

Online Gambling & Microtransactions

Lesson Plan 1

Title	Mood Swings and Gambling: Learning from Carlos's Story
Age Group	14–16 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the emotional consequences of gambling wins and losses through a relatable scenario. They will reflect on how addictive behaviors can affect relationships and mental wellbeing and identify healthy coping strategies, including the importance of seeking help when needed. The lesson will also introduce gambling-like features found in digital games (e.g. loot boxes, microtransactions) and highlight cognitive biases such as the illusion of control and chasing losses.
Learning Outcomes	• Students will recognize mood changes associated with gambling behavior • Students will evaluate the emotional and social consequences of addiction • Students will identify and discuss appropriate help-seeking strategies • Students will understand common gambling mechanics and persuasive design features • Students will recognize cognitive biases that contribute to continued risky behavior
Tools/Materials Needed	• Printed or projected comic strip: “Win Some, Lose Yourself” • Printed discussion questions and decision prompt • Pens, sticky notes, A4 paper • Optional: Whiteboard or flipchart

Detailed Instructions	Setting the Stage (5 - 10 minutes) Begin with a class discussion: “Have you ever noticed how people’s moods can change drastically when money is involved—like when they win or lose?” Show the comic panels of Carlos’s story. Ask students: “What do you think Carlos is feeling in each panel?” Connect it to their own emotional highs and lows in daily life. Briefly introduce gambling mechanics and persuasive design features commonly found in games—such as loot boxes, microtransactions, flashy reward animations, or near-misses. Ask: - “Why might features like this make someone feel excited or in control even when they aren’t?” - “How might they trigger emotional highs and lows similar to gambling?” Co-define today’s goal: “We’re going to look at how gambling affects emotions—and what to do when those emotions start hurting us or others.” Exploration / Inquiry (5 - 10 minutes) Have students pair up. Ask: “What are the causes of Carlos’s mood swings?” and “How do his reactions affect others?” Ask them to brainstorm answers and write down 2–3 consequences of gambling-related emotional highs and lows. Then regroup and collect ideas on the board under “Effects on Self” and “Effects on Others.” This leads to recognizing emotional patterns and consequences of addictive behavior.
Detailed Instructions	Main Task / Creation (20 minutes) Split students into small groups (3–4 per group). Each group is given the discussion question: “What’s the best way Carlos can handle this?” - Take a break from betting and talk to someone about how it’s affecting him - Keep betting and try to control his emotions better - Only bet small amounts so the mood swings won’t be as bad They must choose one answer and justify it in a mini-poster or role play. They can rewrite Carlos’s story to show a healthier path, or act out how a friend might support Carlos. Encourage creativity—use speech bubbles, emojis, or short scripts. This allows emotional processing through narrative and active learning. Offer optional formats such as drawing a short comic, writing an advice letter to Carlos, or recording an audio message to support different learning preferences Sharing & Peer Feedback (10-15 minutes) Groups share their posters or performances. After each, classmates use a simple feedback frame:

	• “One thing I liked...” • “One thing that could be improved...” • “One thing Carlos could do next...” This builds empathy, reinforces learning through peer examples, and encourages reflective dialogue. Reflection & Closure (5-10 minutes) Ask students to individually complete a “3-2-1” exit ticket: • 3 things Carlos did or felt • 2 consequences of gambling that stood out • 1 thing they could do if a friend felt like Carlos Collect responses anonymously. Briefly highlight themes like asking for help, talking to trusted adults, or stopping risky behavior. Wrap up by reinforcing the message: “Feeling bad after a loss is normal—but when it starts hurting your relationships or self-esteem, it’s time to reach out.”
Link to DigRight App	Students can explore more stories and coping strategies in the DigRight App.
Inclusion/Adaptation Tips	Use visuals, role play and open-ended responses to accommodate varied learning needs. Allow written or verbal expression for reflection. Provide comic panels with simple captions for students who need visual support or language scaffolding.
Assessment, Evaluation & Reflection	Formative Assessment Formative assessment through observation of participation in discussions and group work. Use the “3-2-1” exit tickets to gauge individual understanding. Peer Feedback Encourage peer feedback during sharing, focusing on respectful and constructive comments. Assess emotional awareness and ability to suggest support strategies.
Observation Tools (checklist, rubrics) Create a simple observation checklist to monitor:	

- Participation in group discussion
- Ability to identify consequences of gambling
- Thoughtfulness in choosing coping strategies
- Empathy in responses and feedback

Sample Checklist:

Student Name:			
Criteria	Yes	Somewhat	Not Yet
Identified emotional impact			
Suggested a positive coping strategy			
Engaged respectfully in group work			

Rubric (for group task):

Group	Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
	Clear message on coping	✓	⚠	✗
	Creative presentation	✓	⚠	✗
	Team collaboration	✓	⚠	✗

Reflection Prompts for Students

- “How did this story make you feel?”
- “What would you tell Carlos if he were your friend?”
- “When do you think someone should ask for help?”
- “What did you notice about how you and your group worked together?”

Peer/Self-Assessment Templates

Short checklist:

- I participated in the group task
- I listened to others' ideas
- I helped create a solution for Carlos
- I can explain why asking for help is important

Teacher Notes

Watch for emotional reactions—some students may relate personally. Encourage a safe, respectful space for sharing. Be ready to refer students to school counselors if deeper concerns arise.

Anticipate varying levels of maturity and adjust how much detail you go into around gambling mechanisms. Add guidance on explaining gambling-like game mechanics and persuasive features.

Lesson Plan 2

Title	When a Skin Costs More Than You Think: Liam's Story
Age Group	13–14 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the emotional, social, and ethical consequences of in game purchase addiction through Liam's story. They will reflect on spending behavior, <i>analyze manipulative game design</i> , and discuss strategies for supporting healthy digital habits and responsible decision-making.
Learning Outcomes	• Describe and explain signs of addictive in game spending behavior • Understand emotional and financial impacts on self and others • Propose responsible strategies for spending, communication, and support
Tools/Materials Needed	• Printed or projected comic strip: "Liam's Story: One Skin Too Far" (The teacher will select an image from the DigRight app that illustrates the lesson's topic.) • Group discussion prompts • Paper, markers, sticky notes • Optional: whiteboard or flipchart for collective input
Detailed Instructions	Setting the Stage (5 - 10 minutes) Begin with the question: "<i>Why do some games make it so tempting to spend money?</i>" Show or describe examples of games that encourage microtransactions (Gacha systems, cosmetic skins, loot boxes, battle passes). Highlight Liam's emotional shift from excitement to panic or guilt. Co-define today's goal: "<i>We'll explore how in-game purchases spiral out of control—and what we can do to prevent that.</i>" Exploration / Inquiry (5 - 10 minutes) Have students pair up to analyze Liam's actions. Guiding questions:

	- “What pushed Liam to keep spending?” - “What are the consequences for Liam and his family?” - “How might game designers have persuaded Liam to spend more money? What mechanics or psychological tricks were used?” (Example: FOMO, limited-time items, reward loops, social comparison, flashy animations) Pairs list: - One emotional effect - One financial/social consequence Teacher gathers responses under “Liam’s Feelings” and “Consequences for Others.”
Detailed Instructions	Main Task / Creation (20 minutes) Students form groups of 3–4. Instead of choosing from preset options, groups co-create their own answer to the question: “What should Liam do next?” They design: - A mini-poster, - A continuation of the comic, or - A short skit. Encourage emotional depth, realism, and clear reasoning. Suggest including thought bubbles, internal monologues, or representations of game mechanic pressure. Add an optional constructivist extension: “If Liam’s younger cousin asks for advice, what should he say?” Groups integrate advice into their product. Sharing & Peer Feedback (10-15 minutes) Each group presents. Peers offer feedback using: - One thing I liked... - One thing to improve... - One helpful idea Liam could use...

	- One new idea I learned from this group was... This deepens reflective and collaborative thinking. Reflection & Closure (5-10 minutes) Students complete a 3–2–1 exit ticket: • 3 things Liam felt or did • 2 consequences of his actions • 1 thing they would personally advise him Reinforce key message: <i>"It's easy to lose track of spending—but hiding it doesn't make things better. Asking for support is a sign of strength."</i>
Link to DigRight App	Students can explore stories, challenges, and digital wellbeing tools in the DigRight App.
Inclusion/Adaptation Tips	Use visuals and group formats to support language learners and students with emotional challenges. Provide roles for hesitant students (writer, artist, observer). Allow drawing or oral responses.
Assessment, Evaluation & Reflection	Observation of collaboration and critical thinking during discussions. Peer feedback focusing on empathy and reasoning. Exit tickets for individual understanding.

Observation Tools (checklist, rubrics)

Observation checklist:

- Participation in discussions
- Ability to identify emotional and financial consequences
- Understanding of game design manipulation
- Quality of proposed strategies

Rubric

Group	Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
	Relevance and empathy	✓	⚠	✗
	Creative presentation	✓	⚠	✗

	Team collaboration	✓	⚠	✗
Reflection Prompts for Students	• What do you think Liam should've done differently? • How would you feel in his place? • When should someone ask for help? • What advice should Liam give to someone younger facing the same situation?			
Peer/Self-Assessment Templates	Short checklist: • "One thing my group helped me understand was..." • "One new strategy for responsible gaming I learned today..." • "One idea I contributed that helped my group was..."			
Teacher Notes	Be alert for students who might relate personally or disclose spending issues. Offer reassurance and recommend school counseling support if necessary. Keep the tone focused on understanding, not judgment.			



Lesson Plan 3

Title	Understanding Digital Spending and Honesty
Age Group	12-14 years old
Time Frame	45-50 minutes
Learning Objective	Students will explore the reasons behind dishonesty related to digital spending and borrowing money for online purchases. They will understand the emotional and social consequences of these behaviors and develop strategies to promote honesty and responsible financial habits in digital contexts.
Learning Outcomes	• Identify common reasons why young people lie about digital spending or borrow money secretly; • Recognize the emotional and social impact of dishonesty regarding digital purchases; • Create personal or group strategies to encourage honest communication and responsible spending.
Tools/Materials Needed	• Projector or screen for video; • Scenarios from the DigRight app, site or EduKit; • Worksheet for reflection; • Pens/pencils; • Chart paper or whiteboard; • Sticky notes or index cards.
Detailed Instructions	Setting the Stage (5 - 10 minutes) Start by asking students to think about times when someone they know might have hidden spending or borrowed money without telling the truth. Show the comic strip from the DigRight app or website illustrating a young person lying about digital purchases. Engage students by asking: - “Why might someone lie about how much they spend online?” and - “What feelings might lead to borrowing money secretly?”



	This helps activate prior knowledge and creates a safe space for open discussion. Exploration / Inquiry (5 - 10 minutes) In small groups, students brainstorm the reasons why someone might hide or lie about digital spending. Guide them to consider factors like peer pressure, fear of punishment, or addiction. Then, have them discuss possible consequences of dishonesty, including damaged trust and financial problems. Groups share their ideas, helping the class build a shared understanding of the issue's complexity. Questions to be ask while sharing ideas: - What design features of games/apps might make it harder to be honest? - Do you think the games are designed to manipulate people into spending? How? - Is morally correct to monetize addiction?
Detailed Instructions	Main Task / Creation (20 minutes) Students work individually or in pairs to develop a short role-play or skit demonstrating a situation involving digital spending dishonesty and how it can be resolved through honest communication. Encourage them to show both the problem and a positive solution. Alternatively, students can create posters or digital messages promoting honesty and responsible digital spending, including tips on asking for help or managing impulses. Sharing & Peer Feedback (10-15 minutes) Students present their role-plays or posters to the class. After each presentation, peers provide feedback using prompts such as: - “What was the main message?” - “How did the solution feel realistic?” and - “What advice would you add?” This peer interaction deepens understanding and builds communication skills. Reflection & Closure (5-10 minutes) Ask students to complete a reflection journal or “3-2-1” exit ticket:

	- 3 things they learned about honesty and digital spending, - 2 challenges they might face in being honest, and - 1 action they will take to improve their own spending habits. Optionally, facilitate a brief group discussion emphasizing that honesty builds trust and helps prevent financial and emotional problems.
Link to DigRight App	Use DigRight app modules focused on digital decision-making and financial responsibility to reinforce lessons on honesty and money management. Using the comic strips illustrations.
Inclusion/Adaptation Tips	Provide role-play scripts or sentence starters for students who need support with language or social skills. Use visual aids and allow alternative presentation formats, you can find them in DigRight app, website and EduKit. Encourage peer support and small group work to build confidence.
Assessment, Evaluation & Reflection	Formative Assessment Formative assessment through observation of group discussions and role-play participation. Self-assessment Self-assessment via reflection journals or exit tickets. Peer feedback evaluates understanding and communication. Teacher notes document engagement and comprehension

Observation Tools (checklist, rubrics)

Rubric

Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
Understanding of Honesty and Consequences	Shows a deep, clear understanding of honesty; thoroughly explains consequences and their impact on self and others.	Shows a clear understanding; explains consequences with some detail.	Shows partial understanding; explanation of consequences is limited or unclear.
Creativity and Realism in Role-Plays or Posters	Highly creative ideas; scenarios/posters are realistic and strongly connected to real-life situations.	Creative and mostly realistic; good connection to real-life contexts.	Some creativity but limited realism; ideas may be basic or inconsistent.

Collaboration and Respectful Communication	Consistently works well with peers; communicates respectfully and contributes positively.	Usually cooperative; communicates respectfully most of the time.	Sometimes works cooperatively; communication may be inconsistent.
Quality of Peer Feedback	Feedback is specific, thoughtful, and constructive; always respectful.	Feedback is generally clear and constructive; respectful.	Feedback is vague or only somewhat helpful; may lack clarity.

Observation checklist :

Student Name:					
Skill Area	Observed Behaviours	Yes	Sometimes	No	Comments
Participation	Actively engages in the activity; follows instructions; contributes to tasks.				
Empathy	Shows care for others' feelings; listens to peers; considers different perspectives.				
Respectful Communication	Speaks politely; takes turns; avoids interrupting; uses positive language.				
Collaboration	Works cooperatively; helps peers; shares responsibilities fairly.				
Problem-Solving	Tries different strategies; stays calm; helps resolve group challenges.				
Awareness of Consequences	Can explain or recognize consequences of actions during activities.				

Reflection Prompts for Students

- Why is honesty important when it comes to digital spending?
- What makes it hard to be honest about money?

	• How can you support friends who might be struggling with digital spending? • How can you identify a game, app, site that is trying to manipulate you into spending money? • Is the obsession for making money a process of dehumanization? (for advance students)
Peer/Self-Assessment Templates	Checklist example: • I shared my ideas clearly. • I listened carefully to others. • I gave helpful feedback. • I learned something new about honesty.
Teacher Notes	Watch for signs of discomfort or denial when discussing dishonesty. Encourage openness but respect boundaries. Be alert to students who may have personal experience with financial stress or digital spending issues, and provide discreet support or referrals as needed.

APPENDIX I - REFLECTION JOURNAL: DIGITAL SPENDING & HONESTY

Name: _____

Date: _____

1. What did I learn today about digital spending and honesty?

(Write 2–3 sentences explaining your key takeaways from today's lesson.)

2. Why might someone lie about spending or borrowing money online?

(List 2–3 possible reasons in your own words.)

- _____
- _____
- _____

3. How does dishonesty about spending affect relationships (family, friends)?

(Explain how others may feel or be affected.)

4. What can I do if I feel tempted to hide my spending or borrow secretly?

(Write 1–2 positive strategies or actions you could take.)

5. 3-2-1 Exit Reflection

- ☒ 3 things I learned today:

1. _____
2. _____
3. _____



-  **2 questions I still have:**

1. _____

2. _____

-  **1 thing I will do differently from now on:**

1. _____





Lesson Plan 4

Title	Just one more spin - Online Betting Games: Learning from Noah's Story
Age Group	16 - 18 years old
Time Frame	45-50 minutes
Learning Objective	Students will critically examine how online betting-style games use persuasive design to influence users' emotions and decisions. They will explore how individual behaviour interacts with broader systems, such as monetization models, platform design, and regulatory debates, and co-develop strategies and questions for healthier digital engagement and social advocacy.
Learning Outcomes	• Analyze how persuasive design strategies (e.g., variable reward loops, near misses, loot boxes) influence player behaviour, decision-making, and risk-taking • Evaluate how individual choices interact with systemic factors such as monetization, industry incentives, and digital gambling regulations • Critically reflect on broader societal and ethical implications of gambling-style mechanics in games (e.g., youth exposure, legislation, corporate responsibility) • Co-create strategies or proposals addressing both individual well-being and systemic change
Tools/Materials Needed	• Printed or projected comic strip: "Just One More Spin" • Examples of persuasive game mechanics (loot box screenshots, in-app popups) • Printed discussion questions • Pens, sticky notes, A4 paper • Optional: article on loot box regulation • Whiteboard or flipchart
Detailed Instructions	Setting the Stage (5 - 7 minutes) Begin with a short question or poll: "How many of you have played a game with coins, spins, or 'mystery' rewards?" Display the comic "Just One More Spin." Ask: - "What's happening to Noah in each panel? How is his mood or behavior changing?" Invite students to draw on their personal experiences.



	Ask students: - “What do you want to understand about this topic by the end of class?” - “What questions do you already have about these kinds of games?” Teacher collects student questions on board and incorporates them into the learning outcomes for the session. <i>Purpose: increases student voice; frames session as co-constructed inquiry rather than teacher-delivered content.</i>
Detailed Instructions	Exploration / Inquiry (5 - 10 minutes) In small groups, students explore deeper analytical questions: Persuasive design: Which game mechanics in the comic are intentionally engineered to keep players engaged? How do they influence emotions or thinking? Structural/systemic influences: How do companies profit from these mechanics? Why might certain governments consider regulating loot boxes? Individual vs. systemic: Where does personal choice end and design manipulation begin? Groups summarise key points to share with the class. Main Task / Creation (20 minutes) Students choose from process-oriented, high-level inquiry tasks (instead of product-focused ones): Option A — Policy Micro-Debate Mini-debate: “Should loot boxes and gambling-style mechanics be regulated like real gambling?” Groups prepare short arguments or policy recommendations. Option B — Critical Design Challenge Students redesign one feature of Noah’s game to reduce risk (e.g., remove near-miss animation, add spending limits, change reward timing). They justify how the change protects players. Option C — Inquiry Dialogue / Podcast Plan Students script 5 questions they would ask a game developer / regulator / psychologist / teen gamer, then explain why each question matters. Option D — Systems Map Groups map connections between players, game companies, advertisers,

	influencers, and regulators. They identify where change is possible.
Detailed Instructions	Sharing & Peer Feedback (10 - 15 minutes) Each group briefly shares their findings. Peer feedback uses dialogic reflection rather than simple “like/improve”: - “Your analysis helped me rethink...” - “A question your work raised for me is...” - “Your perspective challenged my assumptions about...” This shifts from evaluation → shared intellectual exploration. Reflection & Closure (5 - 10 minutes) Students complete a higher-order reflection prompt (choose one): - “One question I would ask a game developer about their design choices is...” - “How could changes in game design reduce harmful engagement?” - “What responsibilities should players, companies, and governments each have?” - “Where do you think the line should be between fun gameplay and manipulation?” These move beyond recall → critical and ethical reasoning.
Link to DigRight App	Students can explore extended stories, digital well-being tools, and decision-making challenges in the DigRight App.
Inclusion/Adaptation Tips	- Provide visual examples of persuasive design - Offer multiple modes of engagement (debate, mapping, questioning) - Acknowledge cultural diversity in gaming habits - Provide opt-out options for sensitive students

	- Scaffold advanced vocabulary with clear examples
Assessment, Evaluation & Reflection	- Formative assessment through participation and inquiry - Observation of analytical thinking - Review of exit reflections - Peer dialogue as formative evidence

Observation Tools (checklist, rubrics)

Observation checklist:

Student Name:			
Criteria	Yes	Somewhat	Not Yet
Identified emotional and behavioural impacts			
Analyzed persuasive design features			
Evaluated structural/systemic influences			
Suggested thoughtful strategies or questions			
Engaged respectfully and constructively in group work			

Rubric (for group task):

Group	Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
	Clear message on coping / policy / design change	✓	⚠	✗
	Creative presentation (thoughtful connections)	✓	⚠	✗
	Team collaboration and dialogic reasoning	✓	⚠	✗

Reflection Prompts for Students

- How do cultural or socioeconomic factors shape gaming experiences?
- How might policy or design changes reduce risk and what design or policy change would help Noah most?
- What ethical responsibilities should game companies have?

Teacher Notes

- **Avoid implying personal blame.**
Emphasize that compulsive engagement results from *powerful, engineered systems*, not weak self-control.
- **Encourage systems thinking.**
Help students see how design, profit models, and regulation interact with individual behavior.
- **Be mindful of emotional connections.**
Some students may have family or personal experiences with gambling or financial stress.
- **Lean into student-led inquiry.**
Validate and incorporate their questions; allow the class to shape directions of discussion.
- **Use real-world examples.**
Influencer sponsorships, Twitch gambling streams, game company lawsuits, and global loot box regulations.
- **Support respectful dialogue in debates.**
Highlight complexity—there are ethical, economic, and psychological angles.
- **Offer extension paths.**
For high-achieving students: policy writing, research on gambling regulation, persuasive design critique, ethical design proposals

Lesson Plan 5

Title	Lucas & FIFA Ultimate Team. Breaking the Cycle.
Age Group	14- 16 years old
Time Frame	50 minutes
Learning Objective	Students will understand how microtransactions and loot box mechanisms in games such as FIFA Ultimate Team can create addictive patterns similar to gambling. They will identify manipulative design elements, recognize early signs of digital spending addiction, and develop personal strategies to resist these risks. By connecting Lucas's experience to their own digital lives, students will be empowered to make healthier choices in gaming.
Learning Outcomes	• Students identify at least three manipulative features of microtransactions. • Students explain how these characteristics exploit cognitive errors (illusion of control, "near win" effect). • Students propose two personal strategies to avoid harmful spending patterns in games.
Tools/Materials Needed	• Smart table • Illustrated scenario "Lucas & FIFA Ultimate Team" • Discussion question sheets • Collaborative digital board (Padlet/Jamboard)
Detailed Instructions	Setting the Stage (5 minutes) The teacher presents the illustrated or narrated Lucas & FIFA Ultimate Team scenario (The teacher will select an image from the DigRight app that illustrates the lesson's topic.) to the students. Then they ask for quick reactions: "Describe Lucas's feelings when he bought the packs." "Why do you think he kept trying?" The teacher links the story to the lesson objectives: exploring how games can trick players into compulsive spending. The teacher emphasizes that the lesson is not about blaming players, but about uncovering manipulative strategies in order to protect players and prevent gambling addiction.

	Exploration / Inquiry (10 minutes) The teacher organizes the class into groups and distributes cards with guiding questions: “Why do players believe that the next pack will be "the lucky one"?” “What emotions does a "near win" trigger”?” “Why is it dangerous to repeatedly spend only 1 Euro”?” Students discuss and write down ideas, then share their conclusions with the class. The teacher guides the students to summarize the main psychological traps: the illusion of control, the "near win" effect, and variable rewards.
Detailed Instructions	Main Task / Creation (20 minutes) The teacher presents the work tasks to the groups of students. Each group of students will be considered a "Game Detective Agency." The teacher asks the groups of students to complete a work task by investigating/analyzing a real game (FIFA, Fortnite, etc.). This worksheet will be useful in creating the final product. Worksheet: 1) Watch the game carefully and identify at least three manipulative elements. 2) Explain how manipulative elements can lead to addiction. 3) Develop a "Player's Survival Guide" with prevention tips (e.g., setting limits, recognizing pitfalls, playing for fun, not for winnings) in the form of a poster, infographic, flyer, or digital presentation, as desired. 4) display/present the finished product to your colleagues (Gallery Tour). Presentations will illustrate content that emphasizes awareness and preventive actions Sharing & Peer Feedback (10 minutes) Each group presents/displays the product they have created, the "Survival Guide" (poster, infographic, leaflet). Each group analyzes the products created by the other groups (Gallery Tour). Students note the similarities in strategies, reinforcing the idea that prevention is possible and that the power lies with them. The teacher asks students for an "Exit Ticket 3-2-1": - 3 manipulative characteristics they now recognize, - 2 emotions to be aware of when playing, - 1 personal strategy that I will use. The teacher emphasizes that the products created can be optimized by the student authors after class, and that the products can be displayed in the

	classroom and in school spaces to develop skills and disseminate their content to other students. Reflection & Closure (5 minutes) The teacher asks students to individually complete a short structured feedback form (5-minute essay): - One thing I liked... - A new idea I learned... - A suggestion for improvement... The teacher collects the responses for formative assessment.														
Link to DigRight App	Students can use the DigRight app to monitor their gaming habits, access tips, and develop resistance to manipulative microtransactions.														
Inclusion/Adaptation Tips	During the lesson(s), the teacher and students will use multimodal resources (visuals, stories, worksheets) from the DigRight app to optimize skill development. The teacher will encourage students to make oral or written reflections of their choice (to encourage students with difficulties in expression or emotional intelligence). Concrete examples are adapted to the age and digital culture of the students. In group activities, roles (recorder, presenter, illustrator) are distributed so that each student contributes.														
Assessment, Evaluation & Reflection	Formative Assessment The teacher will use formative assessment methods integrated throughout and at the end of the lesson. The teacher observes student involvement in brainstorming and group work. The posters/guides created show the application of knowledge. Peer feedback shows the level of understanding. Self-Assessment The individual Exit Ticket reveals personal reflection. Self-assessment is emphasized so that students become aware of their own strategies, and peer assessment reinforces collective learning.														
Observation Tools (checklist, rubrics)															
Observation checklist:															
<table><tr><td colspan="4">Student Name:</td></tr><tr><td>Criteria</td><td>Yes</td><td>Somewhat</td><td>Not Yet</td></tr><tr><td>Actively participated in activities</td><td></td><td></td><td></td></tr></table>				Student Name:				Criteria	Yes	Somewhat	Not Yet	Actively participated in activities			
Student Name:															
Criteria	Yes	Somewhat	Not Yet												
Actively participated in activities															

Identified three manipulative mechanisms			
Proposed positive strategies			

Rubric (for group task):

Group	Criteria	Excellent (3)	Satisfactory (2)	Needs Support (1)
	Clarity of explanations	✓	⚠	✗
	Accuracy in identifying psychological traps	✓	⚠	✗
	Creativity and applicability of strategies	✓	⚠	✗
	Group collaboration	✓	⚠	✗

Exit Ticket: check whether students have retained characteristics and strategies.

These tools allow for the assessment of both knowledge and prevention skills.

Reflection Prompts for Students	• When do you feel the greatest temptation to spend money on games? • How can you tell when "fun" becomes a trap? • What would you say to a friend like Lucas who feels trapped?
Peer/Self-Assessment Templates	Checklist example: • I can name 3 manipulative design tricks. • I can explain how they trick players. • I can name 2 protection strategies
Teacher Notes	As a moderator, the teacher will pay attention to group dynamics and discussion dynamics: some students may defend microtransactions as "fun." The discussion will focus on conscious choice, not moral judgment. The teacher will pay special attention to students who show signs of excessive use—without confrontation, but with possible follow-up support. More withdrawn students will be supported by assigning them clear roles. Examples from popular games for students increase the relevance of the lesson. Prevention is better than cure.

Lesson Plan 6

Title	The game behind the game: How not to be manipulated
Age Group	16- 18 years old
Time Frame	50 minutes
Learning Objective	Students will learn to recognize manipulative strategies in online games (microtransactions, loot boxes, near-miss mechanisms, social pressure) and develop concrete ways to combat them through critical thinking, self-reflection and collaboration.
Learning Outcomes	• Developing critical thinking and the ability to analyze media and digital messages • Developing personal responsibility in managing time and money in the online environment • Developing communication and collaboration skills
Tools/Materials Needed	• Short YouTube video about loot box mechanisms (3–4 min, educational, https://youtu.be/evD67CAe6Co?si=CU2ySGhbkHUdLAz7) • Access to interactive educational platforms such as Kahoot, Quizizz for quick questioning • AI application (e.g., ChatGPT or Copilot) to simulate a dialogue with the "manipulative game" • A3 sheets, colored markers, post-it notes • Smart table, smartphone, tablets, or PCs for online access
Detailed Instructions	Setting the Stage (5 minutes) The teacher presents a short YouTube video about how loot boxes and microtransactions work. Students are invited to write down on a post-it note an emotion they think players feel when they open a virtual box. The Post-it notes are stuck on the board. Exploration / Inquiry (10 minutes) Guided discussion: The teacher asks questions such as:

	"Why do companies introduce such mechanisms?" "What does the player gain and what does the company gain?" Students are encouraged to come up with ideas. These ideas will be written on the board. By capitalizing on the answers and ideas provided by the students, the teacher teaches them to recognize manipulative strategies in online games: the illusion of control, the "near win" effect, and "variable rewards."
Detailed Instructions	Main Task / Creation (10 minutes) The teacher groups the students and asks them to formulate questions to an AI chatbot (e.g., ChatGPT) to identify as many manipulative techniques as possible. The chatbot is asked to "play the role of a manipulative game, for example: "Use different techniques to convince me to buy another pack of...?" Students observe the responses and discuss critically: "Identified manipulative techniques." Sharing & Peer Feedback (15 minutes) The teacher groups the students and asks them to create a product (poster, infographic, leaflet, PowerPoint presentation) entitled "How do you recognize manipulation in games?" (signs, tricks, consequences). After the working time has expired, the teacher asks the students to present their products (paper products will be displayed/stuck on the walls, digital products will be presented using digital tools). Students take a "tour of the gallery," viewing and analyzing the posters and presentations created by the other groups and leaving notes with feedback and/or additions. Project method (5 min) Each group proposes a mini-awareness campaign for their classmates (e.g., a short video, a digital poster, a message on social media). They outline the idea briefly (who?, what?, where?, how?). These projects can be developed further outside of class. Reflection & Closure (5 minutes) The teacher applies the "Traffic Light" method: each student raises a green card (I understand and can apply), yellow card (I still have questions), red card (I am not convinced). The teacher provides clarifications.
Link To Digright App	Students can use the DigRight app to monitor their gaming habits, access tips, and develop resistance to manipulative microtransactions.

Inclusion/Adaptation Tips	○ Students with writing difficulties will be encouraged to express themselves through drawing and speech, and those with speech difficulties will be encouraged to express themselves through drawing and/or written messages ○ Digital resources will be shared via short links so that they can be accessed on phones ● The teacher will explain abstract concepts using visual examples and simple comparisons
Assessment, Evaluation & Reflection	● Quick quiz on the platform (Kahoot/Quizizz) – checking understanding of the mechanisms ● Observing student involvement in brainstorming, gallery walk, and AI activity ● Assessment of group products (posters, leaflets, infographics, PowerPoint presentations, project ideas) ● Self-assessment using the "Traffic Light" method
Teacher Notes	The teacher will encourage students to express their personal experiences without prejudice, specifying that no student will be judged for what they present. The teacher will keep the discussion focused on recognition and prevention, not on absolute prohibition. The teacher will monitor both the extent to which students recognize their addiction to online games and micro-transactions and the degree of involvement and ability of students to formulate concrete solutions.

Disclaimer

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Information

Project DigRight - The Correct Use of Technology to Prevent Digital Addictions

Project N°	2024-1-PL01-KA220-SCH-000251896
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Consortium



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