

SELF IMAGE AND IDENTITY

Resource:

[Kane tackles hate in online gaming](#)



<https://www.bbc.com/ownit/its-personal/kane-tackles-hate-in-online-gaming>

» Video: 2 mins 57 secs

» Article: 2 min read

Learning objectives:

» 'I can explain ways in which someone might **change their identity** depending on what they are doing online (e.g. gaming; using an avatar; social media) and why'

» 'I can describe positive ways for someone to **interact** with others online and understand how this will **positively impact** on how others perceive them'

Content summary:

- Positives of gaming
- Focus on encouraging your team
- Problems: combatting toxic behaviour
- Play with people you know
- Taking screen breaks
- Talk to an adult if it gets too much/feels unsafe

Glossary:

- **Gamer:** someone who plays games
- **Avatar:** an online persona
- **Identity:** a set of qualities that make a person who they are
- **Interact:** to communicate with
- **Positive:** A force for good
- **Negative:** A force for bad
- **Toxic:** to behave in a negative and harmful way that directly affects others



Topic introductions and starters	<p>Before the video:</p> <ul style="list-style-type: none">• Ask pupils to write three positive and three negative experiences with online gaming - don't share this with others <p>After the video:</p> <ul style="list-style-type: none">• Check pupils' understanding of the key vocabulary – gamer, gaming, avatar, identity, interact, positive, negative, toxic• In pairs write simple one sentence 'dictionary' definitions of key vocabulary – share with class, and decide on the best version• Summarise the key points - either in pairs or as a class - discuss and agree on a final summary• Explore some of the slang words used in the video - toxic, noob, thick skin, troll, pwned, geek - can you agree on definitions?• Make a list of positive and negative things about online gaming - are some things on both lists?• In pairs, make a list of ways to deal with negative feelings and behaviour when gaming - share with the class
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<p>Discussion Points</p>	<ul style="list-style-type: none"> • Why do you think people get so angry/upset when playing a game? Worrying about winning? Feeling the pressure? Want to keep up their reputation? Don't want to let team mates down? • What would you say to someone who has experienced negative reactions while gaming? Ignore it? Give as good as you get? Report it? • How can you tell the difference between banter and bullying? When does banter go too far? How much should you be able to take? • Have you ever felt like saying something negative when gaming? Did you find a way to avoid it? Did you feel peer pressure? • Have you experienced gamer hate? How did it make you feel? Were you able to brush it off? How did you respond? • When should you ask for help? Feeling unsafe? It feels more like bullying? Worried about a friend or team-mate?
<p>Fillers and fast finisher activities</p>	<ul style="list-style-type: none"> • Create a memorable slogan to help gamers stay cool under pressure • Make a wordsearch or crossword using gamer vocabulary for classmates to try out • Create a quiz about gamer slang - true/false questions about definitions
<p>Signposting potential homework activities</p>	<ul style="list-style-type: none"> • Make a top-tips poster for positive gaming behaviour • Make a self-checklist to use during game play to support your own positive behaviour and reactions • Write a help guide with tips for helping a teammate who is not coping well - how can you help them? • Create a job advert for a "Perfect Gaming Team Player" with a list of attributes needed - stays cool under pressure, helps teammates, etc



Test your knowledge with an Own It Quiz

<https://www.bbc.com/ownit/its-personal/tackling-online-hate-quiz>

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

»» [Link: 'I can explain how identity online can be copied, modified, or altered'](#)

»» [Link: 'I can demonstrate how to make responsible choices about having an online identity, depending on context'](#)