

Robo Raven and the Ancient Relics: A Mighty Heroes adventure

Educator notes

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Educators, we value your feedback!

Please complete [our short survey](#) to help us understand what works and what we can improve for this classroom resource.

About the Mighty Heroes

The Mighty Heroes are four Australian bush characters each with their own online safety superpower and key message for primary school students. You can find more activities for other year levels, including animations, posters and classroom activities on our [Mighty Heroes resources page](#).

About the game

The learning activity game, ‘Robo Raven and the Ancient Relics: A Mighty Heroes adventure’, is designed for Years 3 and 4. It introduces the new character of Robo Raven, who is the evil rival of the Mighty Heroes team and creates lots of drama for them. In the game, Robo Raven has been up to his tricks and has ‘hacked’ the internet. It’s up to the Mighty Heroes to solve a series of online safety challenges and restore the ancient relics to keep the internet a safe and positive place for everyone.

There are four game levels that cover different online safety topics:

- Responsibility – learn about digital footprints and protecting personal information online.
- Respect – learn about respectful relationships online and the impacts of cyberbullying.
- Body clues – learn about early warning signs or body clues, feeling unsafe online and how to seek help.
- Investigation – learn about critical thinking and media literacy, including identifying fake news and online scams.

The final level of the game is a revision of the topics from all levels.

Target year levels

Years 3 and 4.

Technical requirements

This game is compatible with:

- interactive whiteboards, tablets, laptops and computers
- latest versions of web browsers (Chrome, Edge, Firefox, Safari).

This game **is not** compatible with:

- mobile devices or small screens (screen resolution should be 1024x768 or larger).

Please note: As the game does not require a login, progress is saved only in one play session.

How the game is designed for the classroom

The game is an engaging and fun learning experience for students to learn about online safety. It has been designed with educators, children and families. The resource supports the teacher-led intentional use of technology in the classroom and is accompanied by a range of collaborative class activities.

The game is web-based with no logins required. Teachers can use the game on an interactive whiteboard, desktop computer, laptop or tablet. It can also be played at home for fun or as a take-home activity for children to share their learning with families.

Flexible options for using the game

Each level takes about 15 minutes to play as a whole-class activity including discussion. You can choose any level to start. All levels need to be completed to unlock the final level. The game is designed to be flexible so that teachers can choose how they would like to use it in their class.

Options include:

- **Choose one level per lesson.** Focus on one level and its related topic per lesson. For example, the Respect level in the game aligns with Australian Curriculum V9 Health and Physical Education. Play the level as a teacher-led whole-class activity, then use the level student worksheet and activity ideas to continue the learning in class.
- **Play one level collaboratively and guide individual exploration.** Play one level as a teacher-led whole-class activity, then allow students to explore the other levels

individually. Use the student worksheets and activity ideas to reinforce the learning in follow up lessons.

- **Play all four levels in class** and send the game home with students to play again to unlock the final level and revise the concepts. See the [parent information sheet](#) for more guidance.
- **Use the game as an engaging ‘exit’ ticket** to play at the end of online safety lessons across a term. Choose student worksheets and activity ideas as needed.

If your students have completed all levels in previous classes, you can **unlock the final level** in the ‘For teachers’ button in the game menu.

If you choose to focus on one or two levels, and come back to the game in subsequent lessons, you can click through the levels to where you were up to before class and resume the game. Use the ‘**skip animation**’ buttons to make this quick and easy.

Australian Curriculum links

This resource aligns with the following [Australian Curriculum V9](#) learning areas and general capabilities:

- **Health and Physical Education:** Personal, social and community health.
- **Digital Technologies; Design and Technologies:** Knowledge and understanding. Processes and production skills.
- **Humanities and Social Sciences:** Knowledge and understanding, skills.
- **English:** Language, literature, literacy.
- **The Arts:** Exploring and responding.
- **General capabilities:** Personal and Social capability, Ethical Understanding, Digital Literacy ([Practising digital safety and wellbeing](#)), Critical and Creative Thinking.

You can also refer to the [Online Safety Curriculum Connection and Media Consumers and Creators Curriculum Connection](#) resource.

Best Practice Framework for Online Safety Education

The [Best Practice Framework for Online Safety Education](#) establishes a consistent national approach to support educators across Australia to deliver high-quality programs with five clearly defined elements and effective practices.

This resource aligns with the following elements of the framework:



Child safeguarding

Talking about online safety can cause emotional distress for some children. It's important to let parents and carers know about this activity in advance. Ask students how they are feeling during a classroom discussion and remind them they can ask questions or ask for help if it brings up issues or worries. If you believe a student may share information that would be better not discussed in a classroom situation, you can redirect the conversation to encourage it to happen another time away from the whole class.

It's important to review your responsibilities under your state and territories' mandatory reporting requirements prior to teaching this activity. If students in your class are affected by trauma or abuse, they may find this activity distressing. Check in with your school's wellbeing leaders and consider if this is an appropriate whole-class activity with those students.

About eSafety

You can explain to students that eSafety helps Australians to prevent and deal with online harm. eSafety can help to remove serious online abuse (such as cyberbullying) or illegal and restricted online content and provide help and support. Trusted adults, including educators, can help make a report to eSafety if a child or young person is experiencing serious online harm.

Visit the eSafety website to [learn how to report abuse or content](#) to eSafety.

Role-play activities

Some of the classroom activities suggest using role-play. Students may need to be reminded of what it means to take part in a role-play and given support to explore how they feel, how others feel, and how this impacts their responses and emotional reactions.

Opening questions

Select some of these questions to ask your students and assess their knowledge and understanding about online safety:

- When you're online or playing games, what do you think you need to know about staying safe?
- Imagine someone was making a website about being safe online. What kinds of things would you want the website to explain or teach you?
- If you were going to explain why it's important to be safe online to Year 1 students, what would you say? What do you think they need to know?
- What do you think personal information is? What's an example of personal information? Why do you think it should be kept private? Why is this important when you're online?
- What does it mean to be responsible with digital technologies? What rules do we have about using devices in class?
- How do we know when it's time to take a break from being online? What are some of the body clues or other feelings that might let you know it's time to concentrate on doing other things away from screens for a while?
- What does it mean to show respect and be kind online? What are some examples of positive and respectful behaviours – like when you're chatting online with friends or playing a game together?
- How do you know when you might need to ask for help when something happens online? What early warning signs or body clues might tell you you're feeling a bit uncomfortable or unsafe? Who could you ask for help or support?
- Why might we have to investigate and ask questions about things that we are watching or doing online? How can you use questions to find out if something is fake or trying to trick you online? How can a good question help you to find out more (think of 'what', 'where', 'when', 'why' and 'how' questions)?

The Mighty Heroes game

Topic: Online safety.

Aim: To explore student's overall comprehension of the online safety messages of the game through an individual worksheet and whole class activity suggestions.

Use student worksheet 1: Robo Raven and the Ancient Relics game

You can download student worksheet 1 from the classroom resources page, [Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).

Classroom activity ideas

| | |
|--|---|
| Design your own poster for the Mighty Heroes game – imagine you are creating the poster for other primary school students to put up in their classroom. | Write a letter to your grandparent, or another older family member or friend. What would you tell them to help them keep safe online? |
| Make up a playlist of 8 song titles that could go with the game about being safe online. Draw the album artwork. | Use the storyboard to make your own level in the game. What trick would Robo Raven play? What would the Mighty Heroes have to do to stay safe online? |
| Make a wristband for Year 1 students using your favourite character and include an online safety tip. | Choose characters from the game and make up a short play together for the class about one thing you learnt about staying safe online. |
| Design your own new 'evil' character to join Robo Raven in trying to trick the Mighty Heroes. How will the new character try to trick them? What will they need to do to stay safe online? | Create a poster for Year 1 or students with your top 3 tips for staying safe online. |
| Write or record an audio news story about Robo Raven. Start with the phrase: 'Breaking news: Robo Raven has stolen the gems from the ancient relics...' What do the Mighty Heroes do next? | |

Supporting resources

Mighty Heroes cut-outs

Use these cut-outs for your own creative activities.



INVESTIGATION



BODY CLUES



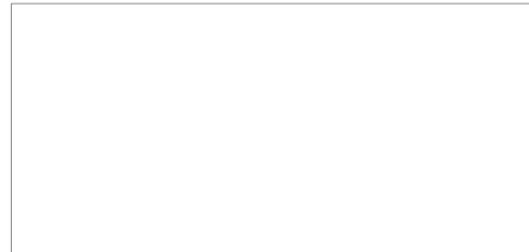
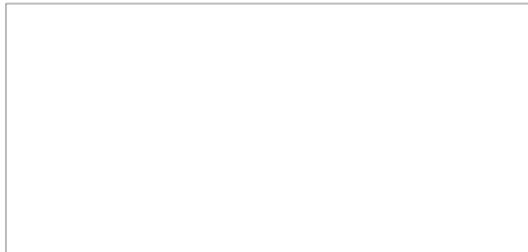
RESPONSIBILITY

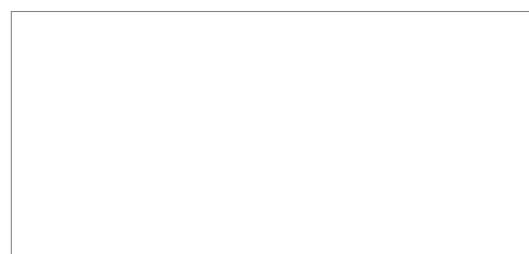
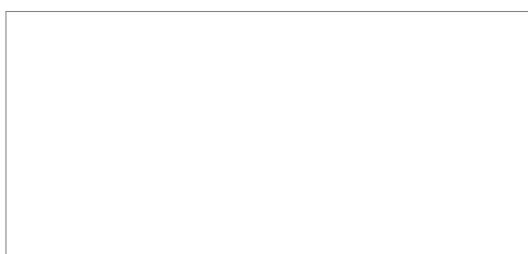


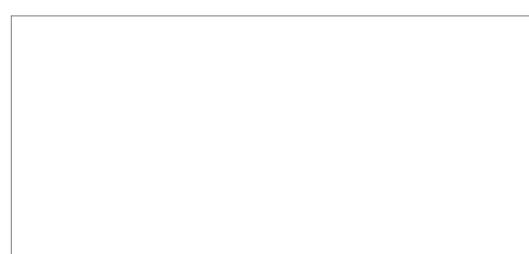
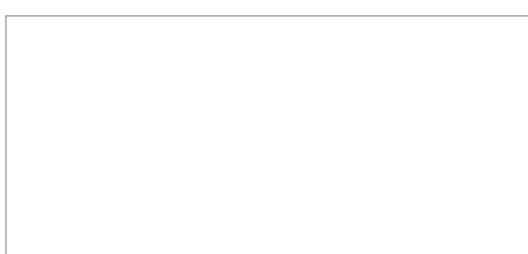
RESPECT

Storyboard

Name: _____







Wristband

Draw your own Mighty Heroes character and write an online safety tip on the wristband.

Cut to size and staple together.

Online safety tip:

Responsibility game level

Topic: Using technology safely and responsibly.

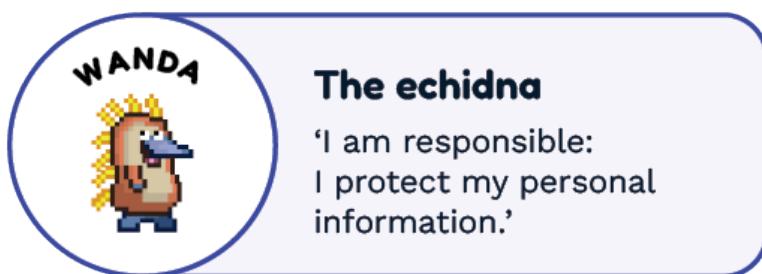
Aim: To help students understand the concept of personal information and why it's important to protect personal information that identifies you.

Australian Curriculum links:

- Learning area: Digital Technologies ([AC9TDI4P08](#), [AC9TDI409](#)).
- General capabilities: Digital Literacy

Use student worksheet 2: Responsibility game level

You can download student worksheet 2 from the classroom resources page, [Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).



Classroom activity ideas

| | |
|---|---|
| <p>Use the storyboard template (see page 10) to create your own ideas for the Responsibility game level.</p> <p>How else might Robo Raven have left personal information online for the Mighty Heroes to track and find Robo Raven?</p> | <p>Interview an older family member about what they do to keep their personal information safe. Make a poster using your own and your family member's tips.</p> |
| <p>Do a role-play with another student. Give them the role-play card with personal information that is made up. Imagine you are a scammer and trying to trick them into giving you some of that personal information.</p> <p>Give your fellow student one point for every time they keep their personal information safe.</p> | <p>Draw a picture showing 3 pieces of Robo Raven's personal information that Robo Raven should have kept private. For example, the street name near Robo Raven's nest.</p> <p>Ask another student to find the personal information.</p> |
| <p>Choose your favourite character in the game and create a new username for them. Draw an avatar that keeps their personal information private and safe.</p> | <p>Make a word search using 5 words. Each word should be an example of personal information, such as the word 'birthday.' Stay safe and make sure you don't use your own personal information!</p> |
| <p>Imagine you were playing an online game. You got really involved with the game and stayed online longer than you agreed to with your parent or carer.</p> <p>Write an apology letter – admit your mistake and explain how you will be more responsible next time.</p> | <p>Imagine a person you know asked you to share your password.</p> <p>Write 3 possible replies to them saying 'no' in a kind and respectful way.</p> |
| <p>Write a list of rules for the classroom or home about being responsible with technology. For example, no running with devices.</p> | |

Supporting resources

Personal information role-play with cards

Cut out these cards for your role play activity.

Your name is [Warrin the wallaby]

You live at [23 Gully Drive].

You have a sister called [Kimmy the kookaburra]. Your birthday is: [5 February 2015].

You love playing a game called [BlockHero] and you've used [warrin5feb2015] as your password.

You like going to [Banksia] park to play on Saturday mornings. Your favourite breakfast food is [weetbix with strawberry milk].

Your school is: [Gumnut Public]. Your favourite subject at school is [sports].

Your name is [Binda the bandicoot].

You live at [25 Wombat Way].

You have a sister called [Marlu the magpie]. Your birthday is: [27 August 2012].

You love playing a game called [Redstone Ranger] and you've used [BINDAthebest2012] as your password.

You like going to [Brolga] park to play on Saturday mornings. Your favourite breakfast food is [Vegemite on toast].

Your school is: [Grevillea Grove Public]. Your favourite subject at school is [maths, of course!].

Your name is [Pira the platypus]

You live at [44 Eucalyptus Way].

You have a sister called [Gari the goanna]. Your birthday is: [13 October 2014].

You love playing a game called [Craftling] and you've used [44 Eucaway] as your password.

You like going to [Ikara] park to play on Saturday mornings. Your favourite breakfast food is [flavoured yoghurt and some fruit].

Your school is: [Warringa Way Public]. Your favourite subject at school is [music].

Word search template

Name: _____

Make a word search using 5 words. Each word should be an example of personal information. For example, the word 'birthday.' Stay safe and make sure you don't use your own personal information!

Write your word list:

Respect game level

Topic: Being respectful online.

Aim: To help students identify what communicating respectfully and fairly looks like online by exploring a range of scenarios.

Australian Curriculum links:

- Learning area: Health and Physical Education ([AC9HP4P04](#), [AC9HP4P07](#), [AC9HP4P08](#))
- General capabilities: Personal and social capability, Digital literacy, Ethical understanding

Use student worksheet 3: Respect game level

You can download student worksheet 3 from the classroom resources page, [Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).



Classroom activity ideas

| | |
|--|---|
| <p>Do a role-play where a group of students are playing a game online. One student decides to be mean in the game to another player.</p> <p>What could you do to be kind and show respect to that player?</p> | <p>Create your own set of emojis to react in a supportive way to your friend's drawing they have posted online.</p> <p>How will your friend know that the emoji means you are being kind to them? What does it need to look like?</p> |
| <p>What makes someone a good friend? Think about the top 3 qualities of a good friend?</p> <p>Fill out the Friendship 'Diamond' template with your ideas.</p> | <p>Write a class mantra (a saying). Design it for the classroom to remind each other about being respectful and kind in all situations.</p> |
| <p>Keep a respect journal for a week. Write a diary entry for each time you see someone acting kindly (including yourself).</p> <p>At the end of the week, think about how kindness affects your week.</p> | <p>You notice your friend is feeling a bit down today. Write a card to your friend to check-in with them. How will you offer them support?</p> |
| <p>Use the storyboard template (see page 10) to create your own ideas for the Respect game level.</p> <p>What is another situation where River the sugar glider can show Robo Raven how to be kind online?</p> | <p>Create a rhyme or song for River the sugar glider about why it's important to treat people with respect and be kind.</p> |
| <p>Write a letter to your principal about your ideas for showing respect and kindness in your school.</p> | |

Supporting resources

Friendship diamond

Name: _____

What makes someone a good friend?

Real friends are like diamonds. They shine, they're special, and they're really valuable.

Good friends make us feel happy and loved. They help us when we're sad, cheer us on when we try something new, and always believe in us.

Having a true friend is like having a treasure – someone who makes life better just by being there.

Write down the at least three qualities of a good friend in the diamond gemstone boxes.



Body clues game level

Topic: Building resilience and help-seeking skills.

Aim: To teach students how to recognise body clues or early warning signs that a situation may be unsafe when using digital technologies, and to ask a trusted adult for help if they feel unsafe, confused, worried, scared or upset.

Australian Curriculum links:

- Learning area: Health and Physical Education ([AC9HP4P07](#), [AC9HP4P08](#))
- General capabilities: Personal and social capability, Digital literacy

Use student worksheet 4: Body clues game level

You can download student worksheet 3 from the classroom resources page, [Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).



The frilled neck lizard

'I trust my feelings: I ask for help when something doesn't feel right.'

Classroom activity ideas

| | |
|--|--|
| <p>Design your own safety network poster that you can keep in a safe place at home or carry with you.</p> <p>You can add the phone numbers of your trusted adults to the poster.</p> | <p>Write a story about a situation online where something happens and a student needs to ask for help.</p> <p>What happens online, and who and how do they ask for help about what to do next? What happens then?</p> |
| <p>In pairs or groups, come up with a role-play to show when someone finds themselves in a tricky situation online, and how they can find help.</p> <p>Try to come up with a few different help-seeking ideas.</p> | <p>Draw an outline of the human body. Circle all the different parts of the body that can react if a person is not feeling safe online – such as your heart racing or feeling sweaty.</p> <p>Write down some other feelings that might happen to warn a person they might not be feeling safe.</p> |
| <p>Use the storyboard template (see page 10) to create your own ideas for the Body clues game level.</p> <p>What is another situation where Dusty the frilled neck lizard can show Robo Raven how to listen to body clues?</p> | <p>As a class, think of a song that is about finding help from friends, family, or in other ways, such as With a Little Help from My Friends by The Beatles, or Had You to Teach Me by Teeny Tiny Stevies.</p> <p>Choose 3 positive messages of support from the song.</p> |
| <p>Write an article about why you think kids sometimes don't ask for help when they need it. How would you encourage them to think differently and ask for the help they need?</p> | <p>Do a research project on Kids Helpline.</p> <p>Create a postcard design for Kids Helpline to show kids the different ways they can get help on the website.</p> |
| <p>Research some activities about mindfulness (being aware of your body and feelings). Choose your favourite one and explain why you think it would be helpful to you.</p> <p>Write it on a card you can keep with you.</p> | |

Investigation game level

Topic: Developing media literacy and critical thinking skills.

Aim: To help students to recognise that not everything they see or hear online is true, to develop questioning skills to identify when something is fake, a scam or trying to trick or influence them, and to know when to ask a trusted adult for help.

Australian Curriculum links:

- Learning areas: English ([AC9E3LA03](#), [AC9E3LY03](#), [AC9E3LY01](#)), The Arts (Media Arts [AC9AMA4E01](#)), Digital Technologies ([AC9TDI4K01](#)), Humanities and Social Sciences ([AC9HS3S01](#), [AC9HS4S01](#))
- General capabilities: Critical and creative thinking, Digital literacy, Ethical understanding.

Use student worksheet 5: Investigation game level

You can download student worksheet 5 from the classroom resources page, [Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).



Classroom activity ideas

| | |
|---|---|
| <p>Imagine you are applying to be a detective. What skills do you need? Create a poster about why you'd make a good detective.</p> | <p>Create 5 cards you can put around the house to remind your family members of tips to stay safe online and avoid scams.</p> |
| <p>You've been asked to research the habitat of the Australian animal, the bilby.</p> <p>Write 3 questions you would use to research the topic online. What would you need to investigate to make sure the information was true?</p> | <p>In pairs or groups, write down three truths about yourself and one lie. Read them out to each other and ask everyone to guess the lie.</p> <p>How easy was it to guess correctly? What helped you to work out the correct answer? If you didn't know your classmates, do you think it would have been harder to guess?</p> |
| <p>Use the storyboard template (see page 10) to create your own ideas for the Investigation game level.</p> <p>What is another situation where Billie the bilby can spot the clues that something is fake or a trick or scam?</p> | <p>Why do you think some people make things up online? List 3 reasons and then make a tip sheet for displaying in the school library so students can remember what to look out for when doing a research project.</p> |
| <p>Imagine you are a news reporter and your next story is about an earthquake that just happened in a small country town.</p> <p>Write down who you might interview and what questions you can ask them to make sure you're presenting facts.</p> | <p>An alien arrives from another planet. The alien notices that you are having a video chat with your friend and wants to know how your friend got into that little box.</p> <p>Write a report for the alien to take back the spaceship leader explaining how the internet works.</p> |
| <p>In pairs or as a class, use the Real or Fake shop template to decide how you would choose which shop you could trust, and which shop might be a scam.</p> <p>Use the blank ones to create your own Real or Fake shop.</p> | |

Supporting resources

Real or fake shop items

In pairs or as a class, use the Real or Fake shop template to decide how you would choose which shop you could trust, and which shop might be a scam. Use the blank ones to create your own Real or Fake shop.

Fake or scam items



| | | |
|---|---|---|
|  Brand new laptop Only \$1!!! Seller: laptopsforeveryone Seller rating: █ █ █ █ Reviews Sunny: Don't buy it NEVER came! Jeni: Too good to be true???? BUY NOW |  Book \$2 PLUS FREE bag of money! Seller: Free Money Seller rating: █ █ █ Reviews Lucky: This is a scam! BUY NOW |  Best game ever! \$10 if you buy today Seller: Buy from us Seller rating: Reviews No reviews BUY NOW |
|---|---|---|

Genuine or real items



T-shirt

\$20

Sizes available: S, M, L

Seller: Best T-Shirts

Seller rating:

Reviews

Ted: The t-shirt was just like in the picture and arrived on time.

[BUY NOW](#)

Sneakers

\$50

Available in kids size: 2, 3, 4

Seller: The Sneaker Shop

Seller rating:

Reviews

Min: This shop is great!

PopCat: These sneakers are awesome

[BUY NOW](#)

Latest iPhone

\$1000

Only two available

Seller: Smart Tech World

Seller rating:

Reviews

TechNerd: The iPhone arrived safely

PurpleSam: I love my new phone

[BUY NOW](#)

Add your own shop items

[BUY NOW](#)[BUY NOW](#)[BUY NOW](#)

Extension activities

Aim: These extension activities use two videos to support educators who would like to explore the creative process of developing computer games with students, and help them to understand privacy and data collection online.

Australian Curriculum links:

- Learning areas: Digital technologies ([AC9TDI4K01](#)), Design and technologies ([AC9TDE402](#)) The Arts (Media Arts [AC9AMA4E01](#)).
- Curriculum connection: [Artificial Intelligence \(AI\)](#).
- General capabilities: Critical and creative thinking, Digital literacy, Ethical understanding.

Making the game: behind-the-scenes video



The behind-the-scenes video shows how eSafety made the Mighty Heroes adventure: Robo Raven and the Ancient Relics game from start to finish.

The video covers:

- the original concept for the game
- how the game story and characters were created
- how the game was tested with children, educators and families
- the game design, including the use of generative artificial intelligence (AI) as part of the creative process
- the animations, voiceovers, music and sound effects
- coding and the final production of the game.

Opening questions

Use these questions to assess student knowledge and understanding of the creative process of making online games:

- Are there any games you like to play the most? What do you think makes them good games? What do you think makes a game not so good?
- What do you think about learning about online safety with games?
- What steps do you think go into making online games? What are some of the things the people that make games need to do first?
- **Potential additional teaching opportunity:** What do you know about generative AI and how it might be used to create images for a game? Why do you think it might be important to tell people that generative AI was used to create some of the designs and how it was used?

Watch the video (2 minutes)

The behind-the-scenes video is available on the [page for students in Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).

Classroom activity ideas

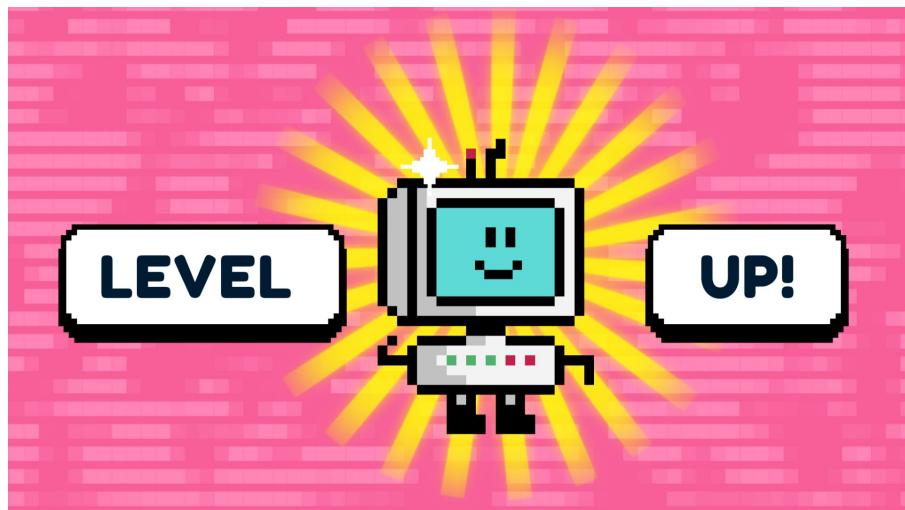
| | |
|---|--|
| <p>Create sketches of a new game that you would like to play. What would be the opening scene? What would you call the game?</p> <p>Who are the main characters? What do they need to do in the game?</p> | <p>Write a short play about a hero character who overcomes a big challenge (such as rescuing their friends from a monster or solving a puzzle).</p> <p>Choose physical items to make sound effects like a clap, rustling plastic for the sound of fire or blocks to make footsteps. Act out the story for the class and add sound effects to make it dramatic!</p> |
| <p>Think of your favourite scene in a movie, TV series or from a book. Recreate the scene yourself. You could use Lego or use Minecraft Education (if available) to make a model or draw the scene.</p> <p>How can you make it look as similar as possible?</p> | <p>If your school is using a generative AI image tool, design a prompt to make a game background and characters in a style you like.</p> <p>Try again to see if you can get your image as close to what you want as you can.</p> |
| <p>Create your own character for a game for Year 1 students. Test out your idea with five Year 1 students and make changes based on what they think. What do they like about your character?</p> <p>What would they change to make the character better?</p> | <p>Write a short story that could be turned into a game.</p> <p>Imagine you are telling the story to a big game studio and hoping they will make your game.</p> |
| <p>Choose another part of Australia for a new Mighty Heroes adventure. Create your own comic strip or story about a situation where they need to defeat Robo Raven's tricks and stay safe online.</p> | |
| <p>Make a podcast where you interview the maker of your favourite game or show. What do you want to know about how they made the game or show? Use the video to research what the answers might be.</p> | |

Supporting resources

Storyboard

Use the storyboard template from page 10 for the classroom activities that require it.

Child-friendly privacy policy video



Aim: The privacy policy video is a child-friendly explainer about what data is collected by the game and how it is used.

Australian Curriculum links:

- Learning areas: Digital technologies ([AC9TDI4K02](#), [AC9TDI4P08](#), [AC9TDI409](#))
- General capabilities: Critical and creative thinking, Digital literacy, Ethical understanding

The video covers:

- How the game **does not** collect any personal information. For example, there are no logins, so no name, username or email or password is needed.
- How the game **does** collect and use Google Analytics data to track how people play the game to help eSafety to make it better. For example, are students getting stuck on a particular level or are there any errors or bugs that need fixing?

Opening questions

Use these questions to assess student knowledge and understanding of the concept of privacy, privacy policies and data collection online:

- Have you ever had to login or create an account to play a game online, use an app or visit a website? What sort of details did you have to give or create to play the game? Do you think this is personal information?

A username, screen name and avatar are not personal information if they don't contain your full name or other information that could identify you. An email address, full name, your birthday, a phone number, or your location are personal information.

- If a game does ask you to create a login and user account, what do you think happens to this information? Who stores the information and why would they do this? For example, to help you with your account or subscription to the game, to communicate new features or new games, and sometimes there are agreements to give your personal information to other companies to help them to sell you new games.
- Have you heard of privacy policies? What do you think they are? For example, privacy policies tell people what personal information and other data or information the company or game creator will collect and how they will use that information.
- Did you know that children have a right to privacy and a right to understand privacy policies? This means that information about privacy, what a company or game creator wants to do with your personal information and what other data they might collect from how you use the game (tracking data) should be given to you in a way that you can understand.

Article 16 and Article 42 of the United Nations Convention on the Rights of the Child describe your right to privacy – and your right to know your rights! Adults should know about these rights and help you learn about them too. You can use the [child-friendly posters and activity sheets](#) from NAPCAN to learn more.

You can also visit the Office of Australian Information Commissioner website for information about the [Children's Online Privacy Code](#) including how online services accessed by children must comply with the Australian Privacy Principles (APPs).

Watch the video (1 minute)

The privacy policy video is available on the [page for students in Robo Raven and the Ancient Relics: A Mighty Heroes adventure](#).

Classroom activity ideas

| | |
|--|---|
| <p>Think of all the questions you have about privacy and what information might be collected by games, apps and websites.</p> <p>Interview an expert and do a presentation on what you find out.</p> | <p>Create a set of rules for games, apps and website companies or creators to follow if they want to collect a person's personal information.</p> <p>What should they do? What should they not do? Make a poster to show other students to see what they think.</p> |
| <p>As a class, think of some everyday activities you do with your family, like shopping, using online maps to help when driving, or using a rewards card for a store. What information do you think is being collected?</p> <p>Why do you think this might happen?</p> | <p>Write a review of the Mighty Heroes privacy policy video. Imagine your review will be published for others to read.</p> <p>Do you think the video gives children the information need about what information the game collects and how it will be used? What could be improved in the video?</p> |
| <p>Hold a classroom debate on the statement: 'Students have the right to keep their personal information private at all times.'</p> <p>The 'Yes' group can represent the students and the 'No' group can represent website, game or app companies or creators.</p> | <p>In groups or pairs, create a campaign that defends children's right to know what is happening with their personal information and data when they go online. For example, you can make a petition, placard, poster or write a letter Why should companies and creators tell children about this in a way they can understand?</p> |

Game answers

Note: There can be more than one correct answer per activity within the level.

Responsibility game level

Robo Raven has shared too much information online – and it's on a public profile! Can you help spot where? Find 3 spots where too much information has been shared.

| Correct answers | Feedback on screen |
|---|---|
| Robo Raven @_roborav | That's correct. Looks like Robo Raven has used a real name and picture for a public profile. Now we know this is Robo Raven's online chat! Your real name is personal information. Use a made-up username and avatar when online. |
| Birthday: 12th June 2016 | That's correct. A birthday can identify Robo Raven and tell us this is Robo Raven's online chat! Your birthday is personal information and should be kept private. |
| Robo Raven: Ok I'll bring to Beachy School tomorrow, meet me there at 5pm? | Well done! Now we know when and where Robo Raven will be with the gem! Your school is personal information to keep private. It shows your location. |

Robo Raven still isn't being responsible and has left new clues about the gem's location. Can you help Wanda track it? Find 3 clues in Robo Raven's photo about where the gem has gone.

| Correct answers | Feedback on screen |
|--------------------|--|
| Bus sign | Great work! The bus sign can be used to find Robo Raven's location. |
| Beach | Great work! The photo of the beach could help find Robo Raven's location if someone knows what the beach looks like. |
| Street name | Well done! The street name can be used to find Robo Raven's location. |
| Shop name | Great work! The shop name can be used to find Robo Raven's location. |

Robo Raven has managed to run off with the gem again. Can you find the next location?

Find 3 clues in Robo Raven's photo about where the gem has gone.

| Correct answers | Feedback on screen |
|--------------------------------|---|
| School name | That's correct. The school name can be used to find Robo Raven's location. |
| School uniform | Great work. The school uniform could tell us the school where Robo Raven has gone. |
| Address on sign | Well done! The address on the sign can be used to find Robo Raven's location. |
| School logo on backpack | That's correct! The school logo on the backpack could tell us the school where Robo Raven has gone. |

Let's review: What does being responsible online mean to you?

| Correct answer | Feedback on screen |
|---|--|
| Protecting my personal information | Congratulations! You've successfully helped Wanda identify and track Robo Raven's footsteps and restore the Relic. |

Respect game level

Robo Raven is sending mean messages to River's friend Croc. Can you help River to show respect and be kind online? Choose a kind emoji to reply to Croc about his drawing.

| Correct answers | Feedback on screen |
|---|---|
| Love heart eyes emoji | That's right. That emoji will support Croc and shows respect. |
| Hands in love heart shape emoji | That's right. That emoji will support Croc and shows respect |
| Thumbs up emoji | That's right. That emoji will support Croc and shows respect. |
| Smiling face with sunglasses emoji | That's right. That emoji will support Croc and shows respect. |

Croc loves to dance and has shared a video in the group chat. But Robo Raven has left mean comments. Can you help River reply to Croc in a respectful, kind and supportive way?

| Correct answers | Feedback on screen |
|---|--|
| I didn't know you liked dancing – you're good! | That's right. That reply will support Croc and shows respect and kindness. |
| That's a nasty comment Robo Raven. Be kind! | That's right. That reply will support Croc and shows respect and kindness. |
| I love it! Maybe I'll try dancing | That's right. That reply will support Croc and shows respect and kindness. |

Later, the Mighty Heroes are playing a game with Croc. But Robo Raven pops into the chat. Help River send Croc a message that shows respect and support.

| Correct answers | Feedback on screen |
|---|---|
| It's OK, better luck next time. | That's correct. That message is kind and shows support to Croc |
| Don't worry. There's always next time! | That's correct. That message is kind and shows support to Croc. |
| It's OK! We all make mistakes sometimes. | That's correct. That message is kind and shows support to Croc. |

Let's review: What does being respectful online mean to you?

| Correct answer | Feedback on screen |
|--|--|
| Knowing how to show support, not be mean and to treat others kindly online. | Congratulations! You've successfully helped show respect to Croc and restored the Relic. |

Body clues game level

Robo Raven has broken the Body Clues Relic, so Dusty can't tell if it's time to ask for help online. And Robo Raven has sent a scary video. Can you spot the body clue that shows Dusty feels unsafe?

| Correct answer | Feedback on screen |
|-------------------------|--|
| Racing heartbeat | That's correct. You've found that Dusty has a racing heartbeat. This can be a sign of feeling unsafe or uncomfortable. |

Well done! You've found that Dusty might be feeling unsafe or uncomfortable.

What could Dusty do now? Choose 3 actions to help Dusty feel safer.

| Correct answer | Feedback on screen |
|--|---|
| Say: 'No thank you. I do not want to see it.' | Well done! Saying 'no' respectfully is a great way to help you feel safer. |
| Tell a trusted adult | Excellent work. Telling an adult you trust is a great way to help you feel safer. |
| Turn off your device | Excellent work. Turning off the tablet, phone or closing the website will help you to feel safer. |

Now you've got some helpful actions to do when feeling unsafe. What should Dusty do first?

Sort Dusty's actions in order, from first to last.

| Correct answers | Feedback on screen |
|--|---|
| 1st Say: 'No thank you. I don't want to see it.' 2nd Tell a trusted adult. 3rd Turn off your device | Nice work. You've helped Dusty think about steps to take to feel safer. |
| 1st Tell a trusted adult. 2nd Say: 'No thank you. I don't want to see it.' 3rd Turn off your device. | Nice work. You've helped Dusty think about steps to take to feel safer. |
| 1st Say no thank you... 2nd Turn off device 3rd Tell a trusted adult | Nice work. You've helped Dusty think about steps to take to feel safer. |

Dusty is playing a game and gets a message in the chat. Dusty doesn't know GamerKidd and they are asking for personal information!

Can you spot the body clue that shows Dusty feels unsafe?

| Correct answer | Feedback on screen |
|---------------------------------|---|
| Butterflies in the tummy | Great job. Butterflies in your tummy can be a sign that you're feeling unsafe or uncomfortable. |

Well done! You've found Dusty's body clue. Something doesn't feel right with GamerKidd.

What are 4 things Dusty should do now?

| Correct answer | Feedback on screen |
|---------------------------------------|---|
| Tell a trusted adult | Nice work. Telling an adult you trust can help you feel safer and know what to do. |
| Block GamerKidd | That's correct. You could block GamerKidd with the help of a trusted adult. |
| Take a screenshot for evidence | That's correct. A screenshot could help as evidence if you needed to report GamerKidd. |
| Report GamerKidd to the game | That's correct. You could report GamerKidd to the game or to eSafety if you needed to with the help of a trusted adult. |

Good! Now what's the best order to do these actions in?

Sort Dusty's actions in order from first to last.

| Correct answer | Feedback on screen |
|---|--|
| 1st Tell a trusted adult 2nd Take a screenshot for evidence 3rd Report GamerKidd to the game 4th Block GamerKidd | That's correct. If you tell a trusted adult first, you can take a screenshot together. This means you can show what happened, then report and block GamerKidd. |

Let's review: What does listening to your body clues mean to you?

| Correct answer | Feedback on screen |
|---|---|
| Noticing what happens in your body when something doesn't feel right – and knowing it's time to ask for help | Congratulations. You are so good at understanding body clues! You've successfully helped Dusty listen to body clues and restored the Relic. |

Investigation game level

Robo Raven has tried to trick everyone by flooding the internet with fake news. Can you help Billie to investigate? Find 3 clues that show this news story might be fake.

| Correct answers | Feedback on screen |
|---------------------------------|---|
| Strange web address | Nice work. A strange web address can be a clue that this news may be fake. |
| Very surprising headline | Great job. A headline that is very surprising to get our attention can be a clue this news may be fake. |
| Picture | Nice work. The picture of the moon as cheese could be a clue that this news is fake. You would need to read the story to find out more. |

Based on the clues, the news is most likely fake. What should you do next?

| Correct answer | Feedback on screen |
|--|---|
| Check the news yourself on trusted websites | That's correct. You can check the news story yourself on websites you trust or ask an adult you trust for help. |

Robo Raven is trying to trick Billie with some unsafe content. Find 3 clues that show this pop-up might be unsafe.

| Correct answers | Feedback on screen |
|--|---|
| Too good to be true | That's correct. It's a bit strange that the Relic is free and you get cash too. |
| Asking for personal information | That's correct. This is a clue the pop-up may be unsafe. You should show a trusted adult when you see a pop-up asking for personal information. |
| Urgent offer | Nice work. The offer only lasts for a really short amount of time and can be a clue that this pop-up is unsafe. |

Based on the clues, this pop-up is unsafe. What should you do next?

| Correct answer | Feedback on screen |
|-----------------------------|--|
| Show a trusted adult | That's correct. A trusted adult can look at the clues with you, help you close the pop-up and stay safe. |

Robo Raven is trying to trick Billie again with some more unsafe content. Find 3 clues that show this email might be unsafe.

| Correct answers | Feedback on screen |
|-----------------------------------|--|
| Strange email address | Nice work. A strange email address can be a clue that the email is unsafe. |
| Asks to 'click here' | Nice work. A web link in an email could be safe but you should always check with a trusted adult before clicking it. |
| Too many spelling mistakes | Nice work. Too many spelling mistakes can be a clue that an email is unsafe. |

Based on the clues, this email is unsafe. What should you do next?

| Correct answer | Feedback on screen |
|--|---|
| Report as spam and delete email | That's correct. Reporting as spam and deleting the email with the help of a trusted adult is the best way to keep safe. |

Let's review: What does it mean to be an investigator online?

| Correct answer | Feedback on screen |
|--|---|
| Questioning if things you see online are true | Congratulations! You've helped Billie investigate fake news and unsafe content and you've restored the Relic. |

Final level: Revision

Note: You will need to complete all four levels first to unlock the final level. The final level is a revision of all levels. If your students have completed all levels in previous classes, you have the option to unlock the final level in the 'For teachers' button in the game menu.

Robo Raven is unsafe after sharing too much personal information on a public profile. Can you show Robo Raven how to be more responsible?

Find 3 things that Robo Raven should have kept private.

| Correct answers | Feedback on screen |
|---|---|
| Robo Raven @_robo-rav | Great job. Looks like Robo Raven has used a real name, not a username, on a public profile. This is unsafe. Your profile should not include your real full name. It identifies you. |
| Birthday: 12th June 2016 | Great job. Looks like Robo Raven needs to be more careful and keep personal information private. Your date of birth identifies you and should be kept private. |
| Biography: Hey y'all. I'm Robo Raven. | Great job. Looks like Robo Raven has used a real name, not a username, on a public profile. This is unsafe. Using your real full name on a public profile is unsafe. |
| I go to Beachy Primary School and I'm in Year 1. | Great job. Looks like Robo Raven needs to be more careful and keep personal information private. Your school and year level is personal information to keep private. It shows your location. |

Robo Raven is feeling sad after being left out of a party. Can you help River reply in the chat and support Robo Raven?

What is a kind reply that shows respect?

| Correct answers | Feedback on screen |
|---|---|
| Oh no! we miss you Robo Raven. | Great job. You've sent a kind reply and made Robo Raven feel more included. |
| Sorry! We'll invite you next time. | Nicely done. You've sent a kind reply and made Robo Raven feel more included. |

Robo Raven has just seen a pop-up with a scary game ad and is feeling unsafe. Can you help identify the body clues? Can you spot the body clue that shows Robo Raven is feeling unsafe?

| Correct answer | Feedback on screen |
|-----------------------|---|
| Feeling sweaty | Great job. Feeling sweaty can be a sign that Robo Raven is feeling uncomfortable or unsafe. |

Well done! You've found Robo Raven might be feeling unsafe or uncomfortable. What could you suggest Robo Raven do now?

What are 3 actions to help Robo Raven feel safer?

| Correct answers | Feedback on screen |
|-------------------------------------|---|
| Ask a trusted adult for help | That's correct. Telling an adult you trust is a great way to help you feel safer. |
| Close pop-up | Nice work. Closing the pop-up with the help of a trusted adult will help you to feel safer. |
| Turn off device | That's correct. Turning off the tablet, phone or closing the website will help you to feel safer. |

Now you've helped Robo Raven with some helpful actions to do when feeling unsafe. What should Robo Raven do first?

Sort Robo Raven's actions in order from first to last.

| Correct answer | Feedback on screen |
|--|---|
| 1st Ask a trusted adult for help 2nd Close pop-up 3rd Turn off device | That's correct. You have sorted the answers into the correct order. |

Robo Raven is very excited after getting an email offering a free prize. Can you help Robo Raven be an investigator to avoid being tricked?

Find 3 clues that show this email might be unsafe.

| Correct answer | Feedback on screen |
|--|--|
| Robo Raven didn't enter a competition | Great job. It is likely to be a trick or scam if you know you didn't enter a competition |
| Strange email address | Nice work. A strange email address can be a clue that the email is unsafe. |
| Too good to be true | That's correct. It's a bit strange to get an email offering a free smart phone. |
| Urgent offer | That's correct. The offer only lasts for a really short amount of time and can be a clue that this email is unsafe. |
| Asks to 'click here' | Nice work. A web link in an email can be safe but you should always check with a trusted adult before clicking a link. |

Let's review: What does being safe online mean to you?

| Correct answer | Feedback on screen |
|---|--|
| Being responsible, showing respect, listening to my body clues when something doesn't feel right, investigating what I see online and asking for help. | Great job. You've helped the Mighty Heroes restore the Relics and connect them to the network. |

Congratulations!

Great work on restoring the Relics and making the internet safe once more. Try again to see if you can improve your score or finish.