

Resource:

What's it like to be a girl gamer?



<https://www.bbc.com/ownit/the-basics/girl-gamers-online>

»» Video: 3 mins 9 secs

»» Article: 1 min read

Learning objectives:

- »» 'I can describe ways people who have **similar likes and interests** can get together online'
- »» 'I can explain what it means to '**know someone**' online and why this might be **different** from knowing someone offline'
- »» 'I can describe **strategies for safe and fun experiences** in a range of online social environments (e.g. livestreaming, gaming platforms)'
- »» 'I can describe some of the ways people may be **involved in online communities** and describe how they might collaborate constructively with others and **make positive contributions** (e.g. gaming communities)'

Content summary:

- What's the best thing about gaming?
- What is it like to be a girl who games online?
- How do you react to mean comments in the chat?
- How do you build respectful friendships online?
- How do you stay safe?

Glossary:

- **Streaming:** Sending media such as video, music or games to digital devices in real time without it being downloaded first
- **Immersive game:** a game that makes you feel like you are actually in the game world, and that your character is real
- **Trolls:** people who deliberately try to upset, provoke or start a row online, usually by making many negative comments
- **Stereotypes:** a fixed idea that many people have about a thing or a group that is often untrue or only partly true.
- **Empower:** having or giving someone power and control over their behaviour, actions and the way they live their life

<p>Topic introductions and starters</p>	<p>Before the video:</p> <ul style="list-style-type: none"> • Ask pupils to write down their current understanding of the key phrases and words from the glossary - either independently or in pairs with discussion <p>After the video:</p> <ul style="list-style-type: none"> • Check new understanding of the key vocabulary and correct any misconceptions • Make their own glossary using the agreed definitions from class discussion – add illustrations • Make an advert for an inclusive game that welcomes all types of players
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<p>Discussion Points</p>	<ul style="list-style-type: none"> • Do you think girls play online games as much as boys? Why wouldn't they? • Are online games made for boys rather than girls? Do they have more male characters? • Is it good to want to be immersed in a game? Should we avoid pretending we are other people? Is real life better? • When is the right time to ban someone? After one mean comment? After two warnings? Or is it never ok to ban or block? • Are friends you make online 'real' friends? Can you only be friends with people in real life, or are online friends the same? • What are gender stereotypes? Are there really things boys can do that girls can't, and vice versa? Why do some people think that?
<p>Fillers and fast finisher activities</p>	<ul style="list-style-type: none"> • Make a list of the questions the three gamers answer and the answers the three girl gamers give– summarise the answers in one sentence • Create an illustration using speech bubbles or screenshots from the video showing what the three girls said • Make an acrostic poem or article use GAMER as the first letters of each line • Write a list of positive and negative aspects of being a gamer – either a boy or a girl • Roleplay: In pairs, one takes on the role of a gamer and the other asks the same questions as in the video – substituting boy/girl as appropriate – the gamer answers the questions – then swap roles • Roleplay: An extension of the above – ask boys to answer as if they were a girl gamer and vice versa
<p>Signposting potential homework activities</p>	<ul style="list-style-type: none"> • Show the video to friends and family and discuss the issues raised – have they ever experienced the impact of various stereotypes online – not only in gaming? • Try writing an acrostic poem using the letters from STEREOTYPE as the first letter of each line • Write a letter to a games company asking them to make their games less stereotypical or more inclusive

Test your knowledge with an Own It Quiz

<https://www.bbc.com/ownit/the-basics/girl-gamers-quiz>

Project Evolve has further resources to help cover these learning objectives.
Please note that registration is required to access these materials.

- »» ['I can describe ways people who have similar likes and interests can get together online'](#)
- »» ['I can explain what it means to 'know someone' online and why this might be different from knowing someone offline'](#)
- »» ['I can describe strategies for safe and fun experiences in a range of online social environments \(e.g. livestreaming, gaming platforms'](#)
- »» ['I can describe some of the ways people may be involved in online communities and describe how they might collaborate constructively with others and make positive contributions \(e.g. gaming communities\)'](#)