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Itinerary #5 **Rewind**



Competences



2.1 Interacting through digital technologies

4.3 Protecting health and well-being

2.4 Collaborating through digital technologies

2.5 Netiquette

Tags

- Mistakes
- Hate speech
- Bullying
- Reparation
- Problem solving
- Photography

Time frame

6 hours

Audience

Age: 16 and over

## Overview

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In his book, 'Grammatica della Fantasia' (The Grammar of Fantasy), Gianni Rodari wrote "In every error lies the potential for a story". Error is a fundamental part of growth: life proceeds via making attempts, and if we never made a mistake, we would not evolve. It is particularly important to acknowledge this idea during adolescence, especially with regards to relational aspects. The process of recognising one's mistakes, understanding their scale and consequences, and trying to remedy them, is fundamental to the development of healthy interpersonal relationships.

This pedagogical itinerary aims to address the issue of error in relation to hate speech online.

Especially among young people, online hate speech can often arise as an emotional reaction to a given situation: for example, during video games, it is common for players to vent their frustration over a defeat with statements that they normally would not otherwise employ, underestimating their reach. Yet in our online life, what we write or do takes on a "permanent" dimension: it is practically impossible to remove content, even when we regret it or change our minds. This creates the perception that once you have produced content that may have negative consequences, you cannot do anything about it. Reflecting on the consequences of our words is important, along with identifying strategies for remedying them.

Everyone makes mistakes and wishes they could rewind reality, or have the chance to do it all over again. This is what happens to Maxine Caulfield, protagonist of "Life is Strange", the episodic videogame

at the heart of this pedagogical itinerary. Max is an 18-year-old photography student. She discovers that she has the power to rewind time at will, so her choice leads to a different course of events. At the beginning of the game Max foresees the arrival of a terrible storm and will have to use her ability to save the city.

The player's actions thus influence the course of the story, which can be rewritten whenever they decide to rewind time. In life this is impossible, but we can learn from our mistakes.

Like Max, the participants will also look at reality through the medium of photography, which will be the tool through which they will reconstruct the history of their mistakes and identify strategies to remedy them.

## Context

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The activity can be carried out at school or in an informal space. It is necessary to be able to take photographs and move around a large space (several classrooms, external areas...)

Cautions:

- Life is strange contains sensitive themes, such as bullying, murder and drug use. This should be taken into account when presenting the game to teenagers.

## Objective

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The objective of the activity is to encourage participants to reflect on their online behaviour. Questioning oneself, admitting one's mistakes and trying to remedy errors in behaviour are essential elements for developing the ability to communicate correctly online. Through the videogame 'Life is Strange', which focuses on the possibility of going back in time and the use of the photographic media, and via its narrative potential, the participants analyse their way of being online and at the same time investigate how to learn from their mistakes and how to try to fix them.

## Requirements

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*Life is Strange - episode 1 "Chrysalis".*

Life is Strange is a multi-platform video game developed by DONTNOD Entertainment and produced by Square Enix. The game is downloadable from Play Store and Apple Store and can also be played on a tablet or mobile phone.

The first episode is free, while the following must be paid for.

*The plot of the game*

Max Caulfield has won a place at the Blackwell Academy, a very prestigious photography school, where she will be able to complete her final year of high school education and continue her studies. The school is located in Arcadia Bay, the coastal village where she grew up, which she had left 5 years earlier. When classes start, in the middle of autumn, Max has a terrible nightmare that heralds the arrival of a tornado that will destroy the city. She also

discovers she has the power to go back in time. Thanks to this ability, Max saves her childhood friend Chloe, who was about to be killed by a boy who was threatening her. Reunited, together they will begin an investigation in search of a missing girl, Rachel Amber, Chloe's best friend, but nothing is what it seems. At the end of the episode Max finds that the tornado she dreamed of will hit the city in 4 days' time.

In the game, there are also puzzles and multiple choice dialogues, in which the player decides how Max must interact with the other characters. Very often these are "moral" choices: Max finds herself having to decide whether to tell the truth or lie, make fun of someone who has bullied her or console them, take the blame for a friend or not.

Life Is Strange also deals with the concept known as the 'Butterfly effect': when Max uses her powers to modify even a small thing, it can cause macroscopic consequences. This effect is highlighted in the game via a butterfly that appears on screen when the player is making decisions that will then have repercussions.

## Working Methods

The central theme of the activity are mistakes. We believe that having an exclusively punitive stance towards those who make mistakes, perhaps manifesting violent behaviour on the net, is counterproductive. We would like those who participate in this activity to have the opportunity to analyse and question their behaviours in a constructive way, investigating the consequences that their own misconduct may have on other people and identifying strategies to remedy these.

To work effectively on this issue, participants must feel welcome and free to speak frankly about their mistakes in a relaxed and non-judgemental atmosphere.

To this end, it is necessary to pay close attention to the setting in which the activities take place. Creating time for an initial welcome and a final moment to say goodbye helps to create the perception of a protected space, in which you are free to express yourself: at the beginning



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## Working Methods

### SEGMENT 1

#### Overview

Through movement activities, interviews and the introduction to the game "Life is Strange", participants work on the theme of the relationship between actions and their consequences.

Time: 2 hours

#### Media

Video game Life is Strange ep.1 Chrysalis

#### Equipment

- a room where participants can move freely
- photocopies with the outlines of the pair discussion
- cell phones with cameras. They can be those of the participants, or they can be provided at the beginning of the workshop
- whiteboard or flipchart to record collective discussions
- tablets or mobile phones to play 'Life is Strange'
- sheets of paper, pens

#### Presentation

Participants arrange themselves in a circle. The first person makes a gesture to the partner on his/her left, who receives the gesture and replicates it, modifying it slightly, towards the next companion, until the circle is completed, with the first participant receiving the final "transformed" gesture. At this point, this participant will send the gesture back in the other direction, producing a "rewind" effect, until they receive the initial gesture

once more.

First discussion: the rewind.

The activity leader asks the participants if they have ever wished to go back in time and introduces the theme of the butterfly effect. The participants, divided into pairs, discuss this issue.

The activity leader may distribute a grid to facilitate the discussion:

- Have you ever wished to go back in time?
- On what occasion?
- Do you think it would be a good thing to have this power?
- Which are the mistakes that you would avoid repeating?

At the end of this activity, the participants talk freely on the topic, while the activity leader notes the emerging ideas on the blackboard.

Life is Strange, the game  
Participants divide into groups of 4 and play 'Life is Strange' for about 30 minutes.

Within the group, participants have defined roles:

- One is responsible for making the protagonist move
- One is the final decision maker, who intervenes if there is disagreement among the other players
- One is responsible for time management
- One has the function of the group memory, recording everything that happens

At the end of the 30 minutes, the activity leader asks the participants where



they have got to and what has happened. Those responsible for group memory take the floor.

Guideline for discussion:

- How far did you get in the game?
- Was it easy to make decisions? How many times did the final decision maker intervene?
- Within the game, there are also "ethical" questions about how to behave with others, which phrases to choose. How did you solve them? In your opinion, which responses were the most effective? Why?
- And in your online relationships, have you ever behaved in a way that is different from that which you consider "right", or suffered or witnessed hateful comments? How did you behave? How did you react? How did the person on the receiving end of such comments react?
- If you were in the wrong, did you realise it right away? What made you realise that you were making a mistake?

The activity leader explains what hate speech online consists of:

- Have you ever encountered it? What did you do?

The activity leader asks the participants if, in their online life, situations have ever arisen in which they would like to go back and change the course of events. Sheets are distributed to participants on which to describe such events. Participants arrange themselves in a circle and the activity leader reads the above situations aloud. Whenever a participant identifies with or recognises one of the proposed situations as familiar, they take a step forward within the circle.

In the end, the activity leader asks the participants to observe how their position within the circle has changed and takes a photo.

The sheets recounting the situations are kept by the activity leader.

## Working Methods

### SEGMENT 2

**Overview**  
through the use of photography as a narrative tool, participants explore the concept of error.

Time: 2 hours

**Media**  
photography sites (see sitography)

**Equipment**

- video projector and computer with Internet connection
- it may be useful to create a cloud folder in which to store the materials produced by the participants
- cameras or cell phones with cameras
- possibility of going to places outside the room where the activity is taking place in order to take photos
- presentation with transcription of the situations from the previous meeting, subdivided by theme by the activity leader. Some examples of themes can be:
  - racist insults
  - body shaming
  - homotransphobic comments
  - sexist comments

The second session is introduced.

Participants are arranged in a circle, for the initial greeting.

Like Max, the protagonist of the video game, who makes regular use of selfies, each of the participants poses as if they were taking a selfie that represents their mood.

The activity leader shows the participants

the list of situations that emerged from the previous session along with the final photo and asks the participants if the breakdown by themes is correct in their opinion. Any adjustments deemed necessary are made.

The activity leader shows the participants some photo galleries: there are many ways of telling stories through photography - a single shot may be sufficient, or an entire sequence may be required; a metaphorical style may be adopted, or a more descriptive one; the focus may be on a detail, or a broader perspective...

*Stories of mistakes*

Working groups are formed. The activity leader asks the participants to form groups based on the themes into which the stories of the different situations have been organised. The participants freely choose which theme to work on, but the groups must not be composed of too great a number of people: if necessary, various groups can work on the same topic.

Each group will work on the construction of a photographic narrative regarding the chosen theme. They can decide whether to take inspiration from the topic in general, tell a story "from scratch", or recount one of the episodes on the sheets. The members of each group choose what they will tell and divide up, each with their own camera / mobile phone, to take shots that for them deal with the theme. After about 20 minutes, the groups come back together and each member shows their

shots to the others. These are the photos from which the group will create their photographic story.

Once back in the groups, the participants work on developing their idea:

- What "style" do they decide to adopt?
- Do they want to tell a story through metaphors? Or in a more realistic way?
- Will they use a single shot or a sequence?

The groups, together this time, create their photographic stories recounting a mistake.

The participants give their story a title.

At the end of the activity, the groups send their photographs to the activity leader or upload them to the shared folder.

Photographs are shown in plenary to all participants.

Back in a circle, the participants take turns posing for a new selfie that illustrates their mood at the end of the activity



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## Working Methods

### SEGMENT 3

#### Overview

In real life, it is true - there is no going back to change our actions or the course of events. However, it is important to learn from our mistakes and look for a way to fix things

Time: 2 hours

#### Equipment

- A3 sheet of paper
- as many marker pens of one single colour as there are participants.
- Space to work in groups
- Cameras or cell phones with cameras
- Projector connected to computer with Internet access

Initial greeting: the participants arrange themselves in a circle, this time sitting cross-legged on the floor. The activity leader distributes to each a marker of the same colour and places an A3 sheet in front of the first participant. This participant draws a pen-stroke on the sheet and passes it to the person to their right, who adds a new pen-stroke to the previous one. The sheet passes around all the participants, who each add a new element, to create a collective drawing, in which the pen-stroke of each participant merges into that of the next. Participants give it a title. Short debriefing on the transformative power of the collective effort.

The activity leader shows the

participants the stories of the mistakes. Divided into the same groups as in the previous meeting, the participants look at the photos taken by the others on their own mobile phones and try to reconstruct the story they tell.

A moment of discussion follows in plenary where each photo is analysed and the subgroups provide their interpretations of the stories.

The activity leader asks the participants how they could act to try to remedy the errors recounted, since it is not possible to go back in time.

Each group works on its story and, trying to draw inspiration from the "readings" proposed during the plenary, brainstorms reparation strategies, which will be told through new photos.

Groups upload photos to the cloud folder.

There follows a final moment of sharing in plenary in which all the photographic stories, with their conclusions, are projected and commented upon by the whole group.

The participants sit in a circle and, passing around the initial sheet with the collective drawing, each write a word or phrase on it that summarizes the activity for them.

## In a nutshell

Everyone makes mistakes and adopts the wrong attitude on occasion, especially in online interactions: indeed, in this context, it is difficult to immediately realise the consequences of our behaviour toward other people. However, it is necessary to learn from our mistakes, analyze them and find strategies to remedy them.

## Additional options / Variations

During the second segment, it may be suggested to participants that they attribute a title to the photographic stories in plenary. This makes it possible to focus on the intercultural value of the artistic proposals. An image that has one meaning for one person can have a totally different one for another, and both are legitimate. Attributing legitimacy to others' perceptions is a very important element in counteracting online hate speech.

## Sources/Links

- 'Life is strange' [www.youtube.com/watch?v=AURVxvIZrmU&ab\\_channel=GameSpot](https://www.youtube.com/watch?v=AURVxvIZrmU&ab_channel=GameSpot)
- Ideas to show participants the different ways of telling through photography:
- Daguerre [en.wikipedia.org/wiki/Louis\\_Daguerre](https://en.wikipedia.org/wiki/Louis_Daguerre)
- Cartier Bresson [www.henricartierbresson.org/en/](http://www.henricartierbresson.org/en/)
- Duane Michals [www.dcmooregallery.com/artists/duane-michals/series/sequences](http://www.dcmooregallery.com/artists/duane-michals/series/sequences)
- Gillian Wearing [www.artnet.com/artists/gillian-wearing](http://www.artnet.com/artists/gillian-wearing)
- Diane Arbus [www.artnet.com/artists/diane-arbus](http://www.artnet.com/artists/diane-arbus)
- Elliot Erwitt [www.magnumphotos.com/photographer/elliott-erwitt](http://www.magnumphotos.com/photographer/elliott-erwitt)
- Anna Boyiazis [www.annaboyiazis.com](http://www.annaboyiazis.com)



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