

Gaming Concepts

Interactive Media

By
Michael Russell, EdD
Kristy Custer, EdD
Christopher Jenson, MD
Heidi Albin, MEd
Alex Hirbe, MEd



Meet the Authors



Dr. Kristy Custer spent 24 years in public education. Twenty years were spent in alternative education, including 12 years as a high school administrator. As an alternative educator, 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, Custer has championed character education and alternative education. In addition to *Gaming Concepts*, Custer also co-wrote a year-long character education curriculum, *186 Days of Character*.



Dr. Michael Russell was a small business owner prior to beginning a career in alternative education. 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, Russell assisted numerous educators in creating after-school esports programs and implementing for-credit scholastic gaming into their classrooms. Russell was awarded the Kansas Horizon Award for excellence in teaching and is often an invited speaker at educational and esports conferences.



Dr. Christopher Jenson, a former emergency medicine physician and science instructor, proudly serves as a senior health advisor for school districts and businesses across the United States, often traveling for inservice and conference events. Along with co-writing *Gaming Concepts*, his 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. Jenson is passionate about youth mental health, focusing his work on evidence-based initiatives to improve the mental health of students and staff.



A co-writer of the *Gaming Concepts* curriculum, Heidi Albin was also recognized as a 2017 Milken Educator and a 2019 Presidential Awardee for Excellence in Mathematics and Science Teaching. A science teacher for over 14 years, her passion is to teach underserved students life skills, improve their mental health, and to help other teachers do the same. Albin 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. She enjoys speaking at conferences to share innovative teaching ideas.



Alex Hirbe is an advocate for meaningful technology integration. He leverages his expertise to develop impactful online curriculum designs and implementations, fostering meaningful interactions and integrations. Additionally, Hirbe has made notable contributions to the field through his publications, including "Virtual Classrooms with MyBigCampus" and "Engagement in the 21st Century Classroom." As an online curriculum developer for *Gaming Concepts* since 2021, Hirbe remains committed to shaping the educational landscape by blending his passion for technology, gaming, and discovery learning to create engaging and innovative learning experiences.

An Introduction to Gaming Concepts

Gaming Concepts curricula have always been about encouraging students to love learning. The authors' passion for connecting student interest to learning originated from a student walking into a classroom and stating, "I hate English!" And, his English teacher said back, "Okay, so you hate what I'm teaching you. What do you like?" After thinking for a bit, the student said, "I like auto mechanics." From that point on, the teacher modified the content focus of all that student's lessons to revolve around fixing cars, but the subject focus still aligned to the state's English reading and writing standards: writing essays over brakes, reading about steering and suspension, writing instructions on how to change oil, comparing and contrasting engines and engine performance, correcting conventions in electrical and electronic systems manuals, summarizing how to change a manual transmission. The teacher could not get enough automotive-themed reading material to satisfy the student's desire to write and tell the teacher more!

Students want to learn how to use interactive media. Students need to learn job-ready skills. When the two are put together, magic happens. Students are engaged and excited about learning. Instructors don't fight attendance issues, cell phone use, and sleeping students during class. Teaching and learning happens.

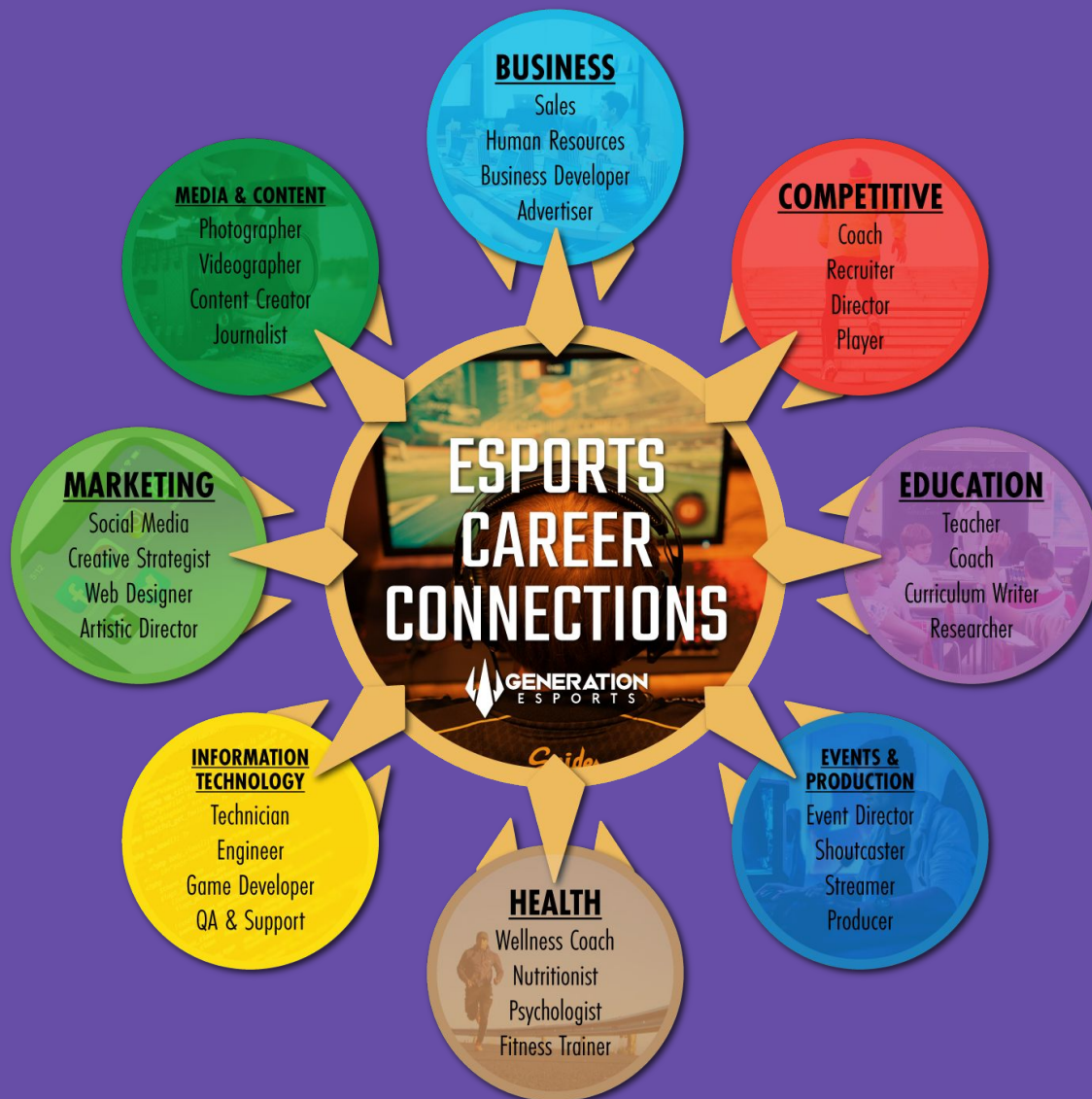
Finally, add one more piece to the puzzle. In late 2021, the U.S. Surgeon General issued an advisory to highlight the urgent need to address the youth mental health crisis. **Gaming Concepts: Interactive Media** is written with embedded preventive mental health that was designed to develop positive self-esteem and self-efficacy. In previous **Gaming Concepts** courses, results demonstrate that the embedded Mental Health Moments (MHM) created a statistically significant increase in self-esteem scores (Jenson et al. *Effects of a Preventive Mental Health Curriculum Embedded Into a Scholarly Gaming Course on Adolescent Self-Esteem: Prospective Matched Pairs Experiment*. 2023).

Gaming Concepts is filled with articles, videos, student engagement sheets, and links to engage learners and make teaching fun. By combining a standards-based, high-impact technical curriculum with engaging, career-ready skills, **Gaming Concepts: Interactive Media** is just the curriculum that instructors have been looking for and students have been asking for.

Gaming Concepts: Interactive Media can be accessed on our cutting-edge learning management platform: **Blueprint**. **Blueprint** is a transformative learning tool designed to revolutionize the educational experience. At its core, **Blueprint** is a dynamic hub of knowledge dissemination, offering a myriad of interactive tools and resources meticulously curated to ignite curiosity and foster intellectual growth. Every feature is crafted to engage, inspire, and empower learners of all ages. **Blueprint** stands at the forefront of innovation, driving positive change and shaping the future of education.



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 instructors help students make occupational connections to esports, they are not just connecting students to a career, instructors are connecting with students and providing students with a reason to come to school. Instructors 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: Interactive Media Exploration and Esports Topics 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 digital media 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: Interactive Media Exploration and Esports Topics* was designed to be a one-year (186 days), 1.0 credit-long course. In its turn-key status, each lesson is intended to be taught in a one-hour time frame. A typical lesson includes 25 minutes of direct and indirect instruction, 30 minutes of purposeful game play, 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 have semester-long 1.0 courses, instructors can choose to combine two lessons per day and keep purposeful game play time at the recommended number.

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.

| EXAMPLE OF YEAR-LONG COURSE FOR 1.0 CREDIT | | |
|---|---------------------------------------|---------------------------------|
| 25 minutes Instruction | 30 minutes purposeful play | 5 minutes reflection |
| 186 Lessons | | 1.0 Credit |
| 60 minutes average time | | Class 5 days per week |

Suggested Games for Purposeful Play

“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. The table below lists examples of games that could be used for Purposeful Play along with pertinent information.

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.

| 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 | 5v5 | 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. |

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 disengaged 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 five mental health determinants. The determinants that fall within the natural training and licensure of instructors are i.) positive emotion, ii.) engagement, iii.) relationships, iv.) meaning, and v.) accomplishment. The authors recognize that the majority of instructors are not licensed mental health practitioners; however, playing to those inherent strengths of instructors offers tremendous benefits for students and staff.

What is a mental health determinant? Many factors 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 protective measures for mental health.

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

Traditional Character Education 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. Character education 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.

***Gaming Concepts*’ “Mental Health Moments” results are peer reviewed and published.**

View the study of the impacts of *Gaming Concepts*’ “Mental Health Moments. (Jenson C, Wolff SF, Milkovich LM. *Effects of a Preventive Mental Health Curriculum Embedded Into a Scholarly Gaming Course on Adolescent Self-Esteem: Prospective Matched Pairs Experiment*. JMIR Serious Games 2023;11:e48401 at games.jmir.org/2023/1/e48401

Table of Contents

LEVEL 1: Adventure Awaits – Players and coaches will explore the rules for class play, laws pertaining to social media and gaming, history of esports, and how interactive media plays a role in the gaming industry.

| Lessons | Page # |
|---|---------------|
| 1. Classroom Expectations | 15-19 |
| 2. Copyright vs. Trademark | 20-21 |
| 3. Creative Commons | 22-23 |
| 4. It's a Secret to Everybody | 24-26 |
| 5. A Growth Mindset Industry | 27-29 |
| 6. Intellectual Property | 30-35 |
| 7. Video Game Economics | 36-38 |
| 8. Saving Files and Data Storage | 39-40 |
| 9. Protecting Your Digital World | 41-43 |
| 10. Building a Resume with Esports Skills | 44-47 |
| 11. Careers in Game Design: Visual Appeal | 48-49 |
| 12. Listening for Understanding | 50-52 |
| 13. Speaker Topic: Intellectual Property | 53 |

LEVEL 2: What the Tech? – Players will begin utilizing skills in image editing, design, art, color, and texture through the lens of esports and gaming.

| Lessons | Page # |
|---|---------------|
| 1. Basics of Digital Photography and Equipment | 55-57 |
| 2. Does In-Game Photography Count? | 58-60 |
| 3. Editing YOU Into the Game | 61-64 |
| 4. Two Dimensional (2D) Design | 65-66 |
| 5. Thinking About Color | 67-70 |
| 6. Posting and Shoutcasting | 71-73 |
| 7. Three Dimensional (3D) Design | 74-76 |
| 8. Design a Game Environment | 77-79 |
| 9. Your Dream Gaming Space! | 80-83 |
| 10. Using a Mood Board to Discover Client Needs | 84-86 |
| 11. Speaker Topic: Graphic Design | 87 |
| 12. Careers in Game Design: Opportunity Knocks | 88 |



Table of Contents

LEVEL 3: It's Dangerous to Go Alone! – Players will work in teams to create interactive media projects through game design, web page design, and element creation.

| Lessons | Page # |
|--|---------------|
| 1. Understanding Teams | 91-94 |
| 2. Designing Worlds, Levels, and Characters in Video Games | 95-96 |
| 3. Design Features: What Does the Client want? | 97-98 |
| 4. Video Game Perspective | 99-101 |
| 5. Adding Audio to Video | 102-103 |
| 6. The Story of YOU! | 104-106 |
| 7. Create a Storyboard | 107-109 |
| 8. Digital Storytelling | 110-113 |
| 9. Building Blocks of Gameplay | 114-119 |
| 10. Player Immersion | 120-122 |
| 11. Careers in Game Design: What are They Worth? | 123-124 |
| 12. Speaker Topic: Collaboration | 125 |

LEVEL 4: Loot Crate – Players will create digital works, alter images, edit audio, and create a portfolio to organize their work in preparation for college or career opportunities.

| Lessons | Page # |
|-----------------------------------|---------------|
| 1. Socializing in a Gamer World | 127-129 |
| 2. Designing for the Social Gamer | 130-133 |
| 3. Branding YOU | 134-139 |
| 4. Animation Exploration | 140-141 |
| 5. A Tale of Animation | 142-144 |
| 6. Creating a Video Resume | 145-149 |
| 7. Speaker Topic: Audio/Music | 150 |
| 8. Careers in Media: Streaming | 151-152 |

Table of Contents

LEVEL 5: Target Marked – Players will enhance their marketing skills by analyzing client needs through surveys, creating presentations, and preparing client-specific marketing material to meet the needs of their clients.

| Lessons | Page # |
|--|---------------|
| 1. From a Marketing Perspective | 155-157 |
| 2. Including Everyone In Communications | 158-160 |
| 3. Designing a Social Media Announcement | 161-164 |
| 4. Creating a Project Brief | 165-168 |
| 5. The Truth About Video Game Addiction | 169-170 |
| 6. All About Esports | 171-174 |
| 7. Speaker Topic: Marketing | 175 |
| 8. Careers in Media: Deep Dive | 176-177 |

LEVEL 6: Tech Bytes – Players will create three dimensional images, produce animated works, create a website, and be introduced to video game design elements using interactive media fundamentals.

| Lessons | Page # |
|--|---------------|
| 1. Website Design Process | 179-183 |
| 2. The Basics of Web Design | 184-185 |
| 3. Web Design Trends | 186-187 |
| 4. Imagining a Gaming Website | 188-189 |
| 5. Website Accessibility for All | 190-193 |
| 6. Organizing a Gaming Website | 194-197 |
| 7. Building a Gaming Website | 198-202 |
| 8. Evaluating Website Design | 203-206 |
| 9. Speaker Topic: Web Designer | 207 |
| 10. Careers in Game Design: Entrepreneurship | 208-209 |

BONUS ROUND – Additional resources to ensure level completion!

| Resource | Page # |
|----------------------|---------------|
| 1. Website Links | 210-221 |
| 2. Content Standards | 222-228 |



Unit 1

LEVEL 1: Adventure Awaits – *Players and coaches will explore the rules for class play, laws pertaining to social media and gaming, history of esports, and how interactive media plays a role in the gaming industry.*

| | Lessons | Page # |
|-----|---------------------------------------|---------------|
| 1. | Classroom Expectations | 15-19 |
| 2. | Copyright vs. Trademark | 20-21 |
| 3. | Creative Commons | 22-23 |
| 4. | It's a Secret to Everybody | 24-26 |
| 5. | A Growth Mindset Industry | 27-29 |
| 6. | Intellectual Property | 30-35 |
| 7. | Video Game Economics | 36-38 |
| 8. | Saving Files and Data Storage | 39-40 |
| 9. | Protecting Your Digital World | 41-43 |
| 10. | Building a Resume with Esports Skills | 44-47 |
| 11. | Careers in Game Design: Visual Appeal | 48-49 |
| 12. | Listening for Understanding | 50-52 |
| 13. | Speaker Topic: Intellectual Property | 53 |

Video Game Economics

STANDARDS ADDRESSED

- ITC10
- ITC05
- ITPC01.04
- ISTE 1
- ISTE 3
- ISTE 4
- ISTE 6
- CRS5
- CRS7

MATERIALS NEEDED

- **Worksheet:** Video Game Economics
- **Website:** [Entertainment Software Association](#)
- **Website:** [Infogram](#)
- **Video:** [Video Tutorial: Getting Started with Infogram](#)

Lesson Overview

Although video games have been around for decades, gaming and esports have exploded over the past several years. Revenue in the global video game industry is estimated at \$347 billion, and it's expected to continue increasing. It is larger than both the movie and music industries combined. According to the Entertainment Software Association, "Two thirds of adults and three quarters of kids under 18 [in the US] played video games weekly." Nearly one-third of the world's population report playing video games. In this lesson, students will research the primary sources for funding, revenue, and spending in the video game industry. They will then create an infographic to display the information they find and to practice their creativity and design skills. Students will have an opportunity to examine classmates' infographics and reflect on the design aspects that make infographics effective.

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

Day 1

- **INTRODUCTION (5 min.):** Read or paraphrase: *Although video games have been around for decades, gaming and esports have exploded over the past several years. Revenue in the global video game industry is estimated at \$347 billion, and it's expected to continue increasing. It is larger than both the movie and music industries combined. According to the Entertainment Software Association, "Two thirds of adults and three quarters of kids under 18 [in the US] played video games weekly." Nearly one-third of the world's population report playing video games. In this lesson, you will research the primary sources for funding, revenue, and spending in the video game industry and create an infographic explaining what you have learned.*
- **SMALL GROUP (20 min.):** Direct students to turn to the "Video Game Economics" worksheet in their Student Companions. In pairs, students should research information on the internet to answer the questions on that worksheet. Students should complete the worksheet before beginning Purposeful Play.
- **JOURNAL WRITING (10 min.):** What was the most interesting fact or data you learned from researching about video game economics? Why was this data surprising or interesting to you? How does this data impact gamers or the gaming industry as a whole?
- **PURPOSEFUL PLAY (25 min.):** The "Video Game Economics" worksheet asked students to compare mobile, console, and PC gaming. Students should consider how their game for Purposeful Play would function differently on different platforms.

Day 2


- **WHOLE GROUP (10 min.):** Project the [Entertainment Software Association](#) website so that all students can see it.
 - In the “SEARCH” box, type in “Essential Facts” and click on the most recent version of *Essential Facts About the Video Game Industry*.
 - Show the class several of the Essential Facts slides.
 - Explain to students that the Essential Facts slides are all great examples of infographics and have relevant data related to funding the video game industry. Infographics are visual representations such as charts or diagrams that are used to represent information or data.
 - Ask students to identify some of the elements of the slides that make them good infographics (easy to read, simple illustrations, straightforward information, etc.).
- **INDIVIDUAL WORK (25 min.):** Inform students that they will design an infographic to present the information and data they learned from filling out their “Video Game Economics” worksheets in a more interesting way.
 - The instructor may choose a design program for students to use for creating their infographic. For this lesson, we recommend using Infogram so that students can be introduced to this type of software. The following instructions are based on the use of the Infogram program.
- To create the infographic, have students create a free [Infogram](#) account.
 - Go to [infogram.com](#)
 - Click “Join Infogram Now”
 - Students should use their school email to sign up
 - The system will ask a few questions for students to answer (example: What kind of organization do you belong to?) then bring them to a page that says “Find the plan that’s right for you.” Students should select the Basic Free plan.
- Once students have logged into Infogram, they should scroll down to the “Infographics” section of the template library and choose a free one to use.
- As a class or individually, have students watch the [Video Tutorial: Getting Started with Infogram](#) (2:26 min.) on how to create an Infogram infographic.
- Students should work on their Infogram infographic. Their infographic doesn’t need to include all of the information they found for their “Video Games Economics” worksheet; students can choose which information they want to present.
 - The criteria for the infographic is that it must contain information from their worksheet, it must be colorful, and it must contain at least one graphic. To encourage student creativity, a detailed rubric is not provided. Rather, students should experiment with the features of the program and have fun creating an infographic that they like.
 - Additional time for students to create their infographics will be given at the beginning of Day 3.

Day 2 continued on next page



INSTRUCTOR NOTES

While the instructor may choose any program for students to use for designing their infographics, this lesson suggests the use of Infogram in order to expand the students’ experience with various programs. Infogram does require students to create a free account, so if that is against your district’s policy, have them use a program that your district has already approved.



Day 2 continued

- **JOURNAL WRITING (5 min.):** Do you prefer reading data in a narrative or from an infographic? Why do you think people prefer one over the other? Does the type of data being presented matter when determining the best format?
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should pay attention to the “infographics” that appear on their game, such as a map, character selection, or quest trackers.


Day 3

- **INDIVIDUAL WORK (15 min.):** Allow students to use the first 15 minutes of class to complete their infographics. If students do not finish in the allotted time, they should use Purposeful Play time to complete their infographics.
- **WHOLE GROUP (20 min.):** After 15 minutes, have all students display their infographics on their computer screen. Students will then rotate around the room from screen to screen to look at their classmates’ infographics.
 - Direct students to the path they should take to rotate from computer to computer.
 - Give students 30 seconds to examine each infographic before moving on to the next one. The instructor should announce when students should rotate to keep this activity orderly.
 - Emphasize that there should be no negative comments made as students examine one another’s work.
 - As students examine their classmates’ infographics, they should pay attention to the following:
 - What information was shared? Was there any conflicting information among the different infographics?
 - Which infographics were the most effective? What were the shared characteristics of those infographics that made them more appealing or easy to understand?
- After students have inspected each of the other infographics, have them return to their seats and ask the class to respond to the following questions, which reflect the items they were asked to pay attention to as they rotated:
 - Was there any conflicting information among the different infographics? If so, what might have caused that?
 - What were the shared characteristics of the infographics that were most appealing or easy to understand?
- **JOURNAL WRITING (5 min.):** If someone made an infographic about you, what would it say?
- **PURPOSEFUL PLAY (20 min.):** Students should consider the infographics in their game that they identified during Day 2 Purposeful Play and the characteristics they identified in this lesson that make infographics appealing and easy to understand. Which of those characteristics do their in-game infographics exhibit?



INSTRUCTOR NOTES

Characteristics of effective infographics include:

- Simple
 - Brief and concise
 - Only one or two points
 - Explains what data means
 - Shareable across the web
 - Icons relate to the data
 - Easy to navigate and follow
 - Design flows
 - Attention grabbing
 - Clear message
 - Color scheme
 - Correct information
- 



Unit 2

LEVEL 2: What the Tech? – *Players will begin utilizing skills in image editing, design, art, color, and texture through the lens of esports and gaming.*

| | Lessons | Page # |
|-----|---|---------------|
| 1. | Basics of Digital Photography and Equipment | 55-57 |
| 2. | Does In-Game Photography Count? | 58-60 |
| 3. | Editing YOU Into the Game | 61-64 |
| 4. | Two Dimensional (2D) Design | 65-66 |
| 5. | Thinking About Color | 67-70 |
| 6. | Posting and Shoutcasting | 71-73 |
| 7. | Three Dimensional (3D) Design | 74-76 |
| 8. | Design a Game Environment | 77-79 |
| 9. | Your Dream Gaming Space! | 80-83 |
| 10. | Using a Mood Board to Discover Client Needs | 84-86 |
| 11. | Speaker Topic: Graphic Design | 87 |
| 12. | Careers in Game Design: Opportunity Knocks | 88 |

Thinking About Color

STANDARDS ADDRESSED

- ITPC01.08.01
- ITPC01.08.02
- ISTE 1
- ISTE 4
- CASEL 1

MATERIALS NEEDED

- **Website:** [Color Theory Examples](#)
- **Article:** [Color Theory for Game Art Design-The Basics](#)
- **Video:** [Basic Color Theory](#)
- **Worksheet:** Color Theory
- **Article:** [19 Color Combinations to Use in Your Campaigns](#)
- **Website:** [The Sessions College Color Calculator](#)
- **Article:** [What's the Difference Between RGB, HEX, CMYK, and PMS Color Values?](#)
- **Article:** [How Color Psychology Influences Patient Well-being in Medical Spaces](#)
- **Website:** [Design with Friends](#)
- **Website:** [Michael O'Mara Books](#)

Lesson Overview

Color is rarely something that players think about when they are playing video games. However, color is an important element to every part of game design. Colors are often used in a game to indicate something that is interactive in an environment or to tell whether characters are friendlies or enemies. Colors are often used to visually guide players and suggest actions during gameplay. There is more that goes into choosing colors than pointing and clicking designer favorites. Terms such as primary, tint, shade, tertiary and harmonious are all important in understanding how colors are used together for aesthetic purposes, information, and to set a mood. In this lesson, students will learn the basics of color terminology, theory, schemes, harmonies, values, and the psychology behind color's effect on mental health. Students will apply what they learn about color to art and designs.

DIRECTIONS: This lesson is designed to be taught over four days.

Day 1

- **INTRODUCTION (5 min.):** Project the website [Color Theory Examples](#) and have students view the example images as you read the captions beneath each one.
- **INDIVIDUAL WORK (10 min.):** Have students read the article [Color Theory for Game Art Design-The Basics](#). When they finish, they should look online for the cover art for a video game they like and identify what color elements and combinations are used in the image. They can describe the aspects of their image to the instructor or to a partner.
- **WHOLE GROUP (20 min.):** Play the video [Basic Color Theory](#) from the 1:10 minute mark to 7:44 minutes.
- While watching the video, have students fill out the note-taking worksheet "Color Theory" in their Student Companions. The article [19 Color Combinations to Use in Your Campaigns](#) will also be helpful for filling out the worksheet.
- **PURPOSEFUL PLAY (20 min.):** As students are playing their games, point out the color schemes and see if students can pick out the color harmonies in the games.
- **JOURNAL WRITING (5 min.):** In relation to what you learned about color theory in today's lesson, what effect did colors have in the game you played?

Day 2

- **WHOLE GROUP (10 min.):** Project the website [The Sessions College Color Calculator](#).
 - Demonstrate how to pick a color and choose a harmony (steps 1 and 2).
 - Name the different types of harmony as they are displayed. Review the definitions of the harmonies: complementary, monochromatic, analogous, split complementary, triadic, and tetradic.
- Have students go to the same website and choose a color and then experiment with different harmonies.
 - **Note:** Do not close out of the [The Sessions College Color Calculator](#).
- **SMALL GROUP (20 min.):** Have student pairs read the article [What's the Difference Between RGB, HEX, CMYK, and PMS Color Values?](#) and write down the different types of color values and a description of each.
- When pairs have finished, have students go back to the [The Sessions College Color Calculator](#) and click "Get Color Scheme."
 - The chart presented has the HEX, RGB, and CMYK colors and their corresponding values. Students should scroll down and read "Understanding Your Color Scheme" and pay close attention to which values are used for coding (HEX), color on a screen (RGB), and print (CMYK).
- **JOURNAL WRITING (10 min.):** Consider what you have learned about colors and how different color schemes can create different emotions. Our mental state can be affected by many external factors in our surroundings, including colors, light, sunshine, music, scent, and temperature. Think of a stressful setting and explain how you could adjust one or more of your physical surroundings to help you cope better in that environment.
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should consider which colors stood out in their game and what the most prevalent color scheme in the game was. Have them try to identify what color harmony is used and think of reasons the game designers chose these colors.

Day 3



- **MENTAL HEALTH MOMENT (15 min.):** Say or paraphrase the following: *Colors have a profound impact on our psychology and mental health, influencing our emotions, behaviors, and even physical reactions. By understanding the psychological effects of colors, we can use them strategically in our environments to enhance our mood, productivity, and overall well-being.*
 - Have students do a quick Google search to find the psychology behind their favorite color. An easy way to do this is to type "Psychology of color" followed by their favorite color.

Day 3 continued on next page

INSTRUCTOR NOTES

RGB and HEX are both methods used to represent colors in digital formats. RGB mixes different intensities of red, green, and blue light to create colors, with values ranging from 0 to 255 for each color. HEX is a human-friendly way to communicate color to computers, converting RGB values into alphanumeric combinations. On the other hand, CMYK is used for printing and involves mixing cyan, magenta, yellow, and black ink. PMS, or the Pantone Matching System, ensures standardized colors across different platforms by providing a universal color reference.



Day 3 continued

- Ask students to read the article [How Color Psychology Influences Patient Well-being in Medical Spaces](#). They should read the entire article and then share (to the class or a small group) what they found interesting about the article and what surprised them.
- **INDIVIDUAL WORK (20 min.):** Students will now individually design a treatment space for a child in a pediatric hospital. Students should use the psychology they have learned about color in their designs.
 - In an effort to practice digital design skills, consider the website [Design with Friends](#), which will allow students to digitally design a children's room for free online without creating an account or needing to download anything. (If students want to save their design, they will need to create a free account, but they do not have to create a account to use the program.) This activity can also be done with a room designer you are already familiar with, or with paper and traditional art supplies, utilizing basic floor plan techniques.
 - If students are using Design with Friends, have them go to the website and click "Create Your Nursery."
 - They will then be able to design a children's treatment room. The program is intuitive so students should be able to figure it out quickly without help.
 - Let students be creative but write the following criteria where all can see so students know what must be included in their design:
 - A color harmony scheme (examples: complementary, triadic, etc.)
 - Walls must have color
 - At least five pieces of furniture and decor items that fit the color scheme.
 - When students finish their design, have them click the "Share" button in the top right corner. They can copy their share link and paste it in an email along with a description of their color scheme and why they chose the colors they used. They will then email their link and description to the instructor.
- **JOURNAL WRITING (5 min.):** Explain the color scheme you used in your design from a psychology of color point of view. Did the space use a warm or cool color theme? What color associations do you hope a child patient would make in this treatment space?
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, have students identify the psychological impacts of the color schemes used in their games.

Day 4


- **INDIVIDUAL WORK (35 min.):** Students will now have an opportunity to creatively apply what they have learned about color theory to their own piece of art. Have students go to the website [Michael O'Mara Books](#) and choose a design they would like to color. (Set a time limit of 5 minutes for students to select their design.)

Day 4 continued on next page



**MENTAL HEALTH MOMENT
DAY 3**

Students learn about the impact of colors on mental health and psychology by analyzing how color psychology influences patient well-being in medical spaces. They then apply this knowledge by designing a treatment space for a child in a pediatric hospital, considering warm or cool color themes and the color associations they hope the child patient would make in the space.



Day 4 continued

- Using one of the six color harmonies discussed in the previous lessons, students will choose a color scheme and color the picture they chose using only the colors included in that color scheme. When students are finished, they should download their creations and email them to the instructor.
 - **Note:** Students may want to use an online tool such as [The Sessions College Color Calculator](#) to help create their color schemes. Point out to students that their chosen “Michael O’Mara” design has a place to enter a HEX number.
- **JOURNAL WRITING (5 min.):** Check in with how you feel after coloring. Did this activity help you feel calm and reduce stress? If so, is this a stress management strategy you can incorporate into your life? How? If coloring isn’t for you, what is a different stress management strategy you can use?
- **PURPOSEFUL PLAY (20 min.):** Students should pay attention to how their mental and emotional state changes as they move from coloring to Purposeful Play. Does their game actually help them relax and reduce stress? Or does the game they are playing create more stress?



INSTRUCTOR NOTES

Psychological associations with color:

- **Red:** Energy, passion, action
 - **Blue:** Calming, soothing, relaxation
 - **Yellow:** Optimism, happiness, energy
 - **Green:** Nature, growth, harmony
 - **Purple:** Luxury, creativity, spirituality
 - **Orange:** Enthusiasm, warmth, excitement
 - **White:** Purity, simplicity, clarity
 - **Black:** Power, mystery
- 



Unit 3

LEVEL 3: It's Dangerous to Go Alone! – Players will work in teams to create interactive media projects through game design, web page design, and element creation.

| | Lessons | Page # |
|-----|---|---------------|
| 1. | Understanding Teams | 91-94 |
| 2. | Designing Worlds, Levels, and Characters in Video Games | 95-96 |
| 3. | Design Features: What Does the Client want? | 97-98 |
| 4. | Video Game Perspective | 99-101 |
| 5. | Adding Audio to Video | 102-103 |
| 6. | The Story of YOU! | 104-106 |
| 7. | Create a Storyboard | 107-109 |
| 8. | Digital Storytelling | 110-113 |
| 9. | Building Blocks of Gameplay | 114-119 |
| 10. | Player Immersion | 120-122 |
| 11. | Careers in Game Design: What are They Worth? | 123-124 |
| 12. | Speaker Topic: Collaboration | 125 |

Video Game Perspective

STANDARDS ADDRESSED

- CRS4
- CRS12
- CASEL 1
- CASEL 3
- CASEL 4
- CASEL 5

MATERIALS NEEDED

- **Video:** [1st Person vs. 3rd Person](#)
- **Article:** [1st Person vs 3rd Person Games: The Ultimate Gamer's Guide](#)
- **Video:** [Forza Motorsport New Gameplay Cockpit and 3rd Person View Mugello Gamescom 2023 Xbox Series X](#)
- **Worksheet:** Introspective About Perspective

Lesson Overview

Many video games are played either in first-person perspective or third-person perspective. In life, too, people tend to function from a first-person perspective or a third-person perspective. In this lesson, students explore the concepts of first-person and third-person perspectives in gaming and apply them to their own lives. They begin by analyzing the differences between these perspectives in gaming and categorizing video games according to perspective. Students engage in discussions about their preferences and the advantages and limitations of each perspective. Then, the lesson transitions towards perspectives in real life, prompting students to consider how these perspectives impact their ability to be a friend and their self-esteem. Finally, students engage in introspective activities to identify their default perspective and reflect on the importance of balancing both perspectives in life.

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

Day 1

- **INTRODUCTION (5 min.):** Show the video [1st Person vs. 3rd Person](#) (2:38 min.) which explains first- and third- person views.
- **INDIVIDUAL WORK (10 min.):** Have students read the article [1st Person vs 3rd Person Games: The Ultimate Gamer's Guide](#). As students are reading, have them compile a mental or written list of games that they believe fall into first- or third-person categories.
- **SMALL GROUP (10 min.):** Place students in small groups of three to four members and have them compile a list of as many video games as they can think of, placing them in the categories "1st person," "3rd person," or "both."
- **WHOLE GROUP (10 min.):** Groups will share with the class which games they believe fit into the categories of first-person, third-person, or both points-of-view. The instructor can compile a list or have a student volunteer to write the categories and games on the board.
- **PURPOSEFUL PLAY (20 min.):** If their Purposeful Play game allows for it, have students try the different points-of-view. (Rocket League is a great game to experiment with first- and third-person view, but playing Rocket League in first-person view for an extended time can be very disorienting.)
- **JOURNAL WRITING (10 min.):** You learned about first- and third-person perspective. Describe what you imagine a second-person perspective would look like in a video game. You may need to do some research on second-person perspective.

Day 2

- **INTRODUCTION (5 min.):** At the start of class, ask students to review the difference between first- and third-person perspective in gaming. Consider writing/displaying their answers to use for points of discussion.
- **SMALL GROUP (20 min.):** In small groups or with partners, have students discuss their answers to the following questions:
 - Which perspective do they prefer and why?
 - Does their choice of perspective depend on the situation or task they need to accomplish?
 - Would a game that allows players to switch back and forth between BOTH third- and first-person perspective be the best experience and most productive? Why or why not?
- Once the discussion comes to a close, show the video [Forza Motorsport New Gameplay Cockpit and 3rd Person View Mugello Gamescom 2023 Xbox Series X](#) (3:06 min.). Audio is not needed for this video and you may speed up the playback time if you wish. The first 1:15 minutes show a race in first-person perspective, then it is shown in third-person perspective. At the end of the video, have students answer the following questions:
 - Which perspective seemed more immersive?
 - What advantages did first-person perspective offer? What limitations came with first-person?
 - What advantages are there with third-person perspective? What about limitations?
- **MENTAL HEALTH MOMENT (10 min.):** Shift the discussion from perspective in gaming, to first-person and third-person perspective in life. Ask students to write down answers to the following questions on a half-sheet of paper:
 - If we only view life from a first-person perspective, we are persistently immersed in our own experiences. We have a harder time taking note of what is going on around us. How does that limit our ability to be a friend?
 - Take the opposite situation: What if we run our life from the perspective of third-person, always trying to fit into the environment and focusing on others' viewpoints of us? How does that impact our self-esteem?
- **JOURNAL WRITING (5 min.):** Do you find yourself leaning toward first- or third-person perspective when you view your daily life? Explain. What about when it comes to world events and causes that are important to you?
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, have students switch between first- and third-person perspectives. While they do, they should take note of how much they can observe of their surroundings when they are in the different perspectives.



MENTAL HEALTH MOMENT DAY 2

Students explore the relationship between perspective in gaming and perspective in life. They analyze the effects of adopting either a first-person or third-person perspective in life, considering how each perspective influences their ability to be a friend and their self-esteem. They reflect on their own tendencies towards these perspectives in their daily lives and in their views on world events and important causes.



Day 3



- **MENTAL HEALTH MOMENT (30 min.):** To begin class, ask students to take a moment to recall their thoughts on the final two questions of the previous lesson (given below). This is meant to act as a primer for the next activity:
 - **Q1:** If we only view life from a first-person perspective, we are persistently immersed in our own experiences. We have a harder time taking note of what is going on around us. How does that limit our ability to be a friend?
 - **Q2:** Take the opposite situation: What if we run our life from the perspective of third-person, always trying to fit into the environment and focusing on others' viewpoints of us? How does that impact our self-esteem?
- After sufficient dialogue, refer students to the worksheet “Introspective About Perspective” in their workbooks and begin reading through the assignment. This assignment walks students through a process to identify their default perspective in life and consider the need for both perspectives, as well as the importance of keeping both perspectives in moderation. The last part of the assignment challenges students to revisit a conversation in which both perspectives were not addressed. The instructor may choose to walk through this assignment with the class, allowing time for silent reflection and writing, or have students work through the instructions individually.
- **OPTION:** Depending upon the comfort level of your students, consider offering students extra credit for those who have evidence that they completed part 3 of the worksheet or reached out to a friend or family member regarding how they want to improve their comprehensive perspective for life and be more in tune with their emotions and others.
- **JOURNAL WRITING (10 min.):** Empathy can be defined as many things, but the most meaningful definition may be, “The ability to understand and appreciate someone else’s perspective completely.” This inherently makes someone a better team member. What do you already do to be empathetic? How can you add to your current skills?
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should think about the different perspectives of the characters in their game. Do those characters’ actions indicate that they are operating from first-person perspective or from third-person perspective?



MENTAL HEALTH MOMENT DAY 3

Students engage in a thoughtful exploration of their perspectives and interactions with others. They examine how they relate to individuals and groups, consider the impact of emotions and communication styles, and reflect on aligning personal goals within group dynamics. The activity encourages students to recognize their natural tendencies and strive for a balanced approach.





Unit 4

LEVEL 4: Loot Crate – *Players will create digital works, alter images, edit audio, and create a portfolio to organize their work in preparation for college or career opportunities.*

| | Lessons | Page # |
|----|--------------------------------|---------------|
| 1. | Socializing in a Gamer World | 127-129 |
| 2. | Designing for the Social Gamer | 130-133 |
| 3. | Branding YOU | 134-139 |
| 4. | Animation Exploration | 140-141 |
| 5. | A Tale of Animation | 142-144 |
| 6. | Creating a Video Resume | 145-149 |
| 7. | Speaker Topic: Audio/Music | 150 |
| 8. | Careers in Media: Streaming | 151-152 |

Creating a Video Resume

STANDARDS ADDRESSED

- ITPC01.06.01
- ITPC01.07
- ITPC01.08
- ITPC01.09
- ITPC01.09.01
- ITS3
- ISTE 1
- ISTE 3
- ISTE 6
- ISTE 7
- ESS09
- CRS2
- CRS4
- CRS6
- CRS10

MATERIALS NEEDED

- **Website:** [Outstanding Video Resume Examples to Get You Hired](#)
- **Article:** [Top 5 Video Resume Examples](#)
- **Worksheet:** Creating a Video Resume
- **Video** [How to Make a Video Resume in Under 20 min](#)
- **Website:** studio.invideo.io/signup
- Audio and video recording capabilities on student computers or personal devices

Lesson Overview

Video resumes are becoming increasingly popular with employers and job seekers. Resumes in this format provide candidates with a unique opportunity to showcase their personality, skills, and experiences beyond what a traditional paper resume allows. Candidates can creatively demonstrate their qualifications, engage hiring managers more effectively, and differentiate themselves in competitive job markets. Video resumes also offer a global reach, allowing candidates to easily share their presentations online and potentially expand their job opportunities. Teaching students this modern and dynamic approach to the job application process may potentially increase their chances of securing interviews and landing their desired positions. In this lesson, students learn about the qualities of effective video resumes and write scripts for their own video resumes. They then record and create a video resume, using skills they learn for improving their on-camera performance.

DIRECTIONS: This lesson is designed to be taught over five days.

Day 1

- **INTRODUCTION (15 min.):** Explain what a video resume is by saying or paraphrasing: *A video resume is a short video that introduces a job candidate and highlights how that person is uniquely qualified to fulfill a role. The length of a video resume is typically between 30 seconds and two minutes and can accentuate a candidate's personality and creativity, often distinguishing the candidate from other applicants. Unless indicated by the potential employer, the video resume is not a replacement of a paper resume; it is a supplement.*
- Have students go to the website [Outstanding Video Resume Examples to Get You Hired](#) and watch at least the first minute of each of the seven video resume examples shown. As they watch, they should be brainstorming ideas for their own video resumes.
- **INDIVIDUAL WORK (20 min.):** Students should read the article [Top 5 Video Resume Examples](#). This article describes the key elements of a video resume and gives five different examples of scripts. These script examples will help students cultivate ideas for writing their own scripts.
- After reading the article, students should turn to the worksheet "Creating a Video Resume" in their Student Companions. This worksheet will walk them through the process of writing a script and planning visual elements for their video resumes. Students should complete this script before beginning Purposeful Play.

Day 1 continued on next page

Day 1 continued

- **JOURNAL WRITING (5 min.):** Write a few reasons why someone would create a video resume as well as a few reasons why a video resume might not be a good idea. Then, briefly discuss whether or not you would want to include a video resume with your resume package and why.
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should think about the character traits they exhibit when gaming (perseverance, teamwork, communication, etc.) and if they need to add any of these traits to their list of qualifications in their video resume script.

Day 2

- Today, students will prepare to create their video resumes. There are many video editing tools available to create video resumes. The authors suggest using Invideo. Invideo is free, but it does require a login. It is very easy to use and has templates as well as instructional videos to get started. Feel free to use the video editing software that is best for your class.
- **WHOLE GROUP (35 min.):** Show the first 5:08 minutes of the video [How to Make a Video Resume in Under 20 min](#). Pause the video at 5:08 minutes and instruct students to create an Invideo account by following these directions:
 - Go to studio.invideo.io/signup and create an account using your school email address.
 - Answer the question prompts:
 - Select “Skip for now” on the option to invite team members.
 - It doesn’t really matter what options you select for the question prompts, just select your best answer
 - When it asks how you heard about Invideo, you can select “Other” and type in “*Gaming Concepts Curriculum.*”
 - Once in your account, click on the “Templates” box.
 - In the search bar, type “video resume.”
- After students have created their accounts and accessed the video resume templates, play the [How to Make a Video Resume in Under 20 min](#) video from 7:12 to 9:19 minutes.
 - Pause the video at 9:19 minutes and give students a limit of 5 minutes to select a template they want to customize.
- Begin the video again at 9:19 minutes and play it through to the end (20:22 min.). Students can follow along with the video by looking at the features in their Invideo account, but ensure that they are watching the video so they can see tips and tricks. (Share the video link with students after you finish playing it so they can go back to it for reference.)

Day 2 continued on next page

INSTRUCTOR NOTES

Invideo also has an AI site, which will probably be the option that appears if students perform a Google search for Invideo. Be sure that students go to the specific studio.invideo.io/signup link to access their studio version.

When students select a template to use for their video resume, they can choose to format it as landscape, square, or portrait. If students will be using their phones to film themselves, it would be beneficial for them to select the portrait (9:16) option. This will also make it easier for them to share their videos on mobile devices if they wish.

Day 2 continued

- **JOURNAL WRITING (5 min.):** Write a list of the assets (testimonials, sample works, photos, videos, etc.) that you will need to gather or create for use in your video resume. Use this list as a to-do list.
- **PURPOSEFUL PLAY (20 min.):** Students should use Purposeful Play time to collect and upload assets for their video testimonial (photos, videos, sample work, etc.).

Day 3

- **INTRODUCTION (5 min.):** Open class by saying or paraphrasing: *One of the benefits of video resumes is the opportunity to allow a candidate's personality to shine through. This can be a challenge and potential setback for someone who is not comfortable in front of a camera. Today, we are going to work on how to maximize your personality on camera with four exercises.*
- **INDIVIDUAL WORK (20 min.):** Tell students that the first exercise is to record their voice as they talk about something they are interested in. This will be a voice-only recording, no video. The purpose of this is for students to analyze aspects of their voice without the distraction of video.
 - Most computers have a microphone and the capability to record audio. There are multiple ways to do this. If students don't already know how, they can perform a Google Search to find out how to record audio on the type of device they have.
 - Let students know that they do not have to share their recording with the instructor or classmates, so they don't have to worry about messing up. This is just to help them hear what their voice sounds like when they talk on a recording.
 - Students should record a 1 to 2 minute audio clip of themselves talking. They could explain how to make a sandwich, talk about what has happened in their week so far, describe their dream vacation, talk about their favorite video game character, or any other topic they choose.
 - Students should NOT read text for their recording, it must be natural speaking.
 - After recording their short audio clip, students should listen to it and make notes of aspects they want to improve, such as speed, pitch, or volume.
- For the second exercise, students will record themselves speaking about the same topic, but this time with video. Students should not try to say verbatim what they said in their audio recording, just give the same general talk again. As they record, they should try to make some of the changes to speed, pitch, volume, or any other aspects of their speaking that they noted when listening to their audio clip.
 - Most computers have audio and video recording capabilities. Students can look up how to capture audio and video on their particular device. The instructor may also choose to allow students use cell phones for recording.

Day 3 continued on next page

INSTRUCTOR NOTES

Students will need to record a lot of audio and video footage during Day 3. Student's computers most likely have the ability to capture audio and video. It is suggested that the instructor looks up the procedure for recording audio and video on the type of computer their students use prior to the beginning of class, so they can walk students through the process. Alternatively, the instructor may choose to allow students to use their cell phones for recording.

Day 3 continued

- The video clips should be 1-2 minutes long.
- After recording, students should view their clip and take notes on changes they want to make, such as body language, facial expressions, and hand movements.
- **SMALL GROUP (30 min.):** For the third exercise, students will form pairs and record themselves having a brief 1 to 2 minute conversation in which they tell each other about the topic they covered in the previous two exercises.
 - After recording, student pairs should watch their video, take notes on aspects they want to improve, and give each other constructive feedback.
- For the fourth and final exercise, students will take turns recording each other speak while giving a physical demonstration. For example, they may give a walking tour of the different parts of the classroom, demonstrate how to sharpen a pencil or tie a shoe, or show and tell about all of the objects in their backpack.
 - Each student's video should be 1 to 2 minutes long and should include their voice and physical movement.
 - Each student should watch their own video and take notes about what they want to improve.
- **JOURNAL WRITING (5 min.):** What were the top three things that you want to improve in your on-camera speaking? Did you notice these aspects improve from your first recording to your fourth recording? Do you think you can continue to improve those aspects with further practice?
- There is no Purposeful Play for Day 3.

Day 4

- **INDIVIDUAL WORK (60 min.):** Students will use the entirety of Day 4 to work on their video resumes. They will also have time to work on their videos during Day 5.
 - Tell students that their video resumes should be between 1 and 2 minutes long.
 - Encourage students to record themselves speaking with both audio and video. However, the instructor may choose to allow students to use only audio.
 - Let students know that their video must include the following: Audio of their voice, on-screen text, at least one photograph, and at least one embellishment or image
- There is no journal writing or Purposeful Play for Day 4.

INSTRUCTOR NOTES

A possible lesson extension would be to help students reflect that their performance improved each time they made a new recording. Emphasize the importance of practice and that they will continue to get better as they speak on camera more and more. Nobody starts out acting perfectly naturally on camera, skilled streamers have spent countless hours practicing.

Day 5


- **INDIVIDUAL WORK (25 min.):** Allow students to use the first 25 minutes of class time to complete their video resumes. Students who don't complete their videos within this time frame should use Purposeful Play time to finish.
- **SMALL GROUP (10 min.):** As students complete their videos, they should click the "Share" button at the top right corner of the window. They will enter the instructor's email address and the email address of at least one classmate to share their video with (preferably with the partner they recorded with during the Day 3 exercises).
 - Classmates should watch their partner's video and provide constructive feedback, including at least three things they did well.
- **JOURNAL WRITING (5 min.):** After viewing your own completed video resume, how do you feel about it? Would you be confident sending this to a potential employer? Why or why not? What do you still want to improve?
- **PURPOSEFUL PLAY (20 min.):** Students who do not complete their videos within the first 25 minutes of class should continue to work on them during Purposeful Play time. Some students may begin Purposeful Play time earlier if they complete their video and review a classmate's video before the end of the 25 minutes.



INSTRUCTOR NOTES

Delivering resumes in a video format is becoming more and more common. Over half of employers have watched video resumes from their potential candidates, indicating a growing acceptance and adoption of video resumes as a valuable tool in the recruitment process.

Teaching students how to create a quality, professional video resume will help them keep up with current hiring and job seeking trends.





Unit 5

LEVEL 5: Target Marked – *Players will enhance their marketing skills by analyzing client needs through surveys, creating presentations, and preparing client-specific marketing material to meet the needs of their clients.*

| | Lessons | Page # |
|----|---------------------------------------|---------------|
| 1. | From a Marketing Perspective | 155-157 |
| 2. | Including Everyone In Communications | 158-160 |
| 3. | Designing a Social Media Announcement | 161-164 |
| 4. | Creating a Project Brief | 165-168 |
| 5. | The Truth About Video Game Addiction | 169-170 |
| 6. | All About Esports | 171-174 |
| 7. | Speaker Topic: Marketing | 175 |
| 8. | Careers in Media: Deep Dive | 176-177 |

From a Marketing Perspective

STANDARDS ADDRESSED

- ITC05
- ITC10.01.05
- ITPC01.04
- ITP01.04.02
- ISTE 3
- CRS5
- CRS7
- CRS8
- CASEL 1
- CASEL 3

MATERIALS NEEDED

- **Article:** [Diversity Among Esports Athletes is Slowly Increasing](#)
- **Article:** [Esports Scholarships: What You Need to Know](#)
- **Worksheet:** Gender and Esports Marketing
- **Worksheet:** Cohort Marketing

Lesson Overview

Although participation in esports at the high school and college levels are experiencing meteoric rises, gender representation is not typically reflective of the schools' populations. Through organizations such as GameHERS and Women in Games, as well as the many successful women in esports, steps are being taken to make esports more inclusive and inviting for all gamers. This lesson focuses on exploring gender disparities in esports and the impact of cohort marketing on mental health. Students critically analyze the reasons behind gender imbalances and the potential effects of marketing tactics on different demographic groups. Students develop an understanding of diverse viewpoints and consider implications of cohort marketing, culminating in an examination of alternative marketing approaches for inclusivity. The lesson aims to foster empathy, critical thinking, and awareness of the intersection between marketing strategies and mental well-being in gaming.

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

Day 1

- **WHOLE GROUP (15 min.):** Read the article [Diversity Among Esports Athletes is Slowly Increasing](#) to the class, stop at the "Related Links" section. Students may bring up the article on their own screens to follow along. Feel free to elaborate on the article.
- As a class, discuss students' thoughts about why there is a gender disparity in esports. Below are questions to consider:
 - What are the reasons the article gives for why there are fewer women in esports than men? Do you think those are valid reasons? Why or why not?
 - Imagine only playing *Die Hard* movies at a movie theater and then wondering why only boys or men show up. Are video game storylines and characters designed primarily for the male gender? Students should give examples and explain their opinions.
 - Statista reported that in 2021, 61% of worldwide game developers were male, 30% were female, and 8% identified as nonbinary, genderfluid, or transgender. (Compare this to the 2019 data in which 71% were male, 24% were female, and 5% identified as nonbinary, genderfluid, or transgender.) Does "who" is developing the games impact the types of games and characters that are created?
- Go to the article [Esports Scholarships: What You Need to Know](#) and read the last section titled "The Esports Gender Divide." If time permits, consider reading the entire article as it gives good information about esports scholarships.

Day 1 continued on next page

Day 1 continued

- **MENTAL HEALTH MOMENT (10 min.):** Ask students to share their thoughts on the following question: If a majority of esports participants are male, is it fair that the majority of esports scholarships go to males, considering that fewer non-males apply? Why or why not?
 - Allow students to struggle with this question, guide them to see that there are many different ways to look at a situation. Help them to see that sometimes a question seems like it has a simple answer at first, but the more you investigate the details, the more you understand that nuanced situations rarely have a simple blanket solution.
 - Do not try to bring students to agree on one answer, the point is to help them understand that multiple factors influence situations and that learning about all of the different viewpoints and perspectives helps us form a more rounded, if less simple, conclusion.
 - Ask students to consider if their own gender influenced their viewpoint. Help them to understand that our viewpoints are often influenced by our personal situations, and we must consider the backgrounds and stories of others if we want to better understand their viewpoints.
- **INDIVIDUAL WORK (15 min.):** Have students complete the worksheet titled “Gender and Esports Marketing,” found in the Student Companion.
 - This worksheet asks students to use credible sources. Briefly discuss what qualifies as “credible resources” (respected news articles; peer-reviewed articles; .edu, .gov website suffixes, etc.).
 - This worksheet also serves as the journal writing for Day 1.
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should consider if the game they are playing appeals more to a specific gender.

Day 2

- **INTRODUCTION (5 min.):** Begin class by saying or paraphrasing: *In Day 1, we discussed how the gaming industry may intentionally or unintentionally market to some groups of gamers more so than others. This is often referred to as cohort marketing because it prioritizes a specific group of people ahead of others when it comes to that product.* Give students examples such as marketing a rock group to a specific age group, marketing learning software for algebra to teachers, or marketing a role-playing game to a specific interest niche. Then ask: *Do you think this is a good strategy?*
- **MENTAL HEALTH MOMENT (15 min.):** Have students form small groups to discuss the question. Allow 5 minutes of discussion as a small group and then ask each group to offer a few thoughts regarding the benefits and setbacks of cohort marketing with those example products.
 - After each group shares their thoughts, ask them if cohort marketing relies on stereotypes to make an impact. Give students 5 to 10 minutes to make a claim and find one example of evidence to support their claim.

Day 2 continued on next page



MENTAL HEALTH MOMENT DAY 1

Students engage in critical thinking about gender disparities in esports scholarships, exploring the complexities of fairness and equity. By encouraging students to grapple with differing viewpoints and perspectives, this exercise fosters empathy and understanding of diverse experiences. Moreover, it prompts students to reflect on how their own identities and backgrounds shape their perspectives, emphasizing the importance of considering multiple factors in forming nuanced conclusions about social issues.



Day 2 continued

- Each small group should provide written answers to the instructor on a half sheet of paper to allow for anonymity.
- Once collected, read each group's thoughts aloud and have the class share if they agree or disagree and why.
- **INDIVIDUAL WORK (15 min.):** At this point, students should have a good understanding of cohort marketing and potential risks and benefits with that strategy. Ask students to complete the "Cohort Marketing" worksheet in their Student Companion.
 - Let them know that to complete this worksheet, they will need access to the internet to look for advertisement examples that demonstrate cohort marketing.
- Before class ends, stress the importance of the journal prompt, it's important for students to see that sometimes groups of people are not included in marketing endeavors, and that may cause feelings of rejection.
- **JOURNAL WRITING (5 min.):** The reality is that cohort marketing often targets some groups of people and leaves others feeling left out. That can cause the omitted cohorts to have feelings of decreased self-worth and other emotions. What do you think is the mental health impact of cohort marketing? Do you think there are better ways to market and allow more groups (if not all) to feel included?
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, have students consider if the characters in their game were presented in a typical, stereotypical, or non-typical way.



MENTAL HEALTH MOMENT DAY 2

Students explore the concept of cohort marketing and its potential impacts. By discussing examples and reflecting on the benefits and drawbacks of this strategy, students develop critical thinking skills and empathy towards diverse perspectives. Students consider the psychological effects of cohort marketing, fostering awareness of how marketing practices can influence individuals' sense of self-worth and inclusion, while also encouraging brainstorming for more inclusive marketing approaches.





Unit 6

***LEVEL 6: Tech Bytes** – Players will create three dimensional images, produce animated works, create a website, and be introduced to video game design elements using interactive media fundamentals.*

| | Lessons | Page # |
|-----|--|---------------|
| 1. | Website Design Process | 179-183 |
| 2. | The Basics of Web Design | 184-185 |
| 3. | Web Design Trends | 186-187 |
| 4. | Imagining a Gaming Website | 188-189 |
| 5. | Website Accessibility for All | 190-193 |
| 6. | Organizing a Gaming Website | 194-197 |
| 7. | Building a Gaming Website | 198-202 |
| 8. | Evaluating Website Design | 203-206 |
| 9. | Speaker Topic: Web Designer | 207 |
| 10. | Careers in Game Design: Entrepreneurship | 208-209 |

Website Design Process

STANDARDS ADDRESSED

- ITC05.03.02
- ITPC01.07.01
- ITPC01.09.01
- ITPC01.09.14
- ITS2
- ISTE 1
- ISTE 5
- ESS09
- CRS1
- CRS9
- CRS11
- CRS12
- CASEL 1
- CASEL 2
- CASEL 4
- CASEL 5

MATERIALS NEEDED

- **Article:** [The Importance of a Timeline in a Web Project](#)
- **Worksheet:** Project Timeline–Website Design
- **Worksheet:** Project Management Case Study

Lesson Overview

In professional settings, where deadlines are crucial for client satisfaction and project success, establishing timelines is essential. As students mirror this real-world process, they gain a sense of responsibility and time management, preparing them for future careers and instilling valuable life skills such as organization and accountability, which are essential for navigating various endeavors beyond the classroom. In this unit, students will be their own project managers tasked with building a website. To begin the process, students will learn the importance of project timelines and create their own for a challenge they are currently facing. Students also examine the importance of effective communication and teamwork in managing stress levels during a project.

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

Day 1

- **WHOLE GROUP (15 min.):** Let students know that during this last unit of the course, they will be building a website. This is a large project and they will be required to be their own task managers. Their ability to develop a plan and a timeline, and stick to them, will greatly influence how successful they are in this unit.
- Read the article [The Importance of a Timeline in a Web Project](#) as a class. After reading the article, discuss the following with the class:
 - What are examples of situations in which students must use time management? (Possible answers include getting to school on time, preparing for a test, balancing work and school, etc.)
 - From the article, what were the key elements that all timelines should incorporate? (**Answer:** list of all tasks, dates when tasks should be completed, time to do each task, the person responsible for the task.)
- Have students turn to the “Project Timeline–Website Design” worksheet in their Student Companion and view it as you go over it. The worksheet is also included in this Instructor Manual for reference.
 - Discuss how instructors are “project managers” for the class and must develop timelines, tasks, and deliverables for each course and make adjustments as necessary when students need more time for understanding or there is a disruption to the timeline due to illness or other interruptions.

Day 1 continued on next page

Day 1 continued

- **INDIVIDUAL WORK (20 min.):** Have students perform a web search of other “Project Timeline Examples” images. Direct students to choose a sample design that they would like to use or recreate for a project of their choosing. Students may also use the sample in their workbook.
- Students will now create their own project timeline for something going on in their lives such as studying for a test, getting better at an activity, a goal they would like to achieve, saving money to buy a car, or a big project for a class.
 - It is suggested that students use an Excel or Google Sheets for this assignment. Alternatively, the instructor may have paper and writing utensils available.
 - Students can follow the timeline design style of their choosing, but timelines must meet the following criteria:
 - Be a minimum of two weeks long
 - Include specific dates
 - Clearly describe the goal
 - List and clearly describe the individual steps of the process
 - Use a visual format, such as a table or grid, rather than just a list
- **JOURNAL WRITING (5 min.):** Think about your time-management skills and what you learned from the previous unit. Do time management issues cause you stress, or is time management something you do well? List things you can do to become better at time management.
- **PURPOSEFUL PLAY (20 min.):** During Purposeful Play, students should pay attention to the quest logs or lists of objectives in their game as examples of project timelines.

Day 2

- After completing the first day of the lesson, students will form small groups and engage with a case study. The case study deals with project management, highlighting common pitfalls that students will need to use problem solving and critical thinking skills to address.
- **MENTAL HEALTH MOMENT (35 min.):** Begin class by saying or paraphrasing: *More times than not, projects will not go exactly as planned. This is typically because outside factors, which we may or may not control, influence the timeline of the project. In school, work, and personal life, there are deadlines and they need to be met as much as possible. In this case study, you will see a student work through some project barriers. Think of solutions for each dilemma within the case. Think about what you can learn from this case study that you can incorporate into any project you do from this day forward, including in your professional life.*

Day 2 continued on next page

INSTRUCTOR NOTES

The timeline outlined in the "Project Timeline - Website Design" worksheet may be somewhat arbitrary for your particular class' website creation project, due to the specifics of instructor preparation and lesson planning for your situation. However, the provided timeline, along with this lesson, gives your students an idea of the importance of mapping out tasks that need to be completed, setting due dates, communicating to clients, and providing deliverables along the way.

Day 2 continued

- Refer students to their Student Companions to find the “Project Management Case Study” worksheet. Students may work together and share ideas, but each person needs to complete the questions on their own worksheet. This will likely take 20 minutes of class time. (The case study is provided in the Instructor Manual if the instructor chooses to read the case study as a class.)
 - When most student groups appear to be done, offer some time for students to ask questions and discuss as a class. Make sure you cover at least one or two questions that you believe are critical to understanding.
- Ask students to review the timeline on the “Project Timeline - Website Design” worksheet, which spans multiple days. Based on what students learned from the case study, what are the strengths and weaknesses of this web design project timeline?
 - Example: Is there enough time built in for unexpected setbacks? Should more time be allocated to one phase and taken from another? Should students, much like corporate America, block off extra time at home in case unexpected setbacks occur?
 - Students should talk with each other about this project design and what planning they need to do to avoid being anxious about a project.
- **JOURNAL WRITING (5 min.):** How does time management play into project design? How much extra time do you personally need to build in for unexpected setbacks so that you can avoid feeling anxious with big projects?
- **PURPOSEFUL PLAY (20 min.):** If students’ Purposeful Play games have quest logs, students should examine those to see what similarities they have with their own project timeline.
- **Note:** To give students adequate time to think about and prepare for the upcoming website creation project, let them know that the website they create needs to serve one of the following purposes: boosting awareness of their high school esports teams, promoting the *Gaming Concepts* class for enrollment, creating a landing page for an imaginary game or a game that they created, or any instructor-approved topic.



MENTAL HEALTH MOMENT DAY 2

Students learn about the importance of effective communication and teamwork in managing stress levels. They understand how inadequate planning and unexpected setbacks can contribute to frustration and anxiety, highlighting the significance of resilience and adaptability in maintaining mental well-being during collaborative projects. Additionally, the experience emphasizes the value of seeking support and guidance from mentors or instructors to address challenges constructively, promoting a positive approach to problem-solving and mental health management.





Project Timeline Website Design

Project Timeline – Website Design

| Day | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | |
|--------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| Process (Timeline) | X | X | | | | | | | | | | | | | | | | | | | | | |
| Basics | | | X | | | | | | | | | | | | | | | | | | | | |
| Trends | | | | X | X | | | | | | | | | | | | | | | | | | |
| Imagining | | | | | | X | | | | | | | | | | | | | | | | | |
| Accessibility | | | | | | | X | X | X | | | | | | | | | | | | | | |
| Organizing | | | | | | | | | X | X | X | | | | | | | | | | | | |
| Building | | | | | | | | | | | | X | X | X | X | X | X | X | | | | | |
| Evaluating | | | | | | | | | | | | | | | | | | X | X | X | X | | |
| Other | | | | | | | | | | | | | | | | | | | | | | | |

Deliverables:

- Day 1: Timeline
- Day 3: Twitter Words
- Day 5: Web Design Trends Worksheet
- Day 6: Imagining a Gaming Website Worksheet
- Day 12: Three Wireframe Sketches

- Day 18: Finish Website
- Day 20: Evaluation Forms
- Day 21: Final Edits