



Gaming Concepts Middle School

*Exploring Life Skills
Through Scholastic Gaming*

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**Mental
Health
Moments**

Meet the Authors



Dr. Christopher Jenson, a former emergency medicine physician and science teacher, proudly serves as a senior health advisor for school districts and businesses across the United States. His recent book, *After the Mask: A Guide to Caring for Students and Schools*, peaked at Amazon #1 Best Seller and #1 New Release in multiple education and mental health-related categories. Dr. Jenson is passionate about youth mental health, focusing his work on evidence-based initiatives to improve the mental health of students and staff. Dr. Jenson is a co-writer on all of the *Gaming Concepts with Mental Health Moments* books.



Dr. Michael Russell was a small business owner prior to beginning a career in alternative education. Dr. Russell championed the idea of utilizing esports and gaming in the classroom to reach students who were disengaged from school. During his time in the classroom, Dr. Russell assisted numerous educators in creating after-school esports programs and implementing for-credit scholastic gaming into their classrooms. Dr. Russell was awarded the Kansas Horizon Award for excellence in teaching and is also a co-writer on all of the *Gaming Concepts with Mental Health Moments* books.



Dr. Kristy Custer spent 24 years in public education. For the past 20 years, she has worked in alternative education including the past 12 years as a high school administrator where she helped create a nationally recognized alternative school program that garnered two National School of Character Awards, as well as a National Dropout Prevention Award. As the 2018 Kansas Principal of the Year, Dr. Custer has championed Social Emotional Learning (SEL) and alternative education. A co-writer of all of the *Gaming Concepts* books, Dr. Custer also co-wrote a year-long character education curriculum, *186 Days of Character*.



Heidi Albin was recognized as a 2017 Milken Educator and a 2019 Presidential Awardee for Excellence in Mathematics and Science Teaching. A science teacher for over 13 years, Heidi's passion is to teach underserved students life skills and social-emotional learning, and to help other teachers do the same. Heidi co-authored the year-long curriculum *186 Days of Character* and served as the Character Education Coordinator to lead the efforts to gain recognition for her school as a two-time National School of Character.

An Introduction to *Gaming Concepts*

Gaming Concepts: Exploring Life Skills Through Scholastic Gaming was written due to the demand for high-quality, standards-based curriculum with an esports focus at the middle school level.

Gaming Concepts: Exploring Life Skills Through Scholastic Gaming fulfills the need for middle school elective courses that focus on digital citizenship, preventative mental health, citizenship, and life skills. By identifying a student's strengths and weaknesses, the curriculum helps provide students with skills to cope with everyday pressure, encourages students to respect differences, stimulates career awareness, helps develop decision-making skills, and provides opportunities for students to learn and utilize independent study skills. By assisting with the development of these academic, social, aesthetic, emotional, and physical skills, middle school students will become increasingly self-directing, moving from dependent childhood to self-actuating adolescence.

Dr. Kristy Custer and Dr. Michael Russell co-wrote the original *Gaming Concepts: A Video Gaming Curriculum for Schools* because they saw a way to take something that students loved and turn it into an educational opportunity that would both motivate and engage both high-level achievers and apathetic learners. In addition, both authors repeatedly asked the question, "Who is teaching these kids how to be safe while playing video games?" and, "Who is teaching these kids what is and what is not appropriate while gaming?" They saw a need to provide structure in the gaming community, especially to young gamers who were modeling, not always appropriately, what more mature gamers were doing.

When Dr. Christopher Jenson first read *Gaming Concepts: A Video Gaming Curriculum for Schools*, his first thought was "brilliant." After observing how students positively responded to the lessons through their attendance and engagement, he wondered if the same effect could happen with mental health. He immediately reached out to Mike and Kristy and the idea for "Mental Health Moments" was hatched.

All *Gaming Concepts* texts are written as turn-key curriculum that almost anyone with even rudimentary computer skills can teach. Mike, an experienced gamer; and Kristy, an experienced curriculum writer; along with Chris, an ER doctor; make a unique and effective team as each draws on the strengths of the others. The well-crafted lessons, with embedded "Mental Health Moments," anchored by purposeful gameplay, and enhanced with reflective journaling create a unique educational experience enjoyed by both students and teachers alike.

Mental Health Moments

What is the purpose behind “Mental Health Moments”?

Gaming Concepts courses serve as thoughtful “educational opportunities to motivate and engage both high-level achievers and previously apathetic learners.” This academic construct allows schools to connect with a wide bandwidth of students, including cohorts that are often overlooked by traditional academic curriculum. *Gaming Concepts* courses also offer additional benefits. The lesson content can **easily** be leveraged to develop positive self-esteem, appropriate self-efficacy, and favorable life-skills. These focused determinants serve as an evidence-based approach to preventative mental health.

Where do I find “Mental Health Moments” in the *Gaming Concepts* Curriculum?

Throughout each unit in *Gaming Concepts*, there are select lessons that offer excellent opportunities to discuss three mental health determinants. The determinants that fall within the natural training and licensure of educators are i.) concepts of self-esteem, ii.) expanding self-efficacy, and iii.) development of life skills. *Gaming Concepts* will not stray from these three determinants. The authors recognize that the majority of educators are not licensed mental health practitioners; however, playing to those inherent strengths of educators offers tremendous benefits for students and staff.

What is a mental health determinant? There are many factors that impact the overall state of mental health. These critical factors are often linked to the advantages or obstacles one might experience navigating the journey of life. Some determinants are innate, such as race, ethnicity, and gender. Others can be acquired or modified, such as education level, income, and geographic location. A third set, referred to as “social influences,” ranges from interpersonal skills, to community dynamics, to work and school conditions, and equitable employment opportunities. Finally, there are also some intrinsic determinants of mental health, such as self-esteem and self-efficacy. These intrinsic mental health determinants are particularly powerful as they can serve as a negative risk factor or protective measure to rely on.

What is the purpose of a “Mental Health Moment”?

Traditional Social Emotional Learning (SEL) in schools has not been effective. The American Academy of Pediatrics, Centers for Disease Control and Prevention (CDC), and American Psychological Association all share data that confirms the shortcomings of schools' well-intentioned efforts. The most logical reason for this deficit is due to implementation. SEL moments are typically squeezed into the academic day creating an inauthentic learning experience for students. Students need classroom experiences that give them insight into positive self-worth, skills, and approaches that will allow them to solve problems in future environments. “Mental Health Moments” create the scaffold for this process by leveraging current classroom content into discussions about the mental health determinants of self-esteem, self-efficacy, and life skills. The benefit of “Mental Health Moments” is that the moments flow directly from activities and discussions already embedded into the *Gaming Concepts* curriculum. This creates a natural and seamless transition for students and staff, allowing authentic and engaging moments of preventative mental health to occur.

Esports Career Connections



Careers in the esports industry have never been more plentiful. What was once a gamer’s fantasy, “I want a job where I work around video games all day,” is now a respected career field with a pipeline from scholastic gaming, to college scholarships, to successful careers, with or without a degree. When educators help students make occupational connections to esports, they are not just connecting students to a career, educators are connecting with students and providing students with a reason to come to school. Educators are providing students with a “why.” Use the Esports Career Connections graphic to not only help students make connections, but also help non gamers understand the career connections to esports.

Teaching the Curriculum

Gaming Concepts: Exploring Life Skills Through Scholastic Gaming can be used as a turn-key curriculum beginning on page one and going day-by-day through the Table of Contents to the end. Or, it can be used a la carte by more experienced teachers as a resource to supplement their own curriculum. The authors have grouped the lessons into units for ease of navigation through the curriculum. However, facilitators are encouraged to utilize the lessons in the order that best meets the needs of their students.

To appeal to the greatest number of school schedules, *Gaming Concepts: Exploring Life Skills Through Scholastic Gaming* was designed to be a half-year (90 days) course. In its turn-key status, each lesson is intended to be taught in a one-hour time frame. A typical lesson includes 30 minutes of direct and indirect instruction, 25 minutes of purposeful gameplay, and 5 minutes of reflection per day. Depending on the needs of the class, the times can easily be adjusted by increasing or decreasing purposeful gaming time and/or increasing direct and indirect instruction by supplementing with additional discussion and/or reflection time. For schools that are using the course for shorter, seminar classes, instructors might choose to rotate between direct instruction and gameplay.

As experienced teachers, the authors are aware that there are always days throughout the semester when instruction will be interrupted due to pep rallies, fire drills, weather days, etc. In addition, some of the lessons could definitely use more than the allotted time with an engaged class. This allows for some flexibility to be built into the lessons. The bottom line is that the curriculum is designed to fit the needs of many different school schedules and teacher pedagogies.

Gaming Concepts is filled with articles, videos, student activities, and links to engage learners and make teaching fun. Below are ways to access the resources in the book.

- **Links:**

- *Digital Versions* – Simply click on the links and users will be taken to the directed websites. Clicking on the page numbers in the Table of Contents will take readers to the corresponding lesson.

- **Student Engagement Sheets:**

- *Student Companion* – A *Student Companion Guide* is also available for purchase that includes student instructions as well as pre-made student worksheets.

Suggested *Purposeful Play* Gaming Titles

Name	Genre	Cost	No. of Players	Ave. Match Time
Chess	Strategy	Free	1v1	10 min.
Halo Infinite	FPE	Free for Multiplayer	Up to 24	15-20 min.
League of Legends	MOBA	Free	5v5	35-40 min.
Minecraft	Simulation/ Battle Royale	\$25-\$30	Varies depending on game mode	Varies depending on game mode
Valorant	FPE	Free	5v5	15-20 min.
Overwatch	FPE	\$10-\$20	6v6	15-20 min.
Hearthstone	Card/Strategy	Free	1v1	5-15 min.
Fortnite	Battle Royale	Free	100 (solo queue available)	20-30 min.
Rocket League	Sports/ Simulation	Free	3v3	10-15 min.

Abbreviations: FPE - First Person Elimination, MOBA - Multiplayer Online Battle Arena

“What game should we play?” That is often the first question educators ask when using the *Gaming Concepts* courses. Purposeful Play time is meant to motivate students to attend class, draw connections between standards alignment and their lives, and help mediate authentic learning experiences under the eye of a responsible adult. The best time to teach digital citizenship is when students are online and gaming. Besides “What game should we play,” the next question is “Can I teach this class if I’m not a gamer?” *Gaming Concepts* instructors need not worry whether they know how to play the games. THE STUDENTS KNOW HOW! And, if a student is unfamiliar with the games being played, it creates a perfect opportunity for peer mentorship and leadership.

Accessing Resources

Gaming Concepts is filled with articles, videos, student engagement sheets and links to engage learners and make teaching fun. Below are ways to access the resources in the book.

- **Links:**

- *Digital Versions – Simply click on the links and users will be taken to the directed websites. Clicking on the page numbers in the Table of Contents will take readers to the corresponding lesson.*
- *Book Versions – For those users with a paper copy of Gaming Concepts, a Resources Guide is located in the back of the book with expanded hyperlinks that can be typed into a web browser search bar. In addition, instructors and students can access the links by creating a FREE Generation Esports account and logging into Gameplan for FREE.*

- **Student Engagement Sheets:**

- *Digital Versions – When a lesson indicates there are handouts, worksheets or other student materials, users click on the link which takes them to the Resources Guide located at the back of the book.*
- *Book Versions – When a lesson indicates there are handouts, worksheets or other student materials, please refer to the Resources Guide located at the back of the book.*
- *Student Companion – A Student Companion Guide is also available for purchase that includes student instructions as well as pre-made student engagement sheets.*

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UNITS

Level 1: *Dungeon Runner* – Players and coaches will set classroom expectations, as well as expectations for when they are gaming. After exploring the benefits of journaling, players will determine their base stats and create their characters.

Lessons	Page #
1. Rules of the Game	15-17
2. Play with Purpose	18-21
3. The Journal Begins	22-23
4. Base Stats	24-25
5. Character Creation	26-28

Level 2: *Strength Training* – The attribute of Strength will be addressed in this unit as students learn how to build resilience using attributes such as: building connections by prioritizing relationships and joining a group, finding purpose by helping others, fostering wellness by taking care of the body, practicing mindfulness, avoiding negative thoughts, embracing healthy thoughts by keeping things in perspective, maintaining a hopeful outlook, and seeking help.

Lessons	Page #
1. Identifying NPCs, Allies, and Anti-Heroes	31-38
2. Guild Membership	39-41
3. The Altruistic Gamer's Mission	42-45
4. Strength XP	47-50
5. Rest to Level Up	51-53
6. Hero's Meditation	54-56
7. Optimism	57-59
8. Mission Focus	60-63
9. Seeking Help	64-65
10. Gathering Resources	66-67

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UNITS

Level 3: *Can't Stop, Won't Stop* – This unit will address the Endurance attribute by helping students form goals and stick to them throughout the course. Students will form a Main Quest for their lives and then Side Quests for each of the six attributes addressed in this course.

Lessons	Page #
1. Main Quest	69-75
2. The Quest for Strength: Physical Activity	76-80
3. The Quest for Perception: Mental Health	81-85
4. The Quest for Endurance: Gratitude	86-93
5. The Quest for Wisdom: Attendance	94-96
6. The Quest for Charisma: Friendships	97-99

Level 4: *Perception Becomes Reality* – The Perception attribute will be addressed in this unit as students learn about how they are affected by social media and online communities. Students will gain perception of the opportunities available to them for their future and also consider the perception others may have of them based on the way they present their skills.

Lessons	Page #
1. #N@t so Social Media - Mental Health Impact	101-104
2. Internet Safety Do's and Don'ts	105-106
3. Not All Screen Time is Equal	107-110
4. Skills You Learn Playing Video Games	111-112
5. Which Way to Success?	113-114
6. Esports Scholarships	115-116
7. Getting Past Perfection	117-120

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Level 5: *Wise Beyond Your Years* – The attribute of Wisdom will be addressed in this unit as students learn practical skills for staying safe, accomplishing objectives, navigating difficult situations, and addressing their wellbeing.

Lessons	Page #
1. Video Game Security	123-124
2. Acquiring XP	125-126
3. Time Management	127-128
4. The Tricks of Triage	129-132
5. Readiness Check	133-134
6. Transforming Piles to Productivity	135-137
7. Blue Light and Sleep	138-139
8. Gamer: LFW (Looking for Work)	140-142
9. What's the Plan	143-145
10. What Would You Do?	146-147

Level 6: *Off to the Races!* – The attribute of Agility will be addressed in this unit as students refine their emotional intelligence, enhance digital skills, and discover methods to organize and enhance their lives.

Lessons	Page #
1. Structural Integrity	149-152
2. Pixel Paint Project	153-154
3. Practice, Practice	155-156
4. Social Norms in Gaming	157-158
5. Emotions are Not a Game	159-160
6. Inventory is Full	161-162
7. Navigating Social Conflict	163-165
8. The Gamer Community	166-167
9. Speaker Topic: Human Resources	168

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UNITS

Level 7: Have we met Before? – The attribute of Charisma will be addressed in this unit as students consider how they interact with each other socially and on a team. Students will also refine the way they present themselves to potential employers by considering their strengths, creating a resume, and practicing a job interview.

Lessons	Page #
1. Trolls and Grieferers	171-176
2. Understand Your Team	177-179
3. What Employers Want	180-181
4. Creating a Resume	182-184
5. Know Who You Are	185-186
6. Interview Skills	187-189
7. Practice Interview	190-191

BONUS ROUND – Additional resources to ensure level completion!

Lessons	Page #
1. Resources - Website Links	192-205
2. Resources - Content Standards	206-207

Character Creation

LESSON OVERVIEW: Using their survey results from the previous lesson, students will create a character representing themselves. Students will begin by filling out aspects of their character such as a name, favorite color, magic abilities, hobbies, and a pet. They will then analyze their survey results from the “Base Stats” lesson to determine their strongest characteristics. Using the “My Character” worksheet in the Student Companion, students will then assign and record base stats to their characters. Groups of students with similar base stats will introduce their characters to each other. Students can then create an avatar online to represent their character. Students will refer to the “My Character” worksheet throughout the course and update it with increased stats as they accomplish course lessons and units.

STANDARDS ADDRESSED:

- ISTE 1 Empowered Learner
- ISTE 4 Innovative Designer
- ISTE 6 Creative Communicator

CASEL 5 STANDARDS ADDRESSED:

- CASEL 3 Social Awareness
- CASEL 4 Relationship Skills

MATERIALS NEEDED:

- Completed “Base Stats” worksheet from the previous lesson.
- Worksheet: My Character
- Website: Avatar Creator [Ready Player Me](#)
- Printer or colored pencils, crayons, or markers.
- Scissors and glue or tape



Day 1 Journal Prompt (5 min.): Look at the avatar you created for yourself. In what ways is it like you, in what ways is it different? Do you think your avatar reveals any information about how you view yourself?

Character Creation

Directions: (30 min.)

- Tell students that today they will create a character that they will use to represent themselves for the duration of this course. Emphasize that the character they create will be a reflection of their own strengths, attributes, and skills. As they progress through this course, their character will “level up” in attributes.
- Have students turn to the “My Character” worksheet in their Student Companion. Give them a few moments to write their name on the worksheet and make a name for their character. Again, remind them that this character is going to be a reflection of themselves. Allow students to continue filling out the top, left side of the “My Character” worksheet by filling in their favorite color, coming up with a magic ability that their character has, hobbies, and giving their character a pet. (This can be a real pet or an imaginary pet such as a dragon). (5 min.)
- Ask students to turn to their completed “Base Stats” worksheet in their Student Companion and look at the table on the first page where they circled their top ten strengths and recorded the number of circled items next to each attribute. These attributes are the same attributes that are listed on the bottom half of their “My Character” worksheet. The number of circled items for each attribute is their current base level in each attribute. Have students color in the corresponding number of boxes on the “My Character” worksheet to represent their base level for each attribute. For example, if a student circled three items under Agility on the first page of their “Base Stats” worksheet, they would color in the first three boxes next to Agility on their “My Character” worksheet. (5 min.)
- When students have finished coloring in their boxes, have them break into groups according to their top strength. If they have two top strengths that are at equal levels, have them choose one and go to the group for the one they chose. There can be up to six small groups, one for each attribute (although it is possible that you may not have a group for each attribute). In each group, have students introduce themselves and share their character’s information (favorite color, magic ability, hobbies, pet).

Continued on next page

ADDITIONAL INFORMATION

Examples of RPGs that incorporate character creation:

- Dungeons and Dragons
- Elder Scrolls
- Fallout
- Red Dead Redemption
- Dragon Age Inquisition

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

Character Creation

NOTABLE QUOTABLE

The Proteus effect, a phenomenon that occurs when someone is assigned an avatar that looks different than him or her. They conform to that avatar's stereotypical behavior and attitude.

~ **Hershall Cook**

INSTRUCTOR NOTE

The second page of the “My Character” worksheet allows students to record Bonus XP points as they are offered throughout this course. You may want to offer additional bonus points as well. Simply tell students what to do and how many points they can gain.

Continued

- Tell students that each of them must keep their introduction under 30 seconds. (10 min.)
- When all students have had a chance to introduce themselves to the other members of their group, have students return to their computers and individually go to [ReadyPlayer Me](#).
- Students will follow the prompts and instructions on the screen to create their own avatar. Give students up to 10 minutes to create and personalize their avatar. At the end of the 10 minutes, students should click on the “Enter Hub” button in the top right corner of the screen. Encourage students to keep moving through the avatar creation as they could potentially spend an unnecessary amount of time on it.
- Once in the Hub, a picture of their avatar will appear with a Share button next to it. When students click the Share button, they will have the option to download their image or copy the image URL. Using whatever method works best for your classroom, have students print a small picture of their avatar so they can cut it out and attach it to their “My Character” worksheet. If students do not have printing capabilities, you may choose to have them share their individual URL codes with you so you can print them. If printing is not an option, you may choose to have students hand-draw a picture of the avatar they created on their worksheet.
 - **Note:** Students should not have to sign in to the system to access their avatar image download or url. Students will be prompted to sign in if they click the button that says “Claim My Avatar,” but clicking the “Share” button should not require students to make an account.
- At the end of this lesson, students should have all parts of the first page of the “My Character” worksheet completed. Students will update these sheets as they level up attributes throughout this course. Inform students that the second page of the “My Character” worksheet will be used later in this course when they have opportunities to earn Bonus XP Points.
 - These worksheets should be saved to complete student resumes in the final chapter.

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

My Character

Name:

Character Name:

Magic Ability:

Favorite Color:

Hobbies:

Pet:

Draw or attach a picture of your character here:



Health % (same as your % grade in this course) _____

ATTRIBUTES

Strength	1	2	3	4	5	6	7	8	9	10
Endurance	1	2	3	4	5	6	7	8	9	10
Perception	1	2	3	4	5	6	7	8	9	10
Wisdom	1	2	3	4	5	6	7	8	9	10
Agility	1	2	3	4	5	6	7	8	9	10
Charisma	1	2	3	4	5	6	7	8	9	10

Your character may level up as you complete goals and units in the curriculum; your instructor will tell you when you can level up and which attribute to level up.

Your character may also level up in an attribute by earning 1,000 Bonus XP and spending it to level up in any attribute of choice. Bonus XP opportunities will be given to you by your instructor.

Guild Membership

LESSON OVERVIEW: The resilience component, building connection by joining a group, will be addressed in this lesson as students explore the mental health benefits of relationships and connection. People who are more connected have less anxiety and depression, higher self-esteem, and more empathy. Students will have an opportunity to explore sports, clubs, and organizations that are available for them to join through school. Students will also explore sports, clubs, and organizations in their community that are available for them to join. After selecting options they are interested in, students will find information about how to join.

STANDARDS ADDRESSED:

- ISTE 3 Knowledge Constructor
- NHES 1 Comprehend Health
- NHES 2 Influences on Health
- NHES 3 Access Health Information

CASEL 5 STANDARDS ADDRESSED:

- CASEL 3 Social Awareness
- CASEL 4 Relationship Skills

MATERIALS NEEDED:

- Worksheet: Guild Membership
- List of or links to school sport teams, organizations, and clubs.
- List of or links to community sport teams, organizations, and clubs.



Journal Prompt (5 min.): Are you or have you ever been part of a club, group, team, or organization? What benefits did you get from being a part of that “guild”?

Guild Membership

Directions: (30 min.)

- Remind students that they are in the Strength unit and they are leveling up in strength by building resilience.
- Say: *If you have ever played a MMORPG (Massively Multiplayer Online Role-Playing Game), you may have joined a group of other gamers who work together in the game to beat enemies or complete quests that are too difficult to do alone. This kind of group is often called a Guild. There are even some gamer guilds that are formed outside of any particular game and play together in many different games. Players in a guild have more resources to use, more people to ask for help, and are members of a group in which they can also help others.*
- *There are guilds in life, but we don't usually call them that. We call them teams, youth groups, clubs, and organizations. An important factor in your resilience is being connected to other people. In the last lesson, we looked at individual people that are already in our lives. Today, we are going to look at groups of people we can add to our lives to help us feel more connected.*
- *Being connected to other people doesn't just make us feel happier, it is actually good for our health! [Psychology Today](#) states that social connection can improve our immune system, helps us heal from illness quicker, reduces our anxiety levels, and can even make us live longer! And this makes sense: Just like we have access to more resources, more advice, and more encouragement if we join a gamer guild, we also have access to more resources, more advice, and more encouragement if we join a club, team, or group at our school or in our community. So, let's find a guild to join!*
- Instruct students to turn to the "Guild Membership" worksheet in their Student Companion. This worksheet will walk them through finding information about clubs and organizations that are available to them. It is suggested that instructors walk through this as a class to keep everyone on pace.

Continued on next page

EXAMPLES OF MMORPGs

- World of Warcraft
- Guild Wars
- Runescape
- The Elder Scrolls
- Final Fantasy
- Black Desert

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

Guild Membership

BONUS XP

Join a club! 100 XP for each club you are an active member of. Show your instructor proof that you are a member, and record your points on the second page of the "My Character" worksheet.

Continued

- Provide students with a list of clubs that are available at the school. Many school websites have the clubs and sports listed along with a description. Give students 5-10 minutes to find at least two clubs or sports they might be interested in. If you are wanting to create a competitive gaming team at your school, this would be a perfect time to promote it! After students have chosen two clubs or sports they are interested in, have them complete the instructions for Part 1 on the "Guild Membership" worksheet.
- For Part 2 on the second page of the "Guild Membership" worksheet, provide a list of community organizations available to students. These may be things such as summer camps, youth groups, club sports, library or community center events, etc. A more advanced adaptation could be to have students research and find these community organizations for themselves. In this case, direct them to the city's website and help guide their search so they don't stumble upon dangerous chat rooms or get into risky situations. Again, allow students 5-10 minutes to find at least two community organizations they are interested in, and then have them follow the worksheet directions to complete Part 2.
- The "Guild Membership" worksheet should be saved for students to use in completing their resumes in the final chapter.
- Inform students that they can earn 10 Bonus XP for each sport/club/organization they are already a member of or become a member of. Students should show proof of their membership. If students earn Bonus XP, direct them to record those points on the second page of the "My Character" worksheet in the Student Companion.
- As students transition to Purposeful Play, ask them to pay attention to how their guild or classroom team helps them in the game and how they help others. If they are not playing in a guild or team, ask them to think about how a guild would help them in their game.

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

Guild Membership

DIRECTIONS: Part 1: Look at the list or links that your instructor provided for clubs and organizations at your school. What are two sports/clubs/organizations at your school that you might be interested in? This worksheet should be saved to complete your resume in the final chapter.

Choice 1.

Choice 2.

For both of the sports/clubs/organizations you chose, record the following information in the boxes below: "How do I join?" "When does the club meet (or when is practice)" "What instructor or coach can I talk to about joining?"

Choice 1.

How do I join?

When do they meet?

Who can I talk to about joining?

Choice 2.

How do I join?

When do they meet?

Who can I talk to about joining?

Guild Membership

DIRECTIONS: Part 2: Look at the list or links that your instructor provided for clubs and organizations in your community. What are two sports/clubs/organizations in your community that you might be interested in? This worksheet should be saved to complete your resume in the final chapter.

Choice 1.

Choice 2.

For both of the sports/clubs/organizations you chose, record the following information in the boxes below: "What do members of the organization do?" "When and where does the organization meet?" "Is this something my parents/guardians or siblings could do with me?"

Choice 1.

What do members of this organization do?

When and where do they meet?

Is this something my family could do with me?

Choice 2.

What do members of this organization do?

When and where do they meet?

Is this something my family could do with me?

The Quest for Strength: Physical Activity

LESSON OVERVIEW: Students will learn that side quests are necessary to support their main quest. In a video game, a character cannot just complete the main quest without also doing side quests in order to gain XP and level up. In the next several lessons, students will form side quests in the areas of physical activity, mental health, gratitude, relationships, and attendance. These side quests are designed to function like side quests in a video game. The worksheets that students complete for these quests will include information about the quest, objectives, and a walkthrough, similar to what they would find in a quest-based video game. A log is also provided for students to keep track of their progress toward their goal. For this lesson, students will form a physical activity side quest by revisiting and revising their physical activity goal from the “Strength XP” lesson in Unit 1.

STANDARDS ADDRESSED:

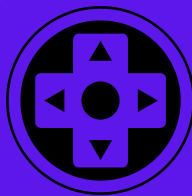
- ISTE 1 Empowered Learner
- NHES 1 Comprehend Health
- NHES 5 Decision-Making for Health
- NHES 6 Goal-Setting for Health
- NHES 7 Healthy Behaviors

CASEL 5 STANDARDS ADDRESSED:

- CASEL 2 Self-Management
- CASEL 5 Responsible Decision-Making

MATERIALS NEEDED:

- Individual student goals recorded on the completed “Strength XP” worksheet in Unit 1
- Worksheet: The Quest for Strength: Physical Activity
- Worksheet: Physical Activity Log



Day 1 Journal Prompt (5 min.): What benefit do you personally want to gain from exercising? How are you prioritizing your life to accomplish this?

The Quest for Strength: Physical Activity

Directions: (30 min.)

- Say to students or paraphrase: *In many video games, you must complete side quests to help you level up and gain XP. If you try to only complete the main quest, you won't have the skills, attributes, or XP to accomplish the main quest objectives. In the same way, there are many side quests that support our main quest in life. Side quests help us to grow and accomplish things so we can reach our ultimate goals. For example, whatever your main quest is, you need to graduate high school and go to college or get some kind of training so you can get the job you want so you can support yourself. If you don't, it will be much more difficult to achieve your main quest goals, such as being generous or spending time with people you love. Another example is that you need to work on sidequests for mental, emotional, and physical wellbeing so you can enjoy the kind of life you envision for yourself.*
- *So, now you need to identify your side quests. You should have side quests in multiple areas of your life that will support your ability to achieve your main quest. Over the next several lessons, you will form goals for the areas of physical health, mental health, emotional health, relationships, and school. As you set these goals, you will design side quests and walkthroughs to achieve these goals. Completing each of these goals by the end of this course will grant you one skill point in each attribute category.*
- Students may want to reference the “My Character” worksheet near the beginning of their Student Companion to review the attributes. Students can level up in the following attributes by completing the corresponding side quests:
 - **Strength:** Physical Health
 - **Perception:** Mental Health
 - **Endurance:** Emotional Health (Gratitude)
 - **Intelligence:** School (Attendance)
 - **Charisma:** Friends

Continued on next page

LEVEL UP

Remind student that they can level-up by doing side quests:

- **Strength:** Physical Health
- **Perception:** Mental Health
- **Endurance:** Emotional Health (Gratitude)
- **Intelligence:** School (Attendance)
- **Charisma:** Friends

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

The Quest for Strength: Physical Activity

INSTRUCTOR NOTE

Let students know that if they enjoyed doing yoga, they could have yoga be their physical activity for this quest. They can also use yoga for their mental health quest in the next lesson. Then, when they do yoga, they can count it for both quests!

Continued

- Tell students that their first quest is “The Quest for Strength: Physical Activity.” Since students have already made a goal for their physical health in a previous lesson, they will start there. Tell students to turn to “The Quest for Strength: Physical Activity” worksheet in their student companion. Tell students that this will be where they design their quest. Go over the information in the table with them (Quest Name, Description, Quest Giver, and Rewards). Emphasize to students that they are giving this quest to themselves, and it is for their own benefit. They get to design it to fit their lives. Also, tell students that one skill point in Strength will be awarded to them if they stick to the goal they make and keep a log of their exercises throughout the remainder of this course. (The log they will use is included in the Student Companion following the quest worksheet).
- Have students go to their “Strength XP” worksheet in the Student Companion where they identified their physical fitness goal. Ask students if anyone has been sticking to the goal they made for themselves. If students have, ask them to share with the class what tips they have for sticking to their goal.
- Allow students to reflect on their physical fitness goals and make any changes that are necessary. Remind them that teenagers should have at least an hour of moderate-to-vigorous physical activity each day. Students should work toward that goal, but if they feel like that is more than they can handle, they can start with a goal that meets the recommendations for adults, which is five hours per week of moderate physical activity or about two hours per week of vigorous activity.

Continued on next page

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

The Quest for Strength: Physical Activity

Continued

- After students have made any changes that they need to make to their goal, have them copy their goal onto the bottom of “The Quest for Strength: Physical Activity” worksheet. Say: *When you look online for help on a video game quest, often you will be provided with both a list of objectives and a walkthrough. You will create both today. The goal you just wrote serves as your objectives. Now, you will create a walkthrough.*
- Students should turn to the second page of “The Quest for Strength: Physical Activity” worksheet. Walk through each of the questions with the students by reading the prompts in italics below.
 - **Collect Resources:** *Do you need any resources for your type of exercise? A basketball, skateboard, swimsuit, yoga mat?*
 - **Travel to Location:** *Where will you do this activity? In your living room? At a basketball court? On the sidewalks around your neighborhood?*
 - **Recruit Companions:** *Are there friends or family members you can do this activity with?*
 - **Allies:** *Who can you tell about this goal so they can help you stay accountable?*
 - **Mantra:** *What is something you can tell yourself when you don't feel motivated to do your activity? This can be something like “I can make myself do hard things,” “The gain is worth the pain,” “I'm worth the hard work.” (More mantra examples provided in the sidebar).*
 - **Respawn:** *If you miss a day, what can you tell yourself to encourage yourself to get back on track? This could be something like “It's okay to make mistakes, but it's not okay to quit!” or “The hardest day to exercise is the day after you skip your activity, but I can make myself do hard things and then this will get easier,” or “This is not permadeath, I can respawn!”*
 - **Backtracking:** *If you miss a day, what consequence will you give yourself? This could be a deal you make with the adults you live with such as if you don't do your exercise goal on the day you were supposed to do it, you have to go to bed 30 minutes earlier, or you don't get play video games, or you have to do the dishes. This does not need to be a horrible consequence, just enough to help hold yourself to your goal.*

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MANTRAS FOR EXERCISING

- If it doesn't challenge you, it doesn't change you
- It hurts now, but one day it will be your warm up
- Today I will love myself enough to exercise
- Tomorrow you will wish you started today
- Worry less, run more
- I'm doing this for me
- Make progress not excuses
- Today I'm fit, fast and fierce

~ 26 Mantras to Get
You Off the Sofa and
in the Gym

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

The Quest for Strength: Physical Activity

DIGITAL CALENDAR/PLANNER

Below are samples of free (with paid features) digital calendars and planners for students:

- ClickUp Digital Planner
- Passion Digital Planner
- GoodNotes Digital Planners
- OnPlanners Digital Planners
- Todoist Digital Planner
- Any.do Digital Planner
- Google Calendar
- Trello Digital Planner
- Asana Digital Planner
- Notion Digital Planner

Continued

- **Reward:** *Come up with a small reward for yourself if you meet your goals for the entire week. This could be something like a treat you like, or perhaps you make a deal with the adults you live with to allow you an extra 30 minutes of TV or video game time. This reward shouldn't be huge, because it is an intermittent reward to help keep you on track each week, but it should be something you like well enough to encourage you to stay on track.*
- **Intrinsic Reward:** *When you make a goal, it is important to keep in mind the big picture so you can remember why your hard work will be worth it. This gives you intrinsic motivation, which is motivation to do something because it is good for you, not because you get an external reward. Think of what your intrinsic, or internal, reason is for keeping your physical fitness goal. What will you gain personally from sticking to this goal? Improved health and fitness? The pride of knowing you stuck to something that was hard? Proving to yourself that you have the strength to see a goal through to the end?*
- Have students turn to the Physical Activity Log in the Student Companion. Explain to students that in order to level up in the Strength attribute, they need to record their physical activity on this log. Students should take this log sheet home with them and have a guardian initial when they perform and record their physical activity.
 - There will be a quest similar to this one for each of the six attributes in which students can gain one skill point. It is suggested that students work on these quests throughout the remainder of this course and submit their log sheets to their instructors a week before class ends. Instructors may then choose to recognize the students who have the highest character rankings.
- Remind students to use the digital calendar or planners to help them stay on track. They should have already entered physical activity reminders on their calendars during Day 2 of the “Strength XP” lesson.

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

The Quest for Strength: Physical Activity

DIRECTIONS: Fill in the blanks based on your personal goal for physical activity.

Quest Name	The Quest for Strength: Physical Activity
Description:	I will achieve my goal for physical activity to level up in Strength.
Quest Giver:	Self
Rewards:	1 Skillpoint in Strength if I stick to this goal throughout the rest of the course.

Objectives

Rewrite your goal from the bottom of your Strength XP Worksheet.

I will _____ (activity)
every _____ (when/days)
at _____ (time of day)
for _____ (number of minutes)

Example: I will ride my skateboard every school day at 3:30pm for 30 minutes

The Quest for Strength: Physical Activity

Walkthrough

DIRECTIONS: Fill in the information for your quest as the instructor goes through this worksheet with you.

Collect Resources:

Travel to Location:

Recruit Companions:

Allies:

Mantra:

Respawn: If I miss a day, what can I tell myself to encourage myself to get back on track?

Backtracking: If I miss a day, what consequence will I give myself?

Reward: If I have met my goals for the entire week, what small reward will I give myself?

Intrinsic Reward: How will I personally benefit from achieving this goal?

Not All Screen Time is Equal

LESSON OVERVIEW: A large number of clinical studies have demonstrated negative effects of excessive screen time. This is particularly true when users engage with “the endless scroll,” or hours of passive interaction with an electronic device. Stagnant tech use has become a significant concern for parents, clinicians, and teachers as they strive to engage with their children using the benefits of technology and dodge the harmful effects. In this lesson, students will investigate common types of screen time and learn about their assets and limitations. The goal is for students to have deeper insight into screen time and understand the WHY behind limitations on usage.

STANDARDS ADDRESSED:

- NHES 2 Influences on Health
- NHES 5 Decision-Making for Health

CASEL STANDARDS ADDRESSED:

- CASEL 1 Self-Awareness
- CASEL 2 Self-Management
- CASEL 3 Social Awareness
- CASEL 5 Responsible Decision Making

MATERIALS NEEDED:

- Article: [Not All Screen Time is Equal: Different Types of Screen Time](#)
- Video: [ABC News Report on Consequences for Kids of Endless Screen Time](#) (7:41 min.)



Day 1 Journal Prompt (10 min.): It’s often said that too much of a good thing can be a problem. Do you think this adage applies to screen time in general, or only certain types? Please cite information from what you learned in class and/or provide examples in your response.

Mental Health Moment (Pairs with specific content):

1. Understand the operational differences between different types of screen time and how they tend to impact the user.
2. Design and implement healthy practices when it comes to screen time use.
3. Mitigate screen time risk factors to improve quality of life.



Not All Screen Time is Equal

Directions: This lesson is designed to be taught over three days.

Day 1: (25 min.)



Mental Health Moment

Students will investigate different forms of screen time and assess the probable impact from each type – helping them to become more informed about technology use and changes in health over time.

- At the beginning of class, ask students to consider common ways they use screen time during the course of an average day. Ask them to share their responses and be as specific as possible. (ex: YouTube, piano lessons online, smart watch, television, etc.)
 - List the student answers on a large white board or post them to an online doc that all students can access. This will be referred to as a “Screen Time Organizer.” **STUDENTS NEED A COPY/ACCESS TO THIS!**
 - Students will organize these answers into groups and use them on Day 2. **Save their categories.**
- Once the class has supplied a sufficient number of responses, ask students to categorize these screen time uses into one of two groups: 1) Creative Usage—which means you are using a device as a tool to do something creative and/or productive, or 2) Consuming Usage—which means you are using a device to absorb information without input or action on your end.
- When most students are done, ask the class which category requires the most brain power from the user and why. Also, have students suggest what they think is the point of “Consuming Usage. Is there a benefit?”
- Now, have students access the following website and read [All Screen Time is Not Equal: The Different Types of Screen Time](#)
- Take time to discuss the findings in the article and ask students if they believe the categories of screen time proposed seem fair and cover most tech usage in the average young adult day.

NOTABLE QUOTABLE

According to the CDC (2019), children ages 8-10 spend around 6 hours a day in front of a screen.

- Cindy Kaardal

Journal Prompt: (10 min.)
Purposeful Play: (25 min.)

Not All Screen Time is Equal

Day 2 Journal Prompt:

The ABC News story pointed out that one part of our brain (the limbic system) is fueled by instant gratification. Another part of our brain, the prefrontal cortex, is more logical and tries to plan ahead – an example might be, your prefrontal cortex tells you “as much fun as this game is, it’s late and we need to sleep before school.”

As you consider those two parts of the brain, know this: The prefrontal cortex does not develop fully or gain full strength until you are in your mid-20s. Why would this put teens and tweens at high risk for problems with excessive screen time?

Journal Prompt: (10 min.)
Purposeful Play: (25 min.)

Directions: This lesson is designed to be taught over three days.

Day 2: (25 min.)



Mental Health Moment

Students will examine their daily usage habits more closely and determine which types of screen time are more prevalent in their lives.

- To start class, ask students to pull out the categories they created in the last lesson regarding screen time use. At the end of Day 1, the students should have divided them into “Consuming Usage” versus “Creative Usage.” Students will now dive into more detail as follows:
 - Under the headings of “Consuming” and “Creative,” students should determine where the five categories from the article in Day 1 should fit.
 - Students should now redistribute the uses of screen time they came up with as a class to one of these five categories.
 - If done properly, the student should be able to use their organizer to say something like this: “iMovie is an educational use of screen time I use for my computer class that falls under the Creative category.”
- When the organizer is complete, ask students to look at all the screen time uses and estimate how much time in minutes (during an average day) they spend with these screen time uses. If the student claims they have no idea, they can work with peers to estimate usage in school and if they have a cell phone, they can consult their screen time report (if turned on).
 - Ask students to add up the times for each category of screen time.
 - What is their total for “Consuming” category and what is their total for the “Creative” category?
 - What is their overall screen time usage estimate in an average day?
- Have students watch the recent [ABC News Report on Consequences for Kids of Endless Screen Time](#) (7:41 min.). At the end of the video, use the remaining lesson time to discuss the impact of excessive screen time on the brain. Ask students if they were surprised by anything in the news story. What’s more likely to make them want endless screen time: Consuming or Creative uses of tech?

Not All Screen Time is Equal

Directions: This lesson is designed to be taught over three days.

Day 3: (25 min.)



Mental Health Moment

Students will create and propose their own plan to manage screen time responsibly in their lives, using their screen time organizer from Day 1 and Day 2 to provide detail and specific action items.

- As students wrap up their lessons on screen time, review for them all they have learned and then share (or paraphrase) the following: *In the past few days, we have learned that there are different types of screen time – consuming and creative. We have also determined that under consuming and creative types of screen time, there are further categories. You have taken the time to investigate what screen time you use in your life and categorized your personal screen time usage. Maybe you are in a good spot with screen time use. Maybe you could be in a better spot. The news story from ABC helped explain what can sometimes happen if any of us use screen time too much. So, let's avoid that. Today, you will build a detailed plan showing how you will either cut back, improve, and/or create preventive barriers to avoid excessive screen time use.*
- To get started, have students review their screen time organizer that they've added to over the past few days. They can consider any of the following strategies as they design their plan:
 - How do I limit my consuming screen time?
 - Is there any consuming screen time I could replace with creative screen time, which I enjoy as much or more?
 - How could/should I space out my screen time through the day so that I am taking breaks and working in face-to-face interaction, physical activity, and other opportunities to enjoy life?
 - When are my weakest moments to be tempted by screen time? Is there an alternate activity I can place in those moments to avoid the temptation?
- Students should use class time to create a product (Google slide, word doc, etc.) that outlines their plan and uses detail from the organizer.

Day 3 Journal Prompt:

Look at the screen time usage in your life. Do you have predictable times when you gravitate toward consuming screen time? How do you place a limit on that? Do you need someone to help you enforce it? What is an activity you can schedule at the end of a screen time period that you know you'll be excited about and pull you away from your device?

BONUS XP

Make an agreement with your parent or guardian about when it is and isn't ok to be on a screen. For example, maybe you both agree that nobody should be on their device during dinner. Write your rules down, have both you and your adult sign it, and turn it in to your teacher for 100 Bonus XP.

Journal Prompt: (10 min.)
Purposeful Play: (25 min.)

Gamer: LFW (Looking for Work)

LESSON OVERVIEW: Researchers are beginning to look at links between skills acquired while gaming, and how those skills translate to applicable job skills. Employers are also beginning to look at those same skills to help them identify employability skills in their future employees, even going to the extent of identifying skills associated with specific types of games in the hiring process. Managers tend to like games based on city building or real-time strategy, while those who work in IT tend to enjoy puzzle games. In this two-day lesson, students will be taking two different career interest surveys, one based on what games they play, and the other based on other skills and attributes they possess. The purpose is to see if these two inventories have any crosswalk with one another that will help students to narrow their career focus in the future.

STANDARDS ADDRESSED:

- ISTE 1 Empowered Learner
- ISTE 5 Computational Thinker

CASEL 5 STANDARDS ADDRESSED:

- CASEL 1 Self-Awareness
- CASEL 2 Self-Management

MATERIALS NEEDED:

- Website: [Gamer Skills Assessment](#)
- Website: [CareerOneStop](#) Assessment

Day 1 Journal Prompt (5 min.): As you engage in Purposeful Play, reflect on the skills that your **gamer assessment** indicated were your strongest. Do you recognize these skills in the game now that the assessment has identified them for you? Do you think these skills will be useful to you as you continue your education? Explain why you think this way.



Gamer: LFW (Looking for Work)

Directions: This lesson is designed to be taught over two days.

Day 1: (25 min.)

- Begin the lesson by explaining that students will be learning about potential career options that may interest them as they continue their education. Remind the students that the choices they make today will most likely change as they continue their academic careers. The goal for this lesson is to provide them with tools that aid them with determining which career areas might be best for them in the future.
- Have students go to the [Gamer Skills Assessment](#) website. Students should see writing that reads “Take our free skills translator quiz” over a button that reads, “Press to start.” The assessment is then going to ask a series of questions about games students have played and for what length of time they have been playing. Students can input up to three games and answer the corresponding questions for each game. After the completion of the quiz, students will need to enter an email address for them to receive their results. The students do not need to create an account on the website to receive the results, but the email is necessary. Students can print their results or save them to their device as a pdf.
- Students will complete the [CareerOneStop](#) assessment. This assessment contains 30 questions about careers each student might have an interest in. There are five levels of interest for each question ranging from “Strongly Like” to “Strongly Dislike.” Students will place a checkmark in one column for each career option. After students have completed marking their tasks, a screen will appear that shows the careers they would most likely be interested in. Have students print their results or save them to their device as a pdf. This pdf should be saved to complete student resumes in the final unit. After students have completed the surveys, allow them to move on to journaling and Purposeful Play.

NOTABLE QUOTABLE

Every job is incredibly different, and I love it because you're picking up skills sets and experiences. It's the university of life.

~ **Benedict Cumberbatch**

BONUS XP

Research three of the career options from your CareerOneStop survey results that you felt interested you the most. Write down the following information for each: What is the job description? What kind of schooling or training do you need? Do you need years of experience before being hired? How much does it pay? Turn this into your instructor for 100 Bonus XP.

Journal Prompt: (5 min.)
Purposeful Play: (30 min.)

Gamer: LFW (Looking for Work)

Day 2 Journal Prompt:

As you engage in Purposeful Play, reflect on the skills that your **career assessment** indicated were your strongest. Do you recognize these skills in the game, now that the assessment has identified them for you? Do you think these skills will be useful to you as you continue your education? Explain why you think this way.

Directions: This lesson is designed to be taught over two days.

Day 2: (25 min.)

- Give students 2-3 minutes to review the results of their two surveys.
- After reviewing the results, ask students to see if any of their careers on the two surveys overlap. Some career descriptions may overlap, but students may not understand if they overlap. Instructor assistance may be required to aid students with interpreting the correlation between the two surveys.
- Have students write down any careers that overlap, then ask them to share the results of the survey with the class. Students will share three careers from the gaming assessment and three from the career interest assessment. Students should also share if any of the careers overlapped between the two surveys and share which career option they felt most interests them.

Journal Prompt: (5 min.)
Purposeful Play: (30 min.)

Social Norms in Gaming

LESSON OVERVIEW: Social norms in gaming, sometimes referred to as gaming etiquette, are just as valuable for gamers as the traditional social norms that every student experiences in their daily lives. In most cases, social norms in gaming correspond with many of the same norms that are instilled in students by their parents, teachers, siblings, and friends, but in a digital experience. A significant reason for providing scholastic gaming opportunities to students is to have a responsible adult in the room to guide students through the process of implementing and practicing these social norms when they interact with other people online. During this lesson, students will research social norms while gaming and learn how these norms can translate into their daily non-gaming social experiences.

STANDARDS ADDRESSED:

- ISTE 2 Digital Citizen
- ISTE 6 Creative Communicator
- ISTE 7 Global Collaborator

CASEL 5 STANDARDS ADDRESSED:

- CASEL 1 Self-Awareness
- CASEL 3 Social Awareness
- CASEL 4 Relationship Skills
- CASEL 5 Responsible Decision Making

MATERIALS NEEDED:

- Article: [Gaming Etiquette](#)
- Digital word processing document
- Community digital interactive board
- Pencil/Paper



Day 1 Journal Prompt (5 min.): What were the top five gaming social norms your class felt were the most important? Did the five your class established match the five you shared with the class? If you could change one social norm and replace it with one of your choosing, which would you choose?

Social Norms in Gaming

Directions: (25 min.)

- Introduce this lesson by asking students what are some everyday etiquette rules they practice. Examples are below:
 - Holding a door open for the person behind them
 - Not eating until everyone is served
 - Say “Thank you”
 - Give up your seat to an older person
- Have students read the article discussing [Gaming Etiquette](#). You may divide students into groups and have them break up the reading into sections or have them read independently.
- After reading the article, students should return to their seats and create a list of the top five gamer social norms they would like the class to adhere to while gaming.
- Once individual students have curated their lists, have them share via an online interactive board or share out loud, taking turns around the class. As each student responds, compile a list of the gaming social norms they have shared and tally them to see which five are most requested by the class.
- Host a short discussion regarding the gaming social norms shared in class and compare those to traditional social norms.
 - Do students recognize any correlation between the social norms expressed in the gaming article and traditional social norms? Ask students to share examples with the class.
- Following the discussion and after the class has determined which five gaming social norms are the most important, have students complete their journal prompt for the day, as it relates directly to this lesson.

NOTABLE QUOTABLE

You're playing a game, whether it's Little League or Game 7 of the World Series. It's impossible to do well unless you're having a good time. People talk about pressure. Yeah there's pressure, but I just look at it as fun.

~ **Derek Jeter**

BONUS XP

Talk to a parent or guardian about social norms that are in your family. For example, are there assigned seats at the table? Do you always say “I love you” before leaving the house? Write down seven social norms in your family and turn them in for 100 Bonus XP.

Journal Prompt: (5 min.)
Purposeful Play: (30 min.)

Creating a Resume

LESSON OVERVIEW: A resume is a document that describes the skills, qualifications, strengths and experiences that make an applicant stand out from other candidates. Although most people think about resumes almost exclusively when thinking about applying for a job, resumes can also be used when applying for scholarships, awards, and college admissions. Resumes should be updated frequently not only to reflect the most current information, but also because many people forget their accomplishments and experiences if they wait too long to document them. In addition, a resume can also help reveal areas where students need to be more active. In this three-day lesson, students will learn the parts of a resume, what resumes are used for, and the information that they should put on a resume. Then, students will create their own resumes applying for positions on their school's esports team.

STANDARDS ADDRESSED:

- ISTE 7 Creative Communicator
- ISTE 2 Digital Citizen
- NHES 7 Healthy Behaviors

CASEL 5 STANDARDS ADDRESSED:

- CASEL 4 Relationship skills
- CASEL 5 Responsible Decision Making

MATERIALS NEEDED:

- Article: [Examples of Each Part of a Resume](#)
- Article: [First Resume With No Work Experience Example](#)
- Worksheet: Resume Checklist



Day 1 Journal Prompt (10 min.): List all of the possible positions on a middle school esports team. Which position would you like to have? What strengths do you have that would make you good at the position? How would you have to improve to be able to do the position well?

Creating a Resume

Directions: This lesson is designed to be taught over three days.

Day 1: (30 min.)

- Say the following or something similar to students: *A resume is a document that describes the skills, qualifications, strengths and experiences that make an applicant stand out from other candidates. Although most people think about resumes almost exclusively when thinking about applying for a job, resumes can also be used when applying for scholarships, awards, and college admissions. Resumes should be updated frequently not only to reflect most current information, but also because many people forget their accomplishments and experiences if they wait too long to document them. In addition, a resume can also help reveal areas where you need to be more active. In this lesson, you will learn the parts of a resume, what resumes are used for, and the information that you should put on a resume. Then, you will create your own resume applying for a position on the school's esports team.*
- Read the article [Examples of Each Part of a Resume](#) together or in small groups while students complete the worksheet "Resume Checklist."
- Then, read the article [First Resume With No Work Experience Example](#) together as a class. Have students pay close attention to the format of the resume because they will begin creating one in the next lesson.

Day 2: (30 min.)

- Have students tag the following pages from their Student Companions for easy access. They will be used to create their resumes:
 - Completed "My Character" from Student Companion (page 14)
 - Completed "Guild Membership" from Student Companion (page 18)
 - Completed "Altruistic Gamer's Mission" from Student Companion (page 20)
 - Completed "Self-Assessment of Skills" from Student Companion (page 56-57)

Day 2 continued on next page

Day 2 Journal Prompt:

Think of a career in the esports industry that you might be interested in having. How do you think the skills you are learning in the *Gaming Concepts* course will help you obtain your goals? What about your other classes? Try to make connections from the other classes you are taking to what you would like to do in the future.

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

Creating a Resume

Day 3 Journal Prompt:

Looking over your resume, what are the most important things you have learned in the *Gaming Concepts* class this year? Reflect on the “Character Profile,” “Guild Membership,” “Altruistic Gamer’s Mission,” and “Gamer LFW” assignments. What would you tell people about what you learn from video games? What would you say to someone who says video games are a waste of time.

Day 2 continued

- Remind students that they are applying for a position on their school’s esports team (examples: gamer, shoutcaster, streamer, digital artist, social media manager, manager, etc.). Using their own life experiences and the experiences from the worksheets they have done previously, as a class, brainstorm what students could write under each of the topics on the “Resume Checklist” worksheet.
- Have students open a resume template on a word processing document or choose a standard template for the whole class to use.
- Either individually or together, students should fill out the template for a position on the school’s esports team. The template topics should be the same as those on the “Resume Checklist” worksheet.

Day 3 (30 min.)

- Students should finish writing their resumes to apply for a position on the school’s esports team.
- When students are finished, they should exchange resumes with at least one classmate for editing. Students should make sure that all of the topics listed under the “Resume Checklist” are covered on the resumes they edit.

Journal Prompt: (5 min.)
Purposeful Play: (25 min.)

Resume Checklist

DIRECTIONS: Fill in a description next to the part of the resume listed below. Then, make sure you are including all parts of the resume by checking off the parts as you are creating your own resume.

Contact Section:

Objective:

Profile:

Education Summary:

Experience Section:

Skills Section:

Standards Addressed

ISTE 7 Standards

Empowered Learner - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

CASEL 5 Standards (Collaborative for Academic, Social, and Emotional Learning)

Self-Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management - The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness - The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Standards Addressed

National Health Education Standards

Standard 1: Comprehend Health - Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Influences on Health - Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Access Health Information - Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster

Standard 4: Communicate Health - Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Decision Making for Health - Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting for Health - Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Healthy Behaviors - Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Advocate for Health - Students will demonstrate the ability to advocate for personal, family, and community health.