



## PESTALOZZI TRAINING RESOURCES



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# RESPECT – Responsible attitudes and behaviour in the virtual social space (RESP)

## GameOverHate by

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## GameOverHate

### Brief description

This workshop called GameOverHate raises awareness for the toxicity of the gaming environment by sharing case studies, inviting the participants to reassess their favorite video games through game reviews and sharing the results online. The workshop will first collect positive experiences in gaming, followed by sharing negative cases to establish what gamers want and what situations they are playing in. Afterwards, interview is planned with a professional game reviewer, with a focus on social agenda in video games, to explain how a review is written and how to include the focus on societal implications. After that the learners will create their own game reviews focusing on hate by design and hate by the community and highlight good and bad mechanisms. When this is done, the reviews can be shared online.

### Expected outcomes

- ✓ Learners will increase awareness for hate and discrimination in video games
- ✓ We will reach out and inform a diverse online community
- ✓ Learners will shape the attitude of gamers involved in the project
- ✓ Learners will develop skills in analyzing hateful content in video games, critical reflection on player behavior and game design
- ✓ Learners will improve creative writing skills and media literacy for blogging and online publishing
- ✓ We will share insights into different game types and gaming communities
- ✓ We will collect good and bad practices on how to encounter hate and discrimination in video games
- ✓ Learners will develop inclination to see things from different perspectives (A\_EPIST\_3)
- ✓ Learners will gain ability to learn in a variety of ways from participation in groups (S\_COOP\_1)
- ✓ Learners will acquire knowledge about the different forms of discrimination and violence (K\_HR\_3)

## Activities

|  | Duration   | Methods used                               |
|--|------------|--|
| Activity 1: Introduction, getting to know each other | 45 minutes | Pair work, discussion                      |
| Activity 2: Case studies                             | 45 minutes | Discussion, case studies                   |
| Activity 3: Interview with a video game reviewer     | 45 minutes | Video chat, discussion                     |
| Activity 4: Making a review                          | 90 inutes  | Work in small groups, research and discuss |
| Activity 5: Presentations and publishing             | 60 minutes | Group presentation, blog making            |
| Activity 6: Evaluation                               | 30 minutes | Creating graffiti walls                    |

## Background and context

Gamers represent between 25-40% of young people (15-35) and include young people of very diverse background, interests and groups. Often young people withdraw from society and flee into the digital world, amongst other escapes gaming plays a big part in their community life and personal relations. What is intended to be a leisure time activity for many people often turns into a harmful environment quickly. Games can facilitate questionable societal representations; in particular gender representation in video games seem skewed. Online games add a personal connection between players that can fall into abusive behavior and exclusion. Sexism, homophobia and racism run rampant. Groups, who are marginalized offline, will find the same attitudes and behaviors online. In this context GameOverHate seeks to spread awareness of these issues and activate young people to share a critical mindset and act as role models towards the communities they are involved in.

## Activity 1: Introduction, getting to know each other

Duration: 45 min

### Expected outcome

- ✓ General introduction to the workshop
- ✓ Get to know each other
- ✓ Create an inclusive space to share openly
- ✓ Get a feeling for the knowledge of gaming culture in the group
- ✓ Familiarize yourself with the group
- ✓ Create a common understanding of gaming
- ✓ Establish a conducive environment for open discussion

### Methods/ techniques used

- ✓ Pair work
- ✓ Discussion

### Resources

- ✓ A4 paper and pencils

### Practical arrangements

- ✓ Room with tables and chairs

### Procedure

#### Step 1 (25 min)

- ✓ Introduce each other by your online persona (if participants don't already have one they need to think of one)
- ✓ Learners introduce each other by name and the name of their in game - alter ego.
- ✓ Each of them gets a sheet of paper and a different coloured pencil (if possible). The activity goes around for 5 turns. During each turn the participants in couples discuss a question posed by the facilitator then contribute a part to create an image of the online persona based on assumptions they get from the in game alter ego name of the person they are paired with. Each participant in the beginning writes the name of their in game persona on their piece of paper. During each turn papers are exchanged to add another piece to the picture, such as background, armor, or weaponry. The participants get the paper back at the end..

#### Questions:

- What do you enjoy in gaming? / Image: Character race (outline, size)
- What is better, cats or unicorns? / Image: Scenario (what kind of game), surroundings
- What was your favourite gaming moment? / Image: Armor
- What was your worst gaming related experience? / Image: Weapon
- What person you respect and why? / Image: Details (scars, tattoos, ect.)

Step 2 - Debriefing (20 min)

- ✓ First start with a round of names and everyone presenting the images of their characters. Afterwards follows a group discussion in big round.

Questions:

Does the image represent your in game persona? What did the people capture well? What surprised you?

What were the reasons for the image choices you made? How did it feel being pictured like that? What are the differences when people see your game persona and what assumptions might they make about you?

Tips for trainers

- ✓ Some triggers might be needed to get the creativity going. People are not necessarily familiar with a lot of game types and settings, as well as classes or races. This will be addressed during the debriefing.

## Activity 2: Case Studies

Duration: 45 min

Expected outcome

- ✓ Raise awareness of hate and discrimination in video games
- ✓ Get examples and cases as input to understand hate and discrimination in the gaming environment better
- ✓ Expose common arguments coming up in social discourse around video games
- ✓ Share strong examples to establish the problem better and its relevance

Methods/ techniques used

- ✓ Case studies
- ✓ Discussion

Resources

- ✓ Powerpoint presentation

Practical arrangements

- ✓ Enough space in the room
- ✓ If you can – provide another facilitator (you need 2), if not then you must balance between 2 groups

Procedure

Step 1 (20 min)

- ✓ Depending on the amount of trainers present split the group or do the discussion in

plenary. Usually simply naming the examples that will be presented helps for people to split according to interest. For this part we will use current case examples\* about hate and discrimination in video game communities. Videos work the best; they should be no longer than 15min length. Afterwards engage into a group discussion.

#### Step 2 - Debriefing (25 min)

##### ✓ Question examples:

What kind of hate did you find in the video? Which behaviour touched/shocked you the most? Have you ever experienced such behaviour in video games? Would you consider this typical behaviour in video games? Would you join a community that displays such behaviour? What options have the target of the hate/discrimination have? What kind of support could that person receive? What can you as a bystander do about such behaviour?

\*Examples can be found on our facebook page <https://www.facebook.com/gameo> (last accessed on March, 2015), our knowledge centre with some popular examples: [www.inclusivegaming.tumblr.com](http://www.inclusivegaming.tumblr.com) (last accessed on March, 2015) or on popular news outlets that support social agendas in video games such as [polygon.com](http://polygon.com) or [kotaku.com](http://kotaku.com)

#### Tips for trainers

- ✓ Especially recently there is a lot of concerns regarding political agendas in video games and video game journalism. The groups drawn to these concerns also often lash out against proponents of social change and a community approach towards communities. -> Be aware of ongoing debates! At the moment you can find a large scale debate under #gamergate, which made it to international media. Also common talking points against so called "SJW" ("social justice warriors") can be found in the comment sections of most articles concerning the feminist video game critic Antia Sarkeesian (who is also a common case you can use in the session).
- ✓ You should have a good feeling for the group and attitudes in it when selecting the cases. Some cases might be less interesting to discuss for the groups, others might be too shocking. -> Pay particular attention to people that have suffered similar treatment before (in examples or listen in on the getting to know each other on the question regarding worst experiences). Possibly pick two cases of different scale to give an option to avoid drastic reactions.

## Activity 3: Interview with a video game reviewer

Duration: 45 min

#### Expected outcome

- ✓ Gain the competency to critically reflect on content you like
- ✓ Learn about social effects of video games
- ✓ Learn how to review video games
- ✓ Sensibiliser for hate and discrimination in video games
- ✓ Reflect on the concept of respect in video games
- ✓ Reduce the threshold of participants to publish their own web contents

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| <ul style="list-style-type: none"><li>✓ Showcase problems in gaming communities</li><li>✓ Increase media literacy and media production skills</li><li>✓ Discuss social agendas in video games</li></ul>   |
| Methods/ techniques used <ul style="list-style-type: none"><li>✓ Video chat</li><li>✓ Discussion</li></ul>  |
| Resources <ul style="list-style-type: none"><li>✓ Beamer</li><li>✓ Internet connection</li></ul>  |
| Practical arrangements <ul style="list-style-type: none"><li>✓ Room with internet connection and projector</li></ul>  |
| Procedure <p>Step 1 (15 min)</p> <ul style="list-style-type: none"><li>✓ This session will be a video chat with a video game reviewer. As most of the popular video game reviewers are based outside of Europe video chat is the best mean to accomplish this. The reviewer should prepare an input of about 15min to explain how to review video games critically, even if you like them. Secondly they should focus on how to assess social issues in video games.</li></ul> <p>Step 2 (30 min)</p> <ul style="list-style-type: none"><li>✓ This leaves 30min for discussion. Steer the discussion towards feedback online and common arguments. Give the learners space to explore their barriers to write their own reviews.</li><li>• There is no debriefing in this session.</li></ul>  |
| Tips for trainers <ul style="list-style-type: none"><li>✓ Possible aggressive debates and negative attitude towards the video guest -&gt; As mentioned earlier in current debates journalism is a skill that is critically discussed in video game communities and the guests are aware of the situation. Give the guests space to explain their reactions to harsh attitudes and keep strong moderation up.</li><li>✓ No video game reviewer available -&gt; For this exercise the important part is to bring in expertise on the critical assessment of content you love. This can be done by any reviewer. Another important aspect should be to find a reviewer that is willing to speak about social agenda in video games (or the content they review). Here we strongly recommend the pages “Polygon”, “Kotaku” and “Rock, Paper, Shotgun” to find suitable reviewers. If you want to avoid English as an interview language, check your national news media. You will most likely have to switch to another medium but video games for the interview.</li></ul> |

## Activity 4: Games Reviews

Duration: 90 min

### Expected outcome

- ✓ Gain the competency to critically reflect on content you like
- ✓ Learn about social effects of video games
- ✓ Learn how to review video games and apply that knowledge
- ✓ Getting to know how to do a video game review
- ✓ Reflect critically on video games and their communities
- ✓ Sensibilise for hate and discrimination in video games
- ✓ Reflect on the concept of respect in video games
- ✓ Reduce the threshold of participants to publish their own web contents
- ✓ Showcase problems in gaming communities
- ✓ Increase media literacy and media production skills

### Methods/ techniques used

- ✓ Work in small groups
- ✓ Research and discuss

### Resources

- ✓ Internet connection
- ✓ Participants devices

### Practical arrangements

- ✓ Room with internet access

### Procedure

#### Step 1 (20 min)

- ✓ During this session the participants are split into very small groups, preferably group size 2-3. They need to pick a game they wish to review.

#### Step 2 (40 min)

- ✓ Invite participants to check existing reviews on the game they picked and look into gameplay, either by playing the game on their devices or checking videos on youtube and twitch.tv.
- ✓ Research and discuss

#### Step 3 (30 min)

- ✓ For the review they should discuss the concept of respect in video games and consider how does it show in two aspects:
  - Hate/Discrimination by design: A game can contain harmful content and promote negative



values through its design and game mechanics. Examples are skimpy costumes on female heroes, as an expression sexism or rude gestures and game animations that are offensive. There can be also discriminating game mechanics, such as “bad word filters” which restrict the use of words such as “gay” or “homosexual”, to prevent harassment to these groups. At the same time these filters block the self-expression of those groups and are a not very effective tool.

- Hate/Discrimination by community: This is not necessarily an aspect directly linked to playing the game but can also happen outside the game. Here participants should look how community management is handled, if the community is showing aggressive behaviours and what opportunities they have to express themselves. This can contain in game messages, forums, twitter hashtags etc.

- Debriefing of the previous two exercises will be the next session.

#### Tips for trainers

- ✓ Some learners might want to review a game they are not familiar with. -> Generally you should strongly advise to review games they are familiar with, otherwise finding the information will take ages and they will not be able to write a very informed review.
- ✓ Timing -> People will always have trouble with timing. It is important to make clear the timeline from the start and keep reminding what step they should be in at the moment.

## Activity 5: Presentations and debriefing

Duration: 60 min

#### Expected outcome

- ✓ Gain the competency to critically reflect on content you like
- ✓ Learn about social effects of video games
- ✓ Apply the participants knowledge on game reviews
- ✓ Enhancing the ability to give feedback
- ✓ Reflect critically on video games and their communities
- ✓ Sensibilise for hate and discrimination in video games
- ✓ Reduce the threshold of participants to publish their own web contents
- ✓ Showcase problems in gaming communities
- ✓ Increase media literacy and media production skills

#### Methods/ techniques used

- ✓ Group presentation
- ✓ Blog making

#### Resources

- ✓ Beamer
- ✓ Internet connection
- ✓ Participants devices
- ✓ Flipchart paper

Practical arrangements

- ✓ Computer room or room with internet access

Procedure

Step 1 (15 min)

- ✓ During this session participants are invited to present the results of their work on reviews. Keep the time limit short (max 3min) to not get into detailed debates. Keep criticism for the end of the round. After a round of presentations the debriefing starts.

Step 2 - Debriefing (45 min)

- ✓ After a round of presentations the debriefing starts. Participants can give feedback on each other's presentations, keep this short as it can go into long discussions.  
Raise the following questions:  
Was it easy for you to write the review? What was the most difficult part in the process?  
Did you easily agree in your group? Are you confident in your review? What forms of hate by design did you find? What forms of hate by community did you find? Did these findings influence your review of the game? Should these issues be part of a review of a game?  
Would you publicise your opinion piece?
- ✓ For those interested in publishing their opinion pieces use the last 15min of the session to upload and publish on simple blogs and/or youtube. Collect links for all online documents and make sure if people want to you share them.

Tips for trainers

- ✓ Presentations take too long -> In my experiences so far people easily drift off and start arguing about their presentations. Keep audience interference to a minimum and keep an eye on the clock during presentations.

## Evaluation and impact assessment

Duration: 30 min

### Expected outcome

- ✓ Indicate possibilities to follow the programme
- ✓ Gather feedback and recommendations from the group
- ✓ Upload reviews if applicable

### Methods/ techniques used

- ✓ Graffiti walls

### Resources

- ✓ Flipchart paper
- ✓ Markers

### Practical arrangements

- ✓ Ensure enough space in the room

### Procedure

#### Step 1 (20 min)

- ✓ Hang up flipcharts and have learners use post its to leave messages. Each flipchart has a different topic:
  - How the workshop changed my online behaviour
  - What I take from today
  - What I would like to discuss more in the future
- ✓ They can create graffiti wall

#### Step 2 - Debriefing (10 min)

- ✓ One word summary in the big round and closing.

## References

[www.facebook.com/gameoverhate](http://www.facebook.com/gameoverhate) (last accessed on March, 2015)

[www.inclusivegaming.tumblr.com](http://www.inclusivegaming.tumblr.com) (last accessed on March, 2015)

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