



How to use this Activity Menu

These activities have been written to support the theme:



Note for educators: To support with the selection of activities, we have provided learner outcomes where relevant. These have been taken from the free, non-statutory *Education for a Connected World framework* and can also be mapped against curricula or programmes of study that reflect your context. For further free online safety resources mapped to the framework, visit: projectevolve.co.uk

Educators are invited to pick and mix from the suggested activities to best suit learners' needs and abilities.

Each activity is presented as follows:



Instructions for educators



Visual support for learners (if provided)



Printable resources (if provided)

Looking to deliver an entire lesson?

We would recommend...

- Start with: 'Gaming and Me' (Activity 4)
- Then try: 'Up Your Game' (Activity 5)
- Followed by: 'Cool to be (un)kind' (Activity 9)
- Finish with: 'The Big Question' (Activity 11)

Overview of activities

	Activity name	Activity description	Group size	Time required
1	All fun and games? Quiz	A fun way for learners to explore their understanding of the theme: All fun and games? Exploring respect and relationships online.	Any	15 mins
2	Gaming and Me	A quick and fun worksheet that serves as a prompt for a group discussion about the inclusivity of online gaming spaces.	Individuals/ Small groups	15 mins
3	Up Your Game	Use our online gaming scenarios to help learners consider what is and is not okay online, and how to resolve difficult situations.	Small groups	20 mins
4	Scale of Influence	An opportunity for learners to explore how online relationships might impact people's thoughts and behaviour in different ways.	Small groups	20 mins
5	Quote to Quote	Using a variety of quotes about gaming, learners can explore what they and their peers think about gaming and what it means to people.	Small groups	20 mins
6	Fact Finder	A myth-busting activity where learners consider different statements relating to online hate and online sexual harassment and try to identify the facts.	Any	20 mins
7	Cool to be (un)kind	An activity exploring how and why people can treat others differently online to the way they would in person.	Small groups	20 mins
8	Act the Answer	A drama activity allowing learners to improvise and explore positive outcomes to online scenarios.	Small groups	20 mins
9	The Big Question	Who doesn't love a debate? A chance to discuss the theme	Any	As long as you have
10	Game Design Competition	A whole school/organisation challenge where learners can get creative and design their own positive online gaming experience.	Individuals/ Small groups	As long as you have

Group size: Any

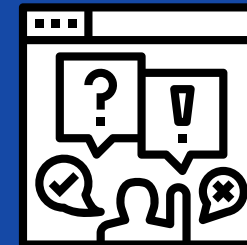
Timing: 15 minutes

Resources: Quiz for Ages 11-14



All fun and games? Quiz

Play the quiz for 11-14 year olds. This could be printed and completed by individuals or pairs, or run as a group activity.



Childnet



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All fun and games? Quiz for Ages 11-14

► Answer the questions then use the answer sheet to find your score!

1

Mona has a friend online who she normally gets on with really well. Recently their friendship hasn't been so good. Mona's friend makes jokes about her to other people, but always seems to focus on things that Mona finds particularly hurtful. When Mona asks them to stop, they say she is being too sensitive. What should Mona do?

- ☐ **A.** Unfriend, report and block. This is bullying and is not okay
- ☐ **B.** Start doing the same back to see how they like it
- ☐ **C.** Just ignore it – it's probably just a misunderstanding

2

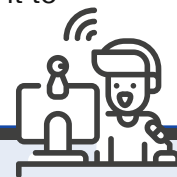
George has been playing games and chatting with another player for a year, when they reveal that they're visiting his hometown for a family holiday and ask if he'd like to meet up in person. What should George do?

- ☐ **A.** Ask them to send him a photo or go on a video chat so he can double-check that they are who they say they are before agreeing to meet up with them
- ☐ **B.** Tell a trusted adult about it and decide what to do next together
- ☐ **C.** Agree a time and place to meet up with them – he has been talking to them for ages and knows he can trust them

3

Yaz and Jake join a new server on an online game together. After a while, Yaz has to log off but Jake continues playing. Some of the other players on the server make unkind comments about Yaz and how rubbish female players are. What should Jake do?

- ☐ **A.** Stand up for Yaz and let the other players know that they're in the wrong
- ☐ **B.** Leave the server and find a new one to join
- ☐ **C.** Ignore them – at least they had enough respect not to say it to Yaz's face



4

Tomas has been a big fan of his favourite streamer since the very beginning and has always been an active part of the community, even when there were only 20 regular viewers! But as the streamer's audience has grown, the community has felt more and more toxic. What should Tomas do?

- ☐ **A.** Report and block accounts who aren't following the community rules in the live chat
- ☐ **B.** Complain to the streamer that the community has changed
- ☐ **C.** Start a smaller, more exclusive community for the original fans on another platform

5

Mikayla is part of a group chat where people from her school year share memes. It started off as a bit of fun, but the memes feel more and more targeted. Meena, also in the chat, suggests some of the memes being shared are discriminatory, and Mikayla is starting to agree. What should Mikayla do?

- ☐ **A.** Get over it. The memes are meant to be funny and stereotypes are just a laugh
- ☐ **B.** Take screenshots of the group chat and post a public video on social media naming and shaming the people taking part
- ☐ **C.** Message Meena directly and suggest they talk together to a friendly teacher at school



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All fun and games? Quiz for Ages 11-14

6

Harvey is watching videos online and sees one shared by a disabled creator. He heads to the comments to see how people are responding. The top-rated comments are all positive, but some of the others are really upsetting. What's the best thing Harvey can do?

- A. Reply to the upsetting comments offering a counter-opinion ☐
- B. Upvote all the positive comments and leave one of his own ☐
- C. Report the video so the upsetting comments will be removed ☐

7

Arjun has just moved to a new school. Gaming together has been a great way to get to know his new classmates, but he's noticed that a lot of them used paid-for skins and items, where he just has the default ones. He's keen to fit in but not sure his parents will want to pay. What should Arjun do?



- A. Ask one of his new friends to lend him the money ☐
- B. Use a different website to try and get some of the paid-for items for free ☐
- C. Try not to worry about it and focus on being himself and having fun ☐

8

Femi has always loved playing video games, is very competitive and very good. Recently she has been thinking about trying to get into eSports, but her school friends don't really get it. Her online friends are much more supportive and have suggested she should "cut out" anyone who is "holding her back". What should Femi do?

- A. Dedicate some time to introducing her school friends to gaming and eSports ☐
- B. Follow her online friends' advice and ditch her unsupportive school friends ☐
- C. Forget about her eSports dreams and find a more realistic career path ☐

9

Faye's friends spend a lot of time online, but she has strict screen time limits set at home. She's been feeling more and more left out, often not understanding in-jokes that started on the group chat or missing out on plans that are made online. What should Faye do?

- A. Try and find a way around the screen time settings so she doesn't have to miss out ☐
- B. Find some new friends who are less obsessed with being online ☐
- C. Explain to her friends and family how she's feeling to see if they can find a compromise together ☐



10

Cody discovered an amazing online community where they could be themselves. They were posting regularly and getting a great response, until their classmates from school discovered their content and started leaving unkind comments. Now the teasing is happening offline too. What is the most important thing for Cody to do?

- A. Report and block their classmates from seeing the content they post ☐
- B. Speak to an adult they trust about what's been happening and how they're feeling ☐
- C. Stop posting so publicly online and create a private account ☐



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All fun and games? Quiz for Ages 11-14

Answer Sheet

1

Mona has a friend online who she normally gets on with really well. Recently their friendship hasn't been so good. Mona's friend makes jokes about her to other people, but always seems to focus on things that Mona finds particularly hurtful. When Mona asks them to stop, they say she is being too sensitive. What should Mona do?

A. Unfriend, report and block. This is bullying and is not okay

► *Mona has made it clear how her friend's behaviour makes her feel and it is continuing anyway. This is not a healthy friendship – it's bullying. Mona should unfriend, report, and block the other player. She should also tell an adult about what's been happening so she can get some support.*

2

George has been playing games and chatting with another player for a year, when they reveal that they're visiting his hometown for a family holiday and ask if he'd like to meet up in person. What should George do?

B. Tell a trusted adult about it and decide what to do next together

► *Even though he has known the other player online for a year, not everyone online is who they say they are. Photos and video chats can be faked and meeting up could be dangerous. George should tell a trusted adult about what's happening, and they can help decide what to do next.*



3

Yaz and Jake join a new server on an online game together. After a while, Yaz has to log off but Jake continues playing. Some of the other players on the server make unkind comments about Yaz and how rubbish female players are. What should Jake do?

A. Stand up for Yaz and let the other players know that they're in the wrong

► *This behaviour is sexist, discriminatory and not okay. Jake has an opportunity to make a real difference in the other player's behaviour – he can stand up for Yaz and remind them that she's really good at the game. If this doesn't help, they can still leave the server and find a new one.*

4

Tomas has been a big fan of his favourite streamer since the very beginning and has always been an active part of the community, even when there were only 20 regular viewers! But as the streamer's audience has grown, the community has felt more and more toxic. What should Tomas do?

A. Report and block accounts who aren't following the community rules in the live chat

► *Reporting and blocking are both helpful tools to use when other people are causing trouble online. Tomas could even get some of the other original fans to join him in using them and work together to make the community a safer and happier place to be again.*





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All fun and games? Quiz for Ages 11-14 Answer Sheet

5

Mikayla is part of a group chat where people from her school year share memes. It started off as a bit of fun, but the memes feel more and more targeted. Meena, also in the chat, suggests some of the memes being shared are discriminatory, and Mikayla is starting to agree. What should Mikayla do?

C. Message Meena directly and suggest they talk together to a friendly teacher at school

► *The best option here is to talk to an adult she trusts. Messaging Meena and doing this together will mean they both have support. Discrimination should never be excused as a joke, but publicly naming and shaming could make the situation worse.*



6

Harvey is watching videos online and sees one shared by a disabled creator. He heads to the comments to see how people are responding. The top-rated comments are all positive, but some of the others are really upsetting. What's the best thing Harvey can do?

B. Upvote all the positive comments and leave one of his own

► *By interacting with the upsetting comments, Harvey may accidentally increase their visibility on the video and he should not report the video, as it is the comments which are the issue. If possible, he could report individual comments, and upvoting or posting positively which help drown out the haters.*

7

Arjun has just moved to a new school. Gaming together has been a great way to get to know his new classmates, but he's noticed that a lot of them used paid-for skins and items, where he just has the default ones. He's keen to fit in but not sure his parents will want to pay. What should Arjun do?

C. Try not to worry about it and focus on being himself and having fun

► *It may be easier said than done, but it's best not to worry too much in this situation. Good friends who are worth having won't be bothered by the items or skins you have, but will be more interested in your personality (and perhaps skill in the game!)*



8

Femi has always loved playing video games, is very competitive and very good. Recently she has been thinking about trying to get into eSports, but her school friends don't really get it. Her online friends are much more supportive and have suggested she should "cut out" anyone who is "holding her back". What should Femi do?

A. Dedicate some time to introducing her school friends to gaming and eSports.

► *It may seem as if Femi's friends are being unsupportive, but they may just not understand this part of her world. She should spend some time explaining it, and if they're still not on board then talk to an adult she trusts. Giving up on her dreams or cutting out her friends could leave her feeling lonely, isolated, or upset.*



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All fun and games? Quiz for Ages 11-14 Answer Sheet

9

Faye's friends spend a lot of time online, but she has strict screen time limits set at home. She's been feeling more and more left out, often not understanding in-jokes that started on the group chat or missing out on plans that are made online. What should Faye do?

C. Explain to her friends and family how she's feeling to see if they can find a compromise together

► *Finding a way around screen time settings may get her into trouble and finding new friends isn't giving her old ones a chance to change. It's important that Faye tells people how she is feeling – both her family and friends will most likely want to support her.*



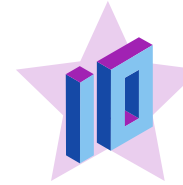
10

Cody discovered an amazing online community where they could be themselves. They were posting regularly and getting a great response, until their classmates from school discovered their content and started leaving unkind comments. Now the teasing is happening offline too. What is the most important thing for Cody to do?

B. Speak to an adult they trust about what's been happening and how they're feeling

► *Cody has done nothing wrong so should not have to change their behaviour. Reporting and blocking can be really useful but cannot block the way things online may make someone feel. The most important thing for Cody to do is tell someone and get some further support, so they're not alone.*

How did you do?



What an incredible score! You're an expert at respect and relationships online and are ready to share your knowledge with the world. Why not teach your friends and family about the importance of being kind and considerate online?

Fantastic work! You're well on the way to understanding the importance of respect and relationships online. You also have a pretty good idea of what is and is not okay, and when you might need to do some further thinking.



Great job – you made some fantastic choices and are starting to understand respect and relationships online. Why not go back and look at the questions you got wrong? Do you understand why your answer was incorrect? If you're unsure, you could check with an adult and see what they think!

Good try... but there's still more you can learn about respect and relationships online. Why not try the quiz with your friends and family, then discuss any of the answers you weren't sure about. In the future, remember that if you're ever unsure about something online, it's always safest to ask an adult for help.



Group size: Individuals and small groups

Timing: 15 minutes

Resources: ■ Gaming and Me template (print out)



Learner Outcomes

- I can reflect on and assess the role that digital media plays in my life and give clear examples of where it benefits my lifestyle.



Gaming and Me

In this activity, learners complete a fun worksheet then use this as a prompt for discussions around the inclusivity of online spaces.

Provide every learner with a copy of the 'Gaming and Me' template. Explain that they have just 5 minutes to complete the template, answering all of the questions. When they are finished ask these key questions:

- How different or similar do you think your responses would be to others in the room?
- Why do you think this is?

Invite learners to share their completed templates with the rest of the group and then discuss the similarities and differences between responses. You could also extend this discussion to consider what people not in this room would have put on their sheets (e.g. those of different ages, backgrounds, etc.)

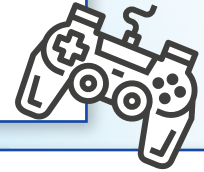
Encourage learners to understand that many different people enjoy gaming in many different ways – there is something for everyone.



Gaming and me



Gaming makes me feel:
(Draw an emoji)



Circle all of the ways you enjoy or used to enjoy gaming

CONSOLE



HANDHELD
CONSOLE



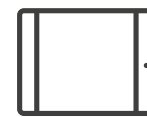
DESKTOP PC



LAPTOP



TABLET

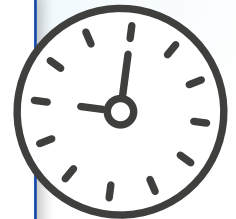


MOBILE PHONE



Any other platforms / sites that you play or used to play games on? Write them here:

How often do you play games each week? You could write it in the amount of hours, a rough estimation, etc.



What is / was
your favourite
game?

What / is was your favourite type of game?
E.g. genre (shooter, puzzles, etc.)

What do you enjoy most about playing games?
If you don't enjoy playing games anymore, or never did, why is this?

How do / would you prefer to play games?
Tick your preference.

By yourself?

☐

With others?

☐

Give one top tip for positive gaming.



Group size: Small groups

Timing: 20 minutes

Resources: ■ Online Conflict Scenarios (print out)



Learner Outcomes

- I can describe what is appropriate to say and do in different online settings / platforms.
- I can assess when I need to take action and explain what to do if I am concerned about my own or someone else's online relationship.
- I can give examples of effective strategies which might help myself or others.



Up Your Game

This activity invites learners to consider different gaming scenarios and how they might be resolved.

Organise learners into groups and give each group a different scenario. Display the 'Things to consider' questions on a screen and ask learners to read through their scenario and discuss the questions.

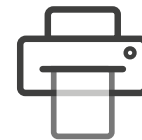
After their group discussions, ask learners to explain their scenario and feedback their ideas to the other groups.

Note for educators:

This activity could also be run as a carousel, allowing all groups to analyse each scenario in turn, or as a whole group activity where all learners discuss each scenario together, with support from a facilitator.



Online Conflict Scenarios



[Abbas]: Well that game was a bit of a failure

[Jack]: ONE of us was a failure. Looking at you Sana.

[Sana]: Really sorry guys, I'm going to put some more practice in

[Jack]: Practice won't help you, you're just a joke. This is why girls shouldn't play games.



Elijah 16:25

Wow you really can't beat me can you?



Mateo 16:38

That's because you just keep using snakey techniques.



Elijah 16:45

It's called being good at the game, stop making excuses



Mateo 16:47

You'd best stop talking to me like that



Elijah 16:49

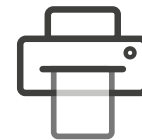
Or what?



Mateo 17.02

I will find out where you live and you'll get what's coming to you

Online Conflict Scenarios



[Lina]: Right you lot, get focused we've got to win this one

[Ola]: Yeah we've had some shockers today, time to sort it out

[Ellen]: I am trying

[Lina]: Well you really need to try harder, I'm so bored of losing



Harry

You're still coming online tonight right?

13.34

Omari

I really don't think I can, I've got so much homework to catch up on

13.39

Harry

Are you joking? How are you just gonna bail like that?

14.02

Omari

I'm really sorry, but I've got to get this work done

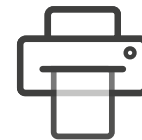
14.08

Harry

Absolutely let down man, I've got no one to play with now. You promised you were playing tonight.

14.14

Online Conflict Scenarios



Yuan 19:13

Why is it that you just keep targeting me?



Ollie 19:15

I don't! It's part of the game!



Yuan 19:16

Yes you do. It's just me that you keep attacking, what about everyone else?



Ollie 19:20

Not my fault you're always in the way, I think you just need to get better at the game



Yuan 19:21

I am good at the game! But you literally just keep coming for me, you're completely spoiling the game for me



[Kat]: Where's Pravesh? Is he not coming online to play tonight?

[Finn]: I didn't invite him

[Kat]: What, why not?

[Finn]: He's so bad at this game, don't want him playing it with us anymore

[Kat]: But he always plays this with us!

[Finn]: Yeah well not anymore



Things to Consider



- ▶ Explain the online conflict in this scenario.
- ▶ How might the different people feel in this scenario?
- ▶ How else might the situation impact those involved?
- ▶ What might happen next in these scenarios? Would it play out differently depending on whether the conversation was private or public (i.e. could be seen by others online as it took place?)
- ▶ What advice would you give these young people? How should they come to a resolution? Offer practical solutions

Group size: Small groups

Timing: 20 minutes

Resources: ■ Scale of Influence
Influence Cards



Learner Outcomes

- I can explain how and why people who communicate with others through online platforms may try to influence others negatively and I can offer examples. E.g. racist / homophobic comments, social influencers sharing weight loss products, grooming; radicalisation; coercion.
- I can describe some signs of harmful online situations. E.g., sexual harassment, grooming, cyberbullying.



Scale of Influence

In this activity, learners will think about how individuals may be influenced by the different online relationships they experience.

Start by discussing with learners that some people may try to use the online relationships that they have with others to influence people, both positively and negatively. This can happen in all kinds of online relationships, including between friends, strangers, celebrities and their fans, etc. Explain that influencing someone means to try affect your behaviour, thoughts and beliefs.

Then place learners into small groups and provide them with copies of the Influence Cards. Display the 'Scale of Influence' example on a screen. Learners should draw this scale onto a piece of A3 paper. Learners should then read each influence card and discuss where to place it on the scale.

Note for educators:

Learners may initially associate the word 'influence' with 'influencers', a term which describes online personalities who promote businesses or goods and may affect the purchasing decisions of others. It's important to explain that the power of influencers stems from the relationship they have with their followers, and that other online relationships can also influence people as well.

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Key Questions:

- In what way is the person trying to influence people?
- Is it a positive influence or a negative influence?
- What could the impacts be?
- How influential do you think this could be? What factors might change this?

Extension Questions:

- How do people online try to influence others?
- Is the internet a place where people are easily able to influence others? Why?
- Which of these scenarios do you think are most realistic? Why?



Scale of influence



**Least likely
to influence
someone**

**Most likely
to influence
someone**



Influence Cards



An online gamer that a lot of your friends know about has been posting lots of discriminatory language on their profiles lately, particularly about female and LGBT+ players.

A gaming streamer has been using their videos to promote a new brand of headphones that they say is perfect for gaming. The headphones have been gifted to them.

Someone who you've been playing online games with for a long time has begun suggesting that you should meet up in person for the first time so that you can properly chat about tactics.

You've been playing a game with a few friends for hours now and you're beginning to feel tired and that it's time for bed. When you say this, a few of your friends ask for just one more game – you're so close to getting that high score now!

Someone who you regularly play online with is suggesting that you trade some in-game items. You're unsure at first, but they keep emphasising that they're offering you a really good deal.

You've really struggled with a specific game lately. Your friend sends you a link for some hacks. You say you don't want to use a hack, but your friend keeps saying that everyone does it, and that you're not going to beat the game without it.

A YouTuber who reviews games also uses their videos to promote causes and present messages of inclusivity. For example, they have been very vocal about the importance of Black Lives Matter and Pride month.

An experienced player who is well-respected in the gaming community has begun posting about conspiracy theories and their opinion on the government, and has now started posting links to forums where many others think the same thing.

There's a streamer that you and your friends really like, but they don't have that many followers. One of your friends messages your group chat suggesting that you all join their upcoming stream at the same time, and to pass the message on to any other gamers that you know.

A certain player has been harassing a lot of people lately within the game, and has caused a lot of upset and arguments. Someone decides to post their gamer tag publicly on social media, telling everyone to report them.



Group size: Small groups

Timing: 20 minutes

Resources: ■ Gaming Quotes (print out)



Quote to Quote

This activity provides a range of quotes about different aspects of online gaming and can be used in a number of ways. For example:

- Choose one quote and share with learners as a discussion or debate prompt. You could choose a different quote each day over a week.
- Print the quotes and ask learners to group or rank them in different ways, e.g. quotes they agree/disagree with, quotes about similar topics, etc.
- Organise learners in small groups and ask them to choose a quote to inspire a short drama or written piece.



and physical groups are important to LGBTQ Gamers because it's a place where they can come to decompress and know that someone will understand and/or be empathetic to their struggles.

Raymond Lancione, CEO of Qweerty Gamers

Gaming is our cultural bogeyman – we blame it for everything from child obesity to violence to short attention spans.

Naomi Alderman, Writer

Gaming in general is a male thing. It isn't that gaming is designed to exclude women. Everybody who's tried to design a game to interest a large female audience has failed. And I think that has to do with the different thinking processes of men and women.

Gary Gygax, Game Designer (Co-Creator of Dungeons & Dragons.)

Quote to Quote



Gaming in general is a male thing. It isn't that gaming is designed to exclude women. Everybody who's tried to design a game to interest a large female audience has failed. And I think that has to do with the different thinking processes of men and women.

Gary Gygax, Game Designer
(Co-Creator of Dungeons & Dragons.)

Accessibility should be foundational to the innovation and design of the game, and an automatic consideration not an afterthought or a checklist addendum.

Tiffany Witcher, Voice Actor and Charity Streamer

Essentially, I'm a 21-year-old who's a millionaire through gaming, vlogging, and my online experience. Yo, I'll take it!

KSI, YouTuber and Rapper

Cyberbullying is a big issue in games, MMOs in particular, and in their efforts to combat it, gaming executives should recognize that both female gamers and Black and Latinx founders are particularly targeted with abuse, often denigrated with slurs and racist jokes.

Eric Peckham, Journalist

Gaming is one of those things that's pretty amazing because when you think about it, everybody wants to game; whether you're a casual gamer, or you're an enthusiast gamer.

Lisa Su, Business Executive and Electrical Engineer

Gaming is our cultural bogeyman – we blame it for everything from child obesity to violence to short attention spans.

Naomi Alderman, Writer

I think that gaming is more fun when you're playing with people that you know.

Michael Morhaime, Video Game Developer



Quote to Quote



Digital and physical groups are important to LGBTQ Gamers because it provides a place where they can come to decompress and know that someone will understand and/or be empathetic to their struggles.

Raymond Lancione, CEO of Qweerty Gamers

My mum didn't let me play video games growing up, so now I do. Gaming gives me a chance to just let go, blow somebody up and fight somebody from another dimension. It's all escapism.

Wayne Brady, Actor and Comedian

The further you get into technology, the further you go into gaming. That's the general rule.

Nick Johnson, Athlete

A lot of gaming and a lot of interaction is no longer physical; it's all digital and at a distance. There's this innate, tribal need of the people to have face time with other people and play together in person. I think there's been this rediscovery of the joy of playing with people around the table.

Matthew Mercer, Voice Actor

The more people who come forward and talk about how much they love gaming, how much they talk about individuality and diversity, the more gamers of colour that come out and gay gamers that come out and everybody talking about what they love – that's what the community has in common: a love of gaming.

Aisha Tyler, Actor

It's not inherently exploitative to play as a character of a different race, but it requires players to be aware of the context they and their characters exist in — and that it's not going to truly help them understand what it means to live in a different body.

Jess Kung, Production Assistant on Code Switch

Gaming has been a great way to get to know people. That's part of what I love about games, that they are social.

Rich Sommer, Actor



Group size: Any

Timing: 20 minutes

Resources: ■ Fact Finder Educator Guidance



Learner Outcomes

- I can describe a range of different bullying types and behaviours and assess when these are occurring (e.g. homophobia, racism, gender discrimination, sexism, ableism, exclusion of others from online forms of communication, setting up fake profiles of another person).
- I can recognise harmful language of a discriminatory nature and harassment online, and who can support people if this occurs (e.g. homophobia, name-calling, threatening to 'out' someone, threatening violence).
- I can give examples of how harmful online sexual behaviour can occur and can critically assess the potential harm.



Fact Finder

This is a discussion activity designed to tackle myths relating to online hate and online sexual harassment. Educators have been provided with a list of statements and guidance for each.

Share a statement of your choice, or depending on time the entire list. For each statement, give learners the opportunity to discuss whether they think it is true or not, before sharing the guidance.

Note for educators:

For further learning resources on online sexual harassment visit: deshame.eu

For further learning resources on online hate visit: hackinghate.eu/ or childnet.com/talk-it-over

You may wish to share the following definitions beforehand:

Online Sexual Harassment

Any unwanted sexual conduct on any digital platform. A form of sexual violence.

Online Hate

Any online communication or content (including use of words, pictures, video, symbols, memes and emojis) which seeks to isolate, harass, dehumanize, or target an individual or group of individuals based on their identity.

Fact Finder Educator Guidance



▶ People can say whatever they want online. [FALSE]	Some people may think that they can say what they want online, as it may seem more likely that you'll get away with it, or that it doesn't have as much impact as words said in person. However, harmful words online still carry consequences and can still hurt other people. Most online platforms have rules about what is okay and not okay to say and post, and some things may even break the law.
▶ It's okay to use discriminatory language against a particular group online if your friends know you're joking. [FALSE]	Discriminatory language is never okay to use. There is a big difference between 'banter' between friends and discriminatory language. Discriminatory language online has the potential to break the law, and can be incredibly hurtful, even if it was intended as a joke.
▶ There's no point reporting hate on online platforms as they don't do anything about it. [FALSE]	Although it might not be immediately obvious that any actions have been taken against online hate, it is possible that something has been done about it 'behind the scenes.' Remember the more people that report online hate, and the more online platforms are made aware of it, the more likely it is that something is done about it.
▶ Nobody deserves to experience online sexual harassment, even if they have previously posted sexual images or content themselves. [TRUE]	Someone previously posting sexual images or content themselves is not an invitation to receive online sexual harassment – nobody deserves this kind of behaviour.
▶ 'Outing' someone online is okay, as long as you are showing support for them. [FALSE]	'Coming out' is a very personal experience and can be very emotional and difficult. It should only ever be that person's decision to 'come out,' and only when they are ready to say it themselves.
▶ Female gamers should just accept that they're in the minority and not as good as male gamers. [FALSE]	It is a misconception that gaming is just a space for male players. There are lots of skilled female gamers, and to say that male players are better at gaming because of their gender is incorrect and unfair.
▶ Unlike social media, most online games don't have rules against online hate or harassment. [FALSE]	Most online game platforms will have rules against online hate or harassment to ensure that players can have a safe and enjoyable experience. If online hate or harassment is identified and reported, it is possible for action to be taken.
▶ Making sexual comments about characters in games and entertainment is okay, because they're not real people. [FALSE]	These kind of sexual comments are never okay, and can still be upsetting or uncomfortable for others to see and hear. In particular, you may be inadvertently targeting another player or person using the character, or may be hurting someone who shares similar attributes or identifies with the character.
▶ One person can make a difference by standing up for others online and calling out bullying and disrespect. [TRUE]	It is important that we all stand up for others online and call out bullying and disrespect when we see it – one person doing this can make a huge difference to the victim. You may also be able to report what you have seen to the platform, or could ask an adult for help.
▶ Players should only choose skins and avatars that look like them. [FALSE]	Skins and avatars can be a great way for people to express their identity, and present themselves in a way that makes them feel good. If someone wants to present themselves in a way that is different to how they look, then that is up to them, but they should think carefully about the context and be respectful of the culture and identities characters may represent.

Group size: Small groups

Timing: 20 minutes

Resources:

- Online Disinhibition definition page
- Factors of Disinhibition
- Example scenarios



Learner Outcomes

- I can explain the concept of disinhibition online and can explain how this can be problematic.

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Cool to be (Un)Kind?

This activity introduces the concept of online disinhibition and allows learners to think about realistic scenarios to put their understanding into context.

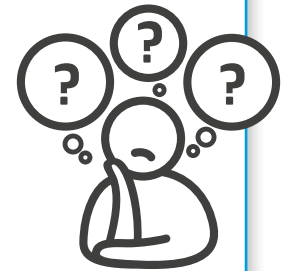
- Start by asking learners, “*Why do some people say and do things online that they wouldn’t say and do offline?*” Allow them to discuss and take some suggestions. Then display and read through the definition page.
- Next display and discuss the Factors of Disinhibition. If you have time, ask learners to think of examples of how each factor might play out online, or link Suler’s factors back to some of the examples they gave at the start of the session.
- For the main activity, share the example scenarios with learners. These could be looked at all together or in small groups. Challenge learners to think about which factors of disinhibition might be at play in each one.
- Finally, discuss whether online disinhibition makes it easier or more difficult to be respectful online. Do learners have any ideas of how to combat disinhibition?



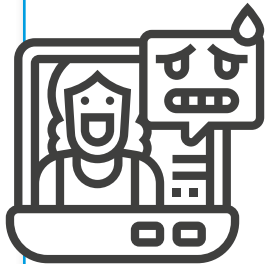


Online Disinhibition

Think about when you communicate with people offline. How do you decide what is and is not acceptable to say and do?



Online disinhibition suggests that when we're communicating online, we're less restrained and more likely to say or do things we might not normally.



Factors of Disinhibition, adapted from John Suler

(*The Online Disinhibition Effect, 2004*)



“You don’t know me”

You can chat online completely anonymously.

“You can’t see me”

You can chat online without being physically seen or whilst pretending to be someone else. You do not need to think about tone of voice or body language.

“See you later”

Some conversations online don’t happen in ‘real time’ so you may not receive a response or reaction immediately. Also allows you to think for longer before saying something.

“It’s just a game”

Some people might see the ‘online world’ as just a game, where normal rules of everyday life don’t apply.

“It’s all in my head”

When you can’t see facial expressions or body language online, it may not feel entirely real. You may assign qualities to people based off your own experiences and interpretations of their actions.

“Your rules don’t apply here”

People might not seem as powerful or in charge online. You might feel less intimidated by their authority.

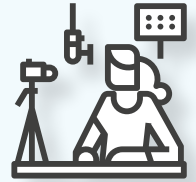
Example Scenarios



A group of close friends are playing an online game together. Some of them begin to say really nasty things over the in-game voice chat, including strong threats of violence. One of the friends suggests everyone calms down a bit but they just say, "Oh get over yourself, it's a game!"



A fan spots their favourite streamer, who is visiting their local town. They are too shy to approach them but the next day when watching their channel, leave a comment saying where they saw them and asking if they enjoyed their visit.



A big game designer releases a trailer for their new game on the company's Twitter account, but a lot of their followers think it looks disappointing. They start tweeting them offensive messages about the game, some even creating new fake accounts to do so.



Lately, there have been several disagreements in a normally friendly online community. A long-term member of the community has found it really frustrating and in the heat of the moment publishes an angry and aggressive post about it on a public forum. They then log off in frustration.



A random group of players have been matched together in a squad on their favourite game. As they are playing, they realise how much they have in common and how well they get on. During the next match, one player reveals they are bi, adding that they have never told anyone this before.



Someone keeps joining a game and deliberately ruining the experience for everyone. They do things they shouldn't be doing in the game and use the chat to say nasty things. They never join the audio chat, and their account has been newly created.



Group size: Small groups

Timing: 20 minutes

Resources: ■ Drama Scenario cards



Learner Outcomes

- I can identify and demonstrate actions to support others who are experiencing difficulties online.
- I can explain why anyone experiencing online abuse is never to blame (e.g. victim blaming) and to suggest that they are wrong.



Act the Answer

Put learners into groups of 2 or 3 and give each group one of the four scenarios. Learners should discuss what is happening in the scenario and decide a positive course of action to improve or resolve the situation.

Make sure to allow enough time for learners to discuss and improvise their scene, before inviting some groups to act out their scene.

After each performance, ask the other learners if they felt like the situation was resolved effectively and whether there might be any other options. You could even try inviting another learner to step in to act out their suggestion.

Drama Scenario 1

Jez is concerned about the way Max is behaving towards other people online. Gaming is supposed to be fun but lately Max has made it really unpleasant because he thinks he can say whatever he likes. Today he's started picking on Kai, a mutual friend they share and the things he's saying during the game chat are becoming increasingly unkind. Jez wants it to stop but doesn't know how.

Your task:

- Discuss and improvise Jez's next steps.

What should he take to help?

What's the resolution that you've improvised.



Drama Scenario 3

Amira and her friend Pav are part of a big multi-player game. They use headsets and can chat to one another. The game has reached a crucial point and things are becoming tense. Amira is desperate to win and finally manages to defeat everyone. One of the other players becomes annoyed and starts shouting over the headphones. They say mean things to Amira about her gaming skills and calling her sly. Upset about the comments, she quickly leaves the game. Pav is worried about Amira but isn't sure what to do.

Your task:

- Discuss and improvise the conversation between Pav and Amira, including a positive outcome.
- Act out the given scene and the resolution that you've improvised.





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Your task:

- Discuss and improvise Jez's next steps.
- What positive action could he take to help?
- Act out the given scene and the resolution that you've improvised.



Drama Scenario 2

Harry has been speaking to someone on a game chat. They get on well and Harry feels like he knows them quite well. Harry is a bit stuck on a certain level and the other player makes a suggestion: if Harry sends him his account details, they can help him. Harry does as they suggest. Then the other player seems to disappear, as does Harry's account. He can't work out how to get it back! He tells his friend Finn at school the next day, but he doesn't get the support he hopes for – Finn just says it's his fault for sending his account details in the first place, and he'll just have to get over it.

Your task:

- Discuss and improvise how the situation can move away from blaming Harry and what positive advice can his friends give to help.
- Act out the given scene and the resolution that you've improvised.





Drama Scenario 3

Amira and her friend Pav are part of a big multi-player game. They use headsets and can chat to one another. The game has reached a crucial point and things are becoming tense. Amira is desperate to win and finally manages to defeat everyone. One of the other players becomes annoyed and starts shouting over the headphones. They say mean things to Amira about her gaming skills and calling her sly. Upset about the comments, she quickly leaves the game. Pav is worried about Amira but isn't sure what to do.

Your task:

- Discuss and improvise the conversation between Pav and Amira, including a positive outcome.
- Act out the given scene and the resolution that you've improvised.



Drama Scenario 4

Sewa and her friend Ray are part of a multi-player game. They use headsets and can chat to one another. Ray can sometimes get angry if the game isn't going the way he wants it to go. Today, it isn't going well for him at all, and he starts shouting at another player. The player starts threatening Ray, saying that he's going to get him kicked off the game if he doesn't stop. Ray says he doesn't care what the player does, and that he should come say that to his face and see what happens.

Your task:

- Discuss and improvise what could happen to calm and resolve the situation in a positive way.
- Act out the given scene and the resolution that you've improvised.



Group size: Independently, small groups or whole class

Timing: As long as you want

Resources: ■ None



Learner Outcomes

- I can describe what is appropriate to say and do in different online settings / platforms (e.g. opinions, values, information, shares, 'likes', 'forwards').



The Big Question

Ask learners to answer/debate the following big question:

Online gaming – is it all fun and games?

Further key questions to help your learners construct their arguments:

- Is there more to gaming than just 'fun and games?'
- Are there other benefits to gaming?
- Does gaming ever cause more trouble than it's worth?
- Is gaming for everyone?
- A lot of competitive gaming features 'banter' and 'trash talk' between players – is this an issue?
- Are gaming communities welcoming or not?



This activity can be approached as a whole group, small group debate, or as an independent written essay.



Group size: Any

Timing: As long as you want

Resources:

- Game Design Competition template (optional)



Game Design Competition

Challenge all learners to design their own game concept that is specifically about forming and sustaining respectful relationships. You may wish to provide your learners with the Game Design Competition template to complete and could offer prizes for the best submissions. You could also create a display of or deliver an assembly about the best game designs.



If any of your learners are particularly inspired by game design, why not encourage them to enter BAFTA's Young Game Designers competition? At ygd.bafta.org



Game Design Competition



Game Name _____



Summarise your game in just one sentence



Give an overview of your game, explaining how it explores the idea of forming and sustaining respectful relationships



Who would be your target audience and why?

Use the space on the back of this page to showcase the look and feel of your game – be as creative as you like! Or use a separate piece of paper, technology or other media.

