

Gaming with Positivity

15
minutes**What You'll Need:** [Video](#) • [Student Handout](#)

CASEL FOCUS: Relationship Skills

Learning Objectives

- Reflect on positive examples of social interactions.
- Identify ways to develop positive relationships when interacting online.

Activity Steps

1. **Ask:** *What are all the different ways you communicate with your friends? Face-to-face? On your phone or computer?*

Invite a handful of students to share their partner's responses. As students share, capture their answers on the board.

2. **Point** to the answers you captured and ask: *What do all of these types of communication have in common? Why do we engage in them?*

Invite students to share. Clarify that these are all **social interactions**, where the purpose is to connect with others and have fun.

3. **Say:** *Today we're going to be talking about online social interaction and online gaming, and ways that you can keep them fun and positive. We're going to start by watching a video. As you watch, pay attention to all the social interactions that take place.*

Optional: Distribute the [Student Handout](#) and have students complete Question 1 as they watch the video.

4. **Show** the [Keeping Games Fun and Friendly](#) video (2:15 minutes).

After showing the video, invite students to share out.

- Téa and Sabrina were working together to move on to the next stage of the game.
- Cody was being a griefer and preventing Téa and Sabrina from getting to the castle. Explain that **griefing** is angering people in a video game by being mean and destructive, or by cheating.
- The knight sent a message to Sabrina to try to get Sabrina and Téa to team up with him.



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- Another day, Téa teamed up with the knight and got a weird feeling from that player.
- 5. Lead a class discussion exploring the questions below.

Optional: Have students complete Questions 2 and 3 on the [Student Handout](#) independently before having a group discussion.

Discussion Questions

Say: *What you say or post online can have an impact on others, whether or not you know the person in real life, so it's important to consider the things we can do to keep interactions fun and positive.*

Ask: *From the video, what are examples of actions the characters took to be positive or to avoid a risky situation?*

- Téa and Sabrina teamed up to advance to the next level in the game. They listened to each other and followed each other's advice.
- Cody was being negative and trying to start a conflict. Sabrina and Téa tried to talk to him to get him to stop. He continued interrupting the game, so one of them blocked him.
- Sabrina wasn't sure whether it would be a good idea to team up with the knight. Téa shared her previous experience playing with the knight and helped them make the decision that it was better not to team up with that player.

Say: *It's important to remember that social interaction can take place in many different ways when you're online, such as through messaging, on social media, or even within an app that you use for learning.*

Ask: *Think about a setting where you interact with others online. What is that setting? What can you do in that setting to help you keep your interactions positive?*

Answers will vary, but encourage students to be specific about the tool or setting. Sample responses:

- Being kind to those they interact with, supporting a friend who may not be having a good time or if someone is being mean to them
- Encourage students to also think about tools and settings, such as blocking someone that is being disruptive, and reporting or muting comments that are causing conflict.

Send home the family conversation starter for this activity, available in [English](#) and [Spanish](#).

To go deeper on this topic, check out the full lesson: [Keeping Games Fun and Friendly](#).



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