



Gaming Concepts

A video gaming curriculum for schools

in partnership with the



High School
Esports League

Dr. Kristy Custer
Michael Russell



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About the Authors

Dr. Kristy Custer: Kristy has spent 100s of hours watching her teenage children play video games. She knows very little about eSports, but she knows a whole lot about how to motivate kids, and she sees video gaming as one of the ultimate motivators.

Kristy is the principal at Complete High School Maize. Since 2001, she has helped lead the CHSM team to state and national honors including a Crystal Star Award for Dropout Prevention schools, Promising Practice Award for character education, and being named a National School of Character, Kansas School of Character, Civic Advocacy Network winner and Kansas Green School of the Year.

Along the way, she earned her Doctorate in Educational Leadership from Kansas State University, and she was awarded the Graduate Student of the Year from both Kansas State University and Baker University. In 2018, Kristy was named the Kansas Principal of the Year by the Kansas Association of Secondary School Principals. She has been a speaker at local, state and national conferences including the Global eSports Clinic, Mid-America Association for Computers in Education Conference, National Dropout Prevention Network Conference, National Scholastic Press Association Convention, Kansas Career and Technical Education Conference, Kansas DropIns Conference, Kansas Exemplary Educators Network Conference, Kansans Can Conference, Kansas Association for Youth Conference, and Kansas State Department of Education Annual Conference. Her last project, *186 Days of Character*--a year-long character education curriculum--was shared and implemented by 100s of educators across Kansas.

Michael Russell: Michael has been an avid gamer for nearly 35 years. After a successful career in sales, Michael entered the field of education as a social studies teacher at Complete High School Maize in 2014. After his first year of teaching, Michael was awarded the Horizon Award for Kansas in 2015. This award is given to first-year teachers to recognize excellence in the classroom. In 2018, Michael also received the "Making IT Happen Award" at the Mid-America Association for Computers in Education Conference for his work developing and implementing a video game curriculum in the classroom.

During a trip to Blizzcon in 2014, Michael began to fully understand the earning potential for athletes who participate in eSports. While attending Blizzcon, Michael became aware of the fact that universities and community colleges were beginning to offer scholarships to students who were interested in participating in eSports. This led him to begin researching the possibility of implementing eSports in high school.

While eSports did exist at the high school level in 2014, there was no curriculum available to teachers that would provide structured learning to students. As there was no curriculum available, Michael and Kristy created standards and a curriculum to fill this void. The following curriculum is the result of those efforts.

Michael has also been a speaker at the Global eSports Clinic, and the Mid-America Association for Computers in Education Conference. In 2018, Michael completed his Masters Degree in Building Administration from Fort Hays State University and is currently pursuing his Doctoral Degree in District Leadership from Baker University.

An Introduction

Kristy and Mike co-wrote *Gaming Concepts* 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 these 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 the more mature gamers were doing.

Gaming Concepts was written as a turn-key curriculum that almost anyone with even rudimentary computer skills could teach. Mike, an experienced gamer; and Kristy, an experienced curriculum writer; make a unique and effective team as each draws on the strength of the other. While Mike provided the technical expertise, Kristy made sure that the gamer jargon was put into educationese for even the most inexperienced gaming teacher to understand. Together, they hope that *Gaming Concepts* will motivate other schools to take the leap into using video gaming as a powerful catalyst for learning.

How To Use This Curriculum

Gaming Concepts 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. This is the suggested use for novice gaming teachers. Or, it can be used a la carte by more experienced gaming teachers as a resource to supplement their own curriculum resources. The user will notice that although the lessons are numbered in the Table of Contents, the individual lessons are not. This is to allow the user to reorder lessons to meet individual needs without the confusion of a numbering system. Because the authors are aware of the different scheduling options available to schools, they tried to write the curriculum in a way that would allow it to be easily adapted.

The class is intended to be a semester (90 days) long. It can either be .5 credit or 1.0 credit with minor adjustments either way. In its turn-key status, each lesson is intended to be taught in a one-hour time frame. A typical lesson includes 20 minutes of direct and indirect instruction, 30 minutes of practice gaming time, and 10 minutes of reflection per day. With minor adjustments, the credit could be increased to 1.0. Depending on the needs of the class, the times could easily be adjusted by increasing or decreasing practice gaming time and/or increasing direct and indirect instruction by supplementing with additional discussion and/or reflection time. In addition, for those who have a year-long schedule, *Gaming Concepts* couples nicely with a *Video Game Design, Computer Graphics, Web Design, or Computer Programming* class.

Although the class is intended to be 90 days long, users will notice that there are only 81 lessons. 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, snow 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.

Procedures for Establishing a Gaming Concepts Course

1. Indicate to the proper administrator(s) that school stakeholders are interested in beginning a Gaming Concepts class.
2. Identify a teacher in the school that is interested in teaching this course to students. Someone in the business department would be ideal, as this course falls under the Media/Broadcast Pathway in Kansas. This can vary from state to state. (Note: If using the *Gaming Concepts* curriculum, it is not necessary for the teacher to know a lot about video games, gaming, or eSports. The curriculum was designed to be a turn-key resource for teachers with little or no gaming experience.)
3. Meet with administrators to learn the procedure for getting a new class approved for credit. In most districts, there is a new course approval committee that meets once or twice a year, typically in the fall. Use the *Gaming Concepts* curriculum and standards guide to make the presentation. In addition to the curriculum and standards guide, prepare a presentation that highlights the gaming industry as a whole and also addresses the fact that students can now receive scholarship offers to attend college while participating in eSports. If you need help preparing, please contact the authors.
4. The committee approval can take up to 2 months or longer. It is vital to get approval before enrollment begins for your school district. If you do not get approval for the class prior to enrollment, you may not be able to offer the class until the following year.
5. Determine if you have access to proper equipment to operate a gaming lab. This would include computers that are able to run current games, as well as, those games that might be introduced in the next 3-5 years. Many schools have computer graphics computers or computer aided drafting computers that may work. If computers are not available, start formulating a plan to acquire equipment. Numerous grants are available if district or building funding is not sufficient to cover the cost.
6. If any questions come up during the process that you are not comfortable answering, please contact the authors, and we can offer suggestions or strategies to guide you through this process.

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Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3: Learning Concepts**
 - The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 5: Access Health Information, Products, and Services**
 - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.
- **Standard 11: Advocating for eSports**
 - The student will demonstrate the ability to advocate for scholastic acceptance of e-sports.

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Student Survey

Lesson Overview: Each student will complete the attached student survey. The purpose of the survey is to provide the instructor with a greater understanding of their specific group of students. The information gathered from the survey will enhance student buy-in and allow the instructor to identify specific areas that should be focused on during the course.

In addition, please register to take the following online survey which will collect pre and post-test data on Social Emotional Growth and character development. After registration, you will be sent a link where students can take the survey. All student results will be anonymous and sent to individual schools: [Student Gaming Concepts Pre-Class Survey](#)

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.
- **Standard 11: Advocating for eSports**
 - The student will demonstrate the ability to advocate for scholastic acceptance of e-sports.

Materials Needed:

- Video: “Raging” <https://www.youtube.com/watch?v=xjqXUE8ng3Y> (5:01 min.)
- Student Survey -- Attached (One per each student)

Directions:

- Show the video “Raging” <https://www.youtube.com/watch?v=xjqXUE8ng3Y> (5:01 min.)
- Go over classroom expectations and syllabus. Talk about what students think this class is going to be about. Go over general expectations. Some talking points include (20 min.):
 - language (cursing)
 - positivity, bullying (online or in person)
 - talking down (online or in person)
 - food and drink (are they allowed to have it and where should it go?)
 - teamwork (encourage students to queue up in teams, or randomly assign teams)
- Have students answer questions on the “Student Survey” (25-35 min.)
 - If you have time at the end, discuss surveys or help generate excitement for the class by talking about some of the exciting things you will be doing.

Student Survey

Student Name:

Please answer the following questions honestly. Your answers will help us to enhance and modify the class to continually fit the needs of current and future students.

1. Student age:
2. Grade level:
3. How many hours per week do you play video games?
4. Do you play on a console or PC? If console please detail which console(s) you play on.
5. Are you currently participating in an after-school gaming club or extra-curricular activity?
6. What type of video games are you interested in? FPS (First Person), RTS (Real Time Strategy), MOBA (Multiplayer Online Battle Arena), RPG (Role Player). Please list or circle any that apply.
7. What specific games are you interested in right now?
8. Are you employed? If so, where, and how many hours per week are you working?
9. Do you believe video games affect the way people act? If so, how?
10. How many hours of sleep do you get per night?
11. If you play online games, who do you typically play with? Online friends, real life friends, or both?
12. Have you made any friends online that you have never met in person?

13. How many days of school have you missed in the last month?
14. Do you believe that participating in a video game class will improve attendance among the student body? Do you think it would improve your attendance? Why do you feel this way?
15. Do you believe that video games can prepare you for college or a career? Why or why not?
16. Do you believe that video games help hand-eye coordination?
17. Do your parents play video games?
18. Do your parents watch you play video games?
19. Are your parents supportive of you playing video games? Please explain your answer.
20. Do your parents limit the amount of time you may play video games? If so, what is the time limit?
21. Does playing video games at home create tension between you and your parents? Please explain?

22. Have you ever put off doing homework to play video games? If so, what was the reason? For example: to finish a quest, get a new piece of gear, play with a friend you have not seen for awhile.
23. Do you believe that participating in a video game class at school will allow you to spend less time at home playing video games? Please explain your answer.
24. What activities, aside from gaming, are you involved with? These do not have to be directly related to school.
25. How many negative interactions have you had online in the last week? For example: trolling, bullying, language. Please list specific behavior and note which game(s) you experience this type of behavior with.
26. Did you know that colleges are now offering scholarships to participate in their eSports programs? If so, which colleges?
27. Approximately how much money do you spend per year on video games? Include games and subscription time. How do you get funding for your games?

Code of Behavior

Lesson Overview: Online gaming culture can sometimes be toxic. Examples include racist trash-talking in the latest online shooter game, explicit comments when a female enters voice chat, and bullying teammates over perceived failures. Toxicity has pushed many players away from some of their favorite games, as the fun of mastering the mechanics is quickly soured by rude comments or typing angry lines of abuse. Creating a class “Code of Behavior” establishes expectations and boundaries for students and clarifies what is and what is not acceptable gaming behavior.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - nutrition
 - injury prevention and safety
 - personal health
 - mental and emotional health
 - substance use, misuse, abuse and addiction
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Materials Needed:

- Paper/writing utensils for group work
- Large piece of paper or poster board to post on wall after group decides on expectations.
- YouTube video of “Online Gaming Freakouts”. Many of these have explicit language. Choose one that is between 5-10 minutes long that is acceptable in your school.

Directions:

- A. Show the “Online Gaming Freakouts” video. Discuss student thoughts about the video. Do students think it happens often? Why do Gamer Freakouts happen? What are the consequences of Gamer Freakouts?

- B. Tell students that you would like them to create a Gaming Code of Behavior. Teacher must “sell” the Code. If the teacher doesn’t believe the behavior code will be effective or is not willing to enforce the code, then skip this assignment.
- C. There is a good chance that students will be doubtful that the code will work. Provide them with some reasons why this is a good idea:
 - a. Talk about some of the negative experiences they have had online.
 - b. Discuss that most athletic teams have a “Code of Conduct” for their athletes including how to dress on game days, what to do when a player from the other team gets injured, how to respond to opposing fan criticism, etc.
 - c. Discuss the importance of this being a new class that will be under a lot of scrutiny and eliminating toxic behaviors will give the naysayers one less thing to scrutinize.
- D. Put 4-5 students into a group
- E. Have students compile a list of 10-20 suggestions for how they expect to be treated and how they should be expected to treat others in the class and online. (This is not a list of rules. “Don’t ask to go to the restroom” could be “Use your time wisely”)
- F. Have students narrow their list to their top 5 responses.
- G. Each group takes turns giving their 5 responses. If a response has already been given, just put a tally mark next to it.
 - a. While each group is giving their responses, students can ask questions, and teacher can ask students to clarify what that would look like in this class and/or online.
- H. You should have between 10-20 responses. (If you get too many, look for ones that are similar and ask students if they could be combined or if they are alike.)
- I. Try to get these three words in there no matter what: Effort, Listening, No Put-Downs (Complete High School Maize also addresses cussing because it is a pretty big issue at our school!)
- J. After the Behavior Code is set, the teacher needs to be prepared to talk about consequences. CHSM examples include:
 - a. “Time-out” for 5 minutes
 - b. “Time-out” for the rest of the game and loss of instructional points for the day
 - c. Student must write an apology to the person who was harmed. (Could be class as a whole, and student must read aloud to class.)
 - d. Call home
 - e. Call home and student is sent home
 - f. Dismissal from the class
- K. After expectations and consequences are set, have a volunteer(s) make several posters to hang up in the class. Have everyone sign the posters.
- L. For the first few weeks, refer to the guidelines of the Behavior Code at least daily. When an expectation on the Code is broken, refer to the code and remind students that they were the ones who came up with the expectations. Be sure to implement consequences.

Student Log Book

Lesson Overview: Each student will create a log book that is unique to them. The purpose for creating the log book is to have examples of student work that each student can utilize in securing scholarships/positions on collegiate e-sports teams.

Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 5: Access Health Information, Products, and Services**
 - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.
- **Standard 11: Advocating for eSports**
 - The student will demonstrate the ability to advocate for scholastic acceptance of e-sports.

Materials Needed:

- 2" to 3" binder for each student is recommended for this project
- Alternatively, students may keep all files online and share with teacher via Google Drive. However, it is preferable that students maintain a hard copy.

Directions:

- Students will find or create an avatar to place on the front of their binder. They should also include their name and hour. (10 min.)
- Each student will share why they have chosen his or her particular avatar with the class. Examples would include: characters from games, emoji's, animals, shapes, or landscapes. Students should use school-appropriate images for their binders. (10 min.)
- Students will be provided with an exercise and nutrition log (**Handout**).
- Discuss the log:
 - The goal is to promote healthy gaming habits. As nutrition and exercise are part of a healthy lifestyle, encourage students to begin practicing these habits in conjunction with their gaming class. Nutrition and exercise log will be maintained for the entirety of the class and reviewed weekly by the instructor. If gaps in data are missing or nutrition guidelines are under-performed, instructor should help the student with goal setting. Remember this is about promoting a healthy lifestyle, not to make students feel negatively about themselves. Students should take an interest in healthy eating habits and be aware that a healthy amount of exercise is needed each day.
 - Students will create entries for their logs. These logs should provide detail for each match they have played throughout the week. A recommended amount would be 8-12 entries on a weekly basis. Students should provide specific details about each match. For example: character played, team composition, opponent's team composition, result of match, items that went well and items that could be improved upon. **Each log entry should be a minimum of one paragraph, consisting of three to four sentences.**
 - Students should also be encouraged to place additional items in their log books. Items to include may be articles about eSports, additional research that the students have conducted, and screenshots. Screenshots may depict exciting events that happened in game, or demonstrate rank promotions. These items will help to enhance appreciation of each game and will add further detail to each students log book. In addition, these log books can also be used as recruiting tools if students would like to go on to college to play eSports.

Handout provided on following page.

Student Name:

Date:

Daily Food and Activity Log

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

Breakfast

Lunch

Dinner

Snack

Activity

Teacher Initials and Comments:

Weekly goals:

1.

2.

3.

Areas of success:

Areas of improvement:

Game Play and In-Game Features

Lesson Overview: After the initial several days of going over class syllabus and expectations, it is now time to actually start getting into the games; however, hold off a couple more days before actually playing so that students realize that this class is about more than just playing video games, it really is about improving academically and socially. This class session, taught over two days, will introduce students to the reflection piece of their log, ranking system, tutorials, as well as in-game features and game-play vids.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.

Materials Needed:

- Beginner's Videos--
 - Overwatch:
 - Beginner's Guide -- https://www.youtube.com/watch?v=q_lrlSEqOE (11:22)
 - Plays of the Game -- <https://www.youtube.com/watch?v=l-qYaUDZv1o> (11:21)
 - League of Legends:
 - Beginner's Guide -- <https://www.youtube.com/watch?v=cD2XcuklXZs> (28:19)
 - Plays of the Game -- <https://www.youtube.com/watch?v=mvsVXfB4tG4> (10:13)
- Beginner's Tutorials--
 - Overwatch -- <https://playoverwatch.com/en-us/game/overview/>
 - League of Legends -- <https://euw.leagueoflegends.com/en/game-info/get-started/new-player-guide/>

Directions:***Day 1***

- There are literally THOUSANDS of tutorials online to help students (and teachers) learn to play video games. After going over the surveys in day one and deciding which games to play, it is important that everyone understands the basics of the games. Teachers will surely have both experienced and novice players in the class. Explain to the experienced players that you would like to start everyone at the beginning; and, perhaps, the experienced players can help you pick some of the example videos and tutorials.
- Play the Overwatch (or game of choice) “Beginner’s Guide” video (11:22 minutes). Have students fill out the “Game Review” worksheet. Go over worksheet in class (15 minutes).
- Revisit the idea of the reflection log. Remind students that each entry should be a minimum of one paragraph, consisting of three to four sentences. Have students watch the Overwatch (or game of choice) “Plays of the Game” video (11:21 minutes). Have students fill out the “Reflection Log” at the bottom of the “Game Review” worksheet. Have students share what they wrote (20 minutes).

Day 2

- Follow the same guidelines as Day 1; however, you might extend the assignment by one day and give students the opportunity to find their own videos and tutorials. If you choose not to let students explore their own videos, continue with the following format.
- Play the League of Legends (or game of choice) “Beginner’s Guide” video (28:19 minutes). Have students fill out the “Game Review” worksheet. Go over worksheet in class (10 minutes).
- Revisit the idea of the reflection log. Remind students that each entry should be a minimum of one paragraph, consisting of three to four sentences. Have students watch the League of Legends (or game of choice) “Plays of the Game” video (10:13 minutes). Have students fill out the “Reflection Log” at the bottom of the “Game Review” worksheet. Have students share what they wrote (10 minutes).

Worksheet on following page.

Game Review

Name _____

1. What is the main objective of the game?
2. Who are the main characters or character types?
3. What is one of the skills of a character of your choice?
4. What is the name of the company that created this game?
5. How do you level up in this game?
6. Do you think you will like or dislike this game? Explain.

Reflection Log: In 3 to 4 complete sentences, write a reflection over 1 or several of the top game plays. You might include characters involved, the conflict, outcome of the conflict, what was done well, what could be improved on, etc.

Goal-Setting and Decision-Making Skills

Lesson Overview: Most video games of today aren't one-time play and win games. Players level up and the more they play the higher their ranking. By setting goals, players not only measure their practiced improvement, but setting goals also helps players to monitor as well as limit or increase playing time according to goal success.

Content Standards Addressed:

- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed:

- SMART Goals Handout (attached)
- Why the Secret of Success is Setting the Right Goals --
[https://www.ted.com/talks/john doerr why the secret to success is setting the right goal s](https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goal_s) (11:51)
- Goals Worksheet

Directions:

Tips and Tricks: (5 min.) **Read aloud to class:** Did you know that you can adjust the sensitivity on your gaming mouse, with the click of a button? This can be useful when transitioning between characters while in game. Typically the button is located in the middle of the mouse. For each click of the mouse increases in sensitivity, until the maximum is reached. On some occasions the mouse will be equipped with two buttons on the middle top. The top one will increase sensitivity and the bottom one will decrease sensitivity.

Show attached video for a greater explanation of DPI (CPI) <https://www.youtube.com/watch?v=cAEb9a-dltk>

Overwatch specific DPI video is also available: <https://www.youtube.com/watch?v=NMGqwwWmhA8>

Each video is approximately 5 minutes long

Setting Goals: (15 min.) Read over the attached SMART Goal Setting sheet with students. Watch the TEDTalk video "Why the Secret of Success is Setting the Right Goals". Discuss how setting goals not only helps you achieve, but it also helps with time management and focus. Have students fill out the "Goal" portion of their logs using the "SMART" acronym. Give students a notecard. Have students write their top gaming goal on the notecard. (This can be nutrition, physical, or from the game itself.) Make a bulletin board of the students' goals so that they can be viewed every day.

Active Participation: (20 min.) Students will have 20 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

SMART Goal Setting

Following are components of an effective goal – one that describes performance standards that will “tell us what good behavior looks like.” The SMART acronym can help us remember these components.

Specific The goal should identify a specific action or event that will take place.

Measurable The goal and its benefits should be quantifiable.

Achievable The goal should be attainable given available resources.

Realistic The goal should require you to stretch some, but allow the likelihood of success.

Timely The goal should state the time period in which it will be accomplished.

Here are some tips that can help you set effective goals:

1. Develop several goals. A list of five to seven items gives you several things to work on over a period of time.
2. State goals as declarations of intention, not items on a wish list. "I want to apply to three schools" lacks power. "I will apply to three schools," is intentional and powerful.
3. Attach a date to each goal. State what you intend to accomplish and by when. A good list should include some short-term and some long-term goals. You may want a few goals for the year, and some for two- or three-month intervals.
4. Be specific. "To find a job" is too general; "to find and research five job openings before the end of the month" is better. Sometimes a more general goal can become the long-term aim, and you can identify some more specific goals to take you there.
5. Share your goals with someone who cares if you reach them. Sharing your intentions with your parents, your best friend, or your teacher will help ensure success.
6. Write down your goals and put them where you will see them. The more often you read your list, the more results you get.
7. Review and revise your list. Experiment with different ways of stating your goals. Goal setting improves with practice, so play around with it.

How Do I Teach Video Games?

Lesson Overview: The short answer is you cannot and you should not. This course is not about teaching students how to play specific games; it is about showing students how to play any game with the correct posture and behavior. We want to open their eyes to the potential that video games can help them achieve in their lives. It would be nearly impossible for a teacher to know every strategy relating to every game that is being played on the college or professional level. Teaching the games themselves would be akin to one individual teaching subject matter in math, history, English, woodworking, business, computers and art. The different game types vary so much that any one of them could be taught over the course of a semester and still not be fully understood. The goal should be to help students analyze game data and break it down so that they communicate the strategy to others in a positive and helpful way.

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 3: Learning Concepts**
 - The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will explore the history of e-sports and identify key influencers, stakeholders, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Notecards, Paper/ Pencil or Google Docs, Google Drive or common document to share out with the class.

Directions: This lesson is designed to be taught over four days. However, it might be best for students to space them out over the course of the class. (This is at the discretion of the teacher.) Each day will consist of the same activity, but is designed to provide students with the opportunity to identify strategies in a game with which they are familiar and share those strategies with the class.

DAY 1: (30 min.)

- Many gamers watch Youtube, Twitch, or specific streamer channels to learn more about strategies for a specific game. For each day of this lesson students should look for specific strategies or helpful tips that can help others become more proficient in a specific game. Students should try to find a minimum of twenty minutes of game footage or voice-over game footage to share with the class. This footage might be one video, or 5 videos. It really is up to the student.

- Create a Google Doc, Sheet, or some other form that students can post links to. Under each link the student should write a brief explanation of the specific strategy that is addressed and why the strategy is important. **For Example: In the game Overwatch it is best to combo Zarya's ultimate with another hero's ultimate. This is due to the fact that Zarya's ultimate holds people in place and when used with another hero ultimate can cause a significant amount of damage to the enemy team.**
- As the video suggestion "library" increases, encourage students to refer to it as they begin to branch out into other games that they are not familiar with.

DAY 2: (30 min.)

- Many gamers watch Youtube, Twitch, or specific streamer channels to learn more about strategies for a specific game. For each day of this lesson students should look for specific strategies or helpful tips that can help others become more proficient in a specific game. Students should try to find a minimum of twenty minutes of game footage or voice-over game footage to share with the class. This footage might be one video, or 5 videos. It really is up to the student.
- Create a Google Doc, Sheet, or some other form that students can post links to. Under each link the student should write a brief explanation of the specific strategy that is addressed and why the strategy is important. **For Example: In the game Overwatch it is best to combo Zarya's ultimate with another hero's ultimate. This is due to the fact that Zarya's ultimate holds people in place and when used with another hero ultimate can cause a significant amount of damage to the enemy team.**
- As the video suggestion "library" increases, encourage students to refer to it as they begin to branch out into other games that they are not familiar with.

DAY 3: (30 min)

- Many gamers watch Youtube, Twitch, or specific streamer channels to learn more about strategies for a specific game. For each day of this lesson students should look for specific strategies or helpful tips that can help others become more proficient in a specific game. Students should try to find a minimum of twenty minutes of game footage or voice-over game footage to share with the class. This footage might be one video, or 5 videos. It really is up to the student.
- Create a Google Doc, Sheet, or some other form that students can post links to. Under each link the student should write a brief explanation of the specific strategy that is addressed and why the strategy is important. **For Example: In the game Overwatch it is best to combo Zarya's ultimate with another hero's ultimate. This is due to the fact that Zarya's ultimate holds people in place and when used with another hero ultimate can cause a significant amount of damage to the enemy team.**
- As the video suggestion "library" increases, encourage students to refer to it as they begin to branch out into other games that they are not familiar with.

DAY 4: (30 min)

- Many gamers watch Youtube, Twitch, or specific streamer channels to learn more about strategies for a specific game. For each day of this lesson students should look for specific strategies or helpful tips that can help others become more proficient in a specific game. Students should try to find a minimum of twenty minutes of game footage or voice-over game footage to share with the class. This footage might be one video, or 5 videos. It really is up to the student.
- Create a Google Doc, Sheet, or some other form that students can post links to. Under each link the student should write a brief explanation of the specific strategy that is addressed and why the strategy is important. **For Example: In the game Overwatch it is best to combo Zarya's ultimate with another hero's ultimate. This is due to the fact that Zarya's ultimate holds people in place and when used with another hero ultimate can cause a significant amount of damage to the enemy team.**
- As the video suggestion "library" increases, encourage students to refer to it as they begin to branch out into other games that they are not familiar with.

Active Participation: Students will have 20 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a "Mashup Day" where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Genres of Games

Lesson Overview: There are numerous types of video games for students to choose from. There will be a handout on the last page of this lesson that will describe the major types of video games that students will be experiencing during this course.

Content Standards Addressed:

- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Reference page (last page of this document) or other resource if the teacher has a preference.

Directions: (20 min.)

- Make copies of the handout provided. You may also share it electronically and have students fill it out for placement in their log book.
- Ask students to identify what each class of game is and provide a brief description of the game type. In addition to the description, have students identify some current games that may fall into each category. For example an RTS would be identified like this. **RTS is a Real Time Strategy game. In this type of game, players are tasked to build a base, create an army, and eliminate the other player base to achieve victory. One example of this type of game is Starcraft.** (10 min.)
- Host a discussion among students and have them share out what type of game most interests them and why. (10 min.)
-

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Game Genres/Definitions - Teacher Key

RTS (Real Time Strategy) - In this type of game, players are tasked to build a base, create an army, and eliminate the other player's base to achieve victory. One example of this type of game is Starcraft. Other examples would include Starcraft 2, Warcraft 3, and Company of Heroes.

RPG (Role Playing Game) - Players choose a character to play the game through the life of that character. Players are able to choose quest lines, hair color, weapons, armor, and numerous other items to make the game more immersive. Some popular games of this type are Witcher, Elder Scrolls Oblivion, Dungeons and Dragons and Fallout.

MMORPG (Massively Multiplayer Online Role Playing Game) - Similar to other RPGs, this type of game allows players to interact online with other players. Many players make online friendships and join guilds or clans as a result of these games. The most notable game in this genre is World Of Warcraft. Other examples would include: Elder Scrolls Online, Lord of the Rings online, Eve Online, and Runescape.

FPS (First Person Shooter) - These are available in single and multiplayer varieties. In the single player version, a player typically participates in a campaign until it is completed. In the multiplayer version, players compete online against other players from across the region or world. Players are typically trying to capture objectives and hold them for a certain amount of time and eliminate as many other players as possible. Most FPS games include both modes, so they contain a single player and multiplayer option. Games include: Call of Duty, Overwatch, Battlefield, Grand Theft Auto, and numerous others.

MOBA (Multiplayer Online Battle Arena) - This type of game typically involves two teams of 3-5 players on each team. Players choose a character that has a variety of different skills from other characters. As players level up in the game, their characters gain more skills and abilities, while becoming more powerful. Typically, there is a core or main tower that needs to be destroyed in order for one team to achieve victory. Games associated with this genre include: League of Legends, Smite, and Heroes of the Storm.

Battle Royale - These types of games drop players into a battleground in which they have to locate resources to build shelter and weapons to defeat other players. Typically 64-100 players begin the game, and there is only one winner per match. Some FPS games are beginning to place Battle Royale game modes within their own games, making it a very popular form of game mode at the time of this writing. Some games included in this genre include: Fortnite and Player-Unknown Battlegrounds (PUB-G).

These genres are some of the major ones out there, but students may mention others as they work through this lesson. That is OK! It is important for everyone in the class to have knowledge about the variety of game genres available to them.

Game Genres/Definitions - Student

Name: _____

RTS (Real Time Strategy) -

RPG (Role Playing Game) -

MMORPG (Massively Multiplayer Online Role Playing Game) -

FPS (First Person Shooter) -

MOBA (Multiplayer Online Battle Arena) -

Battle Royale -

“Why do you spend so much time on those stupid games?”

Lesson Overview: If they are into gaming, most gamers have heard it, “Why do you spend so much time on those stupid games?” Is it a hobby, pastime, way to interact with friends or meet people? Is it a future career interest, scholarship opportunity, or is it just something fun to do? Perhaps it is a combination of some or all of these reasons. Regardless, it’s good for students to reflect on why they spend time gaming not only for their own knowledge, but also so they can explain their love to others, too.

Content Standards Addressed:

- **Standard 1:** Gaming Appreciation
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 7:** Interpersonal Communication (Personal and Social Behavior)
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 11:** Advocating for eSports
 - The student will demonstrate the ability to advocate for scholastic acceptance of eSports.

Materials Needed:

- Each student needs 10-15 sticky notes

Tips and Tricks: (5 min.)

How to Disagree Without Being Disagreeable~

(The following could be discussed, given as a handout, or projected from the link at the end of the selection.)

George S. Patton once said: "If everyone is thinking alike, then somebody isn't thinking." In today’s politically-charged environment, it seems everyone is yelling and no one is listening, especially when the topic involved is one that people are passionate about. When having a discussion, remember the following:

1. **Be mindful of your tone** -- Research has found that the sound of a person's voice has a lot to do with how he or she is perceived. Be in control of your own voice.
2. **Don't use "you" statements** -- Falling back on "you" statements when you're disagreeing with someone can easily be perceived as combative. "You should pay more attention to what's being said in the class," vs. "I find it helpful to take notes during class to make sure I don't miss anything."
3. **Avoid filler words or hesitant phrases** -- Filler words like "um," "ah," and "uh" tend to signal doubt. These disruptions can instantly take away from the credibility of your claim, and also serve as a distraction for those listening.

4. **Do your research** -- To make a strong case against your opposition, it's important that you do your research.
5. **Don't get personal** -- When disagreeing with someone, your claims should be based on what you are debating, not on what the other person has done (or not done) in the past.
6. **Be mindful of your body language** -- When communicating disagreement, it's important to be aware of our non-verbal body language. You might be saying one thing, but if your gestures or facial expressions suggest another, it's easy to rub someone the wrong way.
7. **Know your non-negotiables** -- In an effort to disagree respectfully, you'll need to learn how to compromise. That said, go into every disagreement knowing your non-negotiables--things that you absolutely aren't willing to compromise on.

Stec, C. (2017). *How to disagree without being disagreeable: 7 tips for having more productive discussions*. Retrieved from <https://blog.hubspot.com/marketing/disagree-without-being-disagreeable>

Directions: (15 min.)

- Give students the overarching statement, "On your sticky notes, list 10-15 reasons you enjoy video games."
- Have students generate responses by writing one idea per note, placing them in no particular arrangement on a wall, whiteboard, or chart paper. (5 min.)
- Once ideas have been generated, have students begin grouping them into similar categories. (5 min.)
- Label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on. (5 min.)
- Write down or type up sticky note ideas under category labels to give as a handout to students later.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a "Mashup Day" where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Team Building--Effective Communication

Lesson Overview: To have a competitive eSports team, participants should be practicing nearly daily; however, simply practicing the mechanics of the game are not the only skills that make teams successful. Communication is also one of the keys to success. This following team-building activity is a deceptively simple but powerful exercise for learning how to work together and communicate in small to medium-sized groups.

Content Standards Addressed:

- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Materials Needed:

- 1 Dowel rod (or other long, thin, light rods) for every 6-8 students.
(We use 48" rods that are 1/4" around that we got from the local hardware store for about \$1 each.)

Directions:

Helium Stick-- (10-15 min.)

- Each group should have 6 or 8 students.
- Line up in two rows which face each other.
- Introduce the Helium Stick - a long, thin, lightweight rod.
- Ask participants to point their index fingers and hold their arms out.



- Lay the Helium Stick down on their fingers. Get the group to adjust their finger heights until the Helium Stick is horizontal and everyone's index fingers are touching the stick.
- Explain that the challenge is to lower the Helium Stick to the ground.
- The catch: Each person's fingers must be in contact with the Helium Stick at all times. Pinching or grabbing the pole is not allowed - it must rest on top of fingers. (Participants cannot "curl" their fingers around the stick.)
- Reiterate to the group that if anyone's finger is caught not touching the Helium Stick, the task will be restarted. Let the task begin....
- Warning: Particularly in the early stages, the Helium Stick has a habit of mysteriously 'floating' up rather than coming down, causing much laughter. A bit of clever humoring can help - e.g., act surprised and ask what are they doing raising the Helium Stick instead of lowering it! For added drama, jump up and pull it down!
- Participants may be confused initially about the paradoxical behavior of the Helium Stick.
- Some groups or individuals (most often larger size groups) after 5 to 10 minutes of trying may be inclined to give up, believing it not to be possible or that it is too hard.
- The facilitator can offer direct suggestions or suggest the group stops the task, discusses their strategy, and then has another go.
- Less often, a group may appear to be succeeding too fast. In response, be particularly vigilant about fingers not touching the pole. Also make sure participants lower the pole all the way onto the ground. You can add further difficulty by adding a large washer to each end of the stick and explain that the washers should not fall off during the exercise, otherwise it's a restart.
- Eventually the group needs to calm down, concentrate, and very slowly, patiently lower the Helium Stick - easier said than done.

How Does it Work?

- The stick does not contain helium. The secret (keep it to yourself) is that the collective upwards pressure created by everyone's fingers tends to be greater than the weight of the stick. As a result, the more a group tries, the more the stick tends to 'float' upwards.

Processing Ideas (5-10 min)

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about him/her self as an individual?
- What other situations (e.g., at school, home or work) are like the Helium Stick?

Reference:

Booth Sweeney, L. & D. Meadows (1996). *The systems thinking playbook: Exercises to stretch and build learning and systems thinking capabilities*. The Turning Point Foundation.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Wrist Exercises

Lesson Overview: We don't often think of the extreme stress that gaming can put on some parts of our bodies. In turn, we rarely think of the potential for injury if we don't take care of ourselves. Anyone who experiences prolonged use of a computer can benefit from wrist stretches and wrist exercises to help avoid carpal tunnel or tendonitis.

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.

Materials Needed:

- Article -- The Way You Hold Your Mouse Could Be Causing You Wrist Pain --
https://tonic.vice.com/en_us/article/kzyqzv/the-way-you-hold-your-mouse-could-be-causing-wrist-pain
- Video -- Hand and Wrist Exercises for Gamers --
<https://www.youtube.com/watch?v=4ZGTz8oNuz0>

Directions:

Tips and Tricks: (5 min.) **Read aloud to class:** *We don't often think of the extreme stress that gaming can put on some parts of our bodies. In turn, we rarely think of the potential for injury if we don't take care of ourselves. Anyone who experiences prolonged use of a computer can benefit from wrist stretches and wrist exercises to help avoid carpal tunnel or tendonitis.*

Read article -- The Way You Hold Your Mouse Could Be Causing You Wrist Pain --
https://tonic.vice.com/en_us/article/kzyqzv/the-way-you-hold-your-mouse-could-be-causing-wrist-pain

Wrist Exercises: (15 min.) Watch the following video: Hand and Wrist Exercises for Gamers -- <https://www.youtube.com/watch?v=wYGfDCGrJ4A> (9:58 min.)

Practice the exercises (5-10 min). Encourage students to do the exercises daily.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Food Pyramid

Lesson Overview: The need for students to maintain a healthy lifestyle was addressed in lesson #3 (Student Log Book). At this point, students should have nearly a full month of their nutrition and exercise logs filled out. The goal for this lesson is for students to determine if their nutritional needs are being met and/or how they can improve their nutritional habits.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - nutrition
 - injury prevention and safety
 - personal health
 - mental and emotional health
 - substance use, misuse, abuse and addiction
- **Standard 9: Goal-Setting and Decision-Making**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Direct students to the USDA website <https://www.choosemyplate.gov/>
- Students will need their nutrition logs

Reference:

Choose MyPlate. (n.d.). Retrieved from <https://www.choosemyplate.gov/>

Directions: (Multiple days)

Day 1: (20 min.)

- While students are doing the following assignment, do a quick check of their Log Books to make sure they are filling them out adequately and correctly. If they are not, have a serious conversation with the student; and, perhaps, begin doing daily checks of those students who are not correctly filling out the Log Books. The Log Books are an essential reflective and academic piece to the course.

- Students will access the website listed above. Ask students to scroll to the middle of the page and they will find “The Myplate Plan” listed.
- This will lead to a page in which they can select “Get your Myplate Plan”. Students will need to answer a few questions which will provide them with the number of calories they need each day to maintain a healthy weight.
- Directly under the “Get your Myplate Plan” is a chart with ages and hyperlinks relating to calorie intake. Students can then click on the hyperlink for their suggested calories and view how many of each serving is recommended for them to have each day.
- Upon completion, they should have a link in the upper right hand corner to a PDF (Appendix 1 & 2 are samples of what the students should have) that shows their specific nutritional needs.
- Ask students to fill out their food choices on page 2, based on their findings on page 1. If printing is not an option, you may have students create a list of items on their computer.

Day 2: (20 min)

- While students are doing the following assignment, do a quick check of their Log Books to make sure they are filling them out adequately and correctly. If they are not, have a serious conversation with the student; and, perhaps, begin doing daily checks of those students who are not correctly filling out the Log Books. The Log Books are an essential reflective and academic piece to the course.
- Students should visit the <https://www.choosemyplate.gov/> website again. Ask students to complete the “Myplate quizzes” located directly next to the “Myplate plan” link they visited during the previous class. Ask students to take the quiz for each of the 5 (Dairy, Protein, Grains, Fruits, and Vegetables) different sections. This may or may not take the entire 20 minutes. If students finish quickly, ask students to share how they did on the quizzes or share out one item that they learned from taking the quizzes.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.



United States Department of Agriculture



MyPlate Plan

Find your Healthy Eating Style

Everything you eat and drink matters. Find your healthy eating style that reflects your preferences, culture, traditions, and budget—and maintain it for a lifetime! The right mix can help you be healthier now and into the future. The key is choosing a variety of foods and beverages from each food group—and *making sure that each choice is limited in saturated fat, sodium, and added sugars*. Start with small changes—“MyWins”—to make healthier choices you can enjoy.

Food Group Amounts for 2,400 Calories a Day

Fruits	Vegetables	Grains	Protein	Dairy
2 cups	3 cups	8 ounces	6 1/2 ounces	3 cups
Focus on whole fruits	Vary your veggies	Make half your grains whole grains	Vary your protein routine	Move to low-fat or fat-free milk or yogurt
Focus on whole fruits that are fresh, frozen, canned, or dried.	Choose a variety of colorful fresh, frozen, and canned vegetables—make sure to include dark green, red, and orange choices.	Find whole-grain foods by reading the Nutrition Facts label and ingredients list.	Mix up your protein foods to include seafood, beans and peas, unsalted nuts and seeds, soy products, eggs, and lean meats and poultry.	Choose fat-free milk, yogurt, and soy beverages (soy milk) to cut back on your saturated fat.

Limit Drink and eat less sodium, saturated fat, and added sugars. Limit:








- Sodium to **2,300 milligrams** a day.
- Saturated fat to **27 grams** a day.
- Added sugars to **60 grams** a day.

Be active your way: Children 6 to 17 years old should move **60 minutes** every day. Adults should be physically active at least **2 1/2 hours** per week.

Appendix 2

MyPlate Plan

Write down the foods you ate today and track your daily MyPlate, MyWins!

Food group targets for a 2,400 calorie* pattern are:		Write your food choices for each food group		Did you reach your target?		
	2 cups 1 cup of fruits counts as <ul style="list-style-type: none"> • 1 cup raw or cooked fruit; or • 1/2 cup dried fruit; or • 1 cup 100% fruit juice. 			<input type="checkbox"/> Y <input type="checkbox"/> N	 Limit: <ul style="list-style-type: none"> • Sodium to 2,300 milligrams a day. • Saturated fat to 27 grams a day. • Added sugars to 60 grams a day. <input type="checkbox"/> Y <input type="checkbox"/> N	
	3 cups 1 cup vegetables counts as <ul style="list-style-type: none"> • 1 cup raw or cooked vegetables; or • 2 cups leafy salad greens; or • 1 cup 100% vegetable juice. 			<input type="checkbox"/> Y <input type="checkbox"/> N		
	8 ounce equivalents 1 ounce of grains counts as <ul style="list-style-type: none"> • 1 slice bread; or • 1 ounce ready-to-eat cereal; or • 1/2 cup cooked rice, pasta, or cereal. 			<input type="checkbox"/> Y <input type="checkbox"/> N	Be active your way: Activity  Adults: <ul style="list-style-type: none"> • Be physically active at least 2 1/2 hours per week. Children 6 to 17 years old: <ul style="list-style-type: none"> • Move at least 60 minutes every day. <input type="checkbox"/> Y <input type="checkbox"/> N	
	6 1/2 ounce equivalents 1 ounce of protein counts as <ul style="list-style-type: none"> • 1 ounce lean meat, poultry, or seafood; or • 1 egg; or • 1 Tbsp peanut butter; or • 1/4 cup cooked beans or peas; or • 1/2 ounce nuts or seeds. 			<input type="checkbox"/> Y <input type="checkbox"/> N		
	3 cups 1 cup of dairy counts as <ul style="list-style-type: none"> • 1 cup milk; or • 1 cup yogurt; or • 1 cup fortified soy beverage; or • 1 1/2 ounces natural cheese or 2 ounces processed cheese. 			<input type="checkbox"/> Y <input type="checkbox"/> N	* This 2,400 calorie pattern is only an estimate of your needs. Monitor your body weight and adjust your calories if needed.	

Track your MyPlate, MyWins



Choose MyPlate (n.d)

Health and Nutrition Speaker

Lesson Overview: The best way for students to learn more about a job is for someone in the position to actually talk to them about it. Invite a speaker to talk to students about health and nutrition. If you can find a person who games on a regular basis that would be great as well. The speaker could share their own personal experiences with balancing gaming, exercise and getting the appropriate amount of sleep. Local gyms, health and wellness coaches, or coaches within the district might be great resources to help you find speakers.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - nutrition
 - injury prevention and safety
 - personal health
 - mental and emotional health
 - substance use, misuse, abuse and addiction
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 9: Goal-Setting and Decision-Making**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Health and Nutrition Speaker

Directions: (50 min.)

- Invite a speaker in the health and/or nutrition field to come speak with students about healthy eating and exercise habits.
- Give students note cards, so that they can write down a question for the speaker. At the end of the session allow students to ask questions.
- Ensure that students create an entry in their log book about the speaker and one fact that they learned from this opportunity.

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Router Basics

Lesson Overview: What is a router? Most students will know that this is where the “magical” wi-fi comes from. This lesson will explain what exactly the router does and why the router is an important part of any home or business network connection.

Content Standards Addressed:

- **Standard 7: Interpersonal Communication (Personal and Social Behavior).**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Router, user guide (electronic copy)

Directions: (20 min.)

- Begin by asking if students have heard of a “router” before. Ask them to share their own experiences. If students are unfamiliar with the function of a router, show them a sample of a router and explain what function(s) the router performs. A user guide is attached to this lesson. Highlight areas such as, ethernet ports, wifi antennas, cable in, indicator lights, reset switch, dual band, and power supply. You may also discuss proper placement of the router and why placement can impact the efficiency of the router and the signal it produces.
- What does the router do? It routes the internet signal that comes into the building or home to devices that require internet service. Most routers are wi-fi equipped, but also have ethernet ports in the back of the unit that may be used to connect devices through use of a hard line. Typically, gaming computers are set up on a hardline. This is due to the fact that wifi signals can be blocked and cause slow response times. Hardlines are a direct connection and normally will not cause any disruption in signal.
- Ask students to research some common issues that may occur with router operation. Examples would include: password protection, firmware updates, vulnerability to hacking, and basic install questions. Facilitate discussion and answer any questions that students may have. If the answer is not covered in the lesson, you may refer to any router manufacturer website and retrieve the answer.
- Firmware. Why is it important? Firmware updates ensure that a router is up to date with the current software. It is important to update this to ensure proper internet speeds and ensure proper security on any internet connection.

Tips and Tricks: (5 min.) **Read aloud to class:** It is possible to set your router to update firmware automatically. This video is specific to Linksys routers, but other brands operate in much the same fashion.

- <https://www.linksys.com/us/support-product?pid=01t34000003qSgQAAU>

Active Participation: (25 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

User Guide

Link to user guide for Linksys router:

http://downloads.linksys.com/downloads/userguide/WRT1900ACS_FUG_ENandFR-CA.pdf

Please reference pages 5, 6, and 7 when discussing router function and indicator lights.

Exercise and Sleep

Lesson Overview: Video gamers need to maintain a balance between how many hours they are putting into games and how much exercise they are getting on a daily basis. It is not healthy for gamers to sit at their computer for 12 hours at a time. Another area of focus is sleep. Most high school students should be getting 8-10 hours of sleep per 24 hours. Oftentimes, gamers will postpone sleep in favor of finishing up their gaming activities. This lesson will help students to focus on getting enough sleep and exercise throughout each week.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - nutrition
 - injury prevention and safety
 - personal health
 - mental and emotional health
 - substance use, misuse, abuse and addiction
- **Standard 9: Goal-Setting and Decision-Making**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- <https://www.hhs.gov/fitness/be-active/physical-activity-guidelines-for-americans/index.html>
- <https://www.cdc.gov/features/sleep/index.html>

Directions: Multiple Days

DAY 1: (20 min.)

- Have students get into groups of 3-4. Have groups visit the above websites (other school-appropriate websites may be consulted as well) and create an infographic that identifies how much and what kinds of activity they should be getting each day, as well as, how much rest they should be getting each day. In their infographic they should elaborate on ways to improve their sleep (for example, a consistent bedtime) and improve or maintain their exercise habits. Their infographic should be made on websites such as Canva.com or Venngage.com.
- Groups should have 8-10 detailed facts on their infographics. They should also focus on the detail they put into the infographic. Is it colorful? Does the graphic make sense to the audience?

DAY 2: (20 min.)

- Provide groups with time to complete their research and put final touches on their infographic. Students should be able to finish their presentations by the end of this 20 minute period. If groups have not finished, allow them to work into Active Participation time until they are completed. They will be presenting to the class on day 3.

Day 3: (20 min.)

- Groups should be prepared to present to their classmates today. If possible have each group put their presentation on the overhead or projection device. Each presentation should take 3-4 minutes. If you need more time to complete the presentations push back the Active Participation time until all presentations are finished. ***Have each group member place a copy of their infographic into their log book at the completion of the activity.***

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Toxic Play--Online Gaming Scenarios

Lesson Overview: One of the downfalls of online gaming can be the toxic environment that sometimes exists. Students will reflect on real-life toxic experiences and brainstorm how to handle and prevent them from happening.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.

Materials Needed:

- Article: "Foul play: tackling toxicity and abuse in online video games"
<https://www.theguardian.com/games/2018/aug/17/tackling-toxicity-abuse-in-online-video-games-overwatch-rainbow-seige>
- Notecards

Directions: (25 min.)

- Read the following article aloud: "Foul play: tackling toxicity and abuse in online video games"
<https://www.theguardian.com/games/2018/aug/17/tackling-toxicity-abuse-in-online-video-games-overwatch-rainbow-seige>
- After reading the article, pass out a notecard to each student. Have students write about a time when they experienced a toxic online gaming environment. The scenarios should be specific

enough that they can be used for discussion, but vague enough that the person or people they happened to cannot be identified. (5 min.)

- Gather the notecards and read aloud.
- Either after each scenario or after you have read several scenarios, have students discuss some of the following questions. (Depending on the scenarios, some or all of the questions might be appropriate.)
 - What was toxic about the scenario? (If this is too obvious, skip it.)
 - Why do you think the “bully” in the scenario acted the way he/she did?
 - What should the “victim” in the scenario do?
 - How can the other players help stop the “bully”?
 - Why do you think online gaming sometimes has such a toxic environment?
 - What do you think can be done to stop toxic environments in online gaming?
 - Are there some games that are more toxic? What are they? Why do you think they are typically more toxic?
 - Who do you think should be responsible for controlling online toxic gaming? Players, moderators, companies? Why do you think that?

Active Participation: Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

How Much Is Too Much?

Lesson Overview: There is a lot of debate about how much screen time is too much, whether or not screen time is detrimental to a child's brain and health, and what limits should be put on screen time. In this lesson, students will research

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 5: Access Health Information, Products, and Services**
 - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.

Materials Needed:

- Kahoot survey -- <https://play.kahoot.it/#/?quizId=9ae1971e-5d75-4345-8535-046e06dec837&playId=88a393ac-80b3-43fc-8d20-aefa1b02bc4a>
- Each student needs access to Kahoot website -- <http://kahoot.it>
- Video -- The drug-like effect of screen time on the teenage brain -- <https://www.youtube.com/watch?v=WCT5JcXMPw>
- Article -- Students are Addicted to Their Cell Phones, and They Need Our Help -- <https://www.pbs.org/newshour/education/column-students-are-addicted-to-their-cellphones-and-they-need-our-help>

Directions: (25 min.)

- Click on the Kahoot survey site and go to “Player vs. Player”:
<https://play.kahoot.it/#/?quizId=9ae1971e-5d75-4345-8535-046e06dec837&playId=88a393ac-80b3-43fc-8d20-aefa1b02bc4a>
- Have each student go to the Kahoot Website: <http://kahoot.it>
- Click next after students answer each question
- Watch the following PBS NewsHour video story about the documentary ‘Screenagers’:
<https://www.youtube.com/watch?v=WCT5JcXMPw> (7:31 min)
- Ask your students what part of the clip resonated with them? Were there parts they agreed with? Disagreed with?
- Read Students are Addicted to Their Cell Phones, and They Need Our Help --
<https://www.pbs.org/newshour/education/column-students-are-addicted-to-their-cellphones-and-they-need-our-help>
- The author stated that “cellphones have become the modern security blanket.” Do you agree or disagree? How, if at all, does the generational gap between the teacher and his students play a role in his assessment of their technology use? Discuss as a class.

Reference:

PBS Newshour Extra. (2016). Lesson plan: Are teens addicted to technology? Retrieved from

<http://www.pbs.org/newshour/extra/lessons-plans/are-teens-addicted-to-technology/>

Active Participation: Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Thinking Outside the PowerPoint

Lesson Overview: Students will learn and/or practice how to create a presentation using a platform other than PowerPoint.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.

Materials Needed:

- Website: <https://www.codemom.ai/2017/01/15-best-online-presentation-tools-for-students/>
- At least 20 notecards (one card for each student in the class) with one title of a presentation platform from the “codemom” site above written at the top of each one. (Example: Haiku Deck, Projeqt, Prezi, Powtoon, Emaze, etc.). Only one platform name per card. You can repeat platform names on a second card if there are more than 20 students in the class.

Tips and Tricks: (5 min.)

Read: “Death by PowerPoint” is the term used for the phenomenon caused by the poor use of presentation software. In our next class, we will begin working on persuasive presentations educating people about how video games can be engaging and educational curriculum for students. Your presentations cannot be done on PowerPoint. Today, we are going to spend a little bit of time looking at alternative presentation platforms to PowerPoint. Here is one site:

<https://www.codemom.ai/2017/01/15-best-online-presentation-tools-for-students/>

Directions: (25-30 min.)

- Either hand out one notecard randomly to each student or have each student draw a notecard. Each student should have one notecard.
- Students have 10-15 minutes to research the presentation platform they have and write 5 pros and 5 cons about the platform. Student should also write a one sentence overall review statement about the platform.
- Each student then has 1-2 minutes to verbally summarize what he or she learned and read the overall review statement.

Active Participation: (Remaining time less 15 minutes) Depending on how long exploration assignment took, adjust practice time accordingly. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Advocating for eSports

Lesson Overview: Many people are excited about eSports in schools, not only as an extracurricular activity, but also as content for curriculum. Although most people are supportive of classes on video game development, or using video games to teach common curriculum such as history and math, most people find it difficult to understand how actually teaching how to play video games can be of value to students. In the following five lessons, students will explore the benefits of teaching video games in school and make a presentation on their findings.

Content Standards Addressed:

- **Standard 1:** Gaming Appreciation
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 7:** Interpersonal Communication (Personal and Social Behavior)
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 11:** Advocating for eSports
 - The student will demonstrate the ability to advocate for scholastic acceptance of eSports.

Materials Needed:

- 10-15 sticky notes per student
- Handout or notes from lesson “Why do you spend so much time on those stupid games?”
- Copies of the assignment rubric (If teachers would like to modify the rubric, the editable version is on the following website:
http://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned)
- Notes from lesson “Beyond PowerPoint: Presentation Ideas that Empower” and website
<https://www.codemom.ai/2017/01/15-best-online-presentation-tools-for-students/>

Directions:

DAY 1 -- (55 min.)

Read or paraphrase: *Many people are excited about eSports in schools, not only as an extracurricular activity, but also as content for curriculum. Although most people are supportive of classes on video game development, or using video games to teach common curriculum such as history and math, most people find it difficult to understand how actually teaching students to play video games can be of value to students. Many ask, "How will this help students in life?"*

One way to explain to people how video games are beneficial to students is by comparing video gaming classes to band classes. Few people go on to play instruments professionally after high school; however, few people would argue that band classes and performances do not teach students a great deal that is useful in life. Teaching students how to play video games and giving students the opportunities to compete on eSports teams can yield similar results.

Brainstorming: (20 minutes)

- Give students the overarching statement, "On your sticky notes, list 10-15 ways teaching video games as curriculum (or Gaming Concepts as a class) is beneficial to students."
- Have students generate responses by writing one idea per note, placing them in no particular arrangement on a wall, whiteboard, or chart paper. **(5 min)**
- Once ideas have been generated, have students begin grouping them into similar categories. **(5 min)**
- Label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on. **(10 min)**
- Have students write down the ideas and categories that they would like to include in their own persuasive presentations. Ideas can be their own ideas or from other people.

Organizing: (10 minutes)

- Depending on class size, have students divide into groups so that each group has a chance to present a 10-12 minute presentation over two days. (Probably a maximum of 8 groups. Approximately four groups can present per day if classes are 60 minutes.) Teachers can decide how groups are determined.
- Record names of groups

Go Over Assignment: (10 minutes)

- Students will create 10-12 minute **persuasive** presentations explaining the benefits of teaching video games in the classroom.
- Students must create their presentations using presentation software other than PowerPoint.

- At least one slide should address opposing viewpoints.
- All members of group must participate in presentation.
- Students will be graded using the “Presentation Rubric Using PBL”. (If teachers would like to modify the rubric, the editable version is on the following website:
http://www.bie.org/object/document/9_12_presentation_rubric_ccss_aligned)
- Students will provide feedback to each other through peer comments. (Located at end of lesson plan)

Initial Group Work: (15 minutes)

- Decide on presentation platform other than PowerPoint
(<https://www.codemom.ai/2017/01/15-best-online-presentation-tools-for-students/> has many free presentation platforms for students)
- Determine what needs to be done and who will do it:
 - Slide 1 Topic _____ assigned to _____

Resources used _____
 - Slide 2 Topic _____ assigned to _____

Resources used _____

DAY 2 -- (60 min.)

- Students should work on finding resources and completing project

DAY 3 -- (60 min.)

- Students should finish project (30 min.)
- Students should practice project at least twice and make sure they are within 10-12 minute time requirement

DAY 4 -- (60 min.)

- Presentations
- All students should have enough “Peer Feedback Forms” to evaluate each group

DAY 5 -- (60 min.)

- Finish Presentations

Advocating for eSports Persuasive Presentation Assignment

Directions: Working in groups, students will create 10-12 minute persuasive presentations explaining the benefits of teaching video games in the classroom. Presentations must be suitable to present to district patrons who might be skeptical about teaching video gaming in school.

Requirements:

- Presentations must be between 10-12 minutes long.
- Students must create their presentations using presentation software other than PowerPoint.
- At least one slide should address opposing viewpoints.
- All members of group must participate in presentation.
- Students will be graded using the "Presentation Rubric Using PBL".
- Students will provide feedback to each other through peer comments.
- Students must use scholarly data to support their opinions

Graphic Organizer:

- Determine what needs to be done and who will do it:
 - Topic _____ assigned to _____

Resources used _____
 - Topic _____ assigned to _____

Resources used _____
 - Topic _____ assigned to _____

Resources used _____
 - Topic _____ assigned to _____

Resources used _____
 - Topic _____ assigned to _____

Resources used _____

- Topic _____ assigned to _____

Resources used _____

<p>Peer Feedback Form</p> <p>Members: _____</p> <p>_____</p> <p>Something new I learned from the presentation:</p> <p>_____</p> <p>_____</p> <p>The best part of the presentation:</p> <p>_____</p> <p>_____</p> <p>One thing team members could work on:</p> <p>_____</p> <p>_____</p>	<p>Peer Feedback Form</p> <p>Members: _____</p> <p>_____</p> <p>Something new I learned from the presentation:</p> <p>_____</p> <p>_____</p> <p>The best part of the presentation:</p> <p>_____</p> <p>_____</p> <p>One thing team members could work on:</p> <p>_____</p> <p>_____</p>
<p>Peer Feedback Form</p>	<p>Peer Feedback Form</p>

<p>Members: _____</p> <p>_____</p> <p>Something new I learned from the presentation:</p> <p>_____</p> <p>_____</p> <p>The best part of the presentation:</p> <p>_____</p> <p>_____</p> <p>One thing team members could work on:</p> <p>_____</p> <p>_____</p>	<p>Members: _____</p> <p>_____</p> <p>Something new I learned from the presentation:</p> <p>_____</p> <p>_____</p> <p>The best part of the presentation:</p> <p>_____</p> <p>_____</p> <p>One thing team members could work on:</p> <p>_____</p> <p>_____</p>
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Help is Right Around the Corner

Lesson Overview: Teen depression is on the rise. What's causing it, and how do we help teens? This lesson explores teenage depression through a *Time* news article. Then, students explore ways to get help.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 5: Access Health Information, Products, and Services**
 - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.

Materials Needed:

- *Time* news article: "Teen Depression and Anxiety: Why the Kids Are Not Alright"
<http://time.com/4547322/american-teens-anxious-depressed-overwhelmed/>
- Poster board
- Markers, colored pencils, construction paper, glue, etc. for making a poster

Directions:

Day 1: (25 minutes)

- Read the following article aloud: "Teen Depression and Anxiety: Why the Kids Are Not Alright"
<http://time.com/4547322/american-teens-anxious-depressed-overwhelmed/>
- Ask students the following questions:
 - What are some signs of depression?
 - List "feelings words" that describe how you feel when you are sad.
 - What steps should they take if they are suffering from depression?
 - What should they do if they have a friend who is suffering from depression?

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Day 2: (25 minutes)

Have students select one of the following topics and develop a poster for display in school. This could be researched and completed by using websites and other resources:

1. Solutions for relieving stress in healthy ways.
2. How we can help a friend who is depressed.
3. Signs of depression in teens.
4. Ways to can help our school and community understand teenage depression
5. Another topic approved by the teacher

The following websites can help students get started:

- National Mental Health Association: <http://www.nmha.org>
- National Institute of Mental Health: <http://www.nimh.nih.gov>
- National Foundation for Depressive Illness: <http://www.depression.org>
- American Foundation for Suicide Prevention: <http://www.afsp.org>
- The National Alliance for the Mentally Ill: <http://www.nami.org>
- Knowledge Exchange Network: <http://www.mentalhealth.org>
- Suicide Prevention Advocacy Network (SPAN): <http://www.spanusa.org>

Gasparini, K. (n.d.). *What is Depression*. Retrieved from <http://www.pbs.org/inthemix/educators/lessons/depression1/>

Active Participation: Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Professional Speaker--Gamer Health

Lesson Overview: Invite an expert from the local community to speak to students about a topic on health and gaming that students are interested in. Depending on student interests and proximity to a professional familiar with gaming, speakers could include addictions counselor, mental health counselor, chiropractor, doctor, psychologist, physical therapist, social worker, occupational therapist, etc.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 5: Access Health Information, Products, and Services**
 - The student will demonstrate the ability to access valid health information and health-promoting products and services.
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.

Materials Needed:

- Paper/Note card for students to take notes. Writing utensil. Students may also take notes on their computer, but they should be making eye contact with the speaker and practice their active listening skills.

Directions: (45-60 min.)

- Have students take notes during the presentation and be prepared to ask one follow up question for the speaker.
- Ask students to place their notes in their logbook at the conclusion of class.
- Write a reflection about the speaker in the logbook during reflection time either today or tomorrow depending on time.

Log Book Reflection--6-Week Check

Lesson Overview: Each day, students spend 10 minutes at the end of class filling out their Log Books. If done properly, these Log Books can be a valuable reflection tool. If not done properly, these Log Books are a big waste of time. Spending time in class reflecting on their past actions will not only make the assignment more authentic, but it will also help students learn how reflection can be a valuable life skill that everyone should practice.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success

Materials Needed:

- Article -- Why You Should Make Time for Self-Reflection (Even if You Hate Doing It), <https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-doing-it>
- “Reflection Guide” Handout (Located at the end of the lesson plan)

Tips and Tricks (5 min):

- Read article Why You Should Make Time for Self-Reflection (Even if You Hate Doing It), <https://hbr.org/2017/03/why-you-should-make-time-for-self-reflection-even-if-you-hate-doing-it>

Directions: (20 min):

- Hand out the “Reflection Guide” and have students fill out

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Name: _____

Reflection Guide

Directions: Reflection on your actions is a valuable life skill. Looking over what you have been doing can show you both areas where you have shown growth as well as where there are deficiencies. Using your Log Book, use the guide below to reflect on weeks 1-6.

1. List some of the goals you have met in the past six weeks? What do you think helped you reach your goals?
2. List some of the goals you have not met in the past six weeks? Why do you think you have not met those goals?
3. What have been your most consistent areas of success?
4. What have been the areas that you most need to improve?

5. Write a plan on how you can improve the areas you are struggling in.
6. Looking over the past six weeks, how often have you exercised? Do you think this is adequate? Why or why not? Have you noticed any physical changes?
7. Have you noticed any trends in your Log Book? (activity, nutrition, types of goals you set, etc.)
8. About how much time a week are you spending gaming? Do you think this is a reasonable number? Rationalize your answer.
9. List 5 artifacts from prior assignments, other than your Log Book entries, that you have included in your journal (presentations, notes from speaker, etc). If you do not have 5 entries, write down 5 entries that you will have for the next Log Book check.
10. What are the major areas that you would like to focus on for the next six weeks?

Gaming Survey:

Argument vs. Counterargument

Lesson Overview: Video games are good. Video games are bad. Kids play too many video games. Kids don't play outside enough because of video games. Video game addiction is a problem. Video games cause depression. Video games help your social life. Video games cause low self-esteem. Video games make you smarter. Video games make you dumber. Although video games have been around for a long time, the study of video gamers and the effects of video games on the gamers is relatively new and the results are often mixed and vague.

Students will have the opportunity to study research on video games, video gaming, and video gamers, determine a topic they are interested in and create and conduct their own surveys on a topic they are interested in.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.

Materials Needed:

- Article -- Benefits of Play Revealed in Research on Video Gaming --
<https://www.psychologytoday.com/us/blog/freedom-learn/201803/benefits-play-revealed-in-research-video-gaming> (One copy of article for each student)
- Article -- This is Your Child's Brain on Video Games --
<https://www.psychologytoday.com/us/blog/mental-wealth/201609/is-your-childs-brain-video-games> (One copy of article for each student)
- Highlighters

Directions: (5 min.)

- Ask students, *“Are video games good for elementary school students or bad? Why or why not?”* Moderate and enjoy the debate for several minutes.
- Then, read aloud to the class or summarize, *“Although video games have been around for a long time, the study of video gamers and the effects of video games on the gamers is relatively new and the results are often mixed and vague. Over the next several days, you will have the opportunity to study research on video games, video gaming, and video gamers, determine a topic you are interested in and create and conduct your own survey on the topic.”*
- Read each article aloud. Before reading the articles, instruct students to highlight the data (or proof) that each author provides in their articles. After reading each article, ask the following questions (15 min.):
 - Which article is more credible? Why?
 - Did you change your mind about video games, or was your original opinion reinforced? Why?
 - What did you highlight in each article? (Have students read some examples)
 - Was there one piece of data that really stood out, and maybe swayed you one direction or the other?
 - What kind of data (proof) was used in each article?
 - Why is important to read both articles?

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Gaming Survey:

Survey Questions

Lesson Overview: Surveys are a way to get information directly from a source (first-person information). Surveys are desirable because they allow the researcher to pinpoint the type of data that is collected, collect the data, and then analyze the data. In order for the data to be valid; however, the researcher must make sure to write reliable survey questions that are unbiased and do not lead the participant.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.

Materials Needed:

- Video -- 7 Tips for Good Survey Questions -- https://www.youtube.com/watch?v=lq_fhTuY1hw
- Survey Evaluation Form -- 2 forms for each student (copy front/back) -- http://www.readwritethink.org/files/resources/lesson_images/lesson1080/survey_evaluation.pdf
- Survey Collectors -- The 12 Best Free and Open Source Survey Tools to Power Your Research -- <https://blog.capterra.com/best-free-survey-tools-power-your-research/>
- Handout -- 6 Steps to Survey Success -- Located at end of lesson plan. 1 copy for each student

Directions:

Day 1:

Directions:

- Read aloud or summarize: *Surveys are a way to get information directly from a source (first-person information). Surveys are desirable because they allow the researcher to pinpoint the type of data that is collected, collect the data, and then analyze the data. In order for the data to be valid; however, the researcher must make sure to write reliable survey questions that are unbiased and do not lead the participant.*
- Show the video: *7 Tips for Good Survey Questions* -- https://www.youtube.com/watch?v=lq_fhTuY1hw (4:01 min)
- **Evaluate Survey:** (15 min.) Using the “Survey Evaluation Form”, students will now find and evaluate at least two gaming surveys that they find online. (Students can find surveys by simply typing in Google “Gaming Survey”.) Students should pay special attention to the topics being asked and way surveys are written because they will be creating their own surveys about gaming topics they are interested in. Students should turn evaluations in to teacher.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Day 2:

Directions:

- Take a look at the article, The 12 Best Free and Open Source Survey Tools to Power Your Research -- <https://blog.capterra.com/best-free-survey-tools-power-your-research/>. Give students just a couple of minutes to glance through the resources and, perhaps, bookmark the site, especially if students have never done a survey before. (5 min.)
- Pass out the handout “6 Steps to Survey Success”. Help students brainstorm topic ideas and fill out the handout where appropriate. Assist students in determining who survey will be given to (another class, an online discord, other teachers in the school, etc.) (15 min.)

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Day 3:

Directions: (20-50 min.--Assignment could go into Active Participation time depending on class)

- Have students choose a host for their surveys.
- Students should write the survey questions and post onto the site.
- Survey must be at least 10 questions long.
- Make sure students are aware that they will be using their survey results in a future project.

Active Participation: (30 min.) Students will have the remaining time less 10 minutes for reflection to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Day 4:

Directions: (20 min.)

- Give each student at least one *Survey Evaluation Form*. 2 forms for each student (copy front/back) --
http://www.readwritethink.org/files/resources/lesson_images/lesson1080/survey_evaluation.pdf
- Depending on the size of class, each student should evaluate at least two of their classmates' surveys.
- After determining surveys are appropriate and ready to go, have students post their surveys “live” for their chosen source to take for data collection.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

6 Steps to Survey Success

Name _____

Step 1: Identify issues and/or opportunities for collecting data. (What are you interested in collecting data on within the topic of gaming? Screen time, practice time, anger issues, depression, types of games played, physical activity--can be a multitude of answers...) Write down your answer.

_____	_____
_____	_____
_____	_____

Step 2: Select issue(s) and/or opportunity(ies) and set goals. What are a couple of the issues above that you are deciding on pursuing? Besides, "My teacher is making me do it," why do you want to collect data on this particular issue? Write down your answer.

_____	_____
_____	_____

Step 3: Plan an approach and methods Write down your answer.

- Who will the data be collected about?

- Who will the group of interest be compared to?

- What locations or geographical areas will the data be gathered from? _____

How should data be collected? *Can be both for this assignment*

- *Qualitative Data* -- Information that can't necessarily be measured. Stories, analogies, descriptions. Like the article yesterday about the boy who had a meltdown about his screen being turned off.
- *Quantitative Data* -- Information that can actually be measured

What sources of data should be used to collect information? *This is predetermined for this assignment*

- Pre-existing or official data
- Survey data

- Interviews and focus groups
- Observed data

How long will the data be collected? *Write down your answer.*

Step 4: Collect data--*Action Step*

Step 5: Analyze and interpret data--*Action Step*

Step 6: Act on result--*Action Step*

Reference:

Ontario Human Right Commission. (n.d.). *What is involved in collecting data -- Six steps to success.*

Retrieved from <http://www.ohrc.on.ca/en/count-me-collecting-human-rights-based-data/6-what-involved-collecting-data-%E2%80%93-six-steps-success>

Physical Copy or Digital Copy?

Lesson Overview: As digital gaming libraries become more prevalent, hard copies of games have become more difficult to acquire. In this lesson students will discuss the pros and cons of having hard copies versus cloud copies of games.

Content Standards Addressed:

- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- The following discusses the pros cons of owning a digital copy versus a hard copy.
<https://www.youtube.com/watch?v=OVg3R81Wvdo> (10:50 min.)
- Students will need access to Google Forms.

Directions: (20 min.)

- You may either show the video in class or watch it prior to class and share the information with the students. (10:50 min.)
- Ask students to create a survey on Google Forms and send it out to 5 friends. Ask students to be prepared to share their data in their Log Books. One week to complete the assignment should be sufficient. If you are not comfortable with a Google Form, they may create a survey and ask 5 friends in person or via email. Follow up with students to ensure they gather the responses and place them in their Log Books.

Tips and Tricks: (2 min.)

- **(Read aloud)** Did you know that many games can be bought in a physical form and linked to an online platform? This will give you the best of both worlds. You can own a digital copy and a physical copy, while only purchasing the physical copy. For example, if a student buys a copy of Overwatch, they will be able to link it to their Battle.net account and play it. They will not need the CD to play anymore, but will still own the physical copy. This may not apply to all games. Make sure to do some research on specific games before you make a purchase.

Active Participation: (28 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

How to Build a Gaming PC

Lesson Overview: Teacher will provide examples of the following items to the class. Central Processing Unit (CPU), Motherboard, Random Access Memory (RAM), Hard Drive, Power Supply, Video Card, Fans, Liquid Cooling (if available), Case. All of these items will be available on the units that students are using for the course.

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Components listed in the lesson overview section will be needed for this lesson. It would be best if you are able to have parts out individually so that students may look and hold each component. If this is not a possibility, you may look into one of your own machines, or use the video resource listed below in the Tips and Tricks Section.

Directions:

DAY 1: (15 min.)

- Show examples to students of the above components.
- Allow students to see components, while providing a brief description of each component.
- After reviewing the tips and tricks video, students should have a basic understanding of what components are needed to complete a basic computer build.

Tips and Tricks: (5 min.) **Read aloud to class:** Building your own personal computer can be a fun and rewarding experience. You can also save a considerable amount of money and add some creativity to your PC build. The following video is a time-lapse build of an AMD computer over the course of 4 minutes.

Video link: <https://www.youtube.com/watch?v=zfNZZBI3iEM>

DAY 2: (20 min.)

- Provide students with an opportunity to visit websites that allow students to create their own computer. Some resources students may utilize are PCPartpicker and Newegg.
- Students should create a minimum of two builds. Give students a budget for a modest (\$900-\$1000) computer and a budget for a “dream machine” (\$1000-\$2500).

DAY 3: (20 min.)

- Additional student time to research computer builds.

DAY 4: (20 min.)

- Students will present their build list to the class. They should have list of their parts for both the modest build and the “dream machine”. Give students two minutes to explain their builds.
- If time runs over, you may use the active participation time for this day to complete the presentations.

Active Participation: (30 minutes each day) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 minutes each day) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Component Definitions-

Central Processing Unit (CPU)- The brain of the computer. One CPU can be made up of multiple processors. For example, a quad core processor has 4 cores, all contained in one CPU.

Motherboard- Often referred to as “The Board”, the motherboard makes everything work together. All of the components will attach either physically or via cable to the motherboard. It will typically be the largest part, at least physically, of any build.

Random Access Memory (RAM)- RAM retrieves information from the hard drive and allows users to access programs quickly. In most cases adding more RAM can increase the performance of your personal computer.

Hard Drive- This is where all the information for computer programs are stored. There are varying speeds and sizes of hard drives. They can range from 250 gigabytes of storage to 5 terabytes. However, most personal computers are in the 1-2 terabyte range. Speed matters when it comes to hard drive selection! Some drives operate at 5400 or 7200 rpm. Some hard drives (Solid State Drives, or SSD's) now access information almost instantly and do not have to “spin” up, like traditional hard drives. Solid state drives are typically more expensive than traditional drives, but the increase in speed can be worth it.

Power Supply- Exactly what it sounds like. This component provides power to the PC. The size of power supply needed can vary greatly, depending on the components that are being installed. Normal ranges can go from 500 watts to 1000 watts. Be sure to check the components and how much power they require before purchasing the power supply! If you do not have a large enough power supply your computer will not run properly, if at all, or could damage to other components.

Video Card- Improves graphics on the computer, while also taking load from the CPU. Some video card companies refer to their video cards as GPU (Graphics Processing Unit). Most games, graphics arts, CAD, or graphics creation software will require a GPU to help with design and modeling. The CPU alone cannot handle the load of these intensive programs.

Fans- Fans come in many different sizes and are used keep the components in the computer from overheating. It is best to have some fans pulling fresh air in and some expelling hot air from the case. The case you order should come with some fans installed, but depending on the components in the build, more fans maybe required.

Liquid Cooling- Typically used to keep the CPU cool. Instead of placing a fan on the CPU, liquid cooling is a plate placed on the CPU with tubes that run through a radiator. This keeps the PC cool. The main benefit of liquid cooling is the reduction of noise from the traditional PC cooling fan.

Case- This is what people refer to as the computer. However, the case is basically just the protective and organizational tool for the components. Everything will fit in the case. Case size is typically determined by what size of motherboard will go into the build, but many other factors can determine what size case is needed. The motherboard and case must be compatible (mini, ATX mid, ATX Large) for the build to go together properly.

Personal Computer Expert Speaker

Lesson Overview: Invite an expert from the local community to speak to students about career opportunities that exist in the computer building industry. This expert may be found from a retail location. Examples include; a member of Geek Squad from Best Buy, a local computer repair shop, or a staff member from within the district.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self expression, and/or social interaction.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 9: Goal Setting and Decision Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Paper/Note card for students to take notes. Writing utensil. Students may also take notes on their computer, but they should be making eye contact with the speaker and practice their active listening skills.

Directions: (50 min.)

- Have students take notes during the presentation and prepared to ask one follow up question for the speaker.
- Ask students to place their notes in their logbook at the conclusion of class.
- Write a reflection about the speaker in the logbook during reflection time.

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Basic Troubleshooting

Lesson Overview: As you get your program going, you will run into some technical issues. Below is a list of 5 common technical issues that may arise in the classroom. Solutions are attached in the handout provided on the last page of this lesson. These issues may seem simple to resolve, but they do take up a significant amount of student and instructor time. If students are able to diagnose and solve these issues it will improve their overall experience in the course:

- Computer “froze” up or is non-responsive
- Game will not start
- Windows will not start
- Cannot hear sound through headphones
- Mouse is unresponsive

Content Standards Addressed:

- **Standard 2: Motor Skills.**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 9: Goal-Setting and Decision-Making**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Demonstration PC to show students how to resolve common issues

Directions: (20 min.)

- Demonstrate to students how to restart a PC without pushing the power button. Pushing the power button is considered a hard reset and may cause the computer to fail or have significant issues in the future.
- Demonstrate to students how to adjust volume within Windows, as well as, identify which device should be playing the sound.
- Explain causes of “freezing” up
- Show students how to update windows and games. Often times, these updates will occur automatically, but your district or school may have this disabled, so it must be done manually.
- Show students which cords link from the peripherals (mouse, keyboard, headphones, monitor) to the actual computer. See attached explanations on the last page of this lesson.

- Show students where the power button for the PC and the monitor are located. This may seem trivial, but students get in such a rush to get going they forget to check the obvious and assume it is a larger issue.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Common PC Problems/Solutions in the Classroom

Problem	Solution(s)
Windows is frozen/unresponsive	<ul style="list-style-type: none"> ● Try a soft restart by pushing the CTRL ALT and DEL keys at the same time on the keyboard. This should bring up a menu that allows you to restart the computer. ● If that option fails push the power button on the unit until it turns off. This is not the ideal solution, but this may be the only solution.
Windows will not start/does not function properly.	<ul style="list-style-type: none"> ● An update may need to be applied. Try restarting the PC and see if this corrects the issue. This is a common issue in classrooms. Students will turn off their computers before the update can finish, which can cause issues until the update is finished.
Game is frozen/will not function properly.	<ul style="list-style-type: none"> ● Individual games will have patches as well. Much like Windows, if these patches are not applied the game will not run properly, if at all. If the game does not function after all updates are applied, have students restart the computer. If the issue continues you may have to seek additional support from your district or the game manufacturer. ● Make sure the hardware on the computer is able to run the game. As new games come out, the computers that are being used may not have the proper specifications to run new software.
Headphones not working.	<ul style="list-style-type: none"> ● This is a very common issue in the classroom. In most cases the headphones have been unplugged. Have students check this first. ● If the headphones are plugged in have students check volume settings. This can be done in multiple locations! The headphones will have their own volume control/mute function. Make sure these

	<p>are turned up and or unmuted. Windows also has volume control. This can be accessed in the lower right hand corner. It looks like a speaker with curved lines or an “x” on it. Students can right click this and adjust master volume, as well as the volume for individual programs. Students can also select the output device for their headphones. If they choose the wrong output, the headphones will not work. “Output device” should be set to the headphones that are being used.</p> <ul style="list-style-type: none"> • Individual games will also have their own sound settings. If multiple students use the same gaming account, sound can be an issue. Audio settings can be changed in the game. For example, one student may like to hear all the music in the game, so they turn the music all the way to max. Another student may not want to hear any music, so they turn the music off. Each game has their own audio settings and it is important for students to know this. • Always try a restart of the computer if the issue is not resolved after taking these steps.
Mouse/Peripherals not working	<ul style="list-style-type: none"> • This is quite common in the classroom as well. Have students ensure that everything is plugged in properly. • If everything is plugged in and one item quits working, have students unplug the item and plug it back in. ‘ • Ensure the monitor is turned on. • Restart the PC and see if that resolves the issue. If this does not resolve the issue, you may need to contact district technical support or the manufacturer of the peripheral.

Overclocking

Lesson Overview: Overclocking is used to allow computer components to perform at higher speeds (performing more actions), but overclocking can generate more heat and cause errors if not done properly. Components such as the CPU, RAM, and GPU are the most common items that are overclocked in a PC build.

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- This video will demonstrate the process of overclocking a cpu.
<https://www.youtube.com/watch?v=GeITi8DrITl> (10:24 min.)
- Benefits of overclocking <https://www.youtube.com/watch?v=4qawBizIpi8> (3:54 min.)

Directions: (20 min.)

- Begin by asking students if they are familiar with overclocking. Most likely, you will have some students in class that are familiar with/and have even performed the overclocking (OC) procedure on their own computer. Ask them to share their experiences in class.
- Show the following video: <https://www.youtube.com/watch?v=GeITi8DrITl> (10:24 min.)
- Give students 5 minutes to work in small groups to research one of the following: benefits of OC a CPU, drawbacks of OC a CPU, benefits of OC RAM, drawbacks of OC RAM, benefits of OC a GPU, drawbacks of OC a GPU.

Tips and Tricks: (5 min.) The following video is discussion about the benefits and drawbacks of overclocking. You may also supplement with a video or discussion of your own if you feel that will be more beneficial to your class.

- <https://www.youtube.com/watch?v=4qawBizIpi8> (3:54 min.)

Active Participation: (25 min.) Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*

Proper Computer Cleaning Procedures

Lesson Overview: Keeping a computer clean can increase the longevity of the unit for a significant amount of time. Additionally, as dust and dirt build up in the unit, it can become a fire hazard or cause significant damage to PC components. This lesson will demonstrate to students how to properly clean their PC and why it is beneficial for them to do so.

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Video on how to clean a PC - https://www.youtube.com/watch?v=qhP_rnPrXOW (7:32 min.)
- Video on airflow comparisons for PC's that have been left alone for 1 year - <https://www.youtube.com/watch?v=dLX54ounENY> (11:06 min.)
- Both of these videos have some great information. One has advertisements in it, but they are short and school appropriate.

Directions: (20 min.)

- Show both videos to students. The videos will take the majority of the time for directed instruction.
- Ask students to write a reflection in their Log Book, at the end of class, about the video. One positive comment and one negative comment will be sufficient. This is in addition to the regular classroom log entries.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Career Cruising

Lesson Overview: “What do you want to be when you grow up?” “I want to play video games.” “I want to design video games.” “Anything with video games!” These responses can send parents into orbit. There really are stable and plentiful jobs in the gaming community; students just need to be exposed to them. As more and more colleges are providing scholarships for gaming, and gaming is becoming more mainstream, it seems that gaming is getting more credibility.

Content Standards Addressed:

- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed:

- Career inventory -- CHSM uses Career Cruising. ACT and the Army’s march2success.com also offer free career inventory tests.

Directions (20 min.):

Take an online career inventory. Write down the top 3 jobs from the inventory and any other jobs not in your top 3 that you are interested in.

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Career Research

Lesson Overview: Sometimes, students think they know what a job entails, but upon further research, it is much different in real life. Career research is an important element when trying to decide your future.

Content Standards Addressed:

- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed:

- Occupational Outlook Handbook: <https://www.bls.gov/ooh/>
- Career Comparison Worksheet--Enough copies for each student to document three positions. (attached)

Directions (20 min.):

After taking a Career Interest Survey and discovering three potential jobs that interest you, go to the [Occupational Outlook Handbook](https://www.bls.gov/ooh/) and search for the positions. Answer the questions on the worksheet.

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Name _____

Career Title: _____

Job Description:

Median Pay: _____

What do you like most about this job:

What do you dislike about this job:

What type of schooling is involved for this job:

Where would you get the schooling from:

What is the job outlook for this job:

What are some other jobs related to this job:

Gaming Career Speaker

Lesson Overview: Find someone from the community who has an interest in gaming, who works in the gaming world, or who has the outsider equivalent to a job that might be part of gaming (graphic design, computer coding, etc.). Invite this person to come in to talk to your students. After the talk, have students write in their reflective journals.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self expression, and/or social interaction.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 9: Goal Setting and Decision Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Paper/Note card for students to take notes. Writing utensil. Students may also take notes on their computer, but they should be making eye contact with the speaker and practice their active listening skills.

Directions: (50-55 min.)

- Have students take notes during the presentation and prepared to ask one follow up question for the speaker.
- Ask students to place their notes in their logbook at the conclusion of class.
- Write a reflection about the speaker in the logbook during reflection time.

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Job Shadow

Lesson Overview: As the economy worsened, high school students were pushed out of entry-level jobs by those with more experience who had lost their jobs. Students who have never worked a job in their lives struggle with many of the job-ready skills that employers are thirsty for. High school students need exposure to professional environments to learn these skills.

Content Standards Addressed:

- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed:

- Job shadow position
- “Job Shadow Questions for Employer” (Attached)

Directions:

- Students will spend a day job shadowing a mentor.
- While at the job shadow, students will ask questions and fill out the “Job Shadow Questions for Employer”. Students will put the questions in their Log Book.

Job Shadow Questions for the Employer

Student:

Date:

Person Shadowed:

Employer:

1. What are the actual duties/responsibilities of this job?
2. What skills and/or personal qualities are needed for this job?
3. What aspects of your job do you like best?
4. What aspects do you like least?
5. What type of education do you need for this job? How do you go about securing this position?
6. What is the salary range?

7. What are the opportunities for advancement?

9. What is the future outlook for this occupation?

10. What would you have done differently in high school that would have helped you in your current job?

11. What advice would you give someone planning to pursue a career in this field?

On the Right Career Path

Lesson Overview: Students will write a five-paragraph essay reporting on the career they researched, as well as the career speaker they listened to and their job shadow.

Content Standards Addressed:

- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed: Essay writing materials

Directions (60 minutes):

Students will write a 5-paragraph essay (**at least** 4 sentences in each paragraph) discussing what job the student thinks he or she would like to have and why. The following template can be used for those who do not teach English, or students can use their own writing techniques.

Introduction:

- Sentence 1: Attention-grabbing statement
- Sentence 2: Thesis statement
- Sentence 3: Three topics of paper (1 topic for each body paragraph)
 1. Overview of job. (May include information about pay, future outlook, other jobs in this field)
 2. What student likes most and least about job. (May include information about job experience and speaker.)
 3. Student path to success. (May include what high school classes student should take, what is post-secondary plan, what is student's dream job and what is the path to get there)
- Sentence 4: Summary of why thesis and topics are important
-

Body:

- Sentence 1: Topic 1 sentence
 - Sentence 2: Give a specific example demonstrating Topic 1
 - Sentence 3: Give commentary explaining how example supports topic sentence
 - Sentence 4: Summarize paragraph
-
- Sentence 1: Topic 2 sentence
 - Sentence 2: Give a specific example demonstrating Topic 2
 - Sentence 3: Give commentary explaining how example supports topic sentence
 - Sentence 4: Summarize paragraph
-
- Sentence 1: Topic 3 sentence
 - Sentence 2: Give a specific example demonstrating Topic 3
 - Sentence 3: Give commentary explaining how example supports topic sentence
 - Sentence 4: Summarize paragraph

Conclusion:

- Sentence 1: Refer back to attention-grabbing statement
- Sentence 2: Restate thesis statement
- Sentence 3: Restate three topics of paper
- Sentence 4: Summarize whole paper

Shoutcasting--You Said What?

Lesson Overview: Just like other sports, eSports have color commentators and play-by-play experts, called “shoutcasters” (“casters” for short), who break down and draw attention to what is happening on-screen for viewers. It takes knowledge and practice to become skilled in shoutcasting. Students will learn about what shoutcasters do and have an opportunity to put their shoutcasting skills to the test in this lesson.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Materials Needed:

Day 1

- The Greatest Calls in Sports History, <https://www.youtube.com/watch?v=ub2S56UhFj0>, (11:12 min)
- The Greatest Shoutcaster Moments in League of Legends History, <https://www.youtube.com/watch?v=a7zj-eRqArw>, (17 min video)

Day 2

- Article, How to be a Great Shoutcaster, <https://www.esports.com/news/how-to-be-a-great-shoutcaste>
- Shoutclass, Shoutcasting Part I, <https://www.youtube.com/watch?v=RTombxcqB6k> (4:08 min)

Day 3

- Shoutclass, Shoutcasting Part II, <https://www.youtube.com/watch?v=ceQYEcUK0tQ>, (3:44 min)
- “Notes for Shoutcasting” page

DAY 1--

Directions: (This part of the class will take between 30-40 minutes.)

Overview: (5 min.)

Read or summarize: *Although the main focus of athletic competitions is the players and coaches, there are many other people who are paid to help make athletic competitions enjoyable for fans. From managers to athletic trainers to media specialists to lawyers to camera operators, all are associated with the events and get paid pursuing what they are passionate about. The same happens in eSports. Although most people passionate about video games want to become “gamers” or “video game designers”, there are literally hundreds of careers associated with video games.*

Read the definition of a sports commentator: *“In sports broadcasting, a commentator gives a running commentary of a game or event in real time, usually during a live broadcast. The comments are normally a voiceover, with the sounds of the action and spectators also heard in the background. In the case of television commentary, the commentator is on screen rarely if at all. Other general terms for a commentator are announcer, presenter, or sportscaster. ‘Sportscaster’ may also refer to a newscaster covering sports news” (American Sportscasters Online, n.d.).*

Continue reading or summarize: *Just like other sports, eSports have color commentators and play-by-play experts, called “shoutcasters” (“casters” for short), who break down and draw attention to what is happening on-screen for viewers.*

Compare and contrast “sports commentators” to “shoutcasters”:

- Show “The Greatest Calls in Sports History” (11:12 min)
- Show “The Greatest Shoutcasts in League of Legends History” (Show 10 min of 17 min video)
- “Popcorn” discussion (have each person list one thing out loud) -- What are the similarities and differences between Sportscasting and Shoutcasting? (3 min)

Active Participation: (Remaining time if any) Students should practice on their assigned games. If students do not have time to practice on assigned games, go ahead and jump ahead to reflection log and reflect on classroom experience instead of game play experience.

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming (or classroom) experience for the day in their *Gaming Log Book*.

Reference:

American Sportscasters Online. (n.d.) The sports commentator: A brief history and description.

Retrieved from <http://www.americansportscastersonline.com/sportscasterdefinition.html>

DAY 2--

Directions:

- Read the article -- "How to be a Great Shoutcaster" (5 min.), <https://www.esports.com/news/how-to-be-a-great-shoutcaster>
- Watch the video-- "Shoutclass, Shoutcasting Part I", <https://www.youtube.com/watch?v=RTombxcqB6k> (4:08 min)
- Watch the second part of the video -- "The Greatest Shoutcaster Moments in League of Legends History", <https://www.youtube.com/watch?v=a7zj-eRqArw> (minutes 10-17) (7 min.)
- With a partner or individually, students should choose a sports clip (either regular sports or eSports) that they can do a 3-5 minute shoutcast on. Students should pick partner and tell teacher by end of time. Students must have 3-5 minute video clip chosen by beginning of class tomorrow. (9 min.)

Active Participation: (25 min.) Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a "Mashup Day" where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

DAY 3--

Directions:

- Watch video -- Shoutclass, Shoutcasting Part II, <https://www.youtube.com/watch?v=ceQYEcUK0tQ>, (3:44 min)

- Give students “Notes for Shoutcasting” sheet
- Students will have today and tomorrow to practice in class (20 min)

Active Participation: (25 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

DAY 4--

Directions:

- Students will have today to practice in class (20 min)
- If needed, students could use entire class to practice...

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

DAY 5--

- **Student presentations**

(See worksheet on next page)

Notes for Shoutcasting

Directions: With a partner or individually, choose a short clip of a sport that you are familiar with and do a 3-5 minute shoutcast. (You can either choose a regular sport or eSport.)

Partner: _____

Clip Title: _____

Event being shoutcasted: _____

Significance of event being shoutcasted:

Types of verbiage (words, slang, etc) unique to this sport:

What teams are involved?

What are their records, win rates, etc?

Where are teams from? Conference? Other location descriptors?

Main players and key facts of players:

Significant fact about game or event being played (championship, meeting number, win/lose statistic against each other, last time teams met, etc.):

Significant fact about coach, fans, venue, etc:

Other notes:

Team Building--Working Together

Lesson Overview: Many non-gamers might be surprised at how much stress is involved in the often fast-paced, quick decision-making, world of eSports. Gamers respond to many different players and in-game characters while navigating ever-changing obstacles and scenarios. Being able to adapt and think quickly as well as communicate their strategies both verbally and nonverbally are all skills that gamers must have. In this lesson, students will practice thinking quickly and communicating to their teammates in a non-competitive environment. In addition, students will understand that gaming skills can be learned and perfected outside simply playing the video games.

Content Standards Addressed:

- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Materials Needed:

- Video -- Ellen's New Game, "Heads Up!" (3:34 min)
- Heads up for iPhone or Android

Directions: (5 min.)

- Show the video "Ellen's New Game, 'Heads Up!'" (3:34 min)

Team Building: (15 min.)

- *Read or Summarize:* “Many non-gamers might be surprised at how much stress is involved in the often fast-paced, quick decision-making, world of eSports. Gamers respond to many different players and in-game characters while navigating ever-changing obstacles and scenarios. Being able to adapt and think quickly as well as communicate their strategies both verbally and nonverbally are all skills that gamers must have. In this lesson, you will practice thinking quickly and communicating to your teammates in a non-competitive environment. In addition, students will understand that gaming skills can be learned and perfected outside simply playing the video games.”
- Depending on how big the class is, students can all play together with one device or students can be divided into groups if more than one device is available and having smaller groups is the desire of the group.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Creating an eSports Team

Lesson Overview: Hopefully, you will have students that have a desire to participate in competitions with other students in the local area or even from across the nation. This lesson helps students to gain a better understanding of their own skills and how they can use those skills to benefit the team.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction
- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9: Goal-Setting and Decision-Making**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Projected to show students the HSEL website on Day 1.
- Visit the HSEL at <https://www.highschoolsportsleague.com/> website prior to this lesson. It will help to be familiar with the site so that you can help students navigate the site and help them with any questions. If you have questions, you can contact HSEL on their website. There is an online chat, Discord, and email options available to you, should you have questions.

Directions:

DAY 1: (20 min.)

- Introduce students to the HSEL (High School E-sports League) website at <https://www.highschoolsportsleague.com/>.
- Explore the different games that HSEL has available for students to participate in. Go through the listing of games and gauge interest from students about each game. This will help to establish student groups as we move through the next three days.

- Students can sign up for the league and join the Discord server. This will allow them to receive notifications about upcoming tournaments, scholarship opportunities, and other news.
- After students have signed up (they are not required to do this, but if they would like to join or create a team at your school they will need to join the HSEL), let students spend the rest of the 20 minute time to explore the HSEL site. If students have an interest in creating a team, please have them let you know, so that you can help facilitate that process for them.

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

DAY 2: (50 min.)

- Have students identify which game in the class that they would feel most comfortable playing in a competition.
- Group students by game. This is going to vary from class to class. The goal for this lesson is to have students be part of a team, so a team-based game would be best.
- Explain team roles to students as listed below. Again, this will vary by which games are being offered in the class. Further research may be needed to further understand individual roles for some games. The list below will provide a good idea of what roles are available:
 - *Team Captain* - Organizes the team members into their roles. Determines overall objectives for the team and keeps team on task.
 - *Shot Caller* - Keeps team focused on a single objective or target. **Example: “Everyone focus on the Lucio”.**
 - *DPS - Damage per Second* - These are your high damage dealers. They will be focusing on taking down healers or focusing down a specific target.
 - *Tank* - They absorb the damage and protect the “squishies” or support players.
 - *Healer/Support* - These players replenish life, ammunition, or supplies to other team members. They can deal damage, but that is not their primary objective.
- Create teams from the students according to which game they have chosen. **For example: You may have 12 students who choose Overwatch. You would want to group them into 2 teams of 6. Preferably into teams that do not typically play together. The main objective is to practice team skills with other students that they may not know.**
- On each day of this lesson, ask students to play a different role than they played the day before. This will help students gain a better understanding of all the roles involved in a particular game, as well as, allow students to experiment with different leadership styles and team compositions.

DAY 3 (50 min.)

- Allow students to continue rotating positions on their particular game, with the same students they have been grouped with, if possible.
- Remind students to write in their log book about the experience.

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

DAY 4 (50 min.)

- Allow students to continue rotating positions on their particular game, with the same students they have been grouped with, if possible.
- Remind students to write in their log book about the experience.

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Ergonomics

Lesson Overview: According to the U.S. Department of Labor Occupational Safety and Health Administration (OSHA), “Ergonomics can be defined simply as the study of work. More specifically, ergonomics is the science of designing the job to fit the worker, rather than physically forcing the worker’s body to fit the job. Adapting tasks, work stations, tools, and equipment to fit the worker can help reduce physical stress on a worker’s body and eliminate many potentially serious, disabling work-related musculoskeletal disorders (MSDs)” (2000, p. 1).

Although gaming may not be the job for the student currently, it is still good to understand and practice the guidelines established by OSHA to instill good habits that can prevent injury.

U.S. Department of Labor. (2000). *Ergonomics: The Study of Work*. Retrieved from <https://www.osha.gov/Publications/osha3125.pdf>

Content Standards Addressed:

- **Standard 2: Motor Skills**
 - The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.

Materials Needed:

- Video -- Video Game Ergonomics: UCLA Rehabilitation Services -- <https://www.youtube.com/watch?v=4ZGTz8oNuz0>

- Article -- Gaming Ergonomics: Posture, Position and Set-up--How to --
<https://www.thenerdmag.com/gaming-ergonomics-posture-position-setup/>
- Checklist -- Computer Workstations eTool --
https://www.osha.gov/SLTC/etools/computerworkstations/checklist_evaluation.html

Directions:

Read aloud to class or paraphrase (5 min.): *According to the U.S. Department of Labor Occupational Safety and Health Administration (OSHA), “Ergonomics can be defined simply as the study of work. More specifically, ergonomics is the science of designing the job to fit the worker, rather than physically forcing the worker’s body to fit the job. Adapting tasks, work stations, tools, and equipment to fit the worker can help reduce physical stress on a worker’s body and eliminate many potentially serious, disabling work-related musculoskeletal disorders (MSDs)” (2000, p. 1).*

Although gaming may not officially be your job, it is still good to understand and practice the guidelines established by OSHA to instill good habits that can prevent injury.

Watch video -- Video Game Ergonomics: UCLA Rehabilitation Services --
<https://www.youtube.com/watch?v=4ZGTz8oNuz0> (1:35 min)

Are you gaming ergonomically?: (15 min.)

- Read the article:
 - *Gaming Ergonomics: Posture, Position and Set-up--How to --*
<https://www.thenerdmag.com/gaming-ergonomics-posture-position-setup/>
- With the information students have learned, use OSHA’s *Computer Workstations eTool* to evaluate the ergonomics of your gaming lab.
 - This can be done individually, with partners, or whole group.
 - Compare evaluations:
 - How did the lab rate?
 - Is there anything in the lab that needs improved?
 - What are the strengths of the lab?

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Log Book Reflection--12-Week Check

Lesson Overview: Each day, students spend 10 minutes at the end of class filling out their Log Books. If done properly, these Log Books can be a valuable reflection tool. If not done properly, these Log Books are a big waste of time. Spending time in class reflecting on their past actions will not only make the assignment more authentic, but it will also help students learn how reflection can be a valuable life skill that everyone should practice.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success

Materials Needed:

- Video -- Why the secret of success is setting the right goals.
https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals/discussion (11:51 min.)
- "Reflection Guide" Handout (Located at the end of the lesson plan)

Directions (31 min.):

- Watch the video Why the secret of success is setting the right goals.
https://www.ted.com/talks/john_doerr_why_the_secret_to_success_is_setting_the_right_goals/discussion (11:51 min)
- Hand out the “Reflection Guide” and have students fill out

Active Participation: Students will have 20 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Name: _____

Reflection Guide

Directions: Reflection on your actions is a valuable life skill. Looking over what you have been doing can show you both areas where you have shown growth as well as where there are deficiencies. Using your Log Book, use the guide below to reflect on weeks 7-12.

1. List some of the goals you have met in the past six weeks? What do you think helped you reach your goals?
2. List some of the goals you have not met in the past six weeks? Why do you think you have not met those goals?
3. What have been your most consistent areas of success?
4. What have been the areas that you most need to improve?

5. Write a plan on how you can improve the areas you are struggling in.
6. Looking over the past six weeks, how often have you exercised? Do you think this is adequate?
7. Have you noticed any trends in your Log Book? (activity, nutrition, types of goals you set, etc.)
8. About how much time a week are you spending gaming? Do you think this is a reasonable number? Rationalize your answer.
9. What are the major areas that you would like to focus on for the next six weeks?

“The Next Level”

Lesson Overview: Can video games help students achieve their goals beyond high school? The answer is yes! Many community colleges, universities and the military now offer scholarships and benefits to participate in their eSports program. Over the course of the next several days, students will research what opportunities are available to them on a local and regional level.

Content Standards Addressed:

- **Standard 7:** Interpersonal Communication (Personal and Social Behavior)
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of eSports and identify key influencers, stakeholders, and other factors.
- **Standard 9:** Goal-Setting and Decision-Making
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10:** Active Participation
 - The student participates regularly in gaming activities.

Materials Needed:

- Notecards/paper, writing utensil. Google Docs may also be used by students.

Directions:

DAY 1: (20 min)

- ***Read Aloud: Robert Morris University in Chicago Illinois considered to be the pre-eminent school in the realm of College eSports. As recently as 2018, they had nearly 200 athletes participating in their program who compete in multiple games such as: Overwatch, League of Legends, Rocket League, CS-GO, Hearthstone, and many others. The potential for high school students to attend colleges on a scholarship for eSports is continually on the rise and we want you all to be prepared to seize this terrific opportunity!***
- Share the following article with students. You may read it aloud to the class or have students read the article themselves. The article provides more detail on Robert Morris University and how they have been able to successfully implement their eSports program initiative.

Link-http://www.espn.com/chicago/college-sports/story/_/id/11113637/robert-morris-university-offers-esports-scholarships-league-legends-video-game

- Hold discussion with students about college eSports. Suggested topics could be any or all of the following. Were students aware that scholarships existed for college eSports? Do students know anyone who is on a college eSports team? What qualifications are needed to be on an eSports team? Hold a short discussion with the remaining time left.

DAY 2: (20 min.)

- Have students visit websites of colleges they are interested in, and find out if the colleges have eSports teams. Have students locate three local community colleges or universities that offer scholarships for eSports. Additionally, have students locate seven more colleges on a national level that offer scholarships.
- As students are collecting their data, have them make a chart that identifies the following categories; College or University, Location of Institution, Types of scholarships offered, and Qualifications for acceptance into the program. They should have a chart that looks something like this:

University	Location	Types of Scholarships	Qualifications for Acceptance

Students may want to create the table in a landscape form, or they could use Google Sheets as an alternative if they wish.

DAY 3: (20 min.)

- Allow students to finish their research and create their table. If they are unable to complete their research and table, allow them to use their active participation time to finish.

DAY 4: (50 min.)

- Students will present their findings to the class. Ask each student to highlight one local college and one national college they were able to find that offers scholarships for eSports programs.
- Students should place this information in their Log Book for future reference.
- If presentations are finished early, allow students time to work on their Active Participation activity.

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

College eSports Speaker

Lesson Overview: It is important for students to visit with college admissions representatives and or coaches as they are evaluating their post-secondary educations. Locate a college or university admissions representative or eSports coach that is available to meet with the students. If you are unable to have a speaker out in person, invite them to meet via Google Hangouts or Skype.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self expression, and/or social interaction.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 9: Goal Setting and Decision Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Paper/Note card for students to take notes. Writing utensil. Students may also take notes on their computer, but they should be making eye contact with the speaker and practice their active listening skills.

Directions: (50 min.)

- Have students take notes during the presentation and be prepared to ask one follow-up question for the speaker.
- Ask students to place their notes in their Log Book at the conclusion of class.
- Write a reflection about the speaker in the logbook during reflection time.

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

What the Data Says

Lesson Overview: This lesson should be used after students get their survey results back. After getting all of their survey results back, students will study their data for key points and present the information they learned to the class.

Content Standards Addressed:

- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.

Materials Needed:

- Survey results
- Article: How to Visualize Survey Results Using Infographics --
<https://venngage.com/blog/survey-results/>

Directions:

DAY 1:

Tips and Tricks: (5 min)

- Discuss the article How to Visualize Survey Results Using Infographics --
<https://venngage.com/blog/survey-results/> with students.

Key Concepts (20 Min):

- Have students look over their survey results and begin looking for patterns as well as any information they think is interesting.
- Students should take notes and begin deciding what kind of presentation they would like to create.

- Presentations should be 5-10 minutes.

Active Participation: Students will have 25 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

DAY 2:

Directions (20 min.):

- Students should work on finishing their presentations.

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

DAY 3 (60 min.):

Key Concepts:

- Students should give their presentations. Depending on number of students, this could take more than one day.

Team Building--Problem Solving

Lesson Overview: One of the questions almost always asked when referencing students playing video games is, “How will playing video games in school help students in real life?”. Many non-gamers do not realize the teamwork, compromise, communication, and problem solving that goes into competitive eSports, especially when playing team games. The following activity will allow students to think of creative solutions and work together in achieving a common goal, much like they do with in a team video game. It will also highlight the problems that pop up if any team member refuses to cooperate, creating a dilemma for the others.

Content Standards Addressed:

- **Standard 3: Learning Concepts**
 - The demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Materials Needed:

- 1 towel per 4-6 students

Directions:

Team Building: (10-15 min.)

- Divide teams up into 4 or 6 students per team.
- Give each team a towel.

- Have students stand on the towel.
- Challenge the teams to flip over the towel so that they are standing on the other side.
- Teams must do this without getting off the blanket or touching the ground outside the towel.

Process: (5-10 min)

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about him/her self as an individual?
- What other situations (e.g., at school, home or work) are like the Helium Stick?

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

The Console Makes a Comeback!

Lesson Overview: Although this course focuses on PC gaming, many students may play, or actually prefer, console gaming. The following two lessons give students the opportunity to experience and enjoy console gaming.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Console gaming systems. Ask students to bring these in advance. For maximum play time, have students set them up in advance.
- Video -- The History of Video Game Consoles, <https://www.youtube.com/watch?v=DdxH5rRFRbg>, (8:03 min.)
- Video -- The History of Video Game Consoles, <http://time.com/79419/the-history-of-video-game-consoles-part-2/>, (7:40 min.)
- Video -- The History of Video Game Consoles 3, <http://time.com/79403/the-history-of-video-game-consoles-part-three/> (8:52 min.)

Directions:

Day 1: (50 min.)

- Watch the video, The History of Video Game Consoles, Part 1, <https://www.youtube.com/watch?v=DdxH5rRFRbg>, (8:03 min.)
- Have students play console games

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Day 2: (50 min.)

- Watch the video, The History of Video Game Consoles, Part 2, <http://time.com/79419/the-history-of-video-game-consoles-part-2/>, (7:40 min.)

- Watch the video, The History of Video Game Consoles, Part 3, <http://time.com/79403/the-history-of-video-game-consoles-part-three/> (8:52 min.)
- Have students play console games.

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Pixel Rate

Lesson Overview: When a television program or YouTube video is formatted in 1080p, what exactly does that mean? In this lesson you will demonstrate to students what the different formats mean and what they look like.

Content Standards Addressed:

- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Videos listed below. They will help to demonstrate the differences in picture quality.
 - <https://www.youtube.com/watch?v=79RJLb5m3VA> (6 min.)
 - <https://www.youtube.com/watch?v=DJDQrAcn6vk> (8 min.)

Directions: (20 min.)

- Show both videos to students. If you would rather watch the videos prior to class and explain the differences in pixel rate to the students, that would be great as well. Try to really focus on the amount of pixels they are enjoying in games now versus 20 years ago. If you do show the videos in class, it is fun to change the resolution on the video and show the students the difference. To change the pixel rate, just go to settings on each individual YouTube video. Start at the lowest and increase the rate about every minute.
- Have students write a reflection in their log book that addresses one new fact they learned. This entry will be in addition to their daily log book entry.
- If you have old VCR tapes, DVD's, and Blu-Rays, you should bring samples and explain the pixel rate associated with each version. I will list pixel rates associated with each type below.
 - VCR - 120p-144p
 - DVD- 240p-480p
 - Blu-Ray -720p-1080p, and Ultra Hi Definition 2160p

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a "Mashup Day" where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Take a Little (Virtual) Field Trip Down Madden Lane

Lesson Overview: Students will ABSOLUTELY LOVE this blast-from-the-past lesson on Madden Football. Although Madden players will be especially excited, everyone can appreciate how far video games have come and dream about where they are going.

Content Standards Addressed:

- **Standard 8:** Influence of Culture, Media, and Technology
 - The student will explore the history of e-sports and identify key influencers, stakeholders, and other factors.

Materials Needed:

- Download the Educator's Resources from the "Football By The Numbers" site prior to class.
<http://footballbythenumbers.discoveryeducation.com/virtual-field-trip>

Directions:

Pull up the downloaded PowerPoint from the "Football By The Numbers" site. *Notice the dates are in the notes section.* (5 min)

1. Ask students what they know about the Madden NFL game that is created by EA Sports. and played by millions of people around the world!
2. Show the first slide and ask students to share their thoughts on the graphics and game.
3. Explain that this is what Madden NFL looked like when the game was first introduced.
4. Continue to show students the slides showing the evolution of the game. Ask students to share their thoughts about the graphics and game play and how they changed over the years.
5. Ask questions to get them thinking about reasons the game and graphics have evolved, such as the following:
 - a. At what point did the graphics start to become more lifelike?
 - b. Why do you think this is?
 - c. What do you think it takes to create a game that looks and feels like Madden NFL?

Discovery Education. (2015). *Football by the numbers*. Retrieved from <http://footballbythenumbers.discoveryeducation.com/virtual-field-trip>

Key Concepts:

- Go to the site <http://footballbythenumbers.discoveryeducation.com/virtual-field-trip>
- Watch the virtual field trip (25:43 min)

Active Participation: Students will have 20 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*. (10 min.)

Field Trip

Lesson Overview: Students will enjoy visiting a business that immerses itself in computers and gaming. Setup a field trip so students can get excited about their passion.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success

Materials Needed:

- Field trip destination

Directions:

Plan a field trip to a local business that can appreciate eSports. The ideal place would be a company that makes video games. Obviously, depending on your location, this might not be feasible. The following are other good destinations: computer store, gaming cafe', college eSports stadium, military installation

Current Popular PC Games

Lesson Overview: The video game industry is fast paced. It is important for students and teachers to remain aware of what trends are becoming popular in the industry and how those trends can be used to further enhance student performance during and after their high school career.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of eSports, culture, media, technology, and other factors.
- **Standard 10: Active Participation**
 - The student participates regularly in gaming activities.

Materials Needed:

- Current list of the 10 most popular PC games. This can be readily found in a Google search or numerous online gaming magazines.
- Students may need pen/paper for note taking or to create further discussion.

Directions: (20 min.)

- Give students 5 minutes to create a list of what they believe are the 10 most popular PC computer games, at this time. Do not have them share the list with the class. Do not let them search the answer on their computer!
- After students have completed their list, reveal the the answers. Ask students to keep track of how many each of them had on their list.
- Have students discuss why they chose the games they did. Ask them why they think the games on the current list did not match those that were on their own list. Do they agree with the current list? Ask them to explain why they feel their list is more accurate.

Active Participation: (30 min.) Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: (10 min.) Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Final Log Book Reflection

Lesson Overview: Each day, students spend 10 minutes at the end of class filling out their Log Books. If done properly, these Log Books can be a valuable reflection tool. If not done properly, these Log Books are a big waste of time. Spending time in class reflecting on their past actions will not only make the assignment more authentic, but it will also help students learn how reflection can be a valuable life skill that everyone should practice.

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 4: Health Promotion and Preventative Care for Gamers**
 - The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):
 - Nutrition
 - Injury prevention
 - Personal health
 - Mental and emotional health
 - Substance abuse, misuse, abuse, and addiction
- **Standard 6: Self-Management**
 - The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.
- **Standard 9: Goal-Setting and Decision-Making Skills**
 - The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success

Materials Needed:

- “Reflection Guide” Handout (Located at the end of the lesson plan)

Directions:

Key Concepts (20 min):

- Hand out the “Reflection Guide” and have students fill out

Active Participation: Students will have 30 minutes to practice on their assigned games. (At Complete High School Maize, students play *Overwatch* on Mondays and Wednesdays, *League of Legends* on Tuesdays and Thursday, and Fridays are a “Mashup Day” where students can choose the games they would like to play as well as catch up their Nutritional and Activity Logs.)

Reflection: Students will complete a daily *Food and Activity Log* as well as reflect on their gaming experience for the day in their *Gaming Log Book*.

Name: _____

Reflection Guide

Directions: Reflection on your actions is a valuable life skill. Looking over what you have been doing can show you both areas where you have shown growth as well as where there are deficiencies. Using your Log Book, use the guide below to reflect on weeks 12-18.

1. List some of the goals you have met in the past six weeks? What do you think helped you reach your goals?
2. List some of the goals you have not met in the past six weeks? Why do you think you have not met those goals?
3. What is the most important improvement that you have seen in yourself during this class?
4. What is one thing you wish you could have improved, but didn't, in this class?

5. What were the things you liked most about this class?

6. What are the things you think could be improved in this class?

7. List several ideas that you would like the teacher to add to the class.

Final Course Survey

Lesson Overview: Each student will complete the attached end-of-course student survey. The purpose of the survey is to provide the instructor with a greater understanding of what students learned during the course and how their views of eSports and gaming have changed. The instructor can compare this survey with the one students took at the beginning of the course.

In addition, please register to take the following online survey which will collect post-test data on Social Emotional Growth and character development. After registration, you will be sent a link where students can take the survey. All student results will be anonymous and sent to individual schools:

[Student Gaming Concepts Post-Class Survey](#)

Content Standards Addressed:

- **Standard 1: Gaming Appreciation**
 - The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.
- **Standard 7: Interpersonal Communication (Personal and Social Behavior)**
 - The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.
- **Standard 8: Influence of Culture, Media, and Technology**
 - The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.
- **Standard 11: Advocating for eSports**
 - The student will demonstrate the ability to advocate for scholastic acceptance of e-sports.

Materials Needed:

- Video: “Raging” <https://www.youtube.com/watch?v=xjqXUE8ng3Y> (5:01 min.)
- Student Survey -- Attached (One per each student)

Directions:

- Show the video “Raging” <https://www.youtube.com/watch?v=xjqXUE8ng3Y> (5:01 min.)
- Go over classroom expectations and syllabus. Talk about what students think this class is going to be about. Go over general expectations. Some talking points include (20 min.):
 - language (cursing)
 - positivity, bullying (online or in person)
 - talking down (online or in person)
 - food and drink (are they allowed to have it and where should it go?)
 - teamwork (encourage students to queue up in teams, or randomly assign teams)
- Have students answer questions on the “Student Survey” (25-35 min.)
 - If you have time at the end, discuss surveys or help generate excitement for the class by talking about some of the exciting things you will be doing.

Student Survey

Student Name:

Please answer the following questions upon completion of the Gaming Concepts class. Please answer the following questions honestly. Your answers will help us to enhance and modify the class to continually fit the needs of current and future students.

1. Student age:
2. Grade level:
3. How many hours per week do you play video games?
4. Over the course of the class, do you think the number of hours of video games you play per week has gone up or down?
5. Are you currently participating in an after-school gaming club or extra-curricular activity?
6. What specific games are you interested in right now?
7. Are you employed? If so, where, and how many hours per week are you working?
8. Do you believe video games affect the way people act? If so, how?
9. How many hours of sleep do you get per night?
10. If you play online games, who do you typically play with? Online friends, real life friends, or both?
11. Have you made any friends online that you have never met in person?

12. How many days of school have you missed in the last month?
13. Do you believe that participating in a video game class has improved attendance among the student body? Do you think it improved your attendance? Why do you feel this way?
14. Do you believe that video games can prepare you for college or a career? Why or why not?
15. Do you believe that video games help hand-eye coordination?
16. Do your parents play video games?
17. Do your parents watch you play video games?
18. Are your parents supportive of you playing video games? Please explain your answer.
19. Do your parents limit the amount of time you may play video games? If so, what is the time limit?
20. Does playing video games at home create tension between you and your parents? Please explain?
21. Have you ever put off doing homework to play video games? If so, what was the reason? For example: to finish a quest, get a new piece of gear, play with a friend you have not seen for awhile.

22. Do you believe that participating in a video game class at school has allowed you to spend less time at home playing video games? Please explain your answer.
23. What activities, aside from gaming, are you involved with? These do not have to be directly related to school.
24. How many negative interactions have you had online in the last week? For example: trolling, bullying, language. Please list specific behavior and note which game(s) you experience this type of behavior with.
25. Since taking the Gaming Concepts class, do you feel like you are better equipped to handle negative online behavior? Please explain your answer.
26. Did you know that colleges are now offering scholarships to participate in their eSports programs? If so, which colleges?
27. Do you think the Gaming Concepts class that you have been taking has been beneficial to you? If yes, in what ways?

Content Standard: Gaming Appreciation

Standard 1: The student values gaming for health, enjoyment, challenge, self-expression, and/or social interaction.

Benchmark 1: The student will appreciate and actively pursue lifetime gaming options that meet his/her own needs.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student:</p> <ul style="list-style-type: none">a. displays persistence in learning new games.b. differentiates between intrinsic and extrinsic reasons for participating in gaming activities.c. integrates gaming meaningfully into daily life.d. reflects on reasons for choosing to participate in selected games.	<p>The teacher:</p> <ul style="list-style-type: none">a. provides expanded opportunities for student participation in a variety of gaming activities.b. asks students to reflect on reasons for gaming participation.c. asks the students to create a project that analyzes the integration of how they incorporate gaming in daily life.d. provides the opportunity for students to identify and discuss reasons for playing video games.
Teacher Notes:	

Content Standard: Motor Skills

Standard 2: The student demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

Benchmark 1: The student will demonstrate and apply mature motor skills, manipulation of objects and rhythmic concepts during modified, individual, or team activities.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. use a variety of skills appropriately within a game situation.b. select and use the appropriate offensive and defensive skills in a variety of individual, dual, and team activities.c. demonstrate the ability to safely and comfortably adapt to environmental conditions in a variety of gaming pursuits.	<p>The teacher will:</p> <ul style="list-style-type: none">a. provides expanded opportunities for advanced movement patterns (mouse sensitivity, keybindings, screen brightness, etc).b. provides various games to display the students' physical skills.c. offensive and defensive movement patterns as well as team strategies.
<p>Teacher Notes:</p>	

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Content Standard: Learning Concepts

Standard 3: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of specific games.

Benchmark 1: The student will demonstrate and refine movement concepts, principles, strategies, and tactics as they apply to specific games.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. develop an appropriate strategy for a self-selected game and activity for lifetime engagement.b. explain appropriate tactical decisions in a game situation.	<p>The teacher will:</p> <ul style="list-style-type: none">a. ask students to design a two-week training plan that incorporates a variety of activities such as goal setting, practice schedule, and evaluation.b. asks the students to apply, analyze, and evaluate the game strategies used in a performance.
<p>Teacher Notes:</p>	

Content Standard: Health Promotion and Preventative Care for Gamers

Standard 4: The student will comprehend concepts related to health promotion and preventative care in gamers as related to the following content areas (the content areas are not listed in any particular order):

- nutrition
- injury prevention and safety
- personal health
- mental and emotional health
- substance use, misuse, abuse and addiction

Benchmark 1: The student will demonstrate knowledge of the causes and consequences related to health promotion and preventative care in gamers.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ol style="list-style-type: none"> analyze how behavior can impact health promotion and preventative care in gamers. describe the importance of the interrelationships of mental, emotional, social, and physical health through gaming. demonstrate knowledge of how their family, peers, and community influence the health of a gamer. identify common risks in gaming and demonstrate knowledge of the importance and benefits of risk-reducing strategies for gamers (ergonomics, sleep deprivation, eye strain, etc.). analyze how public policies, e-sports governing bodies, and stakeholder communities impact the health promotion and preventative care in gamers. 	<p>The teacher will:</p> <ol style="list-style-type: none"> have students conduct an internet search on the pros and cons of gaming as related to adolescent health. Students should analyze findings and present conclusions. assign students to conduct surveys identifying gaming habits of adolescents. After analyzing data, have students identify risks and risk-reducing strategies to address any issues. assign students to conduct surveys identifying gaming habits of adolescents. After analyzing data, have students identify positive behavior and establish strategies to promote positive behavior.
<p>Teacher Notes:</p>	

Content Standard: Access Health Information, Products, and Services

Standard 5: The student will demonstrate the ability to access valid health information and health-promoting products and services.

Benchmark 1: The student will be able to identify health issues in gamers and access reliable care for gamers.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. identify and analyze situations in the online gaming community requiring professional health services.b. locate health products, services and information that are valid, reliable and effective for gamers.	<p>The teacher will:</p> <ul style="list-style-type: none">a. present scenarios (back pain, tendonitis, addiction, abuse, threatened suicide) requiring students to discern the need for health services and appropriate community referralb. assign the class to research and compile a directory of school and community health services specially designed to serve gamers and e-sports participants.
<p>Teacher Notes:</p>	

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Content Standard: Self-Management

Standard 6: The student will demonstrate the ability to maintain health-enhancing behaviors and reduce health risks.

Benchmark 1: The student will demonstrate the ability to self-evaluate personal health and set specific goals to practice health-enhancing behaviors that reduce health risks.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. identify and practice strategies to manage stress.b. analyze short-term and long-term consequences of safe, risky, and harmful behaviors and recognize his/her responsibility for self-management.c. maintain appropriate levels of cardiorespiratory endurance, muscular strength, flexibility, and body composition necessary for active participation in e-sports activities.d. explain the impact of participation in e-sports on various components of fitness.	<p>The teacher will:</p> <ul style="list-style-type: none">a. provide the opportunity for students to create daily physical activity logsb. have students complete a stress inventory and identify their personal stressors.c. lead students through breathing, muscle relaxation, and imagery management techniques.
<p>Teacher Notes:</p>	

Content Standard: Interpersonal Communication (Personal and Social Behavior)

Standard 7: The student will demonstrate the ability to use interpersonal communication skills that respects self and others in online gaming settings.

Benchmark 1: The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially incendiary situations.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. participate successfully in a cooperative learning group in a variety of online gaming settings.b. invite less-skilled players to participate in gaming environment.c. encourage others to apply appropriate etiquette in all online gaming settings.d. provide appropriate support for a teammate in a team activity.e. demonstrate empathy skills and appropriately respond to both success and disappointment.	<p>The teacher will:</p> <ul style="list-style-type: none">a. provide a variety of team-building activities that promote interaction between team members.b. have students create an e-sports "Code of Conduct"c. provide an environment that encourages peer interaction between various skill levels.d. provide the opportunity for students to act appropriately in a school or public setting such as a tournament or convention.e. assign an effective communication activity and have the students role play active-listening skills.f. teach the six steps of peer mediation:<ul style="list-style-type: none">1. agree to mediate2. gather points of view3. focus on interests4. create win-win points5. evaluate options6. create an agreement
<p>Teacher Notes:</p>	

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Content Standard: Influence of Culture, Media, and Technology

Standard 8: The student will analyze the reciprocal influence of e-sports, culture, media, technology, and other factors.

Benchmark 1: The student will explore the history of e-sports and identify key influencers, stakeholders, and opportunities.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. research key historical events in the e-sports timeline.b. explore career opportunities in e-sports, gaming, and related fields.c. identify key influencers and stakeholders shaping the genre.d. analyze how American culture has reacted and is reacting to gaming. Compare this to cultures around the world.e. describe how gaming technology has influenced culture.f. analyze the relationship between e-sports and the media.g. study the demographics of e-sports. Synthesize what the data shows.	<p>The teacher will:</p> <ul style="list-style-type: none">a. provide opportunities for students to engage with e-sports professionals.b. assign students to conduct intergenerational interviews gathering perspectives on video games.c. provide resources explaining the demographic and socio-economic impact of e-sports and how this drives media attention.
<p>Teacher Notes:</p>	

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Content Standard: Goal-Setting and Decision-Making Skills

Standard 9: The student will demonstrate the ability to use goal-setting and decision-making skills to enhance gaming success.

Benchmark 1: The student will demonstrate the ability to create short-term and long-term goals and the ability to predict the immediate and long-term impact of these goals on the individual, team, and community.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. demonstrate the ability to utilize various strategies when making decisions related to gaming scenarios as well as personal experiences.b. create a list of short-term and long-term goals as related to gaming and personal experiences.c. demonstrate complex decision-making skills by developing an action plan to obtain goals.	<p>The teacher will:</p> <ul style="list-style-type: none">a. review various decision-making models. Give students the opportunity to utilize each model through a gaming scenario so that students may determine which strategies are most conducive to certain situations.b. teach short- and long-term goal writing.
<p>Teacher Notes:</p>	

Content Standard: Active Participation

Standard 10: The student participates regularly in gaming activities.

Benchmark 1: The student will participate in appropriate levels of gaming practice on a regular basis as determined by goals and lifestyle decisions.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. willingly participate in a variety of activities appropriate for maintaining or enhancing gaming skills.b. accumulate, on most days, a recommended number of minutes of gaming practice outside of class as determined by goals and lifestyle decisions.c. monitor gaming activity through the use of a gaming log or other appropriate technology.d. understand the ways in which personal characteristics, personal styles, and activity preferences will change over a lifespan.	<p>The teacher will:</p> <ul style="list-style-type: none">a. provide activities that allow the student to participate in appropriate gaming activities 60 minutes per day, 3-5 times per week.b. provide a gaming calendar for student documentation of practice for 60 minutes per day, 3-5 times per week.c. assist the student in exploring how gaming habits and preferences change over a lifespan including risk of burnout.
<p>Teacher Notes:</p>	

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Content Standard: Advocating for e-sports

Standard 11: The student will demonstrate the ability to advocate for scholastic acceptance of e-sports.

Benchmark 1: The student will demonstrate the ability to work cooperatively to effectively communicate accurate information and ideas.

Specific Level Knowledge Base Indicators	Instructional Examples
<p>The student will:</p> <ul style="list-style-type: none">a. within a group, devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.b. independently devise and implement a strategic plan to influence and support the acceptance of e-sports into the scholastic environment.c. agree to be a mentor and provide expertise to students and staff when it is warranted.	<p>The teacher will:</p> <ul style="list-style-type: none">a. have students create and present a public service announcement.b. teach effective persuasive communication methods.c. encourage students to plan and implement a tournament opportunity for local e-sports teamsd. demonstrate positive ways to offer counseling and advice to assist students in becoming more proficient in gaming curriculum.
<p>Teacher Notes:</p>	

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Content Standard	Article Summary	APA Citation (click on the author's name for link to PDF)
1. Gaming Appreciation	<p>This paper reviews 48 studies to quantify the most commonly cited reasons for playing games. Results suggest that people play games not only for enjoyment, but also because they seem to provide useful skills beyond the game.</p> <p>Suggests that teams that are more efficient and effective in sharing the cognitive load of a game (i.e., <i>Transactive Memory System</i>) are more likely to win a game in League of Legends. This can be done by learning each other's expertise and coordinating actions based on that expertise (e.g., <i>Amelie</i> has good timing and should last hit minions to gain gold, whereas Jane is good at defending her team and should play a support). Being acquainted with team members, feelings that team members are in the same game and sharing the experience (i.e., co-presence), and being able to clearly communicate of gameplay intentions between team members (i.e., perceived comprehension) were related to an effective <i>Transactive Memory System</i>.</p> <p>A validated survey that can be used to assess a player's satisfaction with a game across multiple areas, including Usability/Playability, Narratives, Play Engagement, Enjoyment, Creative Freedom, Audio Aesthetics, Personal Gratification, Social Connectivity, and Visual Aesthetics.</p> <p>Different players have different motivations. This is a survey that assesses player motivations, which include the Socializer, <i>Completionist</i>, Competitor, Escapist, Story-driven, and Smart-pants.</p>	<p>Hamari, J., & Keronen, L. (2017). Why do people play games? A meta-analysis. <i>International Journal of Information Management</i>, 37, 125-141.</p> <p>Kahn, A. S., & Williams, D. (2016). We're all in this (game) together: <i>Transactive</i> memory systems, social presence, and team structure in multiplayer online battle arenas. <i>Communication Research</i>, 43(4), 487-517.</p> <p>Phan, M. H., Keebler, J. R., & Chaparro, B. S. (2016). The development and validation of the game user experience satisfaction scale (GUESS). <i>Human Factors</i>, 58(8), 1217-1247.</p> <p>Kahn, et al. (2015).</p>

2. Motor Skills	Students who had no prior video game experience took the Space Relations Test on the DAT to quantify spatial performance, showing no differences between groups. One group played the video game Zaxxon (experimental) for 6 weeks and the other played Tetris (control). After these 6 weeks, both groups were tested again and the experimental group received higher scores on the SRT.	i. Dorval, M. & Poin, M. (1986) . Effect of playing a video game on a measure of spatial visualization. <i>Perceptual Motor Skills</i> 62, 159-162. doi: 10.2466/pms.1986.62.1.159
	This is a significant amount of research on this topic gathered into one paper. There are citations on the positive effects of playing video games on spatial ability, motor skills, visual attention, and various other abilities throughout this publication, namely pages 5-11.	De Aquilera, M. & Mendiz, A. (2003) . Video Games and Education (Education in the Face of a "Parallel School"). <i>Computers in Entertainment (CIE) - Theoretical and Practical Computer Applications in Entertainment</i> . 1(1), 1-14. doi: 10.1145/950566.950583

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3. Learning Concepts	See content standard 9's citations. To improve performance into a mastery level in specific game you will need deliberate practice	
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4. Health Promotion and Preventative Care for Gamers	This study shows that sleeping can help improve performance in a motor sequence task. One group that was retested the same day did not show significant improvement. Another group who got a full night of sleep, improve in a 20% increase in speed. This shows that sleep is important to improve on motor tasks.	Stickgold, R. (2005) . Sleep-dependent memory consolidation. <i>Nature</i> , 437(7063), 1272-1278.
	This study shows that there are reduced amounts of pain in the shoulders, neck, upper back and lower back when an ergonomic chair was introduced in an office place.	i. Amick III, B. C., Robertson, M. M., DeRango, K., Bazzani, L., Moore, A., Rooney, T., & Harist, R. (2003) . Effect of office ergonomics intervention on reducing musculoskeletal symptoms. <i>Spine</i> , 28(24), 2706-2711.

5. Access Health Information, Products, and Services	Hand, wrist, and forearm stretches for gamers:	https://www.youtube.com/watch?v=B9OCxQgmfl0
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6. Self-Management	Because eSports are not always taken seriously, there is a lack of regulation in terms of the mental and physical health of players. It's important to accept eSports as a viable field and introduce the same health standards that we have for other sports and professions.	Hollist, K. E. (2015). Time to be grown-ups about video gaming: the rising eSports industry and the need for regulation. <i>Am. L. Rev.</i> , 57, 823.
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7. Interpersonal Communication	Online gaming can be used as a leadership-building tool. Today's companies face the problem of distributed teams (i.e., not everyone on the same team may work in the same building, or even the same country) and leadership in this scenario is difficult. Online gaming may be a way to develop this skill.	Lisk, T. C., Kaplancali, U. T., & Riggio, R. E. (2012). Leadership in multiplayer online gaming environments. <i>Simulation & Gaming</i> , 43(1), 133-149.
	Games may help foster team communication and leadership communication skills in people who have little experience in leadership. Putting someone with little leadership experience as a leader in a game may help improve those communication skills.	Javed, Y., Norris, T., & Johnston, D. (2011, May). Ontology-based inference to enhance team situation awareness in emergency management. In <i>Proceedings of the 8th International ISCRAM Conference (1-9)</i> .
	Warning players about how their language affects other (e.g., "Teammates perform worse if you harass them after a mistake) can decrease toxic behavior in games. It's important to tell gamers how their words can affect both the outcome of their game and others' attitudes.	Maher (2016) Good Gaming: scientists are helping to tame toxic behavior in the world's most popular online game.

<p>8. Influence of Culture, Media, and Technology</p>	<p>Citations were not available at the time of this publication. As further research develops we believe that we will be able to add more information to this section.</p>	
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<p>9. Goal-Setting and Decision-Making Skills</p>	<p>A great discussion on deliberate practice and how it is beneficial to performance rather than repetition. This article summarizes the goals of deliberate practice well.</p>	<p>Baker, J., & Young, B. (2014). 20 years later: deliberate practice and the development of expertise in sport. <i>International Review of Sport and Exercise Psychology</i>, 7(1), 135-157.</p>
	<p>This article is great at summarizing goal setting and the benefits with setting harder goals to obtain on performance.</p>	<p>Locke, E. A., & Latham, G. P. (2002). Building a practically useful theory of goal setting and task motivation: A 35-year odyssey. <i>American psychologist</i>, 57(9), 705.</p>
	<p>This article shows how decisions are made in a game. The game used here is chess but they are looking at chess players generated options by their rank in a chess tournament. Chess players that are experts by their performance in a higher division generate better options than chess players who are not as skilled. These options can be considered decisions. The link between expertise, and better decision making is highly related. By engaging in deliberate practice you will be studying the different strategies that a player uses and the different strategies that experts use when playing. This will then increase performance.</p>	<p>Klein, G., Wolf, S., Milillo, L., & Zsombok, C. (1995). Characteristics of skilled option generation in chess. <i>Organizational behavior and human decision processes</i>, 62(1), 63-69.</p>

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10. Active Participation	See Standard 9 citations.	
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11. Advocating for eSports	eSports continues to rise in popularity and offers a tool for science and academic resources. We should not disregard eSports as unimportant just because they involve video games - they are an opportunity to study topics like strategic decision making and management training.	Wagner, M. G. (2006, June). On the Scientific Relevance of eSports. In <i>International Conference on Internet Computing</i>(pp. 437-442).
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