Tackling Online Hate Speech?
Play Your Role!

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Abstract. This article seeks to present and analyze methods to combat online hate speech using gamification and video games. Taking as a starting point the project "Play Your Role: Gamification Against Hate Speech", funded by the European Commission's programme, Citizenship, Rights and Justice, which is related to the ONu's goal 16, Peace, Justice and Strong Institutions, we will contextualize and present a set of complementary and interrelated tools, such as online video games, pervasive games and pedagogical itineraries to counteract online hate speech, through gaming culture and connected social spheres as a motor for the promotion of mediatic literacy and digital citizenship.

Keywords: Hate speech · Sustainable development · Serious games · Video games · Pervasive games

1 Introduction

The popular Role-Playing Games (RPG) are a genre of games in which the player assumes the role of an imaginary character, in a certain fictional world. The narrative is defined in a script and based on a system of rules. RPG originated from tabletop or pen-and-paper and evolved in the last decades to the digital and multiplayer environments, mediated by artificial intelligence. The name of the project "Play Your Role: Gamification Against Hate Speech"[1], a case study we meant to analyze in this article, quibbles with the role-playing concept - becoming someone else, somewhere else - and with the idea that events come about through consequential choices made by the player.

The starting point of the project, a multilingual initiative implemented at a European level, funded by the programme "Rights, Equality and Citizenship"[2] of the European Union, enabled the collection of data regarding interactions of young players in online games, gaming platforms and communities of gamers, which were analyzed to understand and find effective ways to prevent hate speech from proliferating in digital game

[1] Additional information at https://www.playyourrole.eu.

[2] This programme intends to contribute to the further development of an area where equality and the rights of persons, as enshrined in the Treaty, the Charter and international human rights conventions, are promoted and protected. Additional information at https://ec.europa.eu/justice/grants1/programmes-2014-2020/rec/index_en.htm.

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environments. For this previous study we selected students of both genders, living in Portugal, Italy, and Lithuania. The sample consisted of 572 individuals, 246 female and 291 males, divided between Italy (195), Lithuania (228) and Portugal (149). The age of the respondents varied between eleven and twenty years old, with a predominance of individuals with 12 years[3]. As a practical result of the data analysis, a set of pedagogical tools were created to instigate players and the communities to engage in and promote approaches aiming at change and learning.

The 16th global goal for sustainable development aims to promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels. Children and youngsters are exposed to many forms of violence in the physical world. This phenomenon drifted to digital environments, where toxicity and disruptive behavior can be found, such as expression of hate speech, in the form of online blasphemies and insults. The power of words can be revealed by the influence the content has on opinions and actions, showing that violent speech can in fact have consequences outside and inside the virtual world (Hurley, 2004). According to the Sustainable Development Goals Report 2020[4], provided by the United Nations, the impact of COVID 19 on children's risk of exposure to violence due to lockdowns and associated school closures, which have affected the majority of children globally, is still yet unknown, however it is revealed that the use of the Internet for remote learning may have increase children's exposure to cyberbullying and risky online behavior.

Because they often violate the dignity of others, hate messages offer strong justifications for the need to limit them. Mechanisms that allow the authors of such messages to be silenced and banned from certain platforms for a limited time have been implemented and studied. However, despite their complexity, combating and eradicating hate speech are not the only tasks that emphasize the need to analyze and deeply understand hate speech. This research on this type of content also seeks to understand what the expression of hatred is, where it comes from, what causes it, how it rises, how it spreads on the Internet and, above all, what consequences it propagates over the network. A better understanding of the dynamics of hate speech can allow us to come up with innovative and creative responses to this problem, which allow us to go beyond certain solutions, such as repression and silencing.

In this article we intend to analyze online hate speech in the games environment, as a part of players' everyday experience and we propose counter narratives and pedagogical tools in the form of serious games, pervasive games and pedagogical itineraries to counteract the tendency of hate speech. The analysis of the state of the art reinforces that parents and educators, as well as the creation of ludic tools for educational purposes, the so-called serious games, can play a key role in the prevention and awareness of online conduct, preparing young players to deal with hate speech situations, through the promotion of empathy, as well as a safe environment of tolerance and inclusion.

[3] More statical information conclusions resulting from this inquiry can be found in the projects report: https://www.playyourrole.eu/wp-content/uploads/2020/07/PYR-research-report.pdf.

[4] https://unstats.un.org/sdgs/report/2020/The-Sustainable-Development-Goals-Report-2020.pdf.

2 Online Hate Speech and Toxicity

Acting out fictional dangers which, despite being controlled, seem real, can provide a certain aesthetic fascination [29]. Symbolic arenas are based on this principle and determine the general tendency of contemporary culture to use playful dynamics and mechanisms: gamification. Huizinga [15] theorized about the game as a fragment of the spatio-temporal narrative where the player acts out a parallel experience and he also underlined the essential importance of the game in the cultural construction of any society. The intimate relationship between games and new technologies leads to the emergence of new socialization networks.

The manifestation of opinion that incites hatred towards individuals or groups, giving words the power to hurt physically, characterizes hate speech. Online Hate Speech has been addressed in Europe for some time now, in the public discussion as well as at political and institutional level. The definition of hate speech online has been widely debated on a global scale and toxicity has been a topic of broad discussion in game studies since the early 2000s. Researchers on the topic describe it as a set of behaviours that one categorizes as toxic in relation to constantly renegotiated and evolving social norms [1]. According to Kwak and Blackburn [20] toxic behavior, also known as cyberbullying, griefing, or online disinhibition, "is bad behavior that violates social norms, inflicts misery, continues to cause harm after it occurs, and affects an entire community". Despite the various definitions proposed by researchers in the recent decades, it is unanimous that the greatest difficulty in understanding and analyzing the phenomenon is its subjective character. The legal outlines of the definition vary according to cultural, political and legislative aspects evident in different countries. Ignio Gagliardone, Danit Gal, Thiago Alves and Gabriela Martinez, authors of the Countering Online Hate Speech manual published in 2015, by UNESCO [6], state that the speed and reach of the Internet, as well as the space of social media, make it difficult for governments to legislate and enforce laws regarding online hate speech, timely.

The virtual world reflects multiple tensions, the expression of conflicts between different groups within and across societies, clearly mirroring the transformative potential of the Internet, which offers both opportunities and challenges, while searching for a complex balance between fundamental rights and principles, including the freedom of expression and the defense of human equality and dignity.

Although a final, legal and global definition of hate speech is not yet consensual, according to the United Nations, it can be understood, as any type of communication or behavior that uses derogatory or discriminatory language when referring to an individual or a group, based on personal characteristics, in other words, based on religious, ethnic, racial, gender or another distinctive identity feature. The European Union, one of the institutions which pioneered in defining this type of content, also defines hate speech as a public incitement to violence or to hatred directed at groups or individuals, based on certain characteristics, including race, color, religion, descent and national or ethnic origin.

In order to prevent the spread of illegal hate speech, on 31 May 2016, the European Commission, together with Facebook, YouTube, Twitter and Microsoft, agreed a "Code

of Conduct"[5] in the effort to respond to the challenge of ensuring that online platforms do not offer opportunities for illegal online hate speech to spread virally. However, the evaluation of the Code of Conduct on countering illegal online hate speech carried out by NGOs and public bodies shows a fourfold increase in the reports of hate speech. According to the Interactive Software Federation of Europe[6], in 2019 the main reason for reporting online hate speech was xenophobia (17.8%), which includes anti-migrant hatred. Xenophobia, together with anti-Muslim hatred (17.7%), as the most recurrent ground of hate speech, followed by ethnic origin (15.8%).

3 Hate Speech and Freedom of Speech

Hate speech in video games is often the result of the interactive dynamics among players, in unmoderated activities, such as team building, sharing strategies and chats, which can result in real-time conflicts. Game platforms and communities are a common medium to spread this type of discourse. Resorting to censorship as a response to these expressions of hatred can sometimes oppose freedom of expression, a pillar and an achievement of democratic societies, the foundation of self-realization, autonomy, democracy and truth [11]. Can censorship be justified to combat and react to hate speech?

The game platforms and communities usually serve as a means for the propagation of toxicity and hate speech. Discord, which allows the creation of chats and groups to unite players, already imposed its position against hate speech by banning several users linked to neo-Nazi or white supremacy ideologies and forbidding harassment or threatening messages. On the other hand, Steam, the gaming community, and store, refused to block games or content in defense of the right of decision, reaffirming itself as a game market closed to cultural disputes. Twitch and YouTube are other platforms allowing to watch live streams of almost everything, including games. The content goes live without filters, so it is impossible to predict any inappropriate actions. Live streamers can become stars, like PewDiePie, one of the most subscribed YouTuber, influencing players to act according to certain kind of attitudes.

According to Matamoros-Fernández [21] platforms are ideal spaces for racism to arise. Through a case study, the author stands that "the concept of platformed racism challenges the discourse of neutrality that characterizes social media platforms' self-representations and opens new theoretical terrain to engage with their material politics".

On the other hand, Jenni Hokka [14] analyzed PewDiePie discourse on YouTube and this platform policies regarding racist speech and she concluded that "YouTube's policy emphasise the individual's right to state his/her opinion and create content without any borders or 'gatekeepers'", contributing to the normalization of racism on social media.

European legislation, as well as some national laws, have taken important steps in combating online hate speech, for example, through criminal sanctions. On the other hand, there have been some initiatives, as mentioned above, by the most prominent technological corporations in response to this problem, through policies of use that converge on blocking users, taking the commitment to act quickly in case of complaints

[5] https://ec.europa.eu/commission/presscorner/detail/en/IP_16_1937 and https://edri.org/files/privatisedenf/euhatespeechcodeofconduct_20160531.pdf.

[6] https://www.isfe.eu.

regarding this type of abuse: "Despite initial resistance, and following public pressure, some of the companies owning these spaces have become more responsive towards tackling the problem of hate speech online, although they have not (yet) been fully incorporated into global debates" [6].

4 Methodology

An approach based on a participatory action research [13] asserts itself as an effective path to mutual understanding, common within tolerant and inclusive communities. All the actions foreseen by this project aim to promote values of democratic culture and digital citizenship in school communities, where violence has found a fertile ground for conflicts and violence.

Based on the concept of "convergence culture" [18] and considering some recent studies on media participation and media transforming [2], we propose a participatory approach in the methodology, which seems to be considered the most effective one in developing abilities and tools for change.

In this project and through video game literacy [5], the actions to be implemented propose to develop a set of skills among young people, related to critical thinking while using the media, collaboration and participation, showing how important it is to keep a certain balance between the two different forms learning, i.e. formal and informal education. The informal learning strategy, based on problem solving, simulation, evaluation and imitation, is currently considered the most effective in promoting success [12].

The methodology used in the project entails networking, particularly by fostering actions that enhance the creative and multidisciplinary power of gamification, when it comes to raising awareness and changing behaviors. We believe that this participatory methodology will contribute to digital inclusion, educational attainment, personal development and to enable an active and enlightened citizenship.

Digital literacy is one of the key elements that permeates the project - considering the culture of the game as an engine to promote democratic values and digital citizenship, promoting positive behaviors that mitigate hate speech online. Several tools were created through an approach to media literacy: 15 educational itineraries, 4 serious games and 1 pervasive game, engaging resources to combat hate speech online, to develop critical understanding of the daily practices among young people, as well as to propose alternatives to existing narratives, capable of promoting democratic values.

Games will be the methodology used to generate new and effective counter-narratives against hate speech, as well as to disseminate the results of the project in the form of urban games. Four different events will be arranged, where citizens will be invited to participate in a public game in an urban area, thus engaging actively in the results of the project.

The games were the result of an international call and a Hackathon that took place online, due to the pandemic. They are all already available on the project website and have been promoted in training sessions and workshops with students and teachers who are invited to try them out. In addition, 15 educational itineraries were also made available on the project website, which enable educators to approach the problem, using the mechanisms of the game to foster reflection on the consequences of toxic speech.

5 Serious Games

Paul Gee [9] gathered some principles that are good practices in creating serious games, guiding success as learning motors while being motivating and challenging. Also, the American Mark Prensky has been a reference for his research studies in Digital Game-Based Learning, basing his assumptions in the notion of digital natives and the need of taking the game into the classroom, while an innovative model that promotes student learning using technology [26]. Some non-governmental organizations have implemented the use of video games while working closely with several communities, looking for behavior changes, as well as educational and cultural development. Immersing a student in a virtual environment with physical world characteristics that allow him to test possibilities is one of the most effective ways of learning [10].

In many ways, video games can encourage learning, either through historical games or by depicting a historical character who teaches about the period in which he lived. As an example, let us consider "My Child Lebensborn", a nurture, survival game, based on true events, developed by Sarepta Studio AS, where driven by his own emotional drawing, the player takes care of a child from a Nazi program in the Norwegian society after the war; or "Florence", an interactive story video game developed and published by Mountains Studio, which allows the player to formulate questions about the society through a simple interactive story. The success of these games depends on the player's emotional response while interacting, the aesthetic and the design. The most important factors seem to be: awareness, the player must be sensitized by a narrative that encourages him to achieve a goal; immersion, the game must be able to shut down the player from the real world, and make him focus on the game [27]; the feeling of progress that encourages the performance [30]; the feeling of danger, when simulated with caution, can help the player focus [3]; and, finally, the feeling of conquest, able to motivate the player to continue [31].The perspective of game-based learning seems to be an important path for teaching and modeling behaviors in the era of the digital natives. Taking this into account, we can understand serious games as a tool to sensitize the player through emotional drawing, which motivates natural and fluid learning, while cumulatively avoiding boredom.

6 Four Serious Games Proposals

It was at the international hackathon that the theoretical and practical results of this study could be put into practice. With mentoring from the project team, four serious online games were developed, produced and made available through Unity platform, a leading space for creating and operating interactive, real-time 3D content. These video games are available for experimentation on the Play Your Role (PYR) project website.

Although initially intended as a face-to-face meeting, due to the pandemic situation, it was redesigned into a set of online workshops, between the project partners and the development teams, which were selected following an international call. These workshops took place between September and October 2020 and resulted in the products that we now discriminate.

6.1 Divide ET Impera

In "Divide Et Impera" the player, connected and amicable, interacts with several elements of a group. The goal is to use hate speech in a variety of ways to divide the community and instigate hostility. The player must choose the content of his speech carefully, according to the characteristics of each individual, such as nationality, sexuality, gender or religion, in order to reach the targets in the desired way and divide them.

While manipulating a small, simulated community, users are confronted with the real mechanisms used to manipulate people on social networks. This way, young people and teenagers can learn to be more critical about the sources and content of the information they find on the network (Fig. 1).

Fig. 1. Divide Et Impera

6.2 Youtuber Simulator

The player takes on the role of a Youtube streamer. The goal is to maintain a balanced life, i.e., to increase the number of subscribers to the channel and keep the discussion in the comments and chatrooms civilized, while simultaneously having to maintain his/her own mental health and social life, without being exhausted by a toxic environment or by hateful insults (Fig. 2).

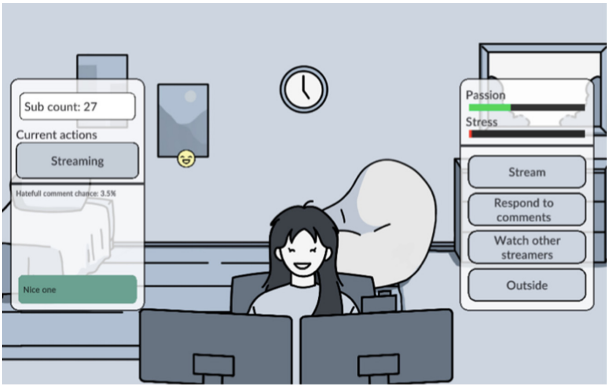

Fig. 2. Youtuber simulator

6.3 Social Threads

The game 'Social Threads' (Fig. 3) simulates social interactions that take place online and the player must react to hate speech decorously to disarm and cast away the opponent who resorts to hateful behavior.

To protect himself/herself and maintain a positive presence online, the player must select the appropriate answers from a set of hypotheses: he/she must therefore use constructive interactions to beat the opponent, and, consequently, move forward and expand his/her territory in the game.

Fig. 3. Social Threads

6.4 Deplataforming

In 'Deplataforming' the player takes on the role of an activist group whose aim is to counter hate speech on multiple online platforms. The player must use the kit of available actions to be able to mitigate hate speech and demonetize and ban the users who propagate it on the platforms. Hate speech spreads quickly over the Internet, uncontrollably spreading from platform to platform; the player's mission is trying to prevent the hate speech campaign from spreading and controlling the Internet. If hate speech reaches 100% the game is over (Fig. 4).

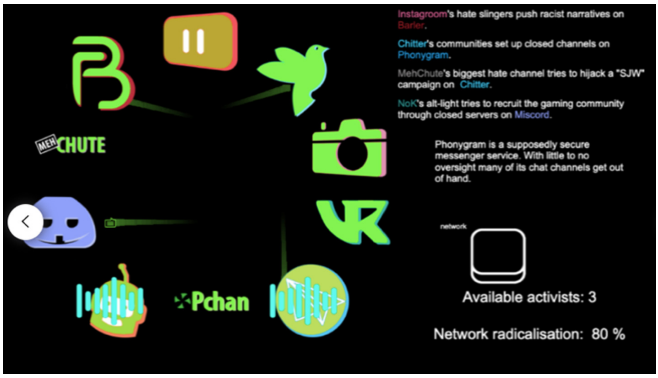

Fig. 4. Social Threads

7 Pervasive Games

Pervasive games are game situations that expand the magic circle defined by Huizinga [14] at spatial or temporal level [22]. Considered as a new form of game that escapes easy definitions, these games often include under their generic concept other forms of game, such as augmented reality games, geographic location games, urban games, hybrid reality games, among others. Adriana de Souza e Silva and Daniel M. Sutko (2009) define pervasive games as a set of ludic activities that use mobile technologies as interfaces and the physical space as a game board. Here, the game appears connected to the public space, often a city or a specific area within a city. The space dedicated to the game is always larger when compared to traditional games, since they happen on a human scale. Another feature of this type of game is the use of communication technologies, such as mobile phones, the Internet, location media, such as GPS and augmented reality, for example [22].

According to Mark Weiser [27], one of the precursors of this concept, Pervasive Computing or Ubiquitous Computing integrates information technology with everyday actions and behaviors. It is a game typology that expands the experiences of video games to the physical world, involving both physical and electronic spaces [23]. The narrative of pervasive games usually consists of finding someone or something, or avoiding being

found; in some contexts, it takes the form of a treasure hunt, based on the idea of geocaching[7], for example.

Pervasive games have the potential to engage the player in contextual challenges, establishing a connection with the surrounding environment [4]: ludic and organized practices in urban environments with some type of technological/digital support and serving social purposes - i.e., with the purpose of raising awareness about specific issues.

Ferri and Coppok [7] define "Urban Games" as a specific subgroup within Pervasive Games, set in metropolitan areas, which encourage participants to move freely and interact with public spaces. According to these authors, Urban Games are often designed to create a minimum level of competition among players, emphasizing the exploration, experimentation and creative use of urban spaces instead. Jane McGonigal [19] argues that the transformation of a daily problem into a voluntary challenge activates a genuine interest, based on curiosity, motivation, effort and optimism, which would not exist otherwise. Motivation is the desire to be involved in a game that can thus acquire a new, more relevant meaning, to which the player relates.

In this project of reaction to hate speech that we have been describing, understanding the conditions that cause the expression of hatred in the interactions among players, helped determine a new goal, namely the dissemination of educational tools, in the form of serious games, such as certain ludic practices that seek, at the same time, to promote broader and more concrete effects of social awareness among players within a community, in a very wide range of urban and suburban public areas, thus transforming these spaces into a kind of "ludic interface", a term coined by Ferri and Coppok [7].

8 Prototyping a Pervasive Game

One of the proposals included in the active dissemination plan of the project is the development of urban games: a type of pervasive game, prototyped with a selected group of young people, thanks to the network of each partner: schools, youth centers or associations will be involved as key actors during the phase of dissemination and not just as target groups. Young people become game developers and use the pleasure and skills offered to video game players to activate civic participation.

The project entails the creation of four urban games in the cities of Rimini (Italy), Munich (Germany), Warsaw (Poland) and Siauliai (Lithuania), with the support of a user guide containing the main tasks, stages and descriptions, which will be made available free of charge and in the different European languages involved in the project, to spread this concept of urban game against intolerance and hate speech.

The proposed plot is cemented in a video game blog managed by two authors - a boy and a girl - who write about their gaming experiences. The narrative of the game determines that the blog will be shown as cancelled when the game starts and the only accessible page will correspond to the post-mortem of the page, thanking the fans. The

[7] In geocaching, a small box with some items and a logbook are hidden in a place the public can have access to. The GPS coordinates of that box are posted on a website. Geocachers use their portable GPS devices to find the box, from which they can retrieve an item and replace it with another object equally relevant to the challenge. The logbook is then signed and the discovery is reported on the website.

cancellation is officially declared, leading to inherent questions: What happened to the authors? Why did they decide to stop writing?

The game was designed as a treasure hunt, where each found clue allows players to gather one more piece of information about the history of the blog, as if fitting a puzzle piece into its place. The narrative unfolds in a crescendo of hatred, starting with a negative comment until it reaches a situation the authors can no longer sustain. The idea is to portray a plausible experience, which helps players reflect on the relevance of online hatred and its impact on the lives of Internet users.

Once the main narrative is concluded, users will be able to access a secret post, published after the last post they had already had the chance to read and which will be considered an epilogue. The last message will provide the narrative with a more well-rounded ending, lead to a more consistent reflection on the story and convey a message of hope.

Due to the current pandemic, the game was redesigned into a virtual format, which will be based on social networks and on the blog; however, users will be provided with tools which will allow them to move part of the treasure hunt to the physical world, the 4 cities previously mentioned.

Inspired by the mechanics of Alternate Reality Games (ARG), a manual will be developed to guide users, as well as teachers, educators and training mediators, regarding this transfer from the virtual game to the physical game, such as, for example, a note inside a book in a library, a box next to an emblematic monument, an envelope at the entrance of a theater.

The act of investigating and reconstructing a story in order to understand it, adds value to the game itself, recreating a more personal and direct connection among players, bystanders and the urban environment where the game takes place [7]. As such, participants are not "mere players", they also take charge of a small yet significant part of an investigation to discover the specific history of a certain place.

In this initiative, which we can classify as a serious urban game, we combine social interaction among players, interaction with the space, the feeling of adventure when exploring new environments or when solving the challenge; on the other hand, when reconstructing the narrative around hate speech and its consequences, it is inevitable

Fig. 5. Among all of us

the involvement of the player with the problem, with the social and even political consequences around an urgent issue that exists in both the physical and virtual worlds (Fig. 5).

9 Conclusions and Directions for Future Research

According to the report recently published by the team of the Project (available in May 2020[8]), it is possible to conclude that sanctions and criminalization, in response to hate speech, are relevant actions, however, they are assumed as a partial and temporary cure for a problem that needs to be studied and worked on from the roots of its cultural dimension, focusing mainly on education, literacy and the promotion of critical and active citizenship. Learning about, through and for Human Rights is essential in maintaining an active climate of empathy and respect for the other among Internet users as well.

Supranational institutions, such as UNESCO, ONU or the European Council have taken different actions with the objective of containing the online hate speech. Recent initiatives have been implemented for preventing violent extremism through education. These organizations underline that it is not enough to combat violent extremist behavior – it is necessary to avoid it through media literacy.

Our contribution in this field consists in using games imbued with a counter-narrative capable of containing online hate speech, by valuing awareness of Human Rights, through a powerful tool, i.e., the serious games.

To get to these tools, we started from the analysis of a questionnaire survey applied by the team of the project "Play Your Role" to 572 young people and teenagers, aged between 12 and 20, from three European countries (Portugal, Italy and Lithuania). This sample made it possible to analyze the interactions among young players in games and in online gaming platforms[9]. The analysis of the data showed that young people who spend more time playing online, show a greater tendency to resort to hate speech and to become victims of that same type of expression. On the other hand, it is also clear that resorting to sanctions and criminalization as a response to hate speech are relevant actions; however, and though necessary, these measures are only a partial and provisional cure for a problem that needs to be studied and addressed from the roots of its cultural dimension, focusing mainly on education, literacy and the promotion of critical citizenship. Learning about, through and for Human Rights is essential to actively generate empathy and the respect for the Other, including among Internet users.

It is intended that the experimentation with the four online games and the pervasive games, mediated by educators, has the same main objective as that of the project "Play Your Role - Gamification against Hate Speech": implementing a serious fight against online hate speech by instigating positive behavior among young people. The reinforcement of critical thinking about the sources and content of the information they find on the network can benefit several factors, such as self-esteem, self-knowledge, catharsis, deconstruction and reconstruction of real situations, as well as the construction of

[8] https://www.playyourrole.eu/wp-content/uploads/2020/07/PYR-research-report.pdf.

[9] The complete data analysis resulting from this survey can be accessed on the website of the project: www.playyourole.eu.

identity in a simulated space. After all, simulation does not represent mere objects and systems, it mainly represents models and behaviors [8].

The aim of this research was to reflect on hate speech online and suggest possible ways to combat it. The creation of a community, united by a common goal, based on the gamification of a problem and favored by spatial convergence in the form of an urban game, is a useful tool, even if just a grain of sand, a starting point in the mobilization against hate speech. The overflow between different realities and fictionality paves the way for a collective experience engaged in shared pretense, an awakening of awareness for the consequences of the toxic discourse that proliferates through the streets of the virtual world.

Finally, we would like to mention that the consortium intends to continue this fight against hate speech with the continuation of the project called Playing Against Hate. The overall objective of this new project is also to prevent and address hate speech online, enhancing video games and gamification as tools to reinforce positive behaviours in youngsters with respect to all diversities (gender, sexual orientation and gender identity, ethnic origin and religion). This is achieved by improving the capacity of teachers, educators and young people to identify and address online hate speech; promoting video games and gamification as an approach to prevent and address hate speech online in formal and non-formal education; raising the awareness of young people, educational communities and the general public through new positive narratives. Gamification, Media Education and Intersectionality are the 3 concept axes of the project, which focuses on gaming culture and connected social spheres as motor for the promotion of democratic values, critical thinking and digital citizenship. The project follows the objective of the call to promote equality and to fight against racism, xenophobia and discrimination, by promoting gaming as an approach to prevent hate speech online within formal and non-formal education (UN priority number 4).

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