SELF IMAGE & IDENTITY

BBC OWN IT
Teacher Notes

Resource:

What's it like to be a disabled gamer?

What's it like to be a disabled gamer?

Video: 4 mins 55 secs **Article: 1 min read**

Learning objectives:

'I can explain how people can **represent themselves in different ways** online'

'I can identify & critically **evaluate online content** relating to gender, race, religion, disability, culture & other groups & **explain why it is important to challenge & reject inappropriate** representations online'

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

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

'I can describe issues **online that could make anyone feel sad, worried, uncomfortable, or frightened**. I know & can give examples of how to get help, both on & offline'

Content summary:

Stacey, Alan & Vivek all have different conditions but all love gaming.
They answer the following questions:

• When did you get into gaming?

• How do you feel when you can't access or play a game?

• What is it like to be a disabled gamer?

• How do you react to mean comments in the chat?

• Have you ever been treated differently for being a disabled gamer?

• What are your hopes for disabled gaming?

Glossary:

• **Avatar :** a graphic, icon or image that represents someone in a computer game
• **Disability:** a physical or mental condition that makes it difficult for someone to do everyday activities
• **Accessible :** something that everyone can use or a place that everyone can visit
• **Barrier :** something that blocks the way or stops people from having access to something
• **Isolated :** separated from other people or things, being alone & cut off from others
• **Perspective :** a specific point of view – what something looks like from a specific viewpoint
• **Self-worth:** the opinion you have about yourself, how much you respect your own achievements & value
• **Streamer :** a gamer who posts videos of themselves playing a computer game, either live or pre-recorded
• **Represented :** shown, visible, being seen – often used when specific groups feel un-represented – i.e. not shown

Topic introductions and starters	**Before the video:** • Ask pupils to write down their current understanding of the key phrases & words from the glossary **After the video**: • Check new understanding of the key vocabulary & correct any misconceptions • Explore how words & phrases can come to mean different things in different contexts & are used differently by various groups of people – e.g. accessibility, representation

Discussion Points	• **What would make a game not accessible to a disabled person?** Would it be the same for all types of disability? How could game makers improve accessibility? Should it be the law to give equal access? • **Is our school accessible?** (You could look at your school policies that deal with this) • **What is accessibility in the wider world?** Does it just mean being able to use something, or is it more about being able to do the same things at the same time & with similar effort? • **Is it OK to ask someone questions about their disability?** Definitely not – it's private… Yes, so you can help them if they need it… **Does representation really matter in games?** Does it matter if it isn't real life? How does it make someone feel when people like them are represented in games? **Roleplay** Discussion between a game company manager & someone who thinks games should represent everyone – provide a list of possible under-represented groups - make the case for equal visibility
Fillers and fast finisher activities	• Create an avatar for yourself – draw using pencil & paper or digital imaging tools • Create a game card for yourself like the ones at the beginning of the video – either use the gaming categories or choose your own interests – e.g., sport, watching videos, cooking, playing with friends etc • Make a list of the suggestions given by the three gamers & create a top tips advice leaflet/card/poster • Write an acrostic poem or article with ACCESSIBLE as the first letter of each line
Signposting potential homework activities	• Share the video with friends & family & discuss any experiences they have had with the issues raised. • Make a word search or crossword puzzle using keywords from this topic for your classmates to try in school

Test your knowledge with an Own It Quiz
https://www.bbc.com/ownit/its-personal/whats-it-like-to-be-a-disabled-gamer-quiz

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

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