



# 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](https://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...

- Starting with 'Social Media vs. Gaming' (Activity 7)
- Then trying out 'Hot Seat' (Activity 10)
- Followed by 'Groups Guru' (Activity 9)
- Finish with one of the 'Big Questions' (Activity 2)

# Overview of activities

	Activity name	Activity description	Group size	Time required
1	Big Questions	Who doesn't love a debate? A chance to discuss some of the big issues in and around gaming.	Whole group	5-10 mins each
2	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.	Any	15 mins
3	All fun and games? Quiz	A fun way for learners to explore their understanding the theme: All fun and games? Exploring respect and relationships online.	Any	15 mins
4	Cool to be (un)kind?	An activity exploring how and why people can treat people differently online to the way they would in person.	Small groups	15 mins
5	Social Media vs. Gaming	A great way to discuss gaming with learners who are more familiar with social media. Do the statements apply to gaming, social media, neither or both?	Whole group	10-20 minutes
6	Moral Compass	A way to look at the rights and wrongs of some behaviours seen in gaming.	Whole group	10-20 minutes
7	Groups Guru	Learners will explore the dynamics of how groups can behave online and decide on the best strategies to use in response.	Any	10-20 minutes
8	Hot Seat	Learners can read up on and take on the role of different gaming personas. This is a great way to get new insights on gaming and creates lots of discussion.	Pairs/ Small groups	20-30 minutes
9	Gaming Guardians	Learners take on the role of mentors to give advice to young gamers who are not sure what to do and need some help.	Individuals/ Pairs	30+ minutes
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:** Whole Group

**Timing:** 5-10 minutes each

**Resources:** ■ N/A



## Learner Outcomes

- I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly.



# Big Questions

Share one of the following prompts with learners and have a group discussion or debate.

## Is gaming good for relationships?

Questions to get you started:

- How can gaming improve relationships between friends and family?
- How can gaming cause friction between friends and family?
- Are friendships formed through gaming important?

## Should we stop allowing comments online?

Questions to get you started:

- Do you look at the comments?
- What patterns do you see in the comments?
- Should comments be turned off?
- Would turning off all comments unfairly limit freedom of expression?

## Some people don't think gaming is for them, how could you change that?

Questions to get you started:

- What puts some people off gaming?
- Is it the games that are the issue or the other players?
- How would you persuade someone to start gaming?

Group size: Any

Timing: 15 minutes

Resources: ■ Quote to Quote sheet



## Quote to Quote

Share the quotes with the young people. Discuss the opinions expressed by the quotes and ask young people to group them. This could be by similar viewpoints, ones they want to discuss further or picking ones that are positive or negative.

Finish by asking young people to reflect on which quote most aligns with their own opinion or to write their own quote to add into the mix.

Alternatively, choose one quote and display it to learners to prompt a discussion. You could choose a different quote each day over a week.



Physical groups are important to LGBTQ Gamers because it's a place where they can come to decompress and know that they 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: 15 minutes

Resources: ■ Quiz for Ages 14-18



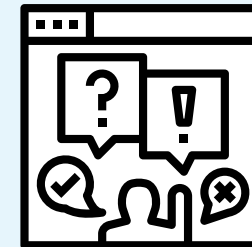
## Learner Outcomes

- I can describe actions someone could take if they experience or are targeted by illegal online behaviour.
- I can identify and explain some of the laws that criminalise activity related to online bullying (e.g. Computer Misuse Act; Protection from Harassment Act; Communications Act).



# All fun and games? Quiz

Invite learners to complete the quiz for 14-18 year olds, based on the law. This could be printed and completed by individuals or pairs, or run as a group activity.







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# All fun and games? Quiz for Ages 14-18

► Choose your answers then check them against the answer sheet to find your score.

The quiz explores respect and relationships online to help you recognise when somebody has done something wrong online and consider if they have broken the law. Although laws can be complex, we have summarised some of them for you so that you can see what protections they offer.

As you go through, you may discover that some of the things you have seen online do break the law. Towards the end of the quiz we will explore what you can do if you see these things happening online. The examples focus on gaming, but these laws can apply anywhere online.



## 1 Can people say and do whatever they like online?

- ☐ A. Yes, we all have freedom of expression online. It's legal to say whatever you like.
- ☐ B. Yes, although someone may get blocked or banned from an online platform if they break the community guidelines, there are no legal consequences for what you say and do online.
- ☐ C. No, there are laws governing online spaces, just as there for offline spaces. In the UK, People have been tried and convicted for things they have said and done online.

In the next questions we will share some examples of online activity and you must decide if one of the named laws is being broken or not.

## 2 Which law or laws may have been broken here? A person uses their PC to hack a gaming company, where they attempt to find out and change the name and details of another player.

- ☐ A. Computer Misuse Act – UK. Covers unauthorised access to computers or computer systems (including with the intent to commit further criminal activity), unauthorised changes or deletion of data and covers malware, spyware and viruses.
- ☐ B. The Protection from Harassment Act – England and Wales. Covers behaviours that might be considered harassment by causing alarm and distress to the victim, on at least two occasions.
- ☐ C. Both

## 3 Which law or laws may have been broken here? A player repeatedly uses private messages in a game to send pornographic content and sexual comments to another player. After the other player blocks them they find them on social media and start doing the same there.

- ☐ A. Communications Act – UK. Covers electronic communications and contact that is “grossly offensive or of an indecent, obscene or menacing character.”
- ☐ B. The Protection from Harassment Act – England and Wales. Covers behaviours that might be considered harassment by causing alarm and distress to the victim, on at least two occasions.
- ☐ C. Both

## 4 Which law or laws may have been broken here? Two players compete in a game. They are using headsets and it starts off friendly but goes very quiet as they concentrate. One player wins and starts taunting the other player saying, “You’re rubbish,” and “Playing you was a waste of my time.” The losing player loses their temper and swears at the winner.

- ☐ A. Communications Act – UK. Covers electronic communications and contact that is “grossly offensive or of an indecent, obscene or menacing character.”
- ☐ B. The Protection from Harassment Act – England and Wales. Covers behaviours that might be considered harassment by causing alarm and distress to the victim, on at least two occasions.
- ☐ C. Neither, but the behaviour of both shows a lack of respect



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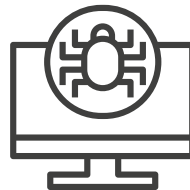
## All fun and games? Quiz for Ages 14-18

**5 Which law or laws may have been broken here?** A player openly talks about their mental health struggles in a gaming community. The next time they play an opponent starts sending messages about them being weak and attention seeking. The opponent somehow manages to change the player's avatar to a photo of a celebrity who took their own life.

- ☐ A. Computer Misuse Act – UK. Covers unauthorised access to computers or computer systems (including with the intent to commit further criminal activity), unauthorised changes or deletion of data and covers malware, spyware and viruses.
- ☐ B. Communications Act – UK. Covers electronic communications and contact that is “grossly offensive or of an indecent, obscene or menacing character.”
- ☐ C. Malicious Communications Act – UK. Covers communications sent with the purpose of causing distress or anxiety, including electronic communications.
- ☐ D. All of them

**6 Which law or laws may have been broken here?** A group of gamers decide to disrupt a game they don't play anymore. They use a special cyber attack tool which bombards the server with requests shutting it down for several hours.

- ☐ A. The Protection from Harassment Act – England and Wales. Covers behaviours that might be considered harassment by causing alarm and distress to the victim, on at least two occasions.
- ☐ B. Computer Misuse Act – UK. Covers unauthorised access to computers or computer systems (including with the intent to commit further criminal activity), unauthorised changes or deletion of data and covers malware, spyware and viruses.
- ☐ C. Neither



In the next questions you will have a chance to think about what to do if you see or experience possibly illegal behaviour online.

**7** A player receives a death threat in a game. It is from someone they have been playing with for a few weeks. In the past they have both talked about living near Nottingham and the player who sent the threat now says they know where the other player lives. What should the player who received the threat do?

- ☐ A. Log off the game and play a different game for a week so the other player calms down.
- ☐ B. Ignore it – these kinds of empty threats happen all the time.
- ☐ C. Call the police on 101 and give them all the information they have.

**8** A teenager has been targeted online by an anonymous bully or bullies. The bullying has continued for a prolonged period and from several new accounts after each previous one has been blocked. Recently the bullying has escalated to include discriminatory language and vague threats of violence. What should the teenager do?

- ☐ A. Call 999.
- ☐ B. Continue reporting the behaviour on the platform where it has occurred.
- ☐ C. Tell an adult they trust, and report it to the police by calling 101.





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# All fun and games? Quiz for Ages 14-18 Answer Sheet

1

Can people say and do whatever they like online?

**C.** No, there are laws governing online spaces, just as there for offline spaces. In the UK, People have been tried and convicted for things they have said and done online.

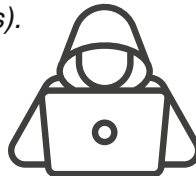
► *Whilst we do have freedom of expression in this country, the law states that there are conditions and restrictions to this. Just like offline, there are rules that govern online spaces which – if broken – can result in convictions, fines and imprisonment. Online platforms will establish their own community guidelines and take action when these are broken, but also work to ensure that the laws of the countries where they operate are also being followed.*

2

**Which law or laws may have been broken here?** A person uses their PC to hack a gaming company, where they attempt to find out and change the name and details of another player.

**A.** Computer Misuse Act – UK Covers unauthorised access to computers or computer systems (including with the intent to commit further criminal activity), unauthorised changes or deletion of data and covers malware, spyware and viruses.

► *The correct answer here is the Computer Misuse Act which covers hacking (unauthorized access to computers or computer systems).*



3

**Which law or laws may have been broken here?**

A player repeatedly uses private messages in a game to send pornographic content and sexual comments to another player. After the other player blocks them they find them on social media and start doing the same there.



**C.** Both.

► *In this case, both laws may be relevant as the content of the messages falls under the Communications Act and the way in which they are being sent could constitute harassment.*

4

**Which law or laws may have been broken here?** Two players compete in a game. They are using headsets and it starts off friendly but goes very quiet as they concentrate. One player wins and starts taunting the other player saying, “You’re rubbish,” and “Playing you was a waste of my time.” The losing player loses their temper and swears at the winner.

**C.** Neither, but the behaviour of both shows a lack of respect.

► *This behaviour is probably not serious enough to be considered grossly offensive or as harassment. It’s unlikely a law has been broken, but the behaviour of both players is still disrespectful.*



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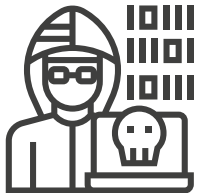
## All fun and games? Quiz for Ages 14-18 Answer Sheet

5

**Which law or laws may have been broken here?** A player openly talks about their mental health struggles in a gaming community. The next time they play an opponent starts sending messages about them being weak and attention seeking. The opponent somehow manages to change the player's avatar to a photo of a celebrity who took their own life.

**D. All of them**

► In this example all three of the laws mentioned may have been broken. The changing of the avatar may have been a result of hacking and the messages sent were purposefully harmful, indecent and obscene.



6

**Which law or laws may have been broken here?** A group of gamers decide to disrupt a game they don't play anymore. They use a special cyber attack tool which bombards the server with requests shutting it down for several hours.

**B. Computer Misuse Act – UK**  
Covers unauthorised access to computers or computer systems (including with the intent to commit further criminal activity), unauthorised changes or deletion of data and covers malware, spyware and viruses.

► This type of attack is known as a 'distributed denial-of-service' (DDoS) attack and is illegal under the Computer Misuse Act. People have been convicted and imprisoned in the UK for participating in these kinds of attacks.

7

A player receives a death threat in a game. It is from someone they have been playing with for a few weeks. In the past they have both talked about living near Nottingham and the player who sent the threat now says they know where the other player lives. What should the player who received the threat do?

**C. Call the police on 101 and give them all the information they have.**

► Whilst logging off or ignoring this kind of threat may seem easier, it is much safer to report this to the police in case the threat is genuine. Unless you are concerned about immediate threat to life, it is better to call 101, rather than 999.



8

A teenager has been targeted online by an anonymous bully or bullies. The bullying has continued for a prolonged period and from several new accounts after each previous one has been blocked. Recently the bullying has escalated to include discriminatory language and vague threats of violence. What should the teenager do?

**C. Tell an adult they trust, and report it to the police by calling 101**

► Whilst reporting this behaviour on the platform where it is happening is important, it has not solved the problem. This teenager should tell an adult they trust so they can get further support and together they should consider reporting it to the police by calling 101. If they are concerned about any immediate danger they should contact the police on 999.

**Group size:** Small groups

**Timing:** 15 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.



## 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.**

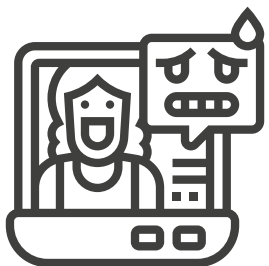
- Start by asking learners, “Why do some people say and do things online that they wouldn’t say and do offline?” Allow them to discuss and take some suggestions. Then display and read through the definition page.
- Next, display and discuss the Factors of Disinhibition. If you have time, ask learners 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.

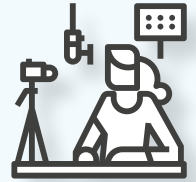
# Example Scenarios



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:** Whole group

**Timing:** 10-20 minutes

**Resources:** ■ Social Media vs. Gaming Handout



### Learner Outcomes

- I can describe how online technology allows access to and communication with global communities.



## Social Media vs. Gaming

Both gaming and social media allow people to interact with people from all over the world. This activity compares how people are treated on both and looks for differences and similarities.

Ask learners to decide if the statements apply to gaming, social media, both or neither. This could be done as a discussion with the whole group or a sorting activity in small groups or pairs. There are 8 main statements (see handout) with a list of others you might wish to use (see opposite).

If you find that pupils are falling back on saying 'both', take away this option and insist that they pick the one it is most relevant to.

Finish by asking learners the following key question:

**Is there a difference between how people treat each other and the relationships that form on social media, compared to those on games?**

### Optional additional statements

- Being online here feels like a bit of a popularity contest
- A place where you can connect with people from all over the world
- A place where you can de-stress
- A place where other people can get angry and rude
- A place that encourages healthy competition
- A place where you can learn new skills
- A place where you can just be yourself
- The chat here can feel toxic
- You can report people here who are disrespectful
- A place where you can learn about other cultures, places and people



1

A place with positive communities whose members support each other

2

A place where anyone can find other people like them

3

A place where hate speech is called out

4

A place where everyone is respected

## Social Media vs. Gaming?

5

A place where your gender changes how people treat you

6

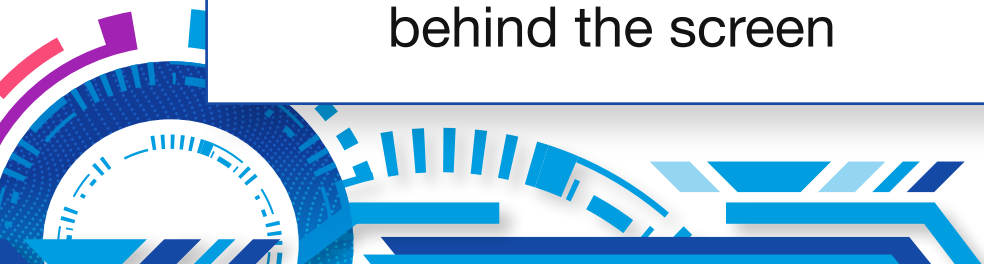
A place where you can escape from reality or be someone else

7

A place where people forget there is a real person behind the screen

8

The best place to interact with friends



**Group size:** Whole group

**Timing:** 10-20 minutes

**Resources:** ■ Moral Compass Points



### Learner Outcomes

- I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour.
- I can give examples of how anyone can adapt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political and religious beliefs etc.



## Moral Compass

This activity, inspired by the work of Mike Ribble, invites learners to explore different online behaviours by deciding whether they are ethically acceptable and justifying their responses.

Print the Moral Compass Points and display around your learning space. Read one of the behaviours from the list and invite learners to move to stand by the compass point which best describes their feelings about the given behaviour. Alternatively, print the compass points as cards and ask learners to hold up their chosen response.

After discussing each statement, ask learners:  
**What could someone considering this behaviour do that is more respectful and considerate?**

### Behaviours to share with learners:

- Abusing an opponent in a game to put them off
- Using hacks when playing against another player
- A player accepting a trade for something that they got for free
- Putting pressure on a friend to stay up late to play games
- Starting a game when you know one friend can't play now
- Publicly challenging a person with highly controversial views
- Mocking noobs
- Flirting with other players on a game
- Playing games with extreme violence
- Swearing at an opponent in a game
- Pretending to sexually assault another person's character in a game
- Posting comments anonymously on a friend's YouTube channel
- Going on a streamer's live chat to say you prefer their rival's stream
- A player not changing their behaviour around younger players
- Spending real money on in-game items that give you an advantage over other players
- Blocking a friend because they beat you in a game and won't stop gloating
- Switching to a different server/instance of an online game because other people are being toxic
- Quitting a game immediately because you don't like the players you've been teamed up with
- Privately telling a friend they need to practice before they are allowed to join again

# Moral Compass Points



**Right**

**Wrong**





**What's the  
big deal?**

**As long as  
they don't  
get caught**





**It's an  
individual's  
choice**

**Depends  
on the  
situation**



**Group size:** Any

**Timing:** 10-20 minutes

**Resources:**

- Groups Guru Scenarios
- Online Strategy Cards



**Learner Outcomes**

- I can demonstrate how to affect positive change in online groups when bullying behaviours arise.
- I can give examples of effective strategies that might achieve this (e.g. counter-narrative).
- I can identify bullying behaviours in a variety of online contexts (including educational and workplace settings) and can work cooperatively with others online to challenge those behaviours and prevent them recurring.
- I can assess and apply a range of more sophisticated strategies to deal with extreme forms of bullying (e.g. trolling and harassment in online forums).
- I can explain how to support others in need online and offline, both publicly and privately.

**1**

## Groups Guru

This activity examines how groups behave online by exploring a set of short written scenarios, where a young person is in a difficult situation and unsure how best to proceed. These can then be matched with or discussed alongside a set of strategy cards offering different possible responses.

The activity can be delivered in a number of ways, for example:

- As a whole group discussion, considering each scenario one at a time.
- In small groups, discussing one scenario then feeding back to the main group.
- In pairs or individually, with learners writing up their chosen advice.

Whichever approach is used, remind learners they can use a variety of strategies but should think about what would work best and what would be the best thing to try first when making their suggestions.

# Online Strategy Cards



## Speak to an adult

Speaking to an adult to tell them how you are feeling or to get advice and help is always a good option. Talking things through with a trusted adult means you are not handling this alone and they can help you decide what to do.

In some situations, it is best to go straight to a trusted adult so they can offer their support or find any extra help that might be needed.

## Respect

All of us are entitled to be treated with respect.

Sometimes people struggle to remember that it is another person they are playing a game with online. Even if it is someone you are playing with or against for the first time, that is a relationship that we should look after. People can need reminding people that it is okay to disagree, compete and clash in a game but that it should always be done in a respectful way.

Gaming should be fun for everyone and such clashes are upsetting for bystanders as well as the people involved.

## Be a role model

By behaving in a kind and respectful way, you can encourage others to do the same.

Sometimes it can be hard to challenge or say something but by treating others the right way you can make a difference.

## Step away

In some situations you might feel that you are not able or ready to respond. You might be really angry or upset so stepping away can be the best thing to do.

When you do step away you might choose to talk to someone or do some reading around the topic. You might also want to go and do something else all together. That is fine too.

## Counter-narratives

Point them in the direction of information that you have seen online that shows a different perspective. It is important that you do check what you share beforehand, but it should be something that you have read fully and have checked the information yourself.

Sometimes hearing another perspective can really help.





# Online Strategy Cards



## Report

Reporting tells the game that someone or something has broken their rules.

We know that gaming can be emotional and that some people struggle to contain those emotions but if you are or other players are being impacted you have the right to report it.

Reporting poor behaviour helps make gaming better for all players.

## Group power

Tackling something on your own can be difficult. If you see behaviour that you don't like, you might want to reach out to other players to talk about a joint response now or a way you will respond in future.

By joining together and having several people saying that this is not okay or establishing a way to play safely together, you can challenge negative behaviours effectively.

## Let them know you care

Sending a private message of support focuses on the person who is being impacted and shows them that you care.

You could see how they are and ask if you can help in any way.

## Talk to a friend

Talking something through with a friend can really help you emotionally and in deciding how best to respond. A friend might know the people involved or understand the game in a way that the trusted adults around you may not.

Be aware, in some cases it is best to go straight to an adult, such as if a young person is in any danger or might need extra support.

## Speak up

Sending a public message of support can be really powerful and encourage others to do the same.

You could post a supportive message or remind people to treat each other with respect.

If there is any hate directed at you for doing this, be sure to report them.

## Mediate

Mediating is about helping people to understand each other better to help them reconcile their differences. This is a really effective strategy if you have a good relationship with the people who are clashing or are a respected member of the community.

Ways to mediate include highlighting what they agree on and the fair points made.

A key point is that it is perfectly okay to disagree but people should try to understand different points of view.

# Groups Guru Scenarios



You are playing a game where you work in teams and compete as different nations. In your current game, you're playing as England and most of the players are using headsets. One player is amazing, but never speaks.

At the end of the match your team wins and everyone celebrates. Finally, the silent player speaks, congratulates everyone and asks to play again. After hearing the way they speak one of your team says: "Where are you from? Why are you playing as England?" Other players from your team join in and one mimics their accent.

*What should you do?*

You are an experienced gamer and well respected on most of the games you play now. A few weeks ago you were invited to join a chat away from the game with other similar players. Now you arrange when to play together and the people on there are often talking about ways to improve and things they would change about the game.

Recently there was an expensive update on one of the most popular games and many in the group are really annoyed about it. One of them says the group should teach the game company a lesson and set up an attack.

You think they are joking but then another players says they know how to do it. Now the group is openly discussing it.

*What should you do?*



# Groups Guru Scenarios



A gamer is livestreaming, and one person writes a long comment on the stream chat about how it could be better. Another person jumps on to say another gamer's live streams are better.

Very quickly, the fan groups start to clash. Subscribers and fans stick up for their favourite streamer and then start criticising the other and arguments break out between rival fans.

You are a fan of the first gamer watching events unfold. You know that the two streamers are actually friends and the drama is all for nothing.

*What should you do?*

You are part of a group of players on a popular online game. The leader of the group is very popular and opinionated, and most other players normally agree with them. Recently, a member of the group was forced to leave by the leader because they believed that this member was spending too much time playing with rival groups rather than their own.

You feel the leader has been overly harsh in their decision, which was supported by the majority of the group.

*What should you do?*

A popular game with a tough masculine hero has a sequel coming out. There is a lot of speculation and excitement amongst gamers in the online community you are part of.

When the sequel comes out the hero is a girl.

Many of the community are excited and see it as a positive move. Another group emerges who says it is 'politically correct nonsense' and start to pressure others into boycotting the game.

Some of the things you see make you wonder if you want to be part of the community anymore.

*What should you do?*

**Group size:** Pairs/ Small groups

**Timing:** 20-30 minutes

**Resources:** ■ Gaming Personas



## Learner Outcomes

- I can describe how online technology allows access to and communication with global communities.
- I can identify and assess behaviours that might be seen as bullying in different online contexts (e.g. close friendship groups vs public forums) and adjust my own behaviour accordingly.
- I can give examples of how anyone can adapt their behaviour to engage positively and sensitively with a diverse range of people taking into account gender, cultural sensitivity, political and religious beliefs etc.



## Hot Seat

If you think that some of your learners are not playing online games or are interested in it, these personas will help them to get a feel for what gaming offers and some of the issues in gaming. It will also help keen gamers to hear different perspectives. The personas can be used in a variety of ways, for example:

**Hot seating** – Ask learners to take on the role of one of the personas and prepare themselves to be interviewed. Give the rest of the group an idea of who they will be so they can write down some questions. Learners come to the front and are asked questions by the others.

**Let's have a chat** – Use this with pairs. Give out one persona per person and ask the pairs to have a chat about gaming whilst taking on the role of the persona they were given. Here are some issues and questions they could discuss.

- Is gaming good for relationships?
- How do people get respect on games?
- What are the best and worst aspects of gaming?
- Is gaming for all?
- Is gaming better than social media?

**Tell me something you didn't know** – Give out all or a selection of the personas to groups of 3 or 4 learners. Ask them to read through them and discuss them. After 5 or 6 minutes ask them to tell you something they did not know before reading the personas.

# Gaming Personas Page 1



## Persona 1



I am 15 and I would play games all day, everyday if I could. There is nothing better than taking down someone who thinks they are good. I will do anything I can to put someone off so I can beat them. I'm not really like that with people at school but online I have said some pretty bad things. I was reported a couple of times and thought I might be banned. It turns out the reports were not for some of the worst stuff I have said. I just see it as part of the game but I'm not proud of it. Sometimes I get really awful stuff said to me and somebody said they would try to find me on social media. That was not nice but I can't report people for doing the kinds of things I do. I feel pretty protected on games because I am just a username to them but I have toned it down a bit now. I see other players using racist and sexist language and making threats but I am sure they are just like me, trying to get an edge to win.

## Persona 2



I'm a girl who used to play as female characters but that did not go well. I got sexual comments in the chat, friend requests and private messages. I know that the female characters can be quite sexualised but why do people behave like this?

Some players who knew me defended me, but I got fed up with it and created a new account. I really like fantasy role play games because it is an escape and I loved playing as a whole range of characters. Now I only play as male characters and have an aggressive gamertag. It has meant that I don't get that abuse any more but I still see the same the same kind of comments directed at other players and sexist jokes being made. I have privately messaged those other players to see if they are okay. I haven't told them that I'm a girl because I'm worried that more people will find out. Most of the people are great and gaming is one of my favourite things to do. I just wish people could be themselves and that people would not behave this way.

## Persona 3



What people often don't see or understand about gaming is that it is a really supportive community. I am pretty good and I really like playing as part of a team. Good players want to team up with me and I have lots of friends in gaming. At school I remember in internet safety being told not to talk to others online. If I had followed that I wouldn't have made these connections and become part of this community. One of the gamers in our community got seriously ill last year and we were all really rocked by the news. Thankfully they are much better now. It may seem strange to some people but goes to show how close we are. Although I will probably never meet up with the people I game with, they have become a huge part of my life and I really value their friendship. The players I play with are from all over the world and I don't care if they are young or old or how they identify. I feel more accepted in gaming than I do anywhere else.

## Persona 4



When I was younger I loved gaming. There were lots of games I could play on my tablet and on my phone. I used to play against my little brother but when I got to the age of 12 or 13 I just didn't see games out there for me any more. I used to love those fun games where you just play with friends and family but it didn't matter if you won or lost. As you get older the games seem to be more about the amazing graphics, sports, fighting or shooter games. I don't have a problem with those games really but I just don't like them so I don't really game now. It is a shame but I've moved on.

# Gaming Personas Page 2



## Persona 5



I am a parent and I really liked gaming before but now I can't stand it. I am always having to tell my kids to get off their games to come for dinner or to go to bed or so we can go out. It has become a nightmare. I wish I had never got them into gaming. My parents never let me game so when I was in my 20s I was playing all the time. I thought it would be better if I introduced it earlier but it has really backfired. My ex doesn't let them have a console and complains that they are always asking for one. I look back and think that I was gaming too much and now I see it happening with my kids. I miss spending time with them.

## Persona 6



I play a few games but I got into it a lot later than my friends so I was playing catch up for a while. One way I found to get better was to spend money. I don't get left out of those chats in school now and there is a big group of us who play online. There are always new things being released and I really like following the latest trends but it is getting quite expensive and I don't want to get left out. Nobody ever says it but I feel under pressure and I'm struggling to keep up.

## Persona 7



I love gaming because I love competition. I know that some players shy away from that and prefer to play solo games but I'm the opposite. Playing against real people is great, especially when you win although I've learnt to lose graciously now.

Gaming allows me to compete with others in a way that I don't always get to elsewhere. I am a wheelchair user but that doesn't matter online - games are becoming more accessible too. I feel like there is something for everyone! It has been good to see more games characters with physical disabilities, but a friend pointed out that you don't see issues like anxiety or depression being covered so I hope that we see more representation for that too in the future.

## Persona 8



When I could not see my friends in person, we found that gaming was a great way to have fun together. If you had told me a year ago that I would be finishing my school work early so that I could play games with my friends, I would never have believed you! Gaming is a bit different to how I remember it. We aren't playing the complex games with amazing graphics, we play games with lots of chat and short rounds. I have even played with my mum and her partner and it was really funny. I cannot believe how sneaky my mum was! We have even gone back to play games we played when we were younger, which we all laugh about but I don't care. It is fun and makes me happy, which – let's be honest – can only be a good thing with everything else going on in the world!





# Gaming Personas Page 3



**Persona 9** Accessibility is really important to me and I am so pleased to see how gaming is leading the way. The voice commands, adaptable controllers, magnifiers and speech-to-text are all great features for me and people like me. I am Deaf so captions and speech-to-text help me most but I need some visual signals or my controller to vibrate when someone is sneaking up on me in battles. Teammates can sometimes get upset with me - they don't know I am Deaf so probably just think I'm not very good. I'm also left really confused on some of my favourite games because the instructions and little clues are not captioned. On the whole, gaming is doing really well but like most gamers, I want more!



**Group size:** Individuals

**Timing:** At least 30 minutes

**Resources:** ■ Gamer Dilemma Cards



### Learner Outcomes

- I can explain how to support others in need online and offline, both publicly and privately.
- I know how to appropriately challenge negative comments or expectations concerning my online identity.



## Gaming Guardians

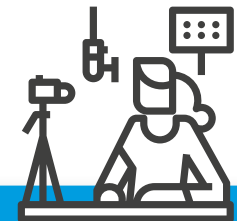
This task asks learners to give some advice to younger pupils in the form of a short video.

Provide learners with the 'Gamer Dilemma Cards' to select one they want to respond to. You could also ask them to write their own by asking: "What do you wish you'd known about gaming when you were younger?"

Give learners some time to plan or script their responses. This could be done individually or in groups.

If they need help with giving advice then you could print out the strategy cards from the Groups Guru Activity to help them.

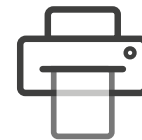
When making the short video they could hold up the statement or question they are responding to and show it to the camera before answering, or read it aloud.



**Some of your learners may have video editing experience and want to make something more professional. If learners give consent, why not share the videos on your school/organisation's website or social media channels? Or if suitable, share with a local primary school setting or youth club.**



# Gamer Dilemma Cards



I was rude to someone on a game to put them off and now I feel bad. I think they have blocked me so I can't say sorry. Is there something else I can do to make up for it?

Some of the games people play portray women in a really sexualised way. I have seen some really sexist comments too. Is that how all gamers think? If so, I don't think I'll be playing much longer.

Some of the games that my friends play portray people from my faith as the villains. They keep asking why I don't play the game and I don't know how to explain it to them. What should I do?

I am not able to game as much as my friends so they always make fun of me. My nan is really strict on school days and we only have one TV. I'm feeling a bit left out and I don't know what to do. Do you have any ideas?

I have seen messages, videos and links to chats that are really critical of the media and the government. Some of the stuff they say is really shocking and makes me upset. I am not sure if it is true and whether to trust these people. What should I do?

I am really pleased that there are more non-binary game characters these days but I sometimes see people complaining about it. Nobody ever says anything back. It should not all be on me but as a non-binary young person I want to do something. How do I respond safely and what should I do if I get attacked?

I'm a girl, but lots of my friends are boys. We get on really well, but I've noticed that when we play video games together they often make comments about the female characters or other female gamers as if I'm not there. How do I tell them I'm not comfortable with their behaviour?



Group size: Any

Timing: As long as you want

Resources: ■ Game Design Competition template (optional)

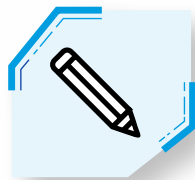


## Game Design Competition

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](http://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.

