"PLAY YOUR ROLE"
SURVEY ANALYSIS - RESEARCH CONCEPTUALIZATION

This report was developed in the framework of the European project "Play Your Role", and aims to understand illegal hate speech online in the context of video games, in the field, with young people, looking forward to the prevention as an important path to explore the games literacy and the use of serious games as significant learning tools to reinforce positive and empathic behaviours. After analysing the state-of-the-art, hate speech in online games and communities, it was important to analyse the phenomena in the field. The survey and the quantitative data produced have the objective to do an exploratory study to better structure the focus groups. Students from three countries (Portugal, Italy, and Lithuania) were surveyed, which enabled the collection of data required to apply a quantitative method. The survey was conducted by direct administration with open-and-closed questions divided into five groups.

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I - METHODOLOGY

For this research we applied a quantitative methodology through a questionnaire survey to students from three countries - Portugal, Italy and Lithuania. Starting from a deductive perspective, from particular to general, divided into five phases: i) Definition of the problem; ii) Literature review; iii) Construction of the model of analysis; iv) Treatment and analysis of collected data; v) Discussion of the results and conclusions. The definition of the problem was the first stage of the research, attempting to perceive the level of awareness of young people for the existence of hate speech. The literature review, with specific information about online hate speech in video games, led to a deep

notion of the state of art and served as a basis for data collection. The construction of a data analysis model based on the state of art research was the third stage. It was decided to develop a survey to apply by direct administration with open and closed questions divided into five groups. Most of the closed questions had a Likert scale basis, where respondents were asked to specify their level of agreement or disagreement on a symmetric agree-disagree scale for a series of statements related with online hate speech. This questionnaire was composed by five groups: in the first group, we tried to understand the relationship between adolescents and with video games; in the second group it was aimed to understand the perception of young people to hate speech in online gaming communities; in group three the questions concerned the use of Livestream and chat platforms, the group four focused on the responsibility for the growth of this specific trend of online hate speech and finally, in group five we tried to understand how young people face hate speech in video games and online communities.

The fourth stage of the investigation focused on the treatment and statistical analysis of the responses with *Statistical Package for Social Sciences 22.0* of IBM SPSS (SPSS) where we perform descriptive statistics and correlations with no omission cases registered. At first, was carried a descriptive statistical analysis for each country, then proceeding to the analysis of the respective correlations. In the fifth stage, the results were discussed trying to reach some final considerations that allow a better understanding of the phenomenon of study.

1.1 SAMPLE CHARACTERIZATION

For this study we selected students of both genders, living in Portugal, Italy and Lithuania. The samples 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. Off all applied surveys, 9,3% (n=53) of respondents revealed not to play video games.

1.2 HYPOTHESIS

h.1 Young people who play more hours have more tendency to use hate speech.

Since the beginning of the millennium, the use of hate speech has become a trend, being more and more present in the game's ambience, the virtual world seems to promote and allow a freer expression, giving a feeling of autonomy to the player and letting him take control, sometimes ignoring the laws of the countries they are part of. The virtual freedom may lead to unethical behaviours (Machado, 2007; Ramos, 2008).

The verbal expression of hate speech is often tolerated as a normal reaction in moments of anger or frustration suggested by the competitiveness, video games present a vast world of possibilities for interaction and creation and it's the player's responsibility to choose which kind of behaviour to adopt. During games, the interaction by chat is common and comments can go from performance compliments to ironic criticism, personal or ethnic insults, to sexual orientation, harassment or minority attack. This ability to unlock virtual violent behaviours of an individual is called the «*online disinhibition effect*» (Suler, 2004, p.321) that, due to factors such as invisibility and minimization of authority, may increase the use of rude language, criticism, aggressivity and hatred (Joinson, 1998).

h.2 Young players who had been in contact with hate speech in gaming communities have more tendency to practice it.

In the virtual world, the ethic and moral are suspended, and the player immerses in a freer and independent environment, allowing him to be different «*the game is a system that engages players in an artificial conflict*» (Salen & Zimmerman, 2004, p.80). It has been observed that online games make the interaction between gamers easier and the socialization, without access to sex, age, race or physical aspect, creates ephemeral or circumstantial relationships. Players make virtual communities with specific rules and values and with a sense of belonging, they work for a common purpose. In the online communities, formed around specific video games on video game platforms (such as Twitch, Steam and Reddit), it's easy to find comments full of verbal violence, intolerance, or even "virtual stones" to those who express conflicting opinions. In recent years these attitudes can be found in several examples, such as harassment campaigns

against women of the video game industry or hate groups or white supremacist servers, putting at risk the privacy of prominent personalities of these communities or even their own safety.

Video games have long been associated with negative effects on the physical and mental health of the players, currently, they seem to be a virtual space where hate speech manifestations are growing without mediations. However, more recent studies show that although digital games could, for various games (hate speech, addiction, violence, isolation), affect human health, especially when talking about children, if there are good playing habits (such as limited time, appropriate environment, game literacy, moderation of games), they can be considered safe and with a positive impact on behaviour and learning (Felicia, 2009).

h.3 Parents/educators have an active role in the prevention of hate speech.

Video games can approach society themes including violence and amoral behaviour, which prohibition may not be enough to disinterest young people. Instead, it is necessary to problematize games, alerting for ethical behaviour in the virtual world and empathising the difference between the physics and the virtual, reinforcing games as a space for learning, fiction and fantasy (Moita, 2007; Ramos, 2008).

The fact that the majority of users are children and teenagers (Ferreira, 2003) increases their susceptibility and vulnerability to interactions in video games, maybe the literacy and games design could be the answer, encouraging discussion about the messages and contents and stimulating young people's moral reasoning (Lourenço,1998). In a context where video games serve as a pedagogical resource, educators face a strategic function to promote this learning tool to the new generation, searching for resources that encourage students.

According to Grizzle and Tronero (2016), there is no clear consensus about how to counteract the negative impacts of online hate speech, but it seems certain that education and awareness are a key element to combat hate speech online, playing a crucial role in the promotion of media and information literacy.

h.4 Hate speech affects the everyday lives of young players.

Video games have long been associated with negative effects on the physical and mental health of the players, currently, they seem to be a virtual space where hate speech manifestations are growing without mediation The manifestation of opinion that incites hatred towards individuals or groups, giving words the power to hurt physically, characterizes hate speech.

Playing an online game or interact in a game community is part of everyday life of most of the teenagers, and their understanding of video games world represents a great influence in their behaviour and conflict management. The online gameplay relates to the dynamics of interaction with other players during online multiplayer gaming sessions. Often unmoderated, activities such as the building of teams or clans, the sharing of strategies and the voice chat, can result in conflicts or be a vehicle of hate speech. Real time actions that can't be regarded only as virtual, as they implicit the gamer as a real person and can have implications and influences outside the game, as leading to conflicts among friends. The use of anonymity in front of a supportive public and the absence of consequences may support the use of hate speech like a power demonstration or frustration relieve, this kind of behaviour is detrimental to the physical condition and the self-esteem of the aggressors and the victims (Breuer, 2017).

II - QUESTIONNAIRE SURVEY ANALYSIS

The questionnaire aimed to collect results from three countries divided by age groups - Italy, from 11 to 13; Lithuania, from 12 to 15 and Portugal, from 14 to 20.

2.1 DESCRIPTIVE STATISTICAL ANALYSIS

According to the chosen strategy, it was carried out a descriptive statistical analysis of each country, followed by a global analysis of the countries involved.

2.1.1 Italy descriptive statistical analysis

Italy sample consisted in 195 surveys with an average age of 12 years old, 49% were male (n=96) and 51% female (n=99) revealing a gender balance.

With respect to personal questions about video games, data shows that 57% of students play 1-2 hours per day, 34% in their houses or bedroom and even though most of them

reported don't feel angry after playing, 13% reported the opposite. The majority of respondents doesn't perceive video games as a way of learning, but see online communities as a place to make friends.

About young people's perception of hate speech in online gaming communities, the results reveal that 67% of respondents know the rules of online gaming platforms. Regarding the existence of hate groups in online communities, although 60% of the inquiries have never noticed their existence, 16% has. It should be noted that 77% has never been contacted by hate groups during the utilization of online platforms and 80% have never denounced any abnormal situation. Only 5% doesn't agree with censorship in this communities.

According to the data about the behaviour in Livestream and chat platforms, 53% of the students doesn't use any Livestream, and 62% doesn't use chat platforms. For those who use these platforms, Youtube and Discord are the favourites. To mention that 56% of the youngsters didn't notice aggressive language, 68% didn´t found any inappropriate content, and 33% revealed that already have spoken to strangers in games or communities.

When it comes to the responsibility for hate speech promotion, data reveals that 46% of the respondents blame the players and 38% believes that this trend can be changed by community managers work. The results obtained don't allow us to get conclusions about the total elimination of hate speech, neither the educative role of video games.

In relation about the way students face hate speech in video games and online communities, 85% agrees that is not "cool" to be a hater. According to data, 76% have never been a victim, 82% have never practice hate speech and video games are indicated as the place where it happens. It should be noted that data are not conclusive about the way young people face hate speech. Concerning most common types of hate speech, data reveals that insults against race (29%), sexual orientation (22%) and ethical questions (20%) are the most frequent hate speech, practiced by the players. Regarding the role of parents/educators, data seems to indicate a tendency to warn to the dangers of hate speech (47%), however, 45% of the inquiries claim that parents don't supervise their games. Finally, 77% revealed that has never felt affected by hate speech in everyday life and only 21% of the students play "serious games" regularly.

2.1.2 Lithuania descriptive statistical analysis

The sample consists of 228 individuals aged between 12 and 15 years with an average of 14 years. 52% are male (n=119) and 48% female (109) also revealing a balance in regard to gender. According to the personal relationship with video games, 75% of the students play with some regularity, between 1-2 hours per day, in their houses. It is notable a tendency to see video games as a way of learning (49%) and 63% said that they don't feel angry after playing, and 75% of the respondents see online game communities as a place to make friends. Regarding the young people's perception of hate speech in online gaming communities, the results show that 54% know the utilization rules of the platforms and 56% has already noticed the existence of hate groups, although 70% has never been contacted. The majority of the youngsters (68%) never reported any situation of hate speech, but there's no conclusion about their agreement with censorship of hate speech in gaming platforms.

According to behavior in Livestream and chat platforms it is noted that 57% of the students don't use Livestream nor chat platforms, being Youtube (55%) and Twitch (43%) the favourites for the 42% who watch real-time games, and Discord (96%) for the ones who use online chats. 46% of the inquiries said that aggressive language is not common during the Livestream games, neither the existence of inappropriate content (70%). Data also seem to reveal that 48% of the students don't feel influenced by digital content creators and only 20% have never spoken with strangers during the utilization of gaming platforms.

When it comes to the responsibility for hate speech promotion, 47% of the respondents believe that players can change this trend and 49% argue that prevention is not game designer's work. According to data, only 15% believe in the total elimination of online hate speech with no conclusion about the educative role of video games.

Concerning the way youngsters face hate speech in video games and online game communities, data seems to indicate that although 59% of the respondents agrees that is not cool to be a hater, 15% disagree. 62% do not take online hate speech seriously, 67% have never been a victim of hate speech and 52% have never practice hate speech.

Between video games and gaming communities, 93% pointed out that video games are the place where hate speech is more frequent, and the most common types of hate speech are insults against race (36,6%) and sexual orientation (17%). Data also seem to

show that 39% of parents and educators do not supervise children's gaming activities. Lastly, it was concluded that 62% of students have never felt affected by online hate speech in their everyday life and 23% plays regularly "serious games".

2.1.3 Portugal descriptive statistical analysis

In a sample of 149 surveys applied to students with ages between 14 and 20 years, the average is 16 years old. 54% of the questioned students are male (n=81) and 45% female (n=67).

Through the analysis of the answers about the personal relationship with video games 34% of the students spend less than one hour per day in video games and 17% never play. The ones that play, 46% do it at home, 25% in their bedrooms and 46% don't feel angry after playing. 40% seems to perceive video games as a way of learning and 48% stated that online communities are a place to make friends.

According to their perception of hate speech in online gaming communities, 40% know the rules of utilization for online gaming platforms, 26% have never found hate groups, 63% have never been contacted by one and 46% never reported any situation of hate speech.

When it comes to the behaviour in Livestream and chat platforms, 66% of the students don't watch Livestream videogames regularly, 32% have noticed aggressive language in the videos and 42% never felt influenced by any live streamer. The 30% that use live streams platforms prefer Youtube (52%) and Twitch (48%). About chat platforms, 42% of the respondents never use them and although 53% have already talked to strangers in these platforms, 38% never found inappropriate content. For 22%, that answered, Discord is the favourite platform (97%).

Concerning the responsibility for hate speech promotion, the answers of the respondents don't allow any conclusion about their perception of game designers and community managers work in the prevention of hate speech. Although is seems to exist a tendency to agree that players can change this trend (52%), 30% claims that games can educate players to not use hate speech - 38% of the students don't believe in the total elimination of hate speech from online video games and gaming communities.

About student's way to face hate speech in video games and online communities, 65% of the respondents agree that is not cool to be a hater and 58% don't take hate speech

seriously. According to the data, hate speech is far more frequent in video games than in gaming platforms and more than 50% of the respondents have never been a victim nor practice hate speech in online video games or gaming communities. Students also claim that insults against national and ethnic origin (22%), race (22%) and sexual orientation (20%) are the most frequent, practiced by players.

Regarding the role of parents/educators,52% of the parents never supervise gaming activities of their children. Finally, 62% of the students never felt affected by online hate speech in their everyday life and 30% never played "serious games".

2.1.4 Global descriptive statistical analysis

According to the data about the personal relationship with video games, 40% of respondents play with regularity and only 9% never play. 60% of the students tend to spend between 1-2 hours per day on video games, playing in their homes. 36% seems to see video games as a way of learning and 57% uses gaming communities as a place to make friends. 58% claim that doesn't feel angry after playing.

About young people's perception of hate speech in online gaming communities, 53% said they were aware of the utilization rules of the platforms, 29% never notice the existence of hate groups and 71% have never been contacted by one. Although most of the respondents never reported any situation of hate speech (66%), 45% agree with censorship of online hate speech.

Regarding the behaviour in Livestream and chat platforms, is noticed a tendency to not watch live games (45%), more than 40% have never used a Livestream platform nor see any livestreamer as an influence, for the 37% that use it, YouTube (53%) is the favourite. Data seems to reveal that 48% have never used any chat platform, against 23% that use it, Discord is the favourite (95%). 28% have never talked to strangers during online games and 46% of the students claim that have never found inappropriate content in chat platforms.

When it comes to the responsibility for hate speech promotion, data are not conclusive about the responsibility of community managers in the prevention of hate speech and only 23% of the respondents agree that is the work of game designers. 48% agreed that players can change this trend but is noticed a tendency to not believe in the total

elimination of hate speech (39%). We cannot take any conclusion about the educative role of video games.

On the subject of student's way to face hate speech in video games and online communities, 70% agree that is not cool to be a hater, 52% don't take online hate speech seriously and 67% never felt affected by it in everyday life. According to the responses, hate speech occurs more frequently in video games, between players and more than 60% have never been a victim nor practice it.

The most common types of hate speech are insults against race (29%), sexual orientation (20,7%) and national/ethnic origin (19%).

Concerning the awareness of parents and educators about the existence of hate speech, students claim that 45% of the parents never supervised their online gaming communities.

The five most played games are Fortnite (16%), FIFA (14%), Minecraft (14%), GTA (8%) and Brawl Stars (7%). The games where they often find hate speech are Fortnite (16%), CS. GO (5%), Call of Duty (2%) and Minecraft (2%). Finally, 22% of the respondents never played serious games and only 20% play it regularly.

2.2. CORRELATIONS DATA

Through the analysis of the correlations, we can notice the intensity of the associations between quantitative variables. This coefficient varies between -1 and + 1 (-1 less than or equal R above or equal to 1). In this study, we will only analyse the correlations above or equal to 0.3, because according to Marôco (2011, p.24), this value is already a strong correlation.

2.2.1 Italy correlation data

Board 1 –Playing time (Italy)

	How many hours per day do you usually play?
Do you tend to feel more angry or aggressive while playing?	**.445(**)**

Have you ever performed hate speech in video games and game communities?	**.354(**)**

** Strong correlation to a significance level of 0.01, N=183

Board 2 – Hate groups (Italy)

	Have you ever performed hate speech in video games and game communities?	Have you ever been a victim of hate speech in video games and game communities?
Have you ever notice the existence of hate groups on game communities?	**.340(**)**	**.414(**)**
Have you ever been contacted by hate groups on the games communities	**.564(**)**	**.578(**)**

** Strong correlation to a significance level of 0.01, N=183

When analyzing the correlations related to playing time (board 1) data seems to show that young people who spend more hours playing tends to feel more aggressive (r=.44; p<0.01) and more prone to practice hate speech (r=.35; p<0.01). Regarding the practice of hate speech (board 2) data seem to show that the respondents who have more tendency to practice hate speech in video games and gaming communities, are more aware of the existence of hate groups on game communities (r=.34; p<0.01) and also have been contacted by hate groups in these platforms (r=.56; p<0.01). Also, students who have already been victims of online hate speech seem to notice the existence of hate groups on game communities (r=.41; p<0.01) and have been already contacted by hate groups (r=.57; p<0.01).

2.2.2 Lithuania correlation data

Board 3 – Playing time (Lithuania)

	How many hours per day do you usually play?

Have you ever performed hate speech in video games and game communities?	.357(**)

** Strong correlation to a significance level of 0.01, N=220

Board 4 - Pratice of hate speech (Lithuania)

	Have you ever been victim of hate speech in video games and game communities
Have you ever performed hate speech in video games and game communities?	.475(**)

** Strong correlation to a significance level of 0.01, N=220

Board 5 - Hate groups (Lithuania)

	Have you ever performed hate speech in video games and game communities?	Have you ever been a victim of hate speech in video games and game communities?
Have you ever notice the existence of hate groups on game communities?	.357(**)	---
Have you ever been contacted by hate groups on the games communities	.352(**)	.429(**)

** Strong correlation to a significance level of 0.01, N=220

Regard to the time that young people spend playing (board 3), data seems to indicate that those who spend more hours playing tend to practice hate speech in video games and online gaming communities (r=.35; p<0.01). When it comes to the practice of hate speech in video games and online gaming communities (board 4) youngsters who are aggressors seem to be also victims (r=.47; p<0.01). And finally, the students who have more tendency to practice hate speech in video games and online gaming communities (board 5) are more aware of the existence of hate group on game communities (r=.35; p<0.01) and also seem to be more likely to be contacted by hate groups (r=.35; p<0.01).

Data also seem to show that the students that are victims of hate speech also tend to be contacted by hate groups (r=.42; p<0.01).

2.2.3 Portugal correlation data

Board 6 - Playing time (Portugal)

	How many hours per day do you usually play?	Have you ever performed hate speech in video games and game communities?
Do you tend to feel more angry or aggressive while playing?	**.387(**)**	**.326(**)**
Have you ever performed hate speech in video games and game communities?	**.402(**)**	---
Is it "cool" to be a hater in video games and game communities?	---	**.461(**)**

** Strong correlation to a significance level of 0.01, N=119

Board 7 - Pratice of hate speech (Portugal)

	Have you ever performed hate speech in video games and game communities?
Have you ever been victim of hate speech in video games and game communities	**.586(**)**
Have you ever reported any situation of hate speech?	**.428(**)**

** Strong correlation to a significance level of 0.01, N=119

Board 8 - Hate groups (Portugal

	Have you ever performed hate speech in video games and game communities?	Have you ever been victim of hate speech in video

		games and game communities
Have you ever notice the existence of hate groups on game communities?	.311(**)	.422(**)
Have you ever been contacted by hate groups on the games communities	.544(**)	.563(**)

** Strong correlation to a significance level of 0.01, N=119

Board 9 - Online hate speech in everyday life (Portugal)

	Have you ever felt affected by online hate speech in everyday life?
Do you take hate speech seriously in video games and game communities?	.386(**)

** Strong correlation to a significance level of 0.01, N=119

Regarding the time spent playing (board 6) those who play more hours playing online video games are more likely to feel angry/aggressive while playing (r=.38; p<0.01) and to practice hate speech (r=.40; p<0.01). The respondents who perform hate speech also tend to think that it's cool to be a hater (r=.46; p<0.01).

According to the practice of hate speech in online video games and gaming communities (board 7), data seems to show a tendency for students who practice hate speech being also the victims (r=.58; p<0.01) and those who already practice hate speech have also reported online hate speech situations (r=.42; p<0.01).

With regard to hate speech groups (board 8) those who have been contacted by hate groups on the games communities tend to practice hate speech in video games and online gaming communities (r=.54; p<0.01) and were also victims of the same speech (r=.56; p<0.01). Data also seems to show that those who have been victim of hate speech in video games and game communities also notice the existence of hate groups on game communities (r=.42; p<0.01).

In regard to online hate speech in everyday life (board 9) data seems to reveal that those who felt affected by online hate speech in everyday life also seem to take it seriously in video games and game communities (r=.38; p<0.01).

2.2.4 Global correlations data

Board 10 - Playing time (Global)

	How many hours per day do you usually play?
Have you ever performed hate speech in video games and game communities?	**.386(**)**

** Strong correlation to a significance level of 0.0, N=514

Board 11 - Pratice of hate speech (Global)

	Have you ever performed hate speech in video games and game communities?
Have you ever been victim of hate speech in video games and game communities	**.465(**)**
Is it "cool" to be a hater in video games and game communities?	**.351(**)**

** Strong correlation to a significance level of 0.0, N=514

Board 12 - Hate groups (Global)

	Have you ever performed hate speech in video games and game communities?	Have you ever been victim of hate speech in video games and game communities
Have you ever notice the existence of hate groups on game communities?	**.358(**)**	**.365(**)**
Have you ever been contacted by hate groups on the games communities	**.443(**)**	**.507(**)**

** Strong correlation to a significance level of 0.0, N=514

According to the time playing (board 10) data seem to reveal that students who spend more hours playing tend to practice hate speech in video games and online gaming communities (r=.36; p<0.01). When it comes to the practice of hate speech in video games and online gaming communities (board 11), the respondents who perform hate speech in video games and game communities tend to think that it's "cool" to be a hater (r=.35; p<0.01) and also seem to be victim of hate speech (r=.46; p<0.01).

In the relation of the existence of hate groups with the practice of hate speech (board 12), data seem to show that the students who have more tendency to practice hate speech in video games and gaming communities, are also more aware of the existence of hate groups in these platforms (r=.46; p<0.01) and tend to be contacted by hate groups (r=.44; p<0.01) in these platforms. Data also seem to show that students who have been victim of hate speech in video games and game communities also notice the existence of hate groups on game communities (r=.46; p<0.01) and, in the same way, tend to be contacted by them on the games communities (r=.57; p<0.01).

III - HYPOTHESIS VALIDATION

According to the results and correlations, where is possible to notice the intensity of the association between quantitative variables, we aimed to validate or not the hypnosis previously formulated.

h.1 Young people who play more hours have more tendency to use hate speech.

This hypothesis was validated in all countries, with a significative correlation between the question «*how many hours per day do you usually play?*» and «*have you ever performed hate speech in video games and game communities?*». Italian (r=.35; p<0.01); Lithuanian (r=.37; p<0.01) and Portugal (r=.40; p<0.01), having a global correlation of (r=.38; p<0.01).

h.2 Young players who had been in contact with hate speech in gaming communities have more tendency to practice it.

This hypothesis was validated in all countries with a significative correlation between the questions «*have you ever performed hate speech in video games and game*

communities?» and «*have you ever been contacted by hate groups on the games communities*». Italian (r=.56; p<0.01); Lithuanian (r=.35; p<0.01) and Portugal (r=.54; p<0.01) having a global correlation of (r=.44; p<0.01).

h.3 Parents/educators have an active role in the prevention of hate speech.

This hypothesis was refuted in all countries with a low significative correlation between the questions «*have you ever performed hate speech in video games and game communities?*» and «*Have your parents/educators warned you about the danger of online hate speech?*». Italian (r=.-14; p<0.01); Lithuanian (r=.-16; p<0.01) and Portugual (r=.-18; p<0.01) having a global correlation of (r=.-19; p<0.01). As well as between the questions «*have you ever performed hate speech in video games and game communities?*» and «*Do your parents/educators supervise your games and chats?*». Italian (r=.04; p<0.01); Lithuanian (r=.-09; p<0.01) and Portugual (r=.-07; p<0.01) having a global correlation of (r=.-04; p<0.01).

h.4 Hate speech affects the everyday lives of young players.

In the global analysis, we noticed that 67% of the respondents claim that online hate speech doesn't affect their everyday life, 77% in Italy, 62% in Lithuania and 62% in Portugal. There is also a tendency to not take online hate speech seriously showing a significant correlation in the Portuguese case (r=.35; p<0.01) in the questions «*have you ever felt affected by online hate speech in everyday life?*» and «*do you take hate speech seriously in video games and game communities?*». Therefore, considering the collected data, this hypothesis must be refuted.

FINAL CONSIDERATIONS

According to the data collected in this survey, we can notice that young people spend on average one and two hours a day playing online and most of them do not feel angry after playing, even claiming that they use this type of community to make friends. Although there is a lack of interventionist attitude by parents in relation to this phenomenon, most of these young people do not feel the presence of hate speech in

video games and gaming communities, leading not to give much importance to this type of situation, even considering this type of attitude "cool".

On the other hand, young people who spend more time playing online show a greater tendency to practice hate speech also becoming a victim of that same speech. The most common type of hate speech has to do with issues related to race, sexual orientation and national / ethnic origin.

In this sense, this essay seems to reveal that young people tend to have a carefree relationship with video games and gaming communities where hate speech does not seem to have an active role revealing a general lack of concern in the face of this phenomenon. They also do not seem to be in the habit of using chat platforms or Livestream, and do not assign an effective responsibility either to the creators or to the users, for the growth of hate speech on these platforms.

We believe that it would be pertinent to carry out a study encompassing the 27 European Union countries, encompassing not only young people, but also adults, thus providing the opportunity to build a broader and deeper view of this phenomenon.

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