
	4-2. Speak Up mini-game debrief	<i>20 minute discussion</i>

## Chapter 5. Courage (1 hour 20 mins)



	5-1. Play chapter 5 & Epilogue	<i>1 hour of individual computer access</i>
	5-2. Orbit Debrief	<i>20 minute discussion</i>

## After the program

 	6-1. Post-program Evaluation Activities (if part of University trial of game)
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# Chapter 1. Activities

## Chapter 1. Togetherness

 1-1. Play prologue & chapter 1	<i>1 hour of individual computer access</i>
 1-2. Private Body Parts & the Body Rules	<i>40 minute lesson</i>

### 1-1. Game Play – Prologue + Chapter 1

*(1 hour of individual computer access)*

All students are to play all of the Prologue & Chapter 1 of Orbit. Before they can get started, you will need to create a game account for each student. See **Appendix 1. Administering Orbit** section for more information.

The game-play can be done over a number of sessions – it does not have to be done in one sitting.

To find out what happens in the Prologue and Chapter 1 you can either play these sections of the game yourself or check out our descriptions of the game on the Orbit website.

In each chapter the students are asked to teleport a trusted adult on-board the space-ship. During each session of Orbit game play, please have trusted adult slips (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) available for students to complete.

#### Links:

Prologue - <http://orbit.org.au/chapter/prologue/>

Chapter 1 - <http://orbit.org.au/chapter/1-togetherness/>

Robot factory mini-game - <http://orbit.org.au/minigame/robot-factory/>

## 1-2. Private Body Parts & the Body Rules

<p><b>At the end of this lesson students will be able to:</b></p> <ul style="list-style-type: none"> <li>• identify the anatomical names for private body parts</li> <li>• state the body rules.</li> </ul> <p><b>These learning objectives are related to the following Orbit key concepts:</b></p> <ul style="list-style-type: none"> <li>• Private body parts</li> <li>• Body rules</li> </ul>	<p><b>Sections of Orbit related to this lesson:</b></p> <p>Robot Factory Mini-game: We first meet the robot factory mini-game in <b>chapter 1</b>.</p> <p>Students should have independently completed <b>chapter 1</b> of the Orbit game prior to this lesson which includes playing the robot factory mini-game.</p>
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### What's on for today?

In this lesson students learn the anatomical names for private body parts and they learn about the body rules.

### Lesson at a Glance

Time Required	Activity	Materials
20 mins	1. Private body parts	<ul style="list-style-type: none"> <li>• 1 computer + projection device (e.g. data projector / big screen) to revisit elements of the game-play with the class</li> <li>• whiteboard + marker pens</li> <li>• print one copy of the anatomical names of the private parts (See Printable Materials section) <i>or</i> PowerPoint file (see Downloads)</li> <li>• blue tack (not required if using PowerPoint file)</li> </ul>
20 mins	2. The body rules	<ul style="list-style-type: none"> <li>• 1 computer + projection device (e.g. data projector / big screen) to revisit elements of the game-play with the class</li> </ul>
<b>40 mins</b>		

### Downloads

#### Private parts slides

[www.orbit.org.au/downloads/private-parts-slides.pptx](http://www.orbit.org.au/downloads/private-parts-slides.pptx) (PowerPoint - 981kb) OR

[www.obit.org.au/downloads/private-parts-slides.pdf](http://www.obit.org.au/downloads/private-parts-slides.pdf) (PDF - 280 kb)



## 1-2. Lesson Activities

### 1. Introducing private body parts (20 mins)



#### REPLAY (5 mins)

Replay level 1 of the Robot Factory mini-game.



#### TEACHER'S NOTE

To replay a mini-game, you choose the mini-games button at the top left of the game screen. See the **I/my students want to replay a mini-game level** section of the **Administering Orbit** appendix for more information.



#### ASK (15 mins)

1. **In the game, what are the non-private parts of the robots' bodies?** Possible responses include: arms, legs, face, stomach.
2. **What are the names of the non-private parts of people's bodies?** Possible responses include: arms, legs, face, stomach, neck, hand.
3. **In the game, what are the names used for the private parts of the robots?**

Answers:



mouth



chest



area covered by the underpants

4. **People have private parts too. Just like an arm or a leg, these are important parts of our body. How are robots' private parts similar to people's private parts? How are they different?**

Encourage all responses but try to draw these out:

- Similar: People have mouths/chests/areas covered by underpants.
- Different: For people, boys and girls have different private parts. The chest is not a private part for boys.

- Different: We use different names for our private parts.






### 5. How do you know a body part is private?

Types of responses to draw out include:

- It is the parts of your body that are covered by your swim suit. However, the mouth is a private part too even though it is not covered by a swimsuit.
- Body parts that other people should not touch although there are some times when doctors or caregivers may need to touch private body parts.
- There are different private parts for boys and girls. Discuss that the chest area is not a private part for boys.






### 6. What are the names of people's private parts?

Draw a table on the board like this (or use the PowerPoint file provided).

Private Parts	 boys	 girls
		
		
		

Get the students to help you place the names of the private parts in the appropriate section of the table (The names are provided in the printable materials section of this document).

The finished product should look something like this:

Private Parts Answers	 boys	 girls
	mouth	mouth
	Not a private part for boys	chest nipples
	bottom / anus penis & testicles	bottom / anus vagina & vulva

**7. Now, let's practice saying these words.**

Give students the opportunity to practice saying these words.

**① TEACHER'S NOTES**

If students explain that they call the body parts something different in their family, discuss the need for anatomical names and the value of factual reporting of body parts and also explain how some body parts are called different things within families and how this can be confusing. For example bottom may be referred to as a butt, buttock, fanny (in the United States) etc.

You may also wish to introduce the concept of the "body rules" in this discussion too. If you allude to it, mention that you will do more on it soon but that the body rules mean that no one else should touch or look at their private parts.

## 2. The body rules (20 mins)



**REPLAY (5 mins)**

Replay any level of the Robot Factory mini-game until one robot has gone into the dressing room to affix its private parts and paint on its "clothes".





### ASK (15 mins)

**1. The robot placed their own private parts on their body in a private dressing room. Why do you think that is?**

Types of concepts to draw out include:

- privacy
- all of your body belongs to you but private and non-private body parts (such as your arm) are treated differently
- it is okay for you to touch your own body but generally, you should try to only touch your private parts in your own private space.

**2. In the game, Tau talks about something called “the body rules”. What do you think “the body rules” means for these robots?**

Types of responses to draw out include:

- No one except the robot touches their private body parts.
- Robots touch their own private parts in private.

**3. There are body rules for people too. What do you think they are?**

Take responses and then draft a class list of body rule. Write them on the board. Here is the type of concepts to include in your class list of body rules:

- 1) I am the boss of my body.
- 2) It is not okay for someone else to touch or ask to see your private parts unless:
  - a doctor or parent/carer is helping you keep your private parts healthy and clean if you cannot do it yourself.
  - a doctor or parent/carer needs to touch your private parts when you are sick. If a doctor needs to do this, your parent/carer would usually be with you.
- 3) It is not okay to be forced to touch another person’s private parts.
- 4) It is not okay for people to take or show me photos or videos of private parts.
- 5) It is not okay for other people to show me their private parts.

### How did it go?

Can students identify which parts of their body are private (including the mouth)? Did students learn the anatomical names of people’s private parts? Did students demonstrate an understanding of the body rules?

# Chapter 2. Activities

## Chapter 2. Listening

 2-1. Play chapter 2	<i>1 hour of individual computer access</i>
 2-2. Trusted Adults	<i>40 minute lesson</i>

## 2-1. Game Play – Chapter 2

*(1 hour of individual computer access)*

All students are to play chapter 2 of Orbit. The game does not need to be played all in one session. However, before doing the trusted adults lesson, players should have teleported their second trusted adult onto the spaceship.

In each chapter the students are asked to teleport a trusted adult on-board the space-ship. During each session of Orbit game play, please have trusted adult slips (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) available for students to complete.

## Side by side play opportunity

Chapter 2 contains the Need to Tell Machine mini-game. This mini-game can be played with two people sitting at the one computer keyboard. This provides someone to talk with about their answers in phase 1 of the mini-game and in phase 2 each player can use two of the game control keys to make the game-play a little easier.

To find out what happens in chapter 2, you can either play the game yourself or check out our descriptions of the game on the Orbit website.

### Links:

Chapter 2 - <http://orbit.org.au/chapter/chapter-2-listening/>

Need to Tell Machine mini-game - <http://orbit.org.au/minigame/need-to-tell/>

Robot factory mini-game - <http://orbit.org.au/minigame/robot-factory/>

## 2-2. Trusted Adults

<p><b>At the end of this lesson students will be able to:</b></p> <ul style="list-style-type: none"> <li>choose trusted adults based on the qualities of the relationship</li> <li>ask trusted adults to be a part of their safety network .</li> </ul> <p><b>These learning objectives are related to the following Orbit key concept:</b></p> <ul style="list-style-type: none"> <li>Trusted adults</li> </ul>	<p><b>Sections of Orbit related to this lesson:</b></p> <p>Teleporter: The player character uses the teleporter to choose their trusted adults in each chapter starting with <b>chapter 1</b>. In <b>chapter 2</b>, the player character finds out different ways to communicate with Sammy (modes of communication).</p> <p>Students should have independently completed all of <b>chapter 1</b> and have teleported in their second trusted adult in <b>chapter 2</b> of the Orbit game prior to this lesson.</p>
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### What's on for today?

In this lesson students explore how the teleporters work in Orbit and consider what makes a good trusted adult. They construct their network of five trusted adults and consider ways to tell their trusted adults about the game.

### Lesson at a Glance

Time Required	Activity	Materials
12 mins	1. Trusted adults in Orbit	<ul style="list-style-type: none"> <li>1 computer + projection device (e.g. data projector / big screen) to revisit elements of the game-play with the class</li> <li>Trusted adult invitation, 1 per student (see printable materials)</li> </ul>
15 mins	2. Choosing Trusted Adults	<ul style="list-style-type: none"> <li>1 computer + projection device (e.g. data projector / big screen) to revisit elements of the game-play with the class</li> <li>whiteboard and whiteboard markers</li> <li>A4 paper, 1 per student</li> <li>Pens and pencils for students</li> </ul>
13 mins	3. Telling Trusted Adults about Orbit	<ul style="list-style-type: none"> <li>whiteboard and whiteboard markers</li> </ul>
<b>40 mins</b>		

## 2-2. Lesson Activities

### 1. Trusted adults in Orbit (12 mins)



#### REPLAY & DISCUSS

Replay game on the big screen from the Orbit savepoint **Chapter 1: Choose trusted adult 1** until the trusted adult has been teleported onto the ship. At various stages, stop to discuss or point out aspects of the game.

#### TEACHER'S NOTE

You can replay the game from an Orbit one of the many Orbit save points. See the **I want to move one or more students' game progress backwards or forwards** section of the **Administering Orbit** appendix for more information.

#### STOP 1. Stop once you get to the teleporter room (3 mins)



#### ASK

- **Why are there three teleporters?** Types of answers to draw out include: the three teleporters represent family, school and other areas of their life, if they choose trusted adults from each of those areas then they will always have someone to turn to no matter where they are.
- **What are examples of people who could be asked to be trusted adults from each of the three groups (family, school and other)?** Children seem to have more problems understanding the “other” category, so have a special focus this group. Types of people the students can think about including from this group are sport coaches, family doctor, friend’s parent, club leaders and other out of school activities.

#### STOP 2. Stop once this safety warning pops up. (2 mins)

**SAFETY WARNING:**  
Only beam aboard trusted adults who do not break the body rules.

**READ** the safety warning aloud.


#### ASK

- **What are the body rules?** Go through some of the items that were discussed in the previous lesson. Types of responses may include: that you are boss of your body, it’s not okay for someone else to touch your private parts.



**STOP 3.** Use the avatar generator to create a trusted adult. (1 min)



Ensure the students know they can change the voice of the character by pressing the  button.

**STOP 4.** Stop when this information box appears. (2 mins)

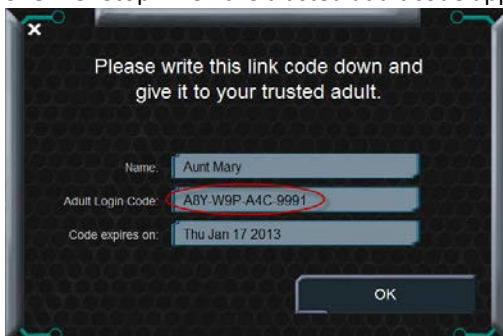
You can change your trusted adult at any time by pressing the Change Adult button at the top left of the screen whenever you are on the space ship.

**READ** the information box aloud.

**ASK**

- **Why might you ever want to change a trusted adult?** Types of responses to draw out include:
  - change class / school / sporting club / church etc.
  - they would prefer someone else
  - they can no longer contact them easily
  - they realise that person is not a safe person to be around.


**STOP 5.** Stop when the trusted adult code appears. (2 mins)



**SAY**

Your trusted adults can log in to the special trusted adults section of this game. To do this, you need to give them their “Adult Login Code”. Next time you play the game, you need to write down the log-in code on this sheet of paper. Then, you can give this piece of paper to your trusted adults and it tells them how to log in.

Hand out the Trusted Adult sheets (see Printable Materials section)



PLAYBOOK  
 You selected you to be one of his/her 5 trusted adults.

Name: \_\_\_\_\_

Adult Login Code: \_\_\_\_\_

Expires On: \_\_\_\_\_


The adult login code will allow you to log into the Trusted Adult section of the Orbit website  
[orbit.org.au/trusted-adults](http://orbit.org.au/trusted-adults)

**What is Orbit?**  
 Orbit is a computer game that aims to protect children from and help them to disclose sexual abuse.

**How did I get selected as a Trusted Adult?**  
 The Orbit game asks the player to choose five different trusted adults (one per chapter of the game). At least one trusted adult must be from the player's family, at least one person must be from the player's school and at least one person must be from somewhere else. Having five people from different places means that the child will always have someone to turn to if they are having a problem.

**What do I do with this code?**  
 You can use your trusted adult login code to log into the Orbit website [orbit.org.au/trusted-adults](http://orbit.org.au/trusted-adults). Logging in gives you information about what the player is learning in the game and allows you to send the player self-esteem boosting messages. If you are trusted adult to more than one player, you can join this with an existing account.

**More questions?**  
 If you have more questions about Orbit please visit the game's website [www.orbit.org.au](http://www.orbit.org.au)



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and discuss how to use them.

#### STOP 6. Using the change trusted adults button (2 mins)

Demonstrate the features of the **change trusted adults** button in the HUD.

- Press the **Change trusted adults** button in the HUD

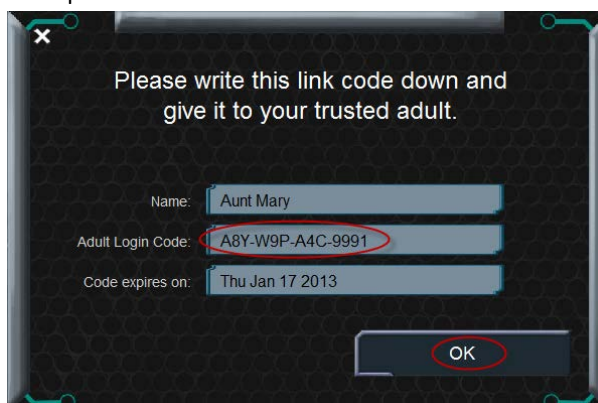


- **A. Getting the login code again**

To bring up an adult's login code again, click on the **Get login code** link under their name.



Then press **OK**



- **B. Swapping to a new trusted adult**

Click on the adult you wish to change and choose **Swap Trusted Adult**



- **C. Change a trusted adult's appearance**

Get back into the **Change trusted adult** section and choose a trusted adult.



### SAY

If you don't want to make a new trusted adult but you want to change their appearance (maybe their hair style or what they're wearing), you can click the **Change Appearance** button.

## 2. Choosing Trusted Adults (15 mins)



### ASK (5 mins)

**What do you think would make a good trusted adult?**

*Write a list of the students' suggestions somewhere the whole class can see to create a bank of descriptive words and phrases to describe the qualities of trusted adults.*

The types of phrases to look for include:

- Doesn't break the body rules
- Believes me when I tell the truth
- Doesn't make me feel bad about who I am
- Helps me make good friends
- Is available
- Is honest
- Is someone I can count on
- Is someone I know how to contact
- Listens to me
- Makes me feel like I belong
- Makes me feel safe
- Respects me
- Respects my family
- Stands up for me.



### CREATE (10 mins)



Ask students draw an outline of their own hand on a sheet of A4 paper. Ask them to write the name of their first 2 trusted adults, one on the thumb and the other on the pointer finger.

### SAY

**By the end of Orbit, you will have chosen 5 trusted adults. The third one needs to be from somewhere other than school or family. The fourth and fifth can be from family, school or somewhere else. Decide who you want the last three to be and write their names on the remaining fingers.**

Students can then personalize the hand by decorating it. Encourage students to take this home and hang it somewhere visible.

### 3. Telling Trusted Adults about Orbit (13 mins)



**REPLAY** (8 min)

**ASK**

**Have you asked your trusted adults to be in your support network yet?** Yes / No. If yes, what happened?

**How do you think you could ask them?**

Collect children's ideas and write summaries of the ideas on the board. You may like to talk about this in terms of When, Where, Why, How, What (what you could say).



**ROLE PLAY** (5 mins)





Have one student and the teacher role play the child asking the teacher to be a trusted adult trying to take into account the summary ideas on the board.

How did it go?

Can students identify the qualities to look for in a trusted adult? Do students know that choosing their trusted adult is within their control and that they can be changed at any time?

# Chapter 3. Activities

## Chapter 3. Understanding (2 hours)

 3-1. Play chapter 3	<i>1 hour 40 minutes of individual computer access</i>
 3-2. Need to Tell Machine debrief	<i>20 minute discussion</i>

### 3-1. Play Chapter 3

*(1 hour 40 minutes of individual computer access)*

All students are to play all of Chapter 3 of Orbit. The game-play can be done over a number of sessions – it does not have to be done in one sitting.

In each chapter the students are asked to teleport a trusted adult on-board the space-ship. During each session of Orbit game play, please have trusted adult slips (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) available for students to complete.

### Side by side play opportunity

Chapter 3 contains the Speak Up and Need to Tell Machine mini-games. The Speak Up mini-game is designed to be played with two people at the computer keyboard with one player taking on the role of the child player character and the other taking on the role of the trusted adult player character. It is **highly recommended** that this is played as a side-by-side, two-player game.

The Need to Tell Machine mini-game can also be played with two people sitting at the one computer keyboard. This provides someone to talk with about their answers in phase 1 of the mini-game and in phase 2 each player can use two of the game control keys to make the game-play a little easier.

To find out what happens in Chapter 3 you can either play these sections of the game yourself or check out our descriptions of the game on the Orbit website.

#### Links:

Chapter 3 - <http://orbit.org.au/chapter/3-understanding/>

Speak Up mini-game - <http://orbit.org.au/minigame/speak-up/>

Need to Tell Machine mini-game - <http://orbit.org.au/minigame/need-to-tell/>

## 3-2. Need to Tell Machine debrief

<p><b>At the end of this discussion students will be able to:</b></p> <ul style="list-style-type: none"> <li>• explain what a “need to tell” situation is</li> <li>• list the types of tactics offenders use.</li> </ul> <p><b>These learning objectives are related to the following Orbit key concepts:</b></p> <ul style="list-style-type: none"> <li>• Offender Tactics</li> <li>• “Need to Tell” Situations</li> </ul>	<p><b>Sections of Orbit related to this lesson:</b></p> <p>The levels of the “Need to Tell machine” mini-game played in chapters 2 and 3.</p> <p>Students should have independently completed all of <b>chapter 3</b> of the Orbit game prior to this lesson. This includes six levels of the “Need to Tell Machine” mini-game.</p>
---	---

### What’s on for today?

In this discussion students explore the key messages offered by the Need to Tell Machine mini-game.

### Lesson at a Glance

Time Required	Activity	Materials
20 mins	Need to Tell Machine discussion	<ul style="list-style-type: none"> <li>• Print out of screenshots of the Need to Tell Machine mini-game (see Printable Materials section)</li> <li>• Whiteboard and markers</li> </ul>
20 mins		

### Need to Tell Machine discussion (20 mins)



#### DISCUSS (20 mins)

Show students the screenshots of the Need to Tell Machine mini-game (see Printable Materials section). You may like to put these up on the wall.



#### ASK

- **What do you think this mini-game is about? OR What do you think this mini-game is trying to teach?** Types of answers to draw out include: distinguishing between what you need to tell your trusted adults and what you don’t, working out which things are Need to Tell and which are Do Not Need to Tell.
- **What did you have to do in phase 1, the quiz-type section, of this mini-game?** Types of answers: Listen to some stories and decide whether they were Need to Tell or Do Not Need to Tell.
- **What is a Need to Tell situation?** Types of answers may include: a situation where someone is breaking the body rules. A situation where you are uncomfortable with what someone else is doing. Something you should tell your trusted adults about. A situation where an adult shows you their private parts. A situation where someone gets you to do something but it didn’t turn out to be quite what you thought it would be.
- **Who should you tell about a Need to Tell situation?** Types of answers may include: your trusted adults, your family.

- **Is it still okay to tell your trusted adults about a Do Not Need to Tell situation?** Yes.

#### SAY

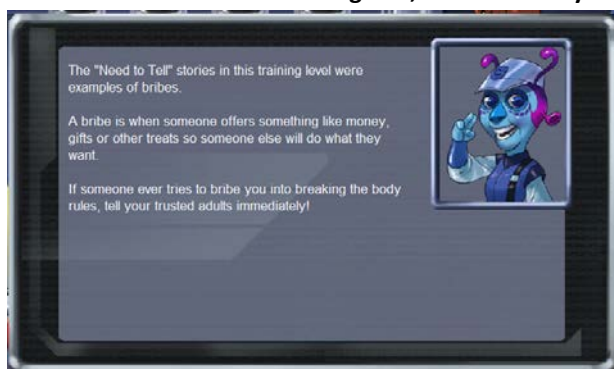
Let's move to Phase 2 of the Need to Tell Machine mini-game (second screenshot picture).

#### ASK

- **What did you have to do in this part of the mini-game?** Types of answers: let the unflagged stories go through to Sammy but send the flagged Need to Tell stories to the trusted adults. Sammy gets sad if flagged stories get sent to him/her.
- **What do you think this part of the mini-game is about? OR What do you think this mini-game is trying to teach?** Types of answers may include: Telling Need to Tell situations to a trusted adult. Adults are there to help children. Children don't have to handle every problem on their own.

#### SAY

Show the end-of-level game screenshot (see Printable Materials). **At the end of each level of the Need to Tell Machine mini-game, Rho would say something.**



#### ASK

- **What would Rho talk about?** Types of answers: She would tell you the collective name given to the types of Need to Tell stories in that level.
- **This picture here is about bribes. What were the other levels about?** *Write the ones that students remember on the board.* Answers: tricks, secrets, coercion, no-one will believe you, grooming, make you think you wanted it and isolation.
- **What can someone tell me about one of these?** Try to draw out examples and definitions of some of them. What Rho says at the end of every level is provided in the Printable Materials section.
- **If an adult breaks the body rules, why should a child tell their trusted adults?** Types of answers: so that they can help them. It is not the child's fault although the adult may want the child to think that so that the child won't tell anyone about it, it is an adult's job to keep children safe.

#### ASK

- **Was there anything about this mini-game that made you feel uncomfortable or worried you or concerned you in any way?** It is natural that students learning about abusive situations will become uncomfortable. Reassure them that you find it uncomfortable too. Also reassure them that most adults do not abuse children. However, it is good for children to learn about these things so that they can be aware.

**TEACHER'S NOTE**



If the students are particularly engaging in this discussion, you may not get to the end. Just get as far as you can within the 20 minutes.

How did it go?

Can students explain what a “need to tell” situation is? Can students describe some tactics offenders will use to prevent children from telling about abuse?

# Chapter 4. Activities

## Chapter 4. Belief (1 hour 40 mins)

 4-1. Play chapter 4	<i>1 hour 20 minutes of individual computer access</i>
 4-2. Speak Up mini-game debrief	<i>20 minute discussion</i>

### 4-1. Game Play – Chapter 4

*(1 hour 20 minutes of individual computer access)*

All students are to play all of Chapter 4 of Orbit. The game-play can be done over a number of sessions – it does not have to be done in one sitting.

In each chapter the students are asked to teleport a trusted adult on-board the space-ship. During each session of Orbit game play, please have trusted adult slips (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) available for students to complete.

### Side by side play opportunity

Chapter 4 contains the Speak Up mini-game. Speak Up is designed to be played with two people at the computer keyboard with one player taking on the role of the child player character and the other taking on the role of the trusted adult player character. It is **highly recommended** that this is played as a side-by-side, two-player game.

To find out what happens in Chapter 4 you can either play the game yourself or check out our descriptions of the game on the Orbit website.

#### Links:

Chapter 4 - <http://orbit.org.au/chapter/4-belief/>

Surveillance Footage mini-game - <http://orbit.org.au/minigame/surveillance-footage/>

Speak Up mini-game - <http://orbit.org.au/minigame/speak-up/>



## 4-2. Speak Up mini-game debrief

<p><b>At the end of this discussion students will be able to:</b></p> <ul style="list-style-type: none"> <li>list the types of barriers to disclosing sexual abuse children may experience</li> <li>understand that despite these barriers, it is better to tell and keep telling a trusted adult until they are safe.</li> </ul> <p><b>These learning objectives are related to the following Orbit key concepts:</b></p> <ul style="list-style-type: none"> <li>Barriers to Telling</li> <li>Telling &amp; Keep on Telling</li> <li>“Need to Tell” Situations</li> </ul>	<p><b>Sections of Orbit related to this lesson:</b></p> <p>The levels of the “Speak Up” mini-game played in chapters 3 and 4.</p> <p>Students should have independently completed all of <b>chapter 4</b> of the Orbit game prior to this lesson. This includes six levels of the “Speak Up” mini-game.</p>
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### What’s on for today?

In this discussion students explore the key messages offered by the “Speak Up” mini-game.

### Lesson at a Glance

Time Required	Activity	Materials
20 mins	Speak Up mini-game discussion	<ul style="list-style-type: none"> <li>Print out of screenshot of the Speak Up mini-game (see Printable Materials section)</li> <li>Whiteboard and markers</li> </ul>
20 mins		

### Speak Up mini-game discussion (20 mins)



#### DISCUSS (20 mins)

Show students the screenshot of the “Speak Up” mini-game (see Printable Materials section). You may like to put these up on the wall.



#### ASK

- What do you think this mini-game is about? OR What do you think this mini-game is trying to teach?** Types of answers to draw out include: that even if you’re scared to tell, you still should because your trusted adults can help you. If the first adult you tell does not believe you or help keep you safe, keep telling until someone does.
- What sorts of reasons did the game give for these children not wanting to tell their trusted adults about what was happening?** *Write the answers on the board.* Types of answers: They were scared. They did not want to have to give up gifts or money that the adult had been giving them. They did not want to upset anyone. They thought no one

would believe them. They weren't sure if what was happening was abuse. They thought it was their fault and they might get into trouble. They were scared the adult would get into trouble or that their family might break up.

- Ask students to come up with reasons why the child should still tell despite these reasons. Types of answers include: Nothing is more important than a child's safety. Even if you are unsure if something is abuse you should still tell. Child abuse is never the fault of the child. An adult can help. Even if someone gets upset or angry a child's safety is more important. Being scared is normal, but telling will help more in the long run. Everyone wants to be liked, but children deserve to be cared for and respected in ways that don't break the body rules. Everyone likes to receive presents and money but being safe is more important than receiving presents and money. If your trusted adult doesn't believe you, tell another trusted adult until someone keeps you safe. If the adult gets into trouble, then it is because they were doing something wrong, not because you did anything wrong, it is not your fault.
- **What happens at the end of each level?** Answer: The child tells their trusted adults what has been happening and their trusted adults believe them and help them. In one level (level 5), the child calls the Kids' Helpline because no one would believe her.

**① TEACHER'S NOTE**

If the students are particularly engaging in this discussion, you may not get to the end. Just get as far as you can within the 20 minutes.

## How did it go?

Can students identify barriers to disclosing sexual abuse? Can students explain why they should tell about sexual abuse despite these barriers?

# Chapter 5. Activities

## Chapter 5. Courage (2 hours)

 5-1. Play chapter 5 & Epilogue	<i>1 hour of individual computer access</i>
 5-2. Orbit Debrief	<i>20 minute discussion</i>

### 5-1. Game Play – Chapter 5

*(1 hour of individual computer access)*

All students are to play all of Chapter 5 and the Epilogue of Orbit. The game-play can be done over a number of sessions – it does not have to be done in one sitting.

To find out what happens in Chapter 5 and the Epilogue you can either play the game yourself or check out our descriptions of the game on the Orbit website.

In each chapter the students are asked to teleport a trusted adult on-board the space-ship. During each session of Orbit game play, please have trusted adult slips (see [www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf](http://www.orbit.org.au/downloads/orbit-trusted-adult-slip.pdf)) available for students to complete.

#### Links:

Chapter 5 - <http://orbit.org.au/chapter/5-courage/>

Robot factory mini-game - <http://orbit.org.au/minigame/robot-factory/>

Opening Doors mini-game - <http://orbit.org.au/minigame/opening-doors/>

Epilogue - <http://orbit.org.au/chapter/epilogue/>

### 5-2. Orbit debrief

<p><b>At the end of this discussion students will be able to:</b></p> <ul style="list-style-type: none"> <li>describe the Orbit story and the key messages that the game presents.</li> </ul> <p><b>These learning objectives are related to the following Orbit key concepts:</b></p> <ul style="list-style-type: none"> <li>“Need to Tell” Situations</li> <li>Barriers to Telling</li> <li>Offender Tactics</li> <li>Private Body Parts</li> <li>Tell &amp; Keep on Telling</li> <li>The Body Rules</li> <li>Trusted Adults</li> </ul>	<p><b>Sections of Orbit related to this lesson:</b></p> <p>This discussion debriefs the entire Orbit game.</p> <p>Students should have independently completed all of <b>chapter 5</b> and the <b>Epilogue</b> of the Orbit game prior to this lesson.</p>
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### What's on for today?

In this discussion students reflect on the Orbit game and its key messages.

### Lesson at a Glance

Time Required	Activity	Materials
20 mins	Orbit discussion	<ul style="list-style-type: none"> <li>1 computer + projection device (e.g. data projector / big screen) to revisit elements of the game-play with the class</li> </ul>
<b>20 mins</b>		

## Orbit discussion (20 mins)



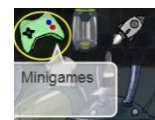
### DISCUSS (20 mins)



- **Now that you've finished the game, tell me about the story.**
- **What did we find out happened to Sammy in the game?** Types of answers: Sammy was being abused by Epsilon. Epsilon broke the body rules.
- **When did we find out what happened to Sammy?** Answer: during the Surveillance Footage mini-game.
- Replay each level of the surveillance footage mini-game discussing what happens in each level.
  - In level 1, we discover that an adult walked into Sammy's room, locked the door, stayed in there for a little while and then came out.
  - In level 2, we discover that the same adult went into Sammy's room, removed his/her panel revealing his/her private parts (which in Sammy is a bunch of wires) and took a photo of them.
  - In level 3, we discover that the same adult went into Sammy's room and started a tickling game. At first the tickling was around Sammy's monitor and Sammy was enjoying the game but then the tickling was in Sammy's private parts. At the end he gave Sammy a teddy bear so s/he wouldn't tell.

#### **TEACHER'S NOTE**

To replay a mini-game, you choose the mini-games button at the top left of the game screen. See the **I/my students want to replay a mini-game level** section of the **Administering Orbit** appendix for more information.



- **Were you surprised when you found out what happened to Sammy and who did it?** Most students answer "yes" here.
- **What did you think of Epsilon when you first met him at the start of the game?** Answer: He seemed nice and helpful. He gave us a phone.
- **Why do you think he seemed nice?** Types of answers: He was trying to seem nice so you wouldn't find out that he was abusing Sammy. If he seemed mean you might start to suspect something was up.
- **What happened to Epsilon at the end of the game?** Types of answers: he was locked in his room, don't know.
- **What do you think might happen to Epsilon after the game is finished?** Explore possibilities. These may include being kicked of the ship, saying he was sorry, going to jail.
- **Do you think Sammy was okay at the end of the game? Why?** Explore their thoughts on this. Typically students say something like, I think s/he is going to be okay because s/he told his/her trusted adults what was happening and they are going to help keep him/her safe. You may like to prompt further and ask who Sammy's trusted adults were.
- **What do you think is the key message we are supposed to take away from this game?** Possible answers: it's always okay to tell a trusted adult what is happening in your life. It is important to tell your trusted adults if something is bothering you. Other people shouldn't touch your private parts. It's important to have five trusted adults from different parts of your life.

## How did it go?

Did students understand the key messages raised by the game?

# Appendix 1. Administering Orbit



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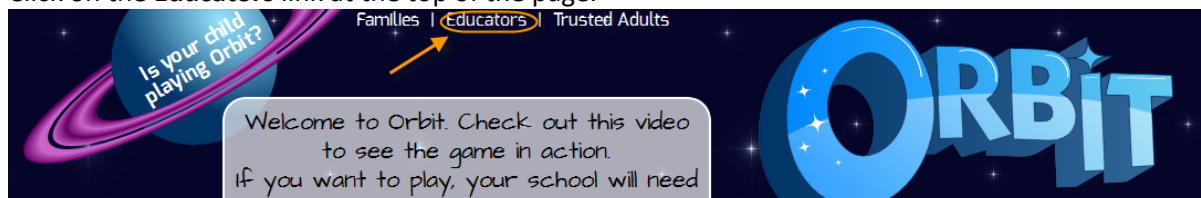
# I want to create an Orbit teacher account

An Orbit teacher account is required to create one or more set of class logins that are managed through that account. Students belonging to the same class are also able to add to each other's "I am good at" boards and visit each other's spaceships.

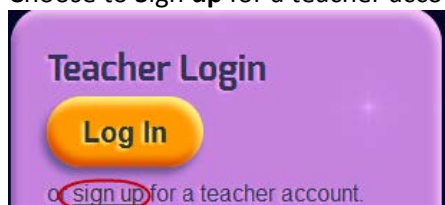
## A. Create a teacher account on the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.

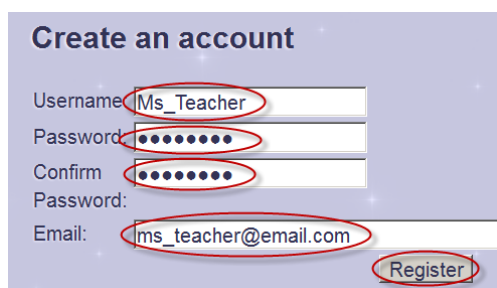


Choose to Sign **up** for a teacher account.



## B. Enter your user details

Choose a *username* and *password* and enter a *valid email address*. There are a number of optional research questions you can fill in too. Completing those will help us in our research efforts around Orbit. When you're done, press **Register** at the bottom of the screen.



### ! Note:

- A valid email address is required so that you can reset your password.
- You must choose a unique username (a name that has never been used in the game before). To help, we suggest you preface your username with an abbreviation for your school.
- The username and the password must be between 6 and 30 characters long.
- To preserve anonymity we also suggest you do not use your full name.

You should see a message telling you to check your email.

## Create an account

Your account has been created, and an activation email has been sent to the email address provided. If it doesn't arrive in your inbox, please check your junk mail folder.

**C. Check your email**

Find the Orbit email and click on the activation link. Once you have done this, you have created your Orbit teacher account.

You can use the username and password you created to login to the game and play it yourself. If you wish to set up individual logins for your students, instructions can be found in the section titled **I need to create Orbit logins for my students**.

**See Also:**

[I want to create Orbit logins for my students](#)

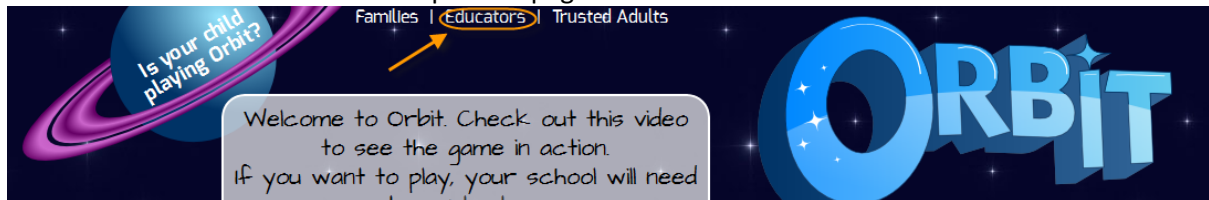


# I want to create Orbit logins for my students

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

The image shows a login form with two input fields. The first field is labeled 'Username:' and contains the text 'ms\_teacher'. The second field is labeled 'Password:' and contains a series of dots. Below the password field is a button labeled 'Login'.

## B. Add your class (if you haven't already done this previously)

In the Create New Class section, enter your *class's name* and press **Create Class**.

The image shows a section titled 'Create New Class'. It has a label 'Class Name:' followed by an input field containing the text '4A'. Below the input field is a button labeled 'Create Class'.

## C. Select your class

In the Classes section, select your *class's name*

The image shows a section titled 'Classes'. It has a list of classes, with '4A' selected and highlighted with a red circle.

#### D. Add a student

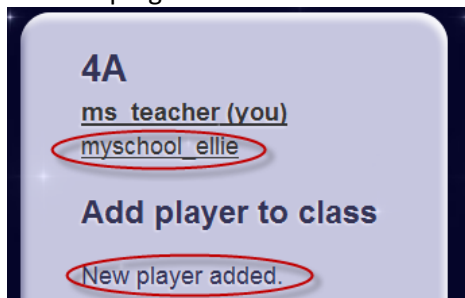
On the right hand side of the screen, enter a *username* and *password* and press the **Add Player** button.



**! Note:**

- Ensure you record the username and password you allocate each student.
- You must choose a unique username (a name that has never been used in the game before). To help, we suggest you preface each username with an abbreviation for your school.
- The username and the password must be between 6 and 30 characters long.
- To preserve anonymity we also suggest you do not use the student's full name.

If the user was added successfully you will see the name of the students appear in your list of users on the top right hand side of the screen.



Repeat Step D until you have added all of your students.

**See Also:**

[I want to change a student's password](#)

[I/my students want to replay a mini-game level](#)

[I want to manually unlock mini-game levels for one or more of my students](#)

[I want to manually unlock mini-game levels for the whole class](#)

[I want to move one or more students' game progress backwards or forwards](#)

[I want to move the whole class's game progress backwards or forwards](#)

[I want students to move their own game progress backwards](#)

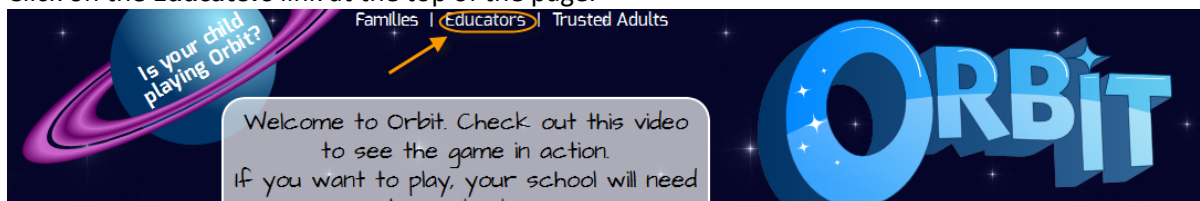
[I want my students to visit other students' spaceships](#)

# I want to change a student's password

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

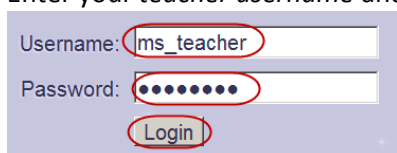
Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.

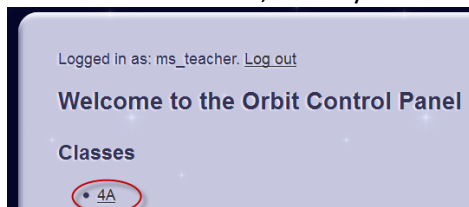


Enter your *teacher username* and *password* and press **Login**.



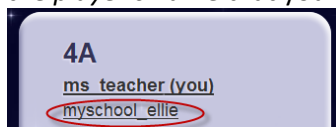
## B. Select your class

In the Classes section, select your *class's name*



## C. Select the player

At the top right of the page, you will see the list of players you have added to your group. Click on the *player's name* that you wish to change the password for.

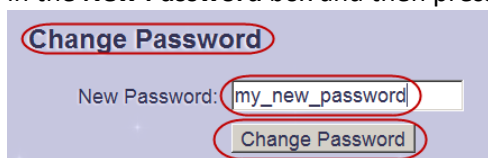


## ① TEACHER'S NOTE

If you want to change your own password, just choose your login name from the top of the class list.

## D. Change the password

Scroll to the very bottom of the screen and find the **Change Password** section. Enter a *new password* in the **New Password** box and then press the **Change Password** button.

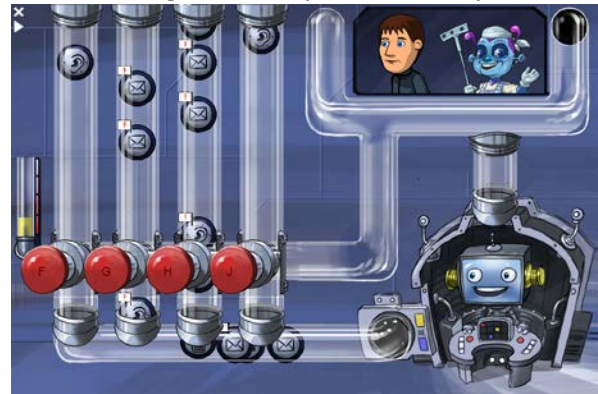


# I want to replay a mini-game

Orbit has four multi-level mini-games that are introduced as the game's story about Sammy unfolds.



**Robot Factory** mini-game



**Need to Tell Machine** mini-game



**Speak Up** mini-game



**Surveillance Footage** mini-game

Once the player has finished a mini-game level, this same level can be replayed at any time. This is also how additional mini-game levels that are not played in the game story can be accessed. In addition, the teacher can also manually UNLOCK mini-game levels for players.

- (1) After logging into the *Orbit* game,



press the **Mini-games** button at the top-left of the game screen.



- (2) Select the mini-game to replay.



- (3) Select which level to replay.



## See Also:

[I want to manually unlock mini-game levels for one or more of my students](#)

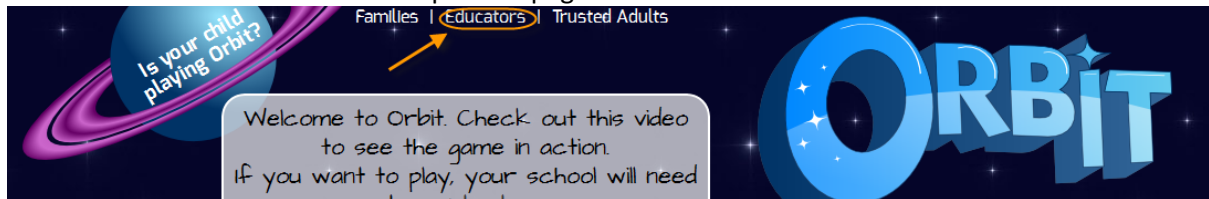
[I want to manually unlock mini-game levels for the whole class](#)

# I want to manually unlock mini-game levels for one or more of my students

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

The image shows the login form. It has two input fields: 'Username' and 'Password'. The 'Username' field contains the text 'ms\_teacher'. The 'Password' field contains a series of dots. Below the password field is a button labeled 'Login'. The 'Login' button is circled in red.

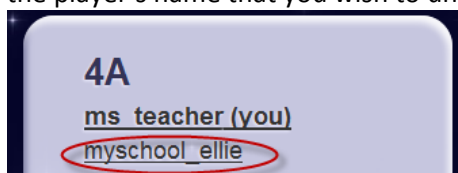
## B. Select your class

In the Classes section, select your *class's name*



## C. Select the player

At the top right of the page, you will see the list of players you have added to your group. Click on the player's name that you wish to unlock mini-game levels.



#### D. Unlock the level

On the student's summary page, you will see a heading "Unlock game levels". Press the **unlock** button for the mini-game and level you wish to unlock. You can repeat this for each level you wish to unlock.



#### ① TEACHER'S NOTE

You can also do this for your entire class.

#### See Also:

[I want to manually unlock mini-game levels for the whole class](#)  
[I/my students want to replay a mini-game level](#)

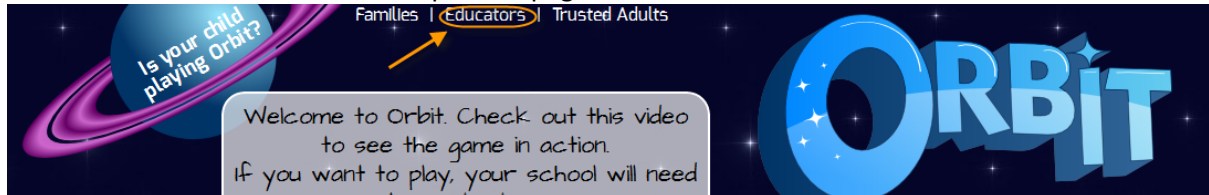


# I want to manually unlock mini-game levels for the whole class

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

Username:

Password:

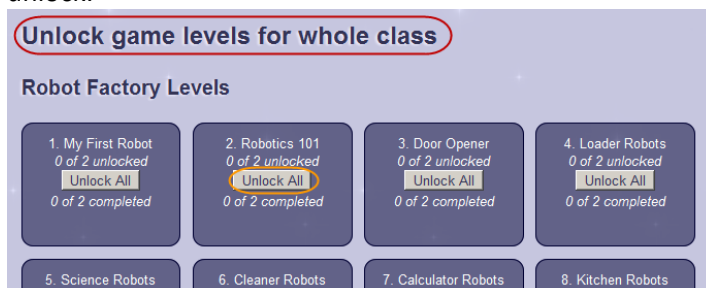
## B. Select your class

In the Classes section, select your *class's name*



## C. Unlock the level

On the class's summary page, you will see a heading "Unlock game levels". Press the **unlock** button for the mini-game and level you wish to unlock. You can repeat this for each level you wish to unlock.



**See Also:**

[I want to manually unlock mini-game levels for one or more of my students](#)  
[I/my students want to replay a mini-game level](#)

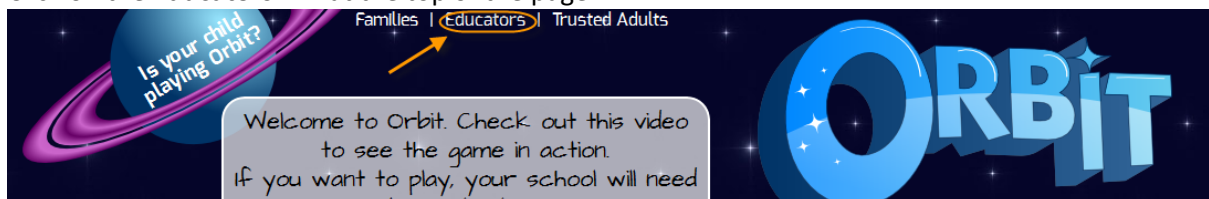
# I want to move one or more students' game progress backwards or forwards

This administration feature can be useful if you want students to replay a certain section of the game or move someone ahead because they have been away or if they are struggling with a certain section of the game. You can move the players' progress temporarily for a certain period of time or permanently.

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username and password* and press **Login**.

The image shows a login form with two input fields and a button. The first field is labeled 'Username:' and contains the text 'ms\_teacher'. The second field is labeled 'Password:' and contains a series of dots. Below the password field is a button labeled 'Login'. The 'Login' button is highlighted with a red box.

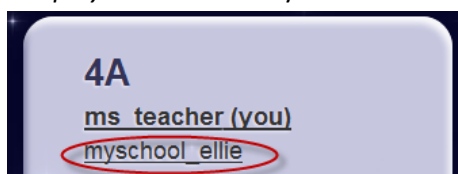
## B. Select your class

In the Classes section, select your *class's name*



## C. Select the player

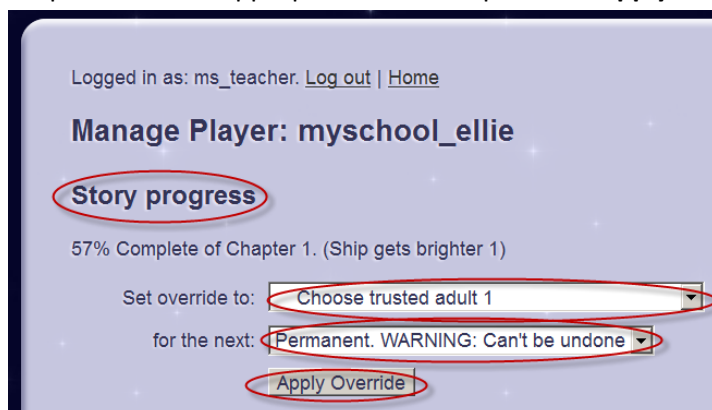
At the top right of the page, you will see the list of players you have added to your group. Click on the *player's name* that you wish to move the game progress.





#### D. Move the progress

On the student's summary page, you will see a heading **Story progress**. To change the player's progress in the story, change the values in the **Set override to** dropdown box and the **for the next** dropdown box as appropriate and then press the **Apply Override** button.



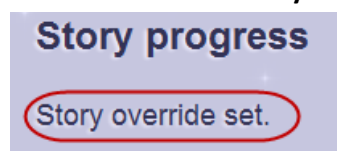
#### ① TEACHER'S NOTE

You can set a change in progress permanently or change the progress temporarily for a period of 30 minutes, 1 hour, 2 hours, 4 hours, 24 hours or 7 days. If you choose a temporary option, each time the player logs in, their game will restart from the position you have set. After the time period expires, the player's game

progress will revert to the section of the game they were at prior to the override.

#### E. Story override set

You should see the **story override set** message.



Next time the player logs into the game, their progress will be moved. If the player is already logged into the game, they will need to close out and get back into the game.

#### See Also:

[I want to move the whole class's game progress backwards or forwards](#)

[I want students to move their own game progress backwards](#)

[I want to remove a temporary override I applied to a player](#)

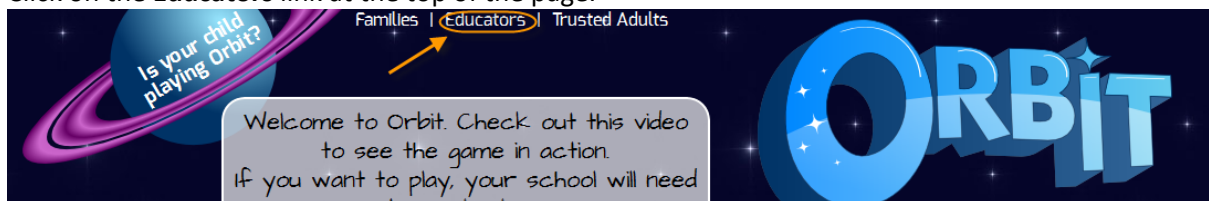
# I want to move the whole class's game progress backwards or forwards

This administration feature can be useful if you want all students in your class to play a certain section of the game. You can move the class's progress temporarily for a certain period of time or permanently.

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

A screenshot of the login form. It has two input fields: 'Username' with the text 'ms\_teacher' and 'Password' with masked characters. Below the fields is a 'Login' button, which is highlighted with a yellow circle.


## B. Select your class

In the Classes section, select your *class's name*



### C. Move the progress

On the class's summary page, you will see a heading **Override story progress for whole class**. To change all players' in the class progress in the story, change the values in the **Set override to** dropdown box and the **for the next** dropdown box as appropriate and then press the **Apply Override** button.



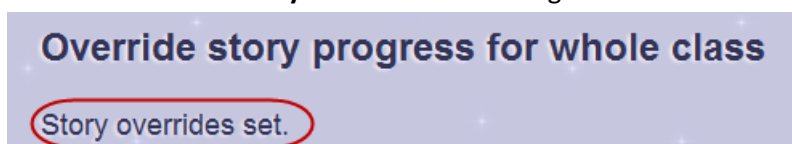
#### TEACHER'S NOTE

You can set a change in progress permanently or change the progress temporarily for a period of 30 minutes, 1 hour, 2 hours, 4 hours, 24 hours or 7 days. If you choose a temporary option, each time

the player logs in, their game will restart from the position you have set. After the time period expires, the player's game progress will revert to the section of the game they were at prior to the override.

### E. Story override set

You should see the **story overrides set** message.



Next time the members of the class log into their games, their progress will be moved. If the player is already logged into the game, they will need to close out and get back into the game.

#### See Also:

[I want to move one or more students' game progress backwards or forwards](#)

[I want students to move their own game progress backwards](#)

[I want to remove a temporary override I applied to the whole class](#)

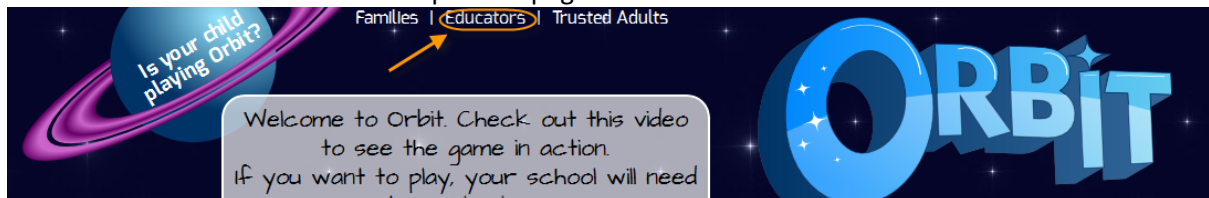
# I want to remove a temporary override I applied to a player

This administration feature can be useful if you have moved one or more students' game progress forwards or backwards just so that they could see a particular section of the game. Moving a students' game progress temporarily means that their game progress no longer saves. Removing the override sets the player back to where they were prior to your manual override and their game will save once more.

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

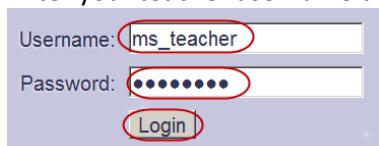
Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.



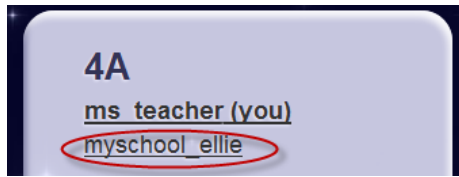
## B. Select your class

In the Classes section, select your *class's name*



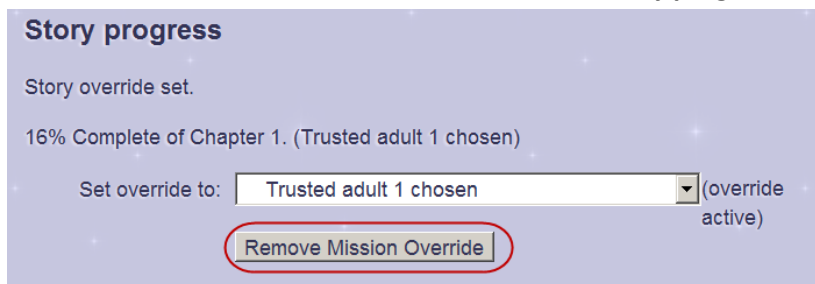
### C. Select the player

At the top right of the page, you will see the list of players you have added to your group. Click on the *player's name* that you wish to move the game progress.



### D. Remove the Override

Press the **Remove mission override** button in the **Story progress** section.



### ① TEACHER'S NOTE

If you do not see a **Remove Mission Override** button it means that you did not set a temporary mission override for that player or the temporary mission override has expired.

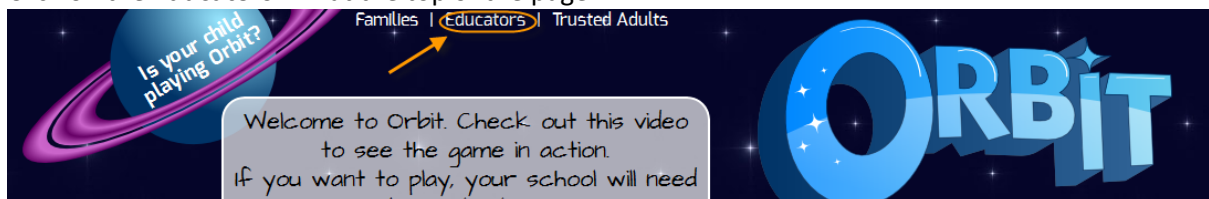
# I want to remove a temporary override I applied to the whole class

This administration feature can be useful if you have moved one or more students in the class game progress temporarily forwards or backwards. Moving a students' game progress temporarily means that their game progress no longer saves. Removing the override sets the player back to where they were prior to your manual override and their game will save once more.

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

The image shows a login form with a light blue background. It has two input fields: 'Username:' with the text 'ms\_teacher' and 'Password:' with a series of dots. Below the password field is a 'Login' button. The 'Username' and 'Password' labels and the 'Login' button are circled in red.

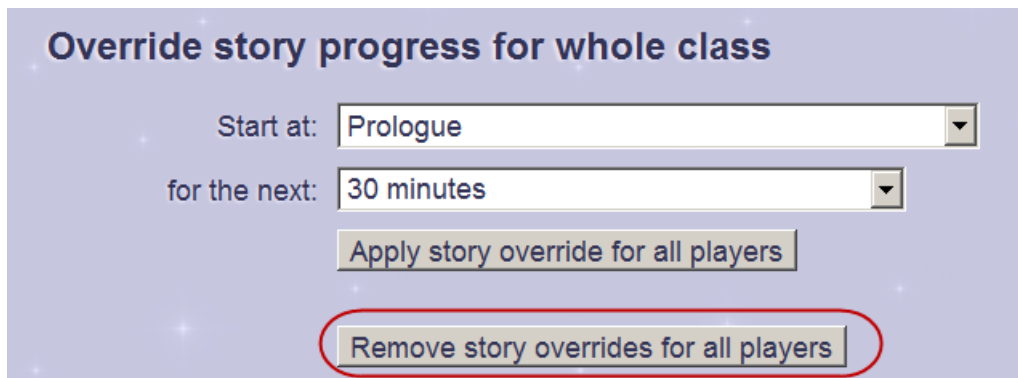
## B. Select your class

In the Classes section, select your *class's name*



### C. Remove the Override

Press the **Remove story overrides for all players** button in the **Override story progress for whole class** section.



**Override story progress for whole class**

Start at:

for the next:

If successful, you will see the **Story overrides set** message.



**Override story progress for whole class**

# I want students to move their own game progress backwards

If students wish to revisit any part of the game they have already played, they can reset their progress backwards for 10 minutes themselves. Students cannot shift their progress forwards if they haven't already played that part of the game, only their teacher can do that.

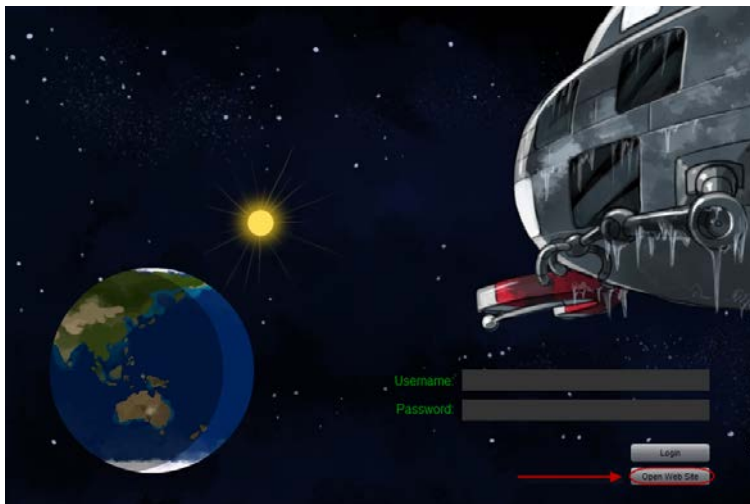
## A. Start the Orbit game

Run the Orbit game using its icon.



## B. Open the Orbit website

Don't log into the game, click the **open website** button on the front screen.



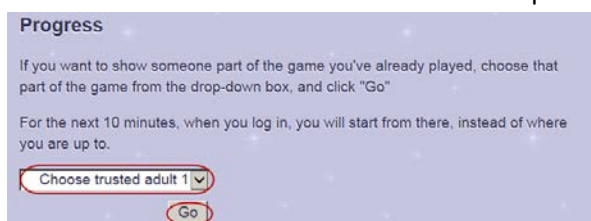
## C. Log into the website

The student enters their *username* and *password* and then presses the **Login** button on the web page.



## D. Change progress

The student can select an item from the dropdown list and then press the **Go** button.



If the student runs the game within the next 10 minutes, it will restart from this position.



# I want my students to visit other students' spaceships

Your students can visit the spaceships of other students to see how other players have decorated their rooms. They can also add to their "I am good at" board.

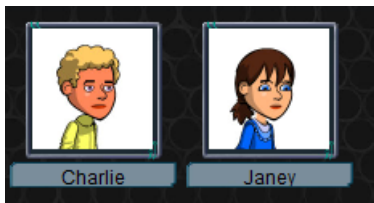
## A. Go the lounge room and choose "Visit a friend" button

From within the Orbit game, the student needs to go to their **lounge room** (top floor of the spaceship) and choose the **Visit a friend** button.



## B. Choose the friend to visit

Click on the thumbnail of the classmate the student wishes to visit.



## C. Click the spaceship again to go back to their own spaceship

Click the **spaceship** icon for the player to go back to their own spaceship.



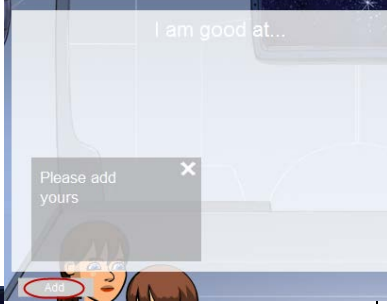

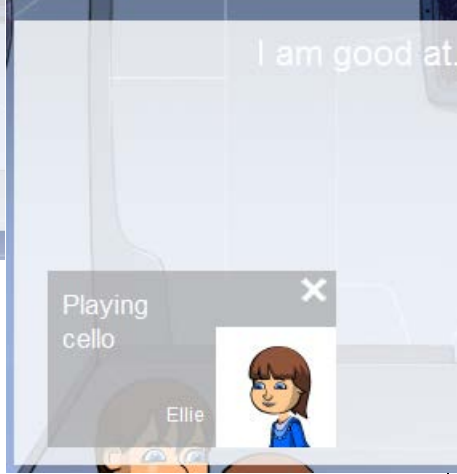


**See Also:**

[I want students to add to each other's "I am good at" boards](#)

# I want students to add to each other's "I am good at" boards

Players can add items to their own "I am good at" board or to the board of other players. To add to another player's board they must first visit the other player's spaceship.

<p><b>A. Reveal the "I am good at" board</b></p> <p>After logging into the <i>Orbit</i> game,</p>  <p>When in a spaceship's <b>lounge room</b> click the "I am good at" board panel.</p> 	<p><b>B. Add to the board</b></p> <p>Press the <b>add</b> button.</p>  <p>Choose an item from the expanding lists.</p> 	<p><b>C. Finished</b></p> <p>You should then see the new item on the board.</p> 
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**See Also:**

[I want my students to visit other students' spaceships](#)

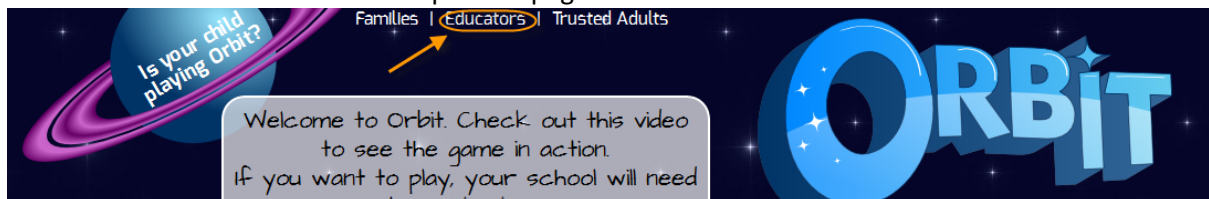
# I already have an Orbit teacher login and I have been given a trusted adult code

This tutorial is designed for teachers who have been given a trusted adult slip and already have their login to the Orbit game or the Orbit website. Logging in as a trusted adult lets you add to the child's "I am good at" board.

## A. Log into the teachers' section of the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Educators** link at the top of the page.



Click the **Login** button at the top right of the screen.



Enter your *teacher username* and *password* and press **Login**.

Username:

Password:

## D. Enter trusted adult code

At the bottom of the **Orbit Control Panel**, there is a **Trusted Adult Code** section.

**Trusted Adult Code**

If a child has given you a trusted adult link code, enter it here.

Link Code:

If you have been given a link code, enter it in the *Link Code* box and then press the **Link** button.

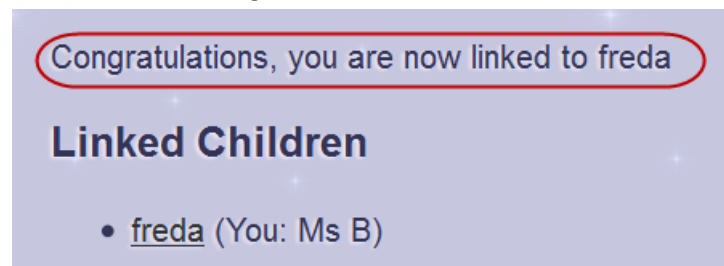
**Note:** If you have not been given a link code, you cannot complete this step.

**Trusted Adult Code**

If a child has given you a trusted adult link code, enter it here.

Link Code:

If the linking was successful, the page will refresh and part way down the page you will see the confirmation message.



**See Also:**

[I am a trusted adult and I want to add to a player's "I am good at" board](#)

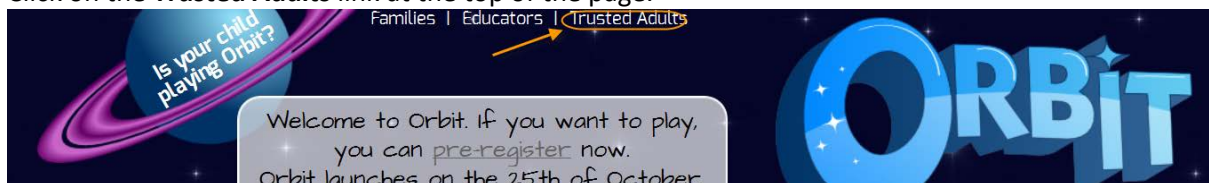
# I already have an Orbit login and I have been given a trusted adult code

This tutorial is designed for adults who have been given a trusted adult slip and already have a login to the Orbit game or the Orbit website. Logging in as a trusted adult lets you see how the child is progressing in the Orbit game and lets you add to the child's "I am good at" board.

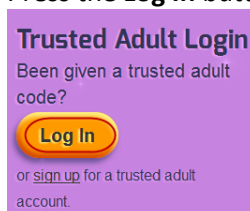
## A. Choose to sign up for a trusted adult account on the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Trusted Adults** link at the top of the page.

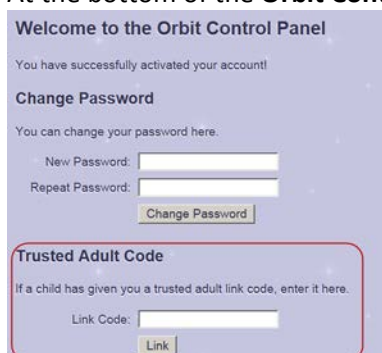


Press the **Log In** button.



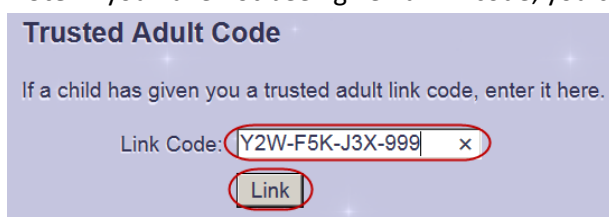
## B. Enter trusted adult code

At the bottom of the **Orbit Control Panel**, there is a **Trusted Adult Code** section.

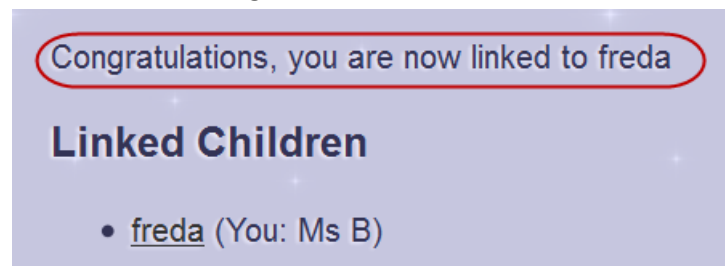


If you have been given a link code, enter it in the *Link Code* box and then press the **Link** button.

**Note:** If you have not been given a link code, you cannot complete this step.



If the linking was successful, the page will refresh and part way down the page you will see the confirmation message.



**See Also:**

[I am a trusted adult and I want to add to a player's "I am good at" board](#)

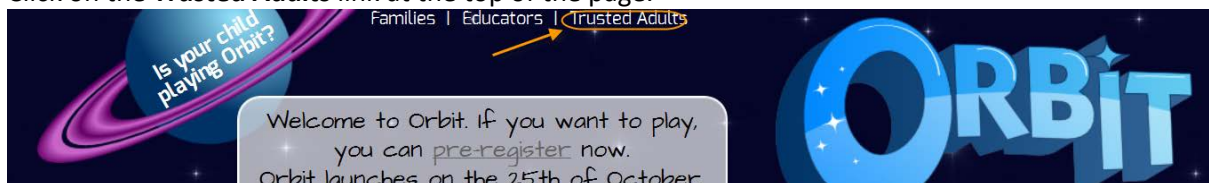
# I don't already have an Orbit login and I have been give a trusted adult code

This tutorial is designed for adults who have been given a trusted adult slip by a child but do not currently have access to the Orbit game or the password protected section of the Orbit website. Logging in as a trusted adult lets you see how the child is progressing in the Orbit game and lets you add to the child's "I am good at" board.

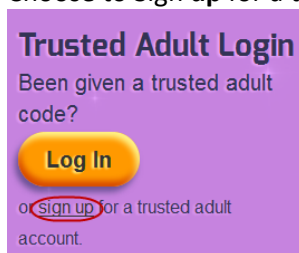
## A. Choose to sign up for a trusted adult account on the Orbit website

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

Click on the **Trusted Adults** link at the top of the page.



Choose to Sign **up** for a trusted adult account.



## B. Enter your user details

Choose a *username* and *password* and enter a *valid email address*. There are a number of optional research questions you can fill in too. Completing those will help us in our research efforts around Orbit. When you're done, press **Register** at the bottom of the screen.



### ! Note:

- A valid email address is required so that you can reset your password.
- You must choose a unique username (a name that has never been used in the game before). To help, we suggest you preface your username with an abbreviation for your school.
- The username and the password must be between 6 and 30 characters long.
- To preserve anonymity we also suggest you do not use your full name.

You should see a message telling you to check your email.

## Create an account

Your account has been created, and an activation email has been sent to the email address provided. If it doesn't arrive in your inbox, please check your junk mail folder.

### C. Check your email

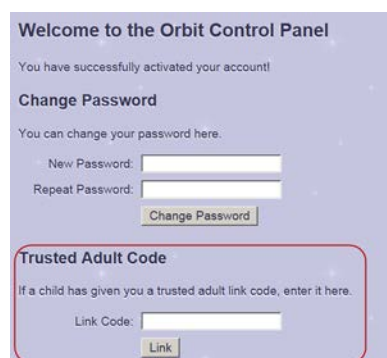
Find the Orbit email and click on the activation link. Once you have done this, you have created your Orbit trusted adult account.

## Welcome to the Orbit Control Panel

You have successfully activated your account!

### D. Enter trusted adult code

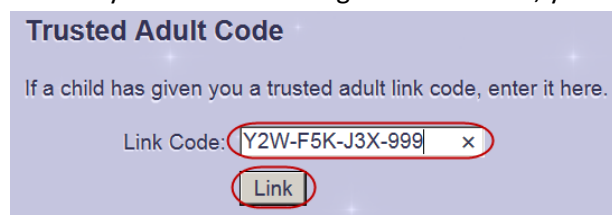
At the bottom of the **Orbit Control Panel**, there is a **Trusted Adult Code** section.



The screenshot shows the 'Welcome to the Orbit Control Panel' message at the top. Below it is a 'Change Password' section with input fields for 'New Password' and 'Repeat Password', and a 'Change Password' button. At the bottom, the 'Trusted Adult Code' section is highlighted with a red box. It contains the instruction 'If a child has given you a trusted adult link code, enter it here.', a 'Link Code' input field, and a 'Link' button.

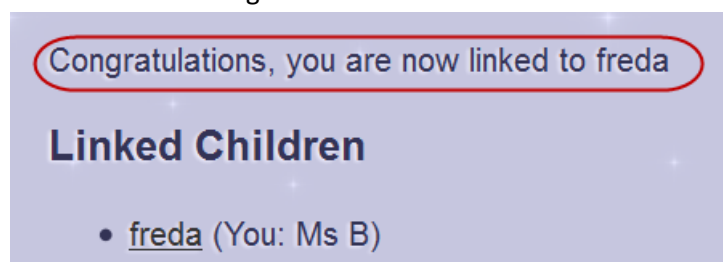
If you have been given a link code, enter it in the *Link Code* box and then press the **Link** button.

**Note:** If you have not been given a link code, you cannot complete this step.



This screenshot shows the 'Trusted Adult Code' section. The 'Link Code' input field contains the text 'Y2W-F5K-J3X-999' and is highlighted with a red box. Below it, the 'Link' button is also highlighted with a red box. The instruction 'If a child has given you a trusted adult link code, enter it here.' is visible above the input field.

If the linking was successful, the page will refresh and part way down the page you will see the confirmation message.



The screenshot shows a confirmation message 'Congratulations, you are now linked to freda' enclosed in a red oval. Below this, the heading 'Linked Children' is displayed. Underneath, there is a list item '• freda (You: Ms B)'.

**See Also:**

[I am a trusted adult and I want to add to a player's "I am good at" board](#)



# I am a trusted adult and I want to add to a player's "I am good at" board

This tutorial is designed for adults who already have a login to the Orbit website and have already added their trusted adult code to their Orbit account.

## A. Log in to the Orbit website

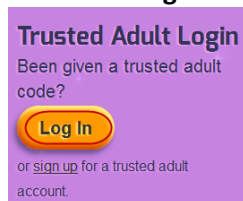
Note: There are multiple ways to log into the Orbit website. This is just one of them.

Go to [www.orbit.org.au](http://www.orbit.org.au) using your web browser.

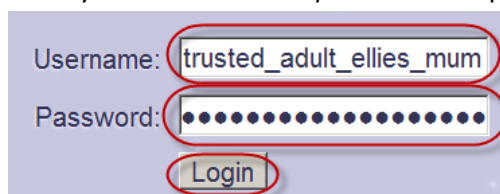
Click on the **Trusted Adults** link at the top of the page.



Choose to **Log in** for a trusted adult account.

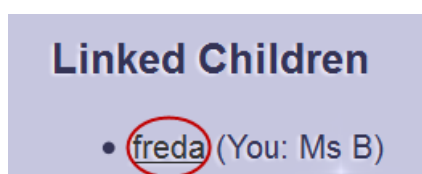


Enter your *username* and *password* and press the **Login** button.



## B. Select a player's name

In the section headed **Linked Children**, each player you have linked your account to should be listed.



**Notes:** If you do not see a section titled **Linked Children**, it means you have not yet added a player link code to your account. The names appearing in the list are the names that the player has given to their game character (in the screenshot the name is **Freda**) and your character (in the screenshot the name given to your game character by the player is **Ms B**).

### C. Add to the player's "I am good at" board

This will take you to a page that looks something like this:

**Child: freda**

freda is playing [chapter 2 - Listening](#).

Each chapter is about a quality of trusted adults (like you!) that can help a child (like freda!) overcome challenges in their life. [Read more about chapter 2 - Listening](#).

**Messages on "I am good at" board**

Leave new Good At message:

Select Message

*Callouts: "Current game chapter player is playing" points to the chapter link. "Link for more information about that chapter" points to the 'Read more' link.*

**Notes:** In this section you can see what chapter of the game the player is currently playing and click on a link to get more information about that chapter.

In the **Leave new Good At message** section, select an item from the dropdown box and press **Send**.

**Messages on "I am good at" board**

Leave new Good At message:

Select Message

Repeat this as many times as you like. If you were successful, you will see a screen something like this:


**Messages on "I am good at" board**


Putting my toys away

Being honest

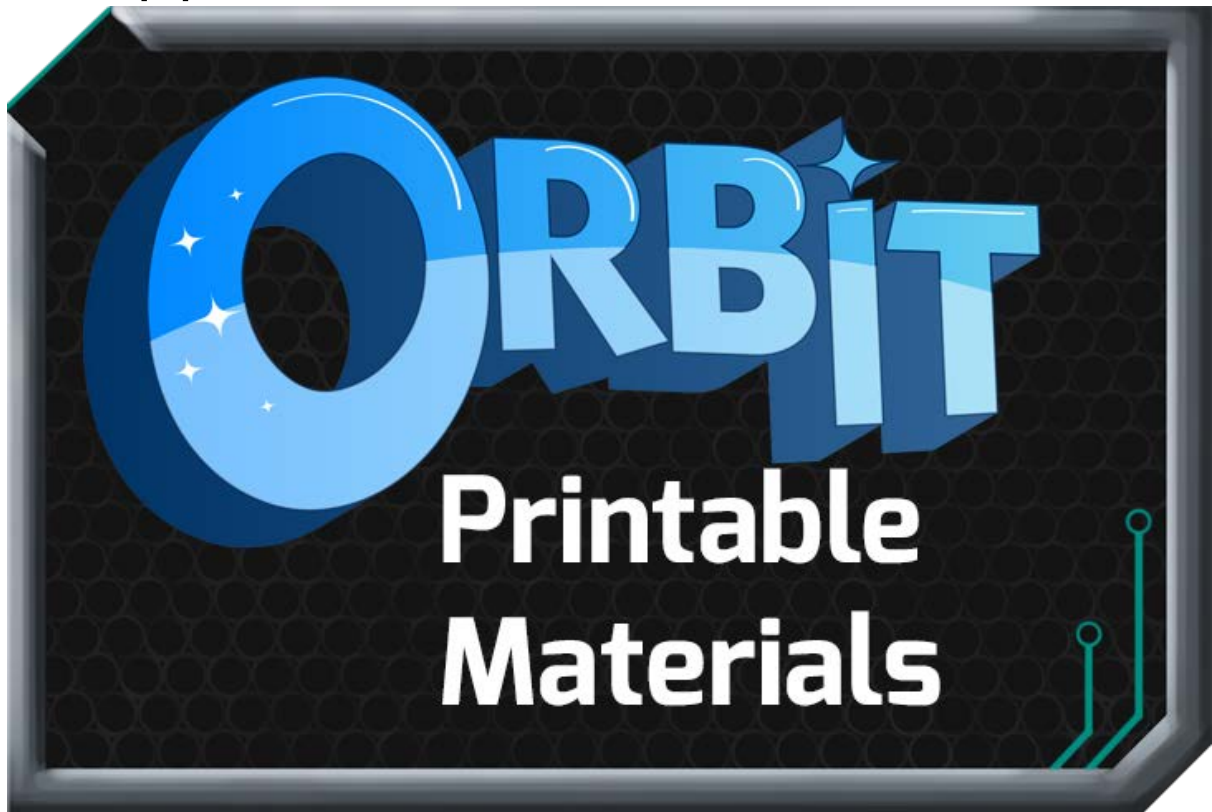
Next time the player checks their "I am good at" board, they will see the message that you left.

I am good at...

Being honest   Ms B

Putting my toys away   Ms B

## Appendix 2. Printable Materials





PLAYER NAME

has selected you to be one of his/her 5 trusted adults.

A screenshot of a web form with a dark background and a blue border. It contains three input fields: "Name:", "Adult Login Code:", and "Expires On:". Each field is a light blue rectangle with a thin blue border.

The **adult login code** will allow you to log into the Trusted Adult section of the Orbit website [orbit.org.au/trusted-adults](http://orbit.org.au/trusted-adults).

### What is Orbit?

*Orbit* is a computer game that aims to protect children from and help them to disclose sexual abuse.

### How did I get selected as a Trusted Adult?

The *Orbit* game asks the player to choose five different trusted adults (one per chapter of the game). At least one trusted adult must be from the player's family, at least one person must be from the player's school and at least one person must be from somewhere else. Having five people from different places means that the child will always have someone to turn to if they are having a problem.

### What do I do with this code?

You can use your trusted adult login code to log into the *Orbit* website [orbit.org.au/trusted-adults](http://orbit.org.au/trusted-adults). Logging in gives you information about what the player is learning in the game and allows you to send the player self-esteem boosting messages. If you are trusted adult to more than one player, you can join this with an existing account.

### More questions?

If you have more questions about *Orbit* please visit the game's website [www.orbit.org.au](http://www.orbit.org.au)



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## Wallet Card

### What to say when a child discloses:

- I'm glad that you told me this. It was brave of you to tell.
- You did the right thing by telling.
- It's not OK for that to happen to you.
- You haven't done anything wrong.
- I want to help keep you safe. We need to tell some other people so that we can try to keep you safe.

### Remember:

- Do your best to stay calm.
- Be aware of your body language (e.g. try to look encouraging, not shocked or repulsed).
- Listen to the child.
- Set aside your own judgement.
- Don't make promises that you can't keep.
- Seek support for yourself afterwards.
- Don't confront the perpetrator.
- Advise the appropriate authorities.

See [www.orbit.org.au](http://www.orbit.org.au) for more information.



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**Lesson 1-2.**

Print and cut out the names of the private parts. (1 copy only)

chest

mouth

mouth

nipples

bottom / anus

bottom / anus

vagina & vulva

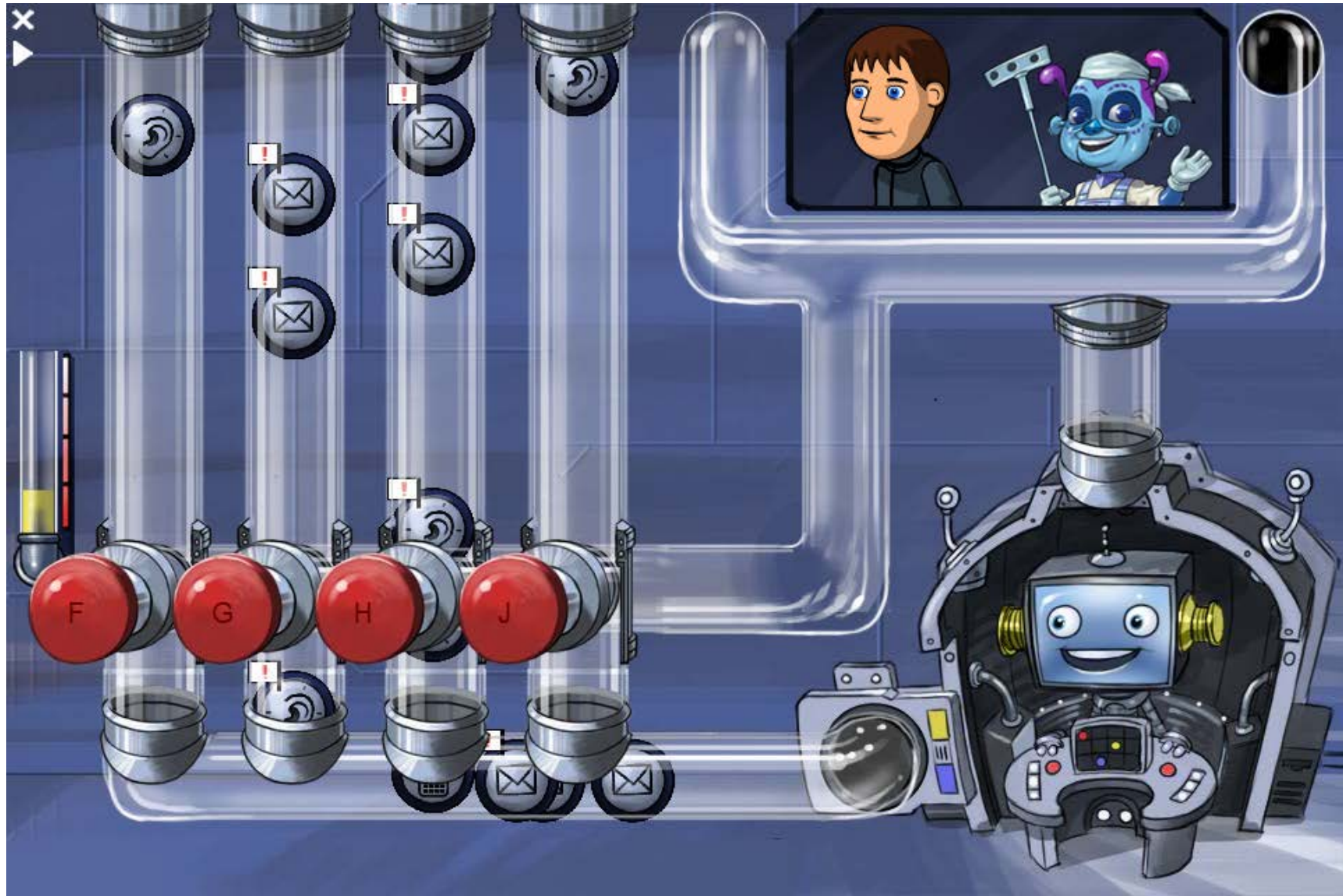
penis & testicles

### Discussion 3-2.

Print the 3 screenshots of the Need to Tell Machine mini-game to use as visual prompts during the class discussion (1 copy only).









The "Need to Tell" stories in this training level were examples of bribes.

A bribe is when someone offers something like money, gifts or other treats so someone else will do what they want.

If someone ever tries to bribe you into breaking the body rules, tell your trusted adults immediately!



## Discussion 4-2.

Print the screenshot of the Speak Up mini-game to use as a visual prompt during the class discussion (1 copy only).

