Robo Raven and the Ancient Relics: A Mighty Heroes adventure

Student worksheets

How to use this resource

Refer to the educator notes when using the student worksheets.

Depending on how you choose to use the game in your classroom, you can use the student worksheets in order or as stand-alone activities. Each worksheet has a different focus to enhance the comprehension of each level.

The educator notes include:

- curriculum links

- learning intentions

- suggestions for how to use the game in your classroom

- additional classroom activity ideas and templates

- extension activities

- game cheat sheet with the correct answers.

Find the educator notes on the classroom resource page, Robo Raven and the Ancient Relics: A Mighty Heroes adventure.

Contents

Any questions or technical issues? Email enquiries@eSafety.gov.au.

Student worksheet 1: Robo Raven and the Ancient Relics game

Student name: _____   Date: _____

Who are the Mighty Heroes?

The Mighty Heroes are:

Who is your favourite Mighty Hero?
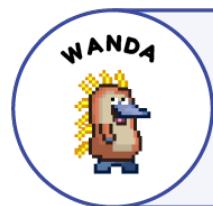
WANDA
The echidna ☐
'I am responsible:
I protect my personal
information.'

RIVER
The sugar glider ☐
'I show respect:
I am kind and caring
to others.'

DUSTY
**The frilled
neck lizard** ☐
'I trust my feelings: I ask
for help when something
doesn't feel right.'

BILLIE
The bilby ☐
'I investigate: I question
what I see, hear and
do online.'

They are my favourite Mighty Hero because...

Who is Robo Raven?

What was Robo Raven trying to do in the game?

Robo Raven got up to all sorts of tricks and unsafe online behaviour in the game.
What was one thing Robo Raven did online that was not safe? For example, sharing too much personal information in photos online.

In the game, one thing Robo Raven did that was **not safe** was:

Why wasn't it safe? Robo Raven was not being safe because:

What do you think Robo Raven learnt at the end of the game?

After playing the game, what 3 top tips for staying safe online could you share with your family?

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Now you've played the Mighty Heroes game, Robo Raven and the Ancient Relics, imagine you are writing to your friend. Explain the game to them. What could they learn if they played the game?

Write your own review of the game. What did you like about it? What would you change? Imagine your review will be published online for other people to read.

Student worksheet 2: Responsibility level

Student name: _____   Date: _____

The echidna

'I am responsible:
I protect my personal
information.'

The Responsibility level is about understanding what personal information is and why it is important to keep it private.

In the game, Robo Raven was not responsible and shared too much personal information online!

Tick the options that **are** personal information and that should be kept private.

☐ Your favourite game	☐ Your password	☐ Your favourite subject at school
☐ Your friend's password	☐ Where you play sport on Saturdays	☐ A fun fact you learnt in class
☐ Your school and year level	☐ Your favourite food	☐ A photo of your birthday party shared online with the caption – 'It's my birthday today and I'm 9 years old!'
☐ A location and the time you will be at that place	☐ The phone number of someone in your family	☐ A photo of a street sign near your house

Why is it important to keep personal information private and safe?

How can screen names or usernames and avatars help keep your personal information private and safe? Remember, an avatar is a drawing like a cartoon character that is used for an online profile instead of a real photo of you.

Draw your own safe avatar. Create a safe username.
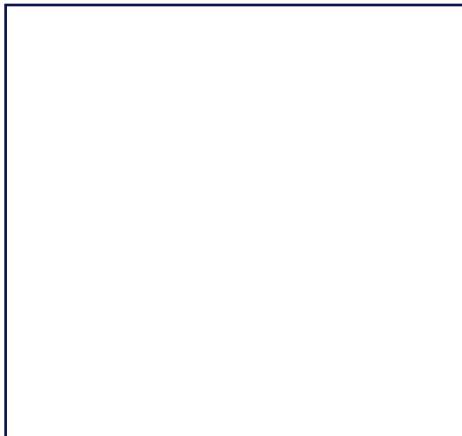
Username: _____

Tick all the options that can help keep your information safe and private.

Hint: you can tick more than one.

☐ Checking your photos for any personal information before you share them online (such as a street name in the background).

☐ Sharing your passwords with your friends.

☐ Using your favourite photo of yourself as your profile picture on a website or for a game.

☐ Creating a strong password or passphrase.

☐ Writing a story that includes your real address and sharing it online.

Student worksheet 3: Respect level

Student name: _____   Date: _____

RIVER

The sugar glider

'I show respect:
I am kind and caring
to others.'

The Respect level is about why behaving with respect towards others and being kind can help others feel included and safer online.

In the game, Robo Raven acted in a mean way. Robo Raven had to learn from the Mighty Heroes that showing respect is what helps keep the internet a safe and positive place for everyone.

Describe a time you, or someone you know, was kind and showed respect to another person. For example, saying something kind to help someone feel included in a game or activity or group chat.

Why is it important to show respect to others online? How do you think it makes other people feel?

Match the emoji to what you think it means. Draw a line from the emoji to a feeling or action.

Emoji	Feeling or action
🙁	Thinking
☺	Upset or sad
🤔	Bit happy
😢	Amused
😉	Bit worried
🙂	Winking

Imagine this happens

There is a competition at school for students to make up their own dance to a song created by the music class. Your friend, Sujit, enters the competition and wins! Later, Sujit decides to share the dance video to a group chat. There are loads of kind replies to support Sujit. But then, one person says something mean. Others join in with mean replies.

What are three things you could do to support your friend?

For example, think of a trusted adult you could talk to about what to do next.

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3. --

Student worksheet 4: Body clues level

Student name _____   Date _____

The frilled neck lizard

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

The Body clues level is about how if we feel unsure, unsafe or uncomfortable our bodies can give us early warning signs or clues that it may be time to ask for help from a trusted adult. This can happen when we're online too.

In the game, Robo Raven was doing things to make other people feel unsafe like sharing scary videos. Robo Raven had to learn to listen to their own body clues to understand why this was unsafe.

Some people may not feel body clues and that's OK. There are still signs to look out for that tell us something isn't right online and it's time to ask for help.

What are some body clues or early warning signs you might feel in your body if you are feeling unsafe? For example, a funny feeling in stomach (like butterflies), your heart beating fast, needing to go to the toilet, feeling sweaty, or a different thing you might feel in a part of your body.

Who is a trusted adult?

A trusted adult is someone who listens and understands you, who you feel safe with, and who will help when you come to them with a problem.

What is a safety network?

Your safety network is 5 trusted adults who will help you if you feel unsure, unsafe, confused or uncomfortable about something that happens. They can help you decide what to do next to feel safer or to help someone you know.

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Who could you ask for help if you wanted to talk with a trusted adult? Remember you can contact Kids Helpline (kidshelpline.com.au or call 1800 55 1800), Triple Zero (000) in an emergency, or eSafety (eSafety.gov.au/report) if something has happened online and the platform hasn't helped.

Create your own safety network

Keep this list for yourself for when you need to talk to a trusted adult.

1. Name: _____   **Number: _____**

2. Name: _____   **Number: _____**

3. Name: _____   **Number: _____**

4. Name: _____   **Number: _____**

5. Name: _____   **Number: _____**

Imagine this happens

You are at your friend's place for a sleepover. Your friend has an older sister, Jen. Sometimes, Jen hangs around with you when you stay overnight.

This time, Jen shows you and your friend a video that makes you feel worried and a bit scared. It is not something you would be allowed to watch at home. Your friend doesn't seem too worried about it. But you really don't want to watch the video!

What are three things you could do to feel safer? For example, you could say: 'No, thank you. I don't want to see the video.' Or you could talk with an adult you trust.

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2. ---

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3. ---

Student worksheet 5: Investigation level

Student name _____   Date _____

BILLIE

The bilby

'I investigate: I question what I see, hear and do online.'

The Investigation level is about how important it is to ask questions about what we see, hear or do when we are online. Not everyone is who they say they are online and sometimes people try to trick us or try to influence us to do certain things.

In the game, Robo Raven tries lots of online tricks on the Mighty Heroes. Billie the bilby uses the superpower of Investigation and asks questions to spot the clues and help the Mighty Heroes stay safe online.

Let's think about what makes a good question.

Fill in the word to make a question. Choose from these words:

| What | Where | When | Why | Who | How |

_____ do the Mighty Heroes fix the relics?

_____ does Robo Raven like to do when not stealing gems?

_____ does Robo Raven live?

_____ is lunchtime?

_____ is Robo Raven anyway?

_____ do echidnas live in burrows?

What question would you ask yourself?

You get a message online from someone you don't know.

'Hi, I like the same things you like. Want to be friends?'

I would ask myself these questions about the person who wants to be friends with me:

Who   _____

Why   _____

What   _____

What are some actions you could take? Tick the boxes (you can choose more than one).

☐ Block the person – you don't know them

☐ Accept them as a friend

☐ Show a trusted adult

☐ Nothing

Tick the box: Do you think this situation would be safe or unsafe?

A person you don't know sends you a message offering you a present – it's a $50 gift card.	☐ Safe	☐ Unsafe
A teacher gives you a website link to take home so you can look at it with your family.	☐ Safe	☐ Unsafe
A person you don't know asks you in a game chat to join another app so they can chat just to you.	☐ Safe	☐ Unsafe
A friend shares a link to a website with you. They let you know first that they are going to send it to you.	☐ Safe	☐ Unsafe
A person sends you videos, photos, or messages that make you feel scared or uncomfortable.	☐ Safe	☐ Unsafe

💭 Imagine this happens

You and your friend are watching some cute animal videos online together. Every time you finish one video, another one pops up as a suggestion. It always looks interesting, so you keep clicking on them and watching them. You don't realise that you've both been watching for hours. Later you are so tired, and you've run out of time to do other things you wanted to do. You and your friend decide you don't want to watch that much again.

Why do you think interesting videos might play straight after you have just finished watching something? For example, you're watching cat videos, and more cat videos pop up.

What are some things you and your friend could do to avoid being online for longer than you want to be. For example, you could put a timer on or agree with your friend on how many videos you will watch and count them.

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2. ---

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3. ---