RESPECT: TEAMMATES AND OPPOSITION

LESSON OBJECTIVE – To gain a deeper understanding of a healthy and positive team-spirit, with a focus on empathy/mutual respect for teammates and other players through structured group discussion and learning exercises.

LESSON OUTCOMES – To be able to recognise and provide examples of how respect and empathy can improve the gaming experience for themselves, teammates and other players.

REQUIREMENTS FOR LESSON:

TIME	30-45 Minutes
MATERIALS	Pens/paper for group. Tape, chalk, string, or an existing straight line on the floor.
SLIDES	(Provided)
SLIDE ONE	RESPECT
SLIDE TWO	EMPATHY

THE CYBERSMILE FOUNDATION

LESSON GUIDE

STEP 1: INTRODUCTION

Introduce the group to the title, and the outcomes and objectives. Start the introductory discussion by asking the group to consider how empathy and respect can positively impact gameplay and team cohesion. You can prompt the group to consider/discuss the following points:

- **Strategies and teamwork.**
  - Understanding player abilities and skill levels without negative judgments.
- **Problem solving.**
  - Seeing a player's point of view when assessing difficult or heated situations, listening to other opinions.
- **Us and them mindset.**
  - Avoiding dehumanising teammates/opponents, grace in victory and defeat.
- **Performance.**
  - Recognising that we all make mistakes/have a bad game - non-judgmental feedback/team support - avoid devaluing teammates.
- **Perspective.**
  - Recognising opponents as fellow players – contribute to creating respectful competitive environments - discuss why/how this can be challenging.

THE CYBERSMILE FOUNDATION

STEP 2: RESPECT: GROUP EXERCISE
Show Slide 1 to group.

- Ask the group (if a large group, split into smaller groups) to list five examples of how other professional sports persons/teams, outside of digital gaming, show respect to their team members, and another five examples of how professionals in other sports show respect to opposing teams/players. (When thinking about these examples prompt the group to also think about different types of disrespectful behaviours.)

- Then ask the group(s) to look at the examples and think about how these behaviours relate to the digital gaming environment and their own in-game experiences. Discuss ways in which players can, or already do, show respect to each other and opponents.

- When looking at in-game examples ask the group to consider how behavioural boundaries have been established in other sports and how/where these boundaries may lie in gaming, e.g. when does banter become unacceptable harassment?

- Lastly, ask the group to draw up a list of tips that they feel would help new players or teammates. Five tips for respecting teammates and another five for respecting opposing players/teams.

- If time allows, ask the group to also consider how sometimes in-game communication is not always easy and some responses can be misinterpreted. Little or no response may mean a player is just struggling to find time to type, not being rude or disrespectful.

STEP 3: GROUP ACTIVITY - EMPATHY
Show Slide 2 to group.

- Ask the group to stand in a line facing forward. Create a line in front of the group using chalk, string, tape or an existing line.

- Ask the group a number of questions about negative or upsetting game/team experiences that they may have encountered (see Notes).

- For each question, ask that anyone who has been through or feels strongly about the experience to step forward, over the line, turn around and face anyone who has not crossed the line.

- Ask the group not to talk at all, but to reflect on how the people who are on the opposite side of the line to them feel. (If all of the group cross over the line, they can reflect on how each other may have experienced the scenario).

- After a minute, ask the group to come together again and move onto the next question. Repeat for each question, (between 6-10 different questions), keeping a note of the questions.

- Now sit the group down together and discuss each question from different perspectives, as victim, witness and also as perpetrator.

- Finally, ask each person to write on a small piece of paper, in one sentence, why they think empathy is important. Fold and then mix up the pieces of paper, hand out to the group and ask each person (or a selection from the group) to read out what is written.

NOTES:

For this exercise, aim to develop 6-10 questions relating to negative or potentially upsetting scenarios. These can be discussed and developed with the group before the exercise starts or pre-prepared by workshop leaders. Here are some examples that can be used or to prompt group discussion:

"Have you ever…."

- Felt intimidated or unwelcome by other teammates?
- Felt that your opinions/strategies are not appreciated or acknowledged?
- Been targeted by harassment?
- Supported a teammate who is having a rough time?
- Supported a teammate or opponent who is being harassed?
- Unfairly criticised or harshly judged another player either verbally or in chat? Or did you just think it and not communicate it?
- Felt uncomfortable about a teammate being attacked for poor performance?
- Worried that your skills were inadequate?
- Felt that your contribution is not appreciated?

EVALUATION

Ask the group to think about what they have learned in the lesson and to develop a set of at least 6 team rules/codes of conduct that they feel would encourage player empathy and help to create respectful gaming environments.

Finally, ask each student to choose the one rule that they feel would contribute most to improving the game experience. The group can discuss the merits of each one and take a vote to rank the rules with the first being the most important.

THE CYBERSMILE FOUNDATION