

Lesson Plan – Orbit Culminating Project

<p>At the end of this lesson students will be able to:</p> <ul style="list-style-type: none"> state what they have learnt through playing Orbit. <p>These learning objectives are related to the following Orbit key concepts:</p> <ul style="list-style-type: none"> “Need to Tell” Situations Barriers to Telling Tell & Keep on Telling The Body Rules Trusted Adults 	<p>Sections of Orbit related to this lesson:</p> <p>Students should have completed the whole game.</p>
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What’s on for today?


In this lesson students revise what they have learnt playing the *Orbit* game and build upon this knowledge.

Lesson at a Glance

Time Required	Activity	Materials
60 mins	1. Create an informative text	<ul style="list-style-type: none"> Computer & game access for students as required Writing and drawing materials for all students Informative text task sheet – one copy for each student (provided at the end of this document)
20 mins	2. Game reflection	
80 mins		

Lesson Activities

1. Create an informative text (60 mins)



CREATE (60 mins) ↔ ⊕

Ask students to prepare an informative text on Orbit. You can choose whether you want them to prepare a presentation for the class or develop something to hand in. It can be created digitally or non-digitally. You may also like to provide game graphics for the students to use in their presentation (See <http://orbit.org.au/lesson/game-assets/>). Students may also need to review parts of the game to create their informative texts. Ask the students to have the following sections in their informative text:

1. A brief overview of Orbit
2. A summary of the body rules
3. Brief overview of qualities of trusted adults
4. More in-depth information about a section of the game (each student is allocated / chooses a different section of the game to review – provided at the end of this document). When talking about their section of the game, the students are to answer:
 - What did you like about this part of the game?
 - Does this part of the game help Sammy? How does it help or not help?
 - What do you think this part of the game is trying to teach us?



2. Game reflection (20 mins)



ASK (20 mins)



I want you to think back to how the game ended. Do you think Sammy will be ok now?

Types of responses: yes – Sammy’s trusted adults will make sure s/he is safe, no – Sammy will miss Epsilon and have to get used to having a new navigator, I think so – it might be hard for a while, but at least Sammy will be safe now.

What do you think Sammy has learned? Types of responses: that what Epsilon was doing was not okay, that s/he has trusted adults s/he can turn to, that locking him/herself away was not the best way to solve the problem, it’s okay to say no to adults, if you are unsafe keep telling your trusted adults until someone believes you and does something about it.

What have you learned? Some principles to try to draw out: abuse occurs when people’s rights are violated, and it is okay to protect your rights, that children can turn to their trusted adults to help protect their rights, it is an adult’s responsibility to uphold children’s rights.

TEACHER’S NOTE

The game had five chapters entitled:

1. togetherness
2. listening
3. understanding
4. belief
5. courage.

Across the game, the following messages are consistently given:

- It is an adult’s job to protect children.
- All children deserve / have a right to be safe.
- If a trusted adult does not believe you when you tell, keep telling until someone helps.
- Abuse is never the child’s fault no matter what the child did or did not do or say.
- Being safe is more important than anything else that may happen as a result of telling a trusted adult about being abused.
- It is natural to experience a range of emotions about disclosing sexual abuse. These may include being scared, ashamed, worried and embarrassed.

How did it go?

Do students have a good understanding of the key concepts raised in the *Orbit* game?



Informative text task sheet

ORBIT

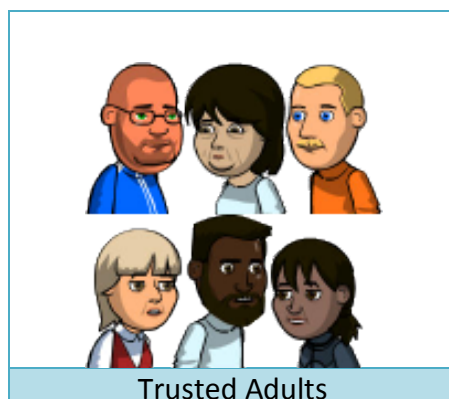
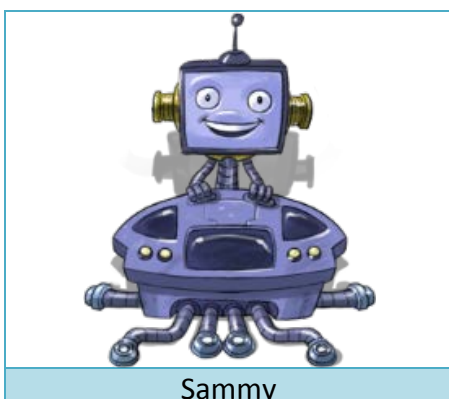
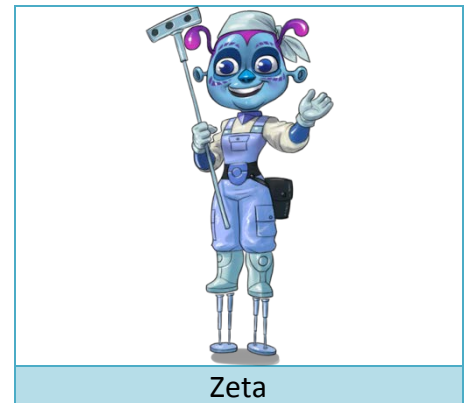
Task: Prepare an informative text about Orbit. Your text should include:

1. A brief overview of Orbit
2. A summary of the body rules
3. Brief overview of qualities of trusted adults
4. More in-depth information about **one part** of the game. The parts you can choose from are pictured in table below.

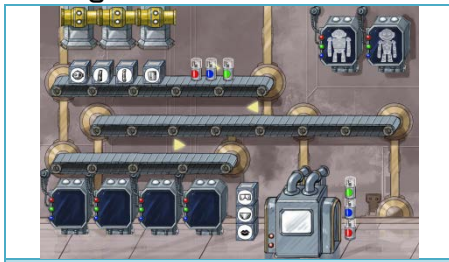
Each person should choose a different part of the game. About your section of the game, please tell us:

- What did you like about this part of the game?
- Does this part of the game help Sammy? How does it help or not help?
- What do you think this part of the game is trying to teach us?

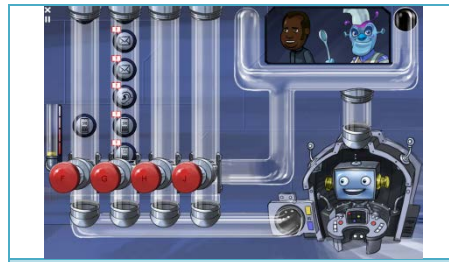
Game Characters



Mini-games



Robot Factory



Need to Tell Machine



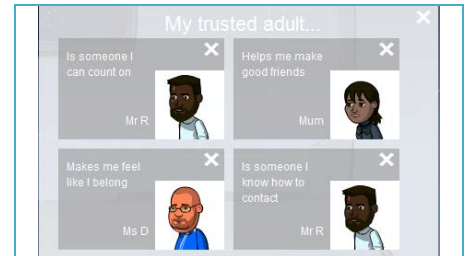
Speak Up



Surveillance Footage



"I am Good At" board

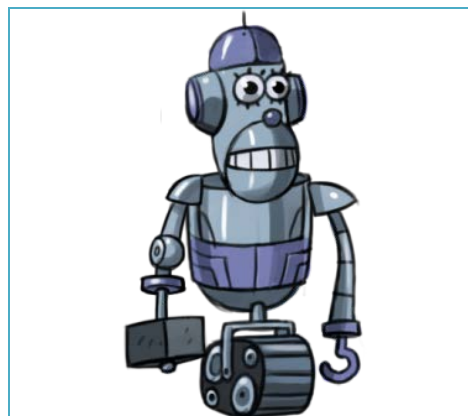


Relationship Qualities board

Game objects



Delta & Sammy's photo (Prolog)



Fixer robots (Chapter 5)



Communicator



Video tape clogging garbage disposal (Chapter 1)



Pod goo



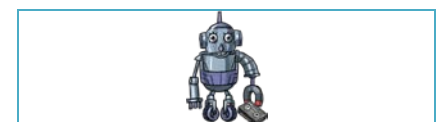
Video Unscrambler (Chapter 3 & 4)



Tau's logbook (Chapter 2 & 3)



Door forcer robot (Chapter 1)



Searcher robot & the missing audio tape



Red buttons (Chapter 5)

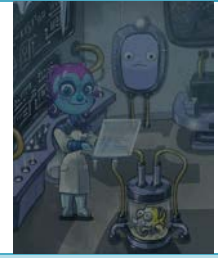
Game events



Teleporting



Changing moods of the ship



Sammy appears to Delta
(Chapter 1)



Sammy starts talking to Zeta
again (Chapter 2)



Sammy starts talking to Tau again
(Chapter 3)



Sammy starts talking to Rho
again (Chapter 4)



Sammy discloses to her trusted
adults (Chapter 5)