



**NASEF**  
NORTH AMERICA SCHOLASTIC  
ESPORTS FEDERATION™

## **Play Well. Be Well. Class and Club Activities**

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**NASEF**  
NORTH AMERICA SCHOLASTIC  
ESPORTS FEDERATION™

## **Play Well. Be Well.**

### **Class and Club Activities**

**With this health and wellness initiative, NASEF is on a mission to positively support and improve the health and well-being of ALL students.**

Well-being is far more than just being healthy. Students who are well are confident, satisfied and have a positive outlook on their lives. They have strong relationships, feel valued and have social and emotional skills that provide strength during challenging times. Students who have a high sense of well-being are also more successful in school and on their teams. Studies show that these students have fewer absences, are more focused and have higher achievement in school.

[NASEF's health and wellness framework](#) addresses four domains of youth life that reveal skills and attributes that impact health and well-being. Against the backdrop of scholastic esports, "Play Well. Be Well.", offers structure and support for activities, lesson plans and resources to help educators and scholastic esports leaders create a successful program of wellness for their esports program.





# NORTH AMERICA SCHOLASTIC ESPORTS FEDERATION

## Play Well. Be Well. Class and Club Activities

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**Dear Colleagues,**

One of the founding principles of the North America Scholastic Esports Federation aka NASEF (a wholly controlled subsidiary of World Wide Scholastic Esports Foundation) is to provide a connection between esports and college and career readiness for ALL students. Therefore, it is with great excitement that I share with you the accompanying curriculum pathways developed by educators from the University of California, Irvine, the Orange County Department of Education, and various innovative educators around the country. This includes resources for middle school, high school, English language arts, career technical education (CTE) and many other creative and engaging options.

Upon your review, should you have any questions, please do not hesitate to call upon us at NASEF. We are here to support the academic and workforce pathway endeavors around the country and the world — through curriculum development, professional learning, and programmatic alignment — as young people acquire the critically-important skills necessary for future readiness and success.

In offering all of NASEF’s resources to you at no cost, we want to thank our education partners and sponsors for their support. Their generosity has made this work possible while also creating an enormous impact for students and educators in and outside the esports ecosystem and industry.

Gerald Solomon  
*Executive Director*  
**WWSEF/NASEF**





## TOOLKIT LESSON 1

### My Relationships: Connections

#### INTRODUCTION

- **Learning Outcomes**
  - Understanding the importance of connections with others
  - Identifying connections with others to form positive relationships
  - Recognizing the effort needed to maintain relationships
- **Key Terms**
  - Connection: A feeling of belonging to an individual or social group
  - Relationship: A strong connection between two people
  - Peer: Someone else your age, a friend, or a classmate
- **Key Questions**
  - What are connections?
  - How do connections impact our relationships?
  - How do we maintain relationships?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: "Web of Connectedness"**





- o In this activity, students should sit in a circle while the facilitator poses a discussion question or questions. A ball of yarn, twine, or string is passed to each person who speaks. After a participant speaks, they hold on to part of the string and pass or toss the ball to the next speaker. By the discussion's end, the string will form a web between the students, showing who spoke.  
Facilitator should start the activity with the statement: "Tell us something that makes you unique..."
- o After each participant has shared their response, point out the web of string that connects all the participants to one another. Explain to participants that we form relationships with one another based on our connections with each other.
- **Review The Next CamPain's video:**
  - o <https://www.youtube.com/watch?v=luqJu3lruhM>
  - o Discuss: How do you connect with other gamers? How have you made successful connections with others? What is challenging in making connections with others?
- **Exercise: Connect with Me**
  - o Remind students that the beginning of relationships is based on connections. While we may not connect on everything, we should seek to understand (i.e. connect) with the other person. A great way to connect with others is finding out information about one another.
  - o Provide students with the handout. Instruct students to consider 9 things they want to disclose about themselves and potentially connect with others about. Students can consider their hobbies, activities, pets, aspirations, goals, etc.

**After completing the exercise:**

Allow students to share their responses with others. Encourage students to find common connections with their peers. Encourage students to find out new information about their peers. Highlight similarities and differences amongst students. Celebrate commonalities and the diversity of the group.

- **Review**
  - o Good relationships must be "two-way"—meaning it takes both individuals to form a positive relationship. Both people must make an effort to make sure that the relationship lasts.
  - o Group Discussion:
    - What kind of connections are needed to maintain relationships?
    - Why are relationships important?
    - How can you form positive relationships with others?





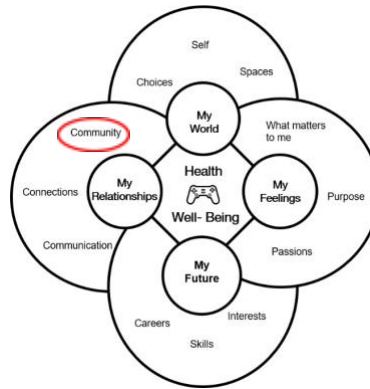
**NAME:**

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**CONNECT WITH ME**

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |





## TOOLKIT LESSON 2

### My Relationships: Community

#### INTRODUCTION

- **Learning Outcomes**
  - Understand and define the concept of community
  - Identify the different communities of which he/she is a part
  - Discuss the difficulties involved in becoming part of a new community
  - Generate a list of ways to help transition individuals to a new community
- **Key Terms**
  - Community: A feeling of belonging to an individual or social group
  - Transition: To undergo a process of change
- **Key Questions**
  - What are communities?
  - What types of communities are you involved in?
  - How can you transition into a new community?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Anticipatory Set**

In this activity, create a slide show of images that represent several different types of community: common interests, common locations, common characteristics, common policy, common history, and common social, economic, political or professional interests.







Before showing it to students, explain that they have to figure out what these pictures all have in common.

- o After the students have guessed, explain to them that each one of these pictures in some way represents communities. Explain to participants that we belong to several different types of communities and we are going to explore those today.

- **Review “What is a Community?” video:**

- o <https://www.youtube.com/watch?v=ncfAz313Alc>
- o Discuss: How can we define a community?

- **Exercise: My Communities**

Provide “My Communities” handout for each student. Each student will fill in the many communities to which they belong. Each student’s paper will be different although they may get ideas from each other to include organizations such as academic clubs, sports teams, religious organizations, and the town in which they live.

**After completing the exercise:**

Allow students to share their responses with others. Encourage students to find common communities with their peers. Encourage students to find out new information about their peers. Highlight similarities and differences amongst students. Celebrate commonalities and the diversity of the group.

- **Review**

- o Direct the discussion towards the gaming community. Ask the students a few questions to help generate a conversation about when they first became involved with Esports:
  - When you came to this club did you feel like you belonged? How did you feel?
  - What was the scariest thing about starting a new activity (such as Esports)?
  - Why is change difficult?
  - Is it important to feel like you belong? Why or why not?
  - Do the incoming members need our help? How can we do that?
- o Bonus Activity:

Based on the last discussion question, consider ways you can invite and welcome new members to your Scholastic Esports club. After brainstorming ideas, pick one new idea to implement.





**NAME:**

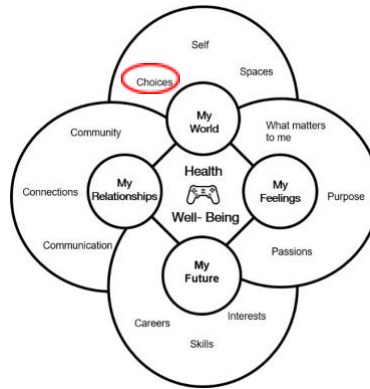
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### **MY COMMUNITIES**

**Fill in the boxes with the many communities of which you are part. Include some of the important people within that community as well.**

The form consists of seven empty hexagonal shapes arranged in a honeycomb pattern. There are three hexagons in the top row, two in the middle row, and two in the bottom row. The central hexagon in the middle row is the largest and is surrounded by six other hexagons of equal size.





## TOOLKIT LESSON 3

### My World: Choices

#### INTRODUCTION

- **Learning Outcomes**
  - Understand the impact of one's choices
  - Recognize the importance of seeking information before making a decision
  - Identify healthy choices for optimizing game play
- **Key Terms**
  - Choices: Making a decision when faced with two or more possibilities
  - Impact: The effect or influence of one person, thing, or action, on another
- **Key Questions**
  - What kind of choices do we make in our everyday lives?
  - How do our choices impact our everyday lives?
  - How can healthy choices impact our game play?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Color Activity**
  - Set up students into teams of 2.
  - Provide each pair of students with a clear plastic bag filled with small red, blue, and white pieces of paper (should be about ½ inch squares).





- Explain the rules: Decide who is Partner A and who is Partner B. Partner A will go first. Partner A may use only one hand—it should be their non-dominant hand. Partner B will hold the bag open for Partner A. Partner A will take out as many color squares in 30 seconds. They may **ONLY** pull one square at a time. They are not allowed to grab several at one time.
  - After the Partner A completes his/her turn, record how many of each colored squares they collected. Then switch roles and allow Partner B to complete their turn. Then record how many of each colored square they collected.
  - After both partners have gone, the facilitator should state—“I forgot to mention that the white squares are worth \$10; the red is \$50; and blue is \$100.”
  - Discuss with students how this information changes their approach to this activity. Have students total how much their first round of colored squares equals. Then repeat the activity; record their results of colored squares collected.
    - How did your approach change in the second round of this activity?
    - Why were you more successful in the second round of this activity?
  - Discuss how a little knowledge about a decision can alter how one approaches a situation and how it can improve the outcome. Explain that we are going to explore healthy choices to optimize game performance.
- **Review Why & How to be a Healthy Gamer video:**
    - <https://www.youtube.com/watch?v=iold15xRUcQ>
    - Discuss: How can you be a healthy gamer?
  - **Exercise: 20 Word Summaries**

Provide a “20 Word Summary” handout for each student. Students will work in pairs to read and discuss three popular infographics about healthy choices—food and drink, sleep, and movement. After they have read and discussed the infographics, they will need to write a 20-word summary. The student must write a summary using **exactly** 20 words.

#### **After completing the exercise:**

Allow students to share their responses with others. Discuss the importance of healthy choices pertaining to food and drink, sleep, and movement.

- **Review**
  - Direct the discussion towards the gaming community. Ask the students to consider how healthy choices impact their gaming performance:
    - How often do you make healthy choices?
    - Which of the areas (food and drink, sleep, movement) affect your game performance the most?
    - Which of the areas (food and drink, sleep, movement) are you most successful at making healthy choices?
    - Which of the areas (food and drink, sleep, movement) would you like to improve with healthy choices?
  - **Bonus Activity:**

Have students create their own infographic about healthy choices to optimize game performance. Try out Canva, Piktochart, or Venngage.





NAME:

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**Healthy Choices**  
Write a summary using EXACTLY 20 words.

**FOOD AND DRINK**

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |

**SLEEP**

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |

**MOVEMENT**

|    |    |    |    |
|----|----|----|----|
| 1  | 2  | 3  | 4  |
| 5  | 6  | 7  | 8  |
| 9  | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |



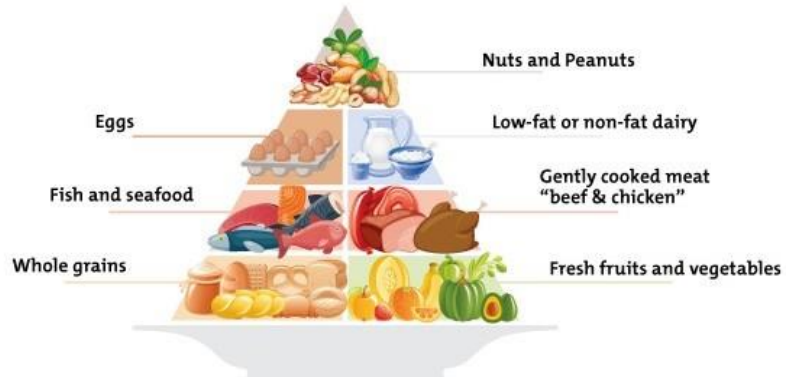


INFOGRAPHIC 1: FOOD AND DRINK

# WHAT IS IT LIKE TO BE HEALTHY?

With so many debates about healthy food and how to be healthy...here are some tips for you to stick to a healthier lifestyle.

## WHAT DOES HEALTHY EATING LOOK LIKE?



## STAY AWAY FROM



| MYTHS VS FACTS                                                             |                                                                                                                                                                                              |
|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Only fresh fruits and vegetables are healthy                               | A healthy diet can include fresh, frozen and dried produce                                                                                                                                   |
| All processed foods are bad                                                | Processed food that doesn't have a lot of added sugar or sodium can be a part of a healthy diet such as baby carrots, whole grain bread, plain yogurt, or chopped nuts                       |
| If I recognize the ingredients on the label, I have nothing to worry about | Even if you recognize the ingredients, the food may still have too much sodium, added sugars, or unhealthy fats                                                                              |
| Diet soda is better than regular soda                                      | There are many hidden and harmful ingredients in diet soda. Studies show that it is difficult to assess whether diet or regular soda is better for your health. It's best to just avoid both |

## HEALTHY EATING TIPS

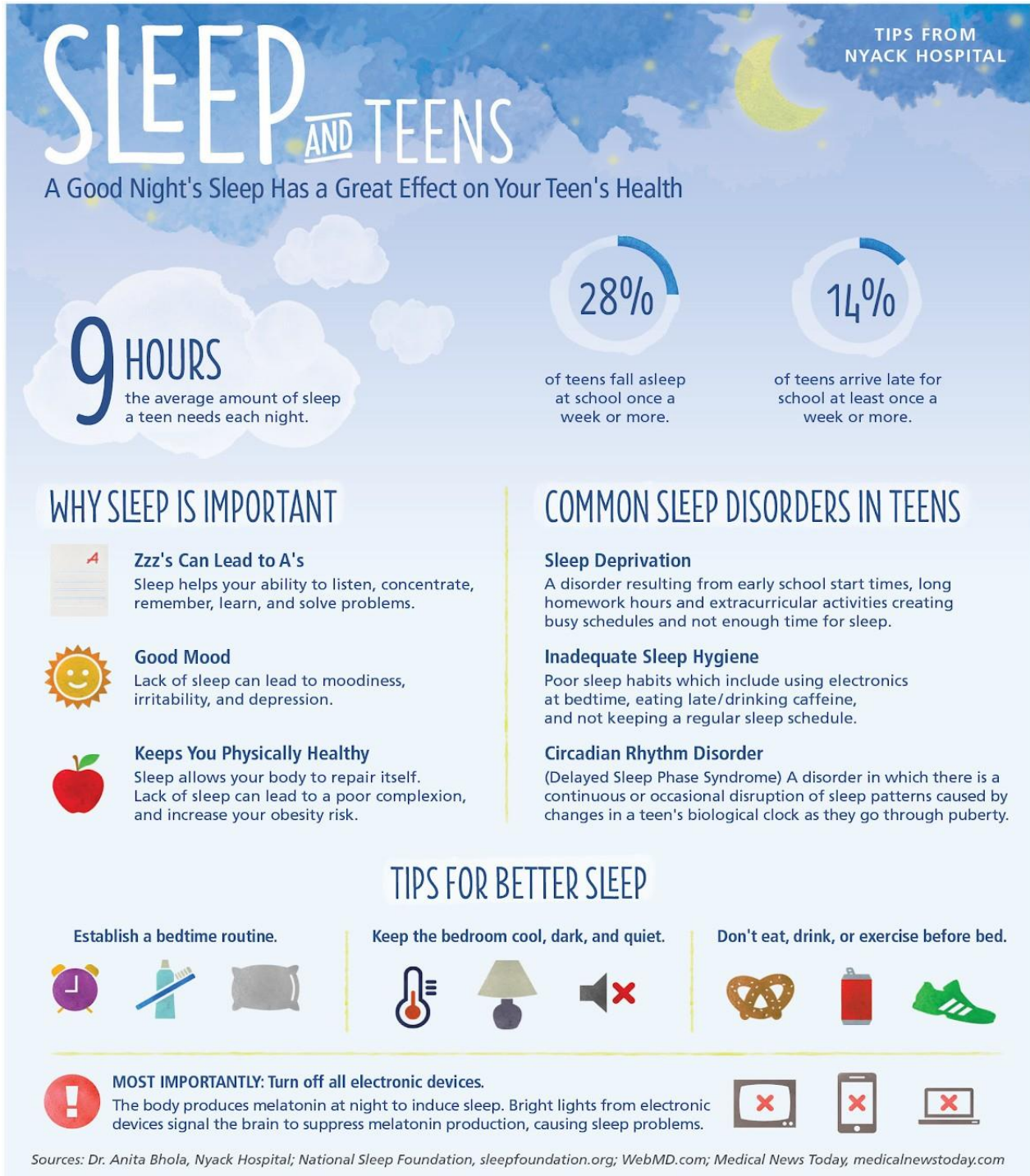
- 1 Prepare food at home to control what is added
- 2 Follow healthier cooking methods like grilling, braising, roasting, searing or sautéing
- 3 Add natural flavors with delicious herbs, spices, black pepper or citrus juices instead of sugar, salt, unhealthy fats or food coloring
- 4 Don't skip meals as it keeps your weight steady by preventing overeating at later meals
- 5 Have a look at the nutrition labels before you buy
- 6 Drink more water to stay hydrated as it helps your body function properly

Source: <http://wildjordancenter.com/healthy-food-infographic/>





## INFOGRAPHIC 2: SLEEP



Nyack Hospital. We're your neighbors. We're your hospital.

845.348.2000 | [nyackhospital.org/teensleep](http://nyackhospital.org/teensleep)  
160 North Midland Avenue, Nyack, NY 10960



Source: <http://cdn.sleepreviewmag.com/sleeprev/2015/03/SleepTeenInfographic.jpeg>





## INFOGRAPHIC 3: MOVEMENT



**Raised heart rate** to 170 bpm  
40-60 mins, 3-4x per week =  
5-10% improvement in  
**aerobic fitness** in 8-12 weeks.



**Resistance training**  
2 or 3x per week  
improves **muscle strength**  
and endurance.



Every 15 mins of exercise  
improves **academic performance**  
by an average of about a  
quarter of a grade.



30 minutes of **cardio** exercise  
per day boosts **confidence**,  
reduces **stress** and **anxiety**.



Exercise between the ages of **11-18**  
increases **bone density**, particularly  
in the spine and hip.



30 minutes on the treadmill  
boosts **problem solving**  
by up to 10%

### REGULAR PHYSICAL ACTIVITY



Helps build and maintain healthy  
bones, muscles and joints



Helps reduce the risk of developing  
obesity and chronic diseases



Helps to achieve and maintain  
a healthy body weight.



Improves the quantity  
and quality of sleep



Greater self-esteem and  
better self-image



Improves coordination  
and motor skills

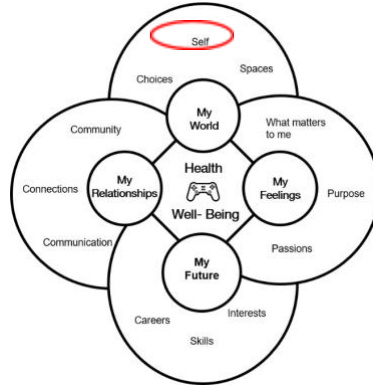
Source: <https://elearninginfographics.com/benefits-exercise-children-infographic/>







## FOCUS My World: Self



### REFLECT 35 minutes

**Formal Introductions of Summer Academy Hosts (4 minutes, 2 minutes each)** (Name, Title, Explanation of Job, and Connection to NASEF)

**Welcome all participants to the NASEF Summer Virtual Academy! (1 minute)**

*Today, you are going to be participating in a summer session today all about communication. We have invited you to provide some feedback to the NASEF organization so we can improve our programming for gamers. We want you to have fun and actively participate so we can learn from you!*

**Student Introductions (1 minute per Student = 10 minutes)**

(First Name, Grade Level, Favorite Game, and Future Career Aspirations)

**Introduce the GAMERS Note (10 minutes)**

- Introduce GAMERS Check-In with students; briefly discuss each components of the GAMERS Check-in
- Discussion: *How do you think being healthy is related to gaming?*

**Google Doc - My "Health" (10 minutes)**

- Provide students with the link to the Google Document:  
<https://tinyurl.com/NASEFgaming>
- *We want to find out what you think of when you consider the concept of "health". Using the Google Doc, you are going to brainstorm some ideas relating to the concept of "health" and how to applies to gaming.*
- Provide students with 5-7 minutes to type out their answers.
- After the answers have populated, have a quick discussion:
  - *How does the concept of "health" impact your gaming performance?*
  - *What has the biggest impact on your gaming performance?*
  - *What could you improve on to become a better gamer?*





|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>BUILD</b><br/><b>40 minutes</b></p> | <p><b>Benefits of Exercise (15 minutes)</b><br/>Show students the following Ted Talk: <a href="#">The Brain-Changing Benefits of Exercise</a><br/><i>The research surrounding the benefits of exercise, which is an essential part of physical health, is resounding. Exercise, even simple movement, can make a fundamental difference in your health and wellbeing. We are going to test out this theory today!</i></p> <hr/> <p><b>Gaming + Data Activity: Before/After Debrief (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• We are going to see if exercise really does help gamers... We are going to ask that all of you start game play now. We want you to play for the next 20 minutes. During the game play, we want to track some data to see if this exercise phenomena actually makes a difference! While you are playing, we want to keep track of your performance.</li> <li>• What are some key indicators of your gaming performance? (survival, kills, etc.)</li> <li>• We are going to compare our game performance before exercise and then again after an exercise activity.</li> </ul> <hr/> <p><b>Game Play: Fortnite (20 minutes)</b><br/>Allow students to play for about 20 minutes. Make sure to keep track of key indicators of successful performance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>APPLY</b><br/><b>50 minutes</b></p> | <p><b>Exercise Activity (15 minutes)</b><br/><i>While playing video games might not seem like the most physically demanding activity, new research suggests that when players exercise before playing a game, they play better. A 15-minute bout of exercise was enough to boost video game performance. We are going to participate in this quick exercise to see if it has an impact on our gaming afterwards. Moreover, we are going to specifically participate in an Esports warm-up.</i></p> <hr/> <p><b>Game Play: Fortnite (20 minutes)</b><br/><i>Now that we have exercised, we are going to play again and assess our game performance as to how we did previously (prior to exercising).</i></p> <hr/> <p><b>Gaming + Data Activity: Before/After (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• How did you feel after exercising?</li> <li>• Do you think gamers care about warming before play?</li> <li>• Based on your last gaming session, did your performance improve at all?</li> <li>• If your performance did improve, what key indicators support this claim?</li> <li>• If your performance didn't improve, do you think it could improve over time? With more practice?</li> <li>• Do you feel like this is something you could incorporate into your routine?</li> </ul> <hr/> <p><b>Wrap-Up/Reflection Activity (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• <b>Show GAMERS concept again</b></li> <li>• <b>Discuss which aspects make sense? Do you disagree? Anything you would include or exclude that affects gaming performance?</b></li> <li>• FlipGrid Response: What will you do personally to ensure a better gaming performance?</li> <li>• <b>Think about the GAMERS graphic to help with your video reply.</b></li> </ul> |





## TOOLKIT LESSON 4

### My World: Spaces

#### INTRODUCTION

- **Learning Outcomes**
  - Understand how spaces can impact our productivity
  - Recognize the importance of safe and comfortable spaces
  - Identify ideal spaces for optimizing game play
- **Key Terms**
  - Areas: a particular extent of space or surface or one serving a special function
  - Design: to create, fashion, execute, or construct according to plan
  - Productivity: effective in bringing about results, benefits, or profits
- **Key Questions**
  - How does the physical design of spaces impact our productivity?
  - How can we design our spaces to be safe and comfortable?
  - What design elements can impact the comfort and productivity of game play spaces?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Review Room Tour Project video:**
  - [https://www.youtube.com/watch?v=TJ\\_yvK74cl](https://www.youtube.com/watch?v=TJ_yvK74cl)
  - Discuss: What do you like about these featured gaming spaces?





- **Activity: My Gaming Space Inventory**

Provide each student with a “My Gaming Space Inventory” handout. Have students analyze their current gaming space according to the categories.

- **Group Exercise: Our Dream Club Space**

Have students work together to design their dream club space. If they were given \$20,000 to spend, what would they purchase and why? Have students collaborate to research, compromise, and decide on how to spend the money. Consider options such as paint, gaming equipment, materials, visual decals, lighting, etc.

**After completing the exercise:**

Allow students to share their responses with others. Discuss the importance of keeping their game play space(s) optimized.

- **Review**

- Direct the discussion towards the gaming community. Ask the students to consider how physical and virtual spaces impact their gaming performance:

- What kind of things do you do to maintain a clean and comfortable gaming space?
- What kinds of equipment/items do you use in your gaming space?
- What would you like to add to your gaming space in the future?

- Bonus Activity:

Have students design their personal dream gaming space for their home. Have them research and create a budget for this project.





NAME:

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## MY GAMING SPACE INVENTORY

Analyze and fill out the different criteria about your gaming space.

### DEFINITION

How is your gaming space defined? Do you have an entire gaming room?  
If not, how is the space defined?  
Do you utilize a desk? Rug?  
Shelves?  
If your gaming space is in a shared area (i.e. bedroom, family room, etc.) does your gaming area have a sense of space?

### COLOR

What color(s) are your gaming space? Are you aware of how colors affect your mood? What colors have a calming effect?  
What colors have an energetic effect?

### FURNITURE

What type of furniture do you have in your gaming space? How do they add comfort to your gaming space? Do they assist with your productivity? Do they feel oppressive and/or too large for the space?





## POSITION

Where are things (i.e. computer, console, desk, headphones, etc.) located? Do you have sufficient storage? Do you have sufficient room to ensure comfort? Is your equipment set up safely (i.e. cords, power strips, etc.)? Is your space free of clutter and unnecessary items?

## IMAGES

What kind of images are visible from your gaming spaces? Is there anything that is distracting you? Is there anything that is inspiring you?

## AIR/LIGHT

Does your gaming space have access to fresh air? Does your gaming space have access to natural light? Does your gaming space have visibility to nature/outside spaces? Is there any greenery in the space?





## TOOLKIT LESSON 5

### My Feelings: What Matters to Me

#### INTRODUCTION

- **Learning Outcomes**
  - Understand the concept of personal values (i.e. what matters)
  - Identify personal values
- **Key Terms**
  - Values: what is important to someone
- **Key Questions**
  - What are values?
  - What matters to me in my life?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others

- **Group Activity: Stranded on an Island**

Present the following scenario to students:

*You have 30 seconds to choose one person and one possession you would take with you to a deserted island. Your basic needs, such as food, water, and shelter, will be met. Choose carefully—and be prepared to share your responses.*

When 30 seconds have elapsed, have each student share which person and possession they chose. Encourage students to explain why they made their particular choices. After students have shared, explain that different individuals value different things. Tell students that knowing what they value will help them make decisions and plans that they are comfortable with. Tell students that today they're





going to spend some time identifying what they value—value means something and/or someone that matters to you.

- **Review video:**

- <https://www.youtube.com/watch?v=F7XF6jMsaP0>
- Discuss: What are values? What are beliefs? What are attitudes?

- **Exercise: Valuable Squares**

Give each student a sheet of paper. Fold, crease, and cut the paper to make 16 squares.

Using the 16 squares, students should write a word or two to identify the following:

- Three favorite activities
- Five important people in their lives
- Three goals they have for the future
- Three favorite possessions
- Two things they would like to own someday

Each person, thing, activity, or goal should be written on a separate square. Tell students to keep the squares in separate stacks on their desks, but to combine the possessions into one stack. In other words, they should have four stacks: activities, people, dreams, and possessions.

Explain to students that you are going to read a story. After you read each part of the story, they will be asked to make a decision. They will have 10 to 15 seconds to make the decision. All decisions are final. Discarded squares must be crumpled or torn up.

Read the “Once Upon a Time” activity sheet (see below) aloud to students. After each part, pause for 10 or 15 seconds before announcing that time is up. Then, continue to read the story.

**After completing the exercise:**

Engage students in a discussion.

- How did you feel about the decisions you made? Why?
- Which were the hardest ones for you to make?
- Would it have been easier if someone else had made the decisions for you? Why or why not?
- Was anyone surprised by the squares he or she had left at the end? Do these squares reflect what’s really important to you?
- If you were to play this game again, would you choose to have different squares at the end? Raise your hand if you would.
- If you were to play this game again, would you change some of the things you wrote on your squares? Raise your hand if you would.

- **Review**

- Direct the discussion towards the gaming community. Ask the students to consider how values are related to their overall health and wellness.
- Ask students to define “values.”
- How are your values represented in your game play?







## ONCE UPON A TIME HANDOUT

# ONCE UPON A TIME

1. While at the zoo, you were bitten by a rare species of monkey. You are starting to feel very sick, and your doctor diagnoses you with a very serious illness. Your doctor is unsure of how to cure you, and doesn't know whether the disease is fatal. He tells you that you have to give up one of your favorite activities.
2. Because of the disease, you are hospitalized for a short time. You must lose one of your goals.
3. Because of your time off from work, you are short of cash and have to give up one of your possessions.
4. You are hospitalized again. The medical bills keep coming and you have to give up another possession.
5. You are exhausted from the illness and trying to work. You lose one of your goals and must give up an activity. Also, two important people disappear from your life, because you are no longer able to maintain relationships.
6. You are permanently hospitalized. You are allowed only one visitor and can take only one possession to the hospital with you. Discard two important people, and two possessions.
7. Your doctor finds a hospital in Europe that specializes in rare monkey bites. Once there, you will have to live near the hospital for the rest of your life in case you ever suffer from symptoms again. You must discard three of your remaining squares. Which will they be?
8. You are starting your life over again with only this person, possession, goal, or activity.

Source: <https://www.overcomingobstacles.org/assets/pdfs/sample/Clarifying-Values.pdf>





## TOOLKIT LESSON 6

### My Feelings: Purpose

#### INTRODUCTION

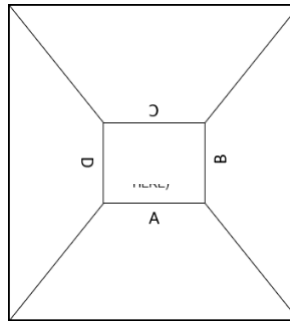
- **Learning Outcomes**
  - Understand the concept of “purpose”
  - Begin to identify individual purpose in your life
- **Key Terms**
  - Purpose: An intention to accomplish something that is at the same time meaningful to the self and consequential for the world beyond the self
- **Key Questions**
  - What is “purpose”?
  - How can you identify your own purpose?

#### WORKSHOP

- **Before getting started, set boundaries for the day’s workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don’t yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What’s said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use “I” statements - only speak for yourself, rather than speaking for your others
- **Group Activity: What is Purpose?**

If you know how to seek it, purpose can be found in all aspects of your life, including your work, relationships, and the activities you do in your free time. Split the students into groups of 4. Provide each group with a large piece of chart paper and markers. The chart paper should be split into four sections and labeled with A, B, C, and D. The chart paper should look like this:





Each student should be assigned to a space (A, B, C, D). In their designated space, give students 5 minutes to use words, pictures, and phrases to create their working definition of “purpose” independently. After the students have individually worked on their responses, have Participant A share their ideas with their other group members B, C, and D. Then rotate through each group member, providing them with the opportunity to share.

After all group members have shared, the group must reach a consensus of defining “purpose”. Once consensus have been reached, write/draw the final response in the square (in the middle of the chart).

Once all groups have completed this task, have each group share out their definition with the whole class.

- **Review “What’s Your Purpose in Life?” video:**

- <https://www.youtube.com/watch?v=mK66az43EOI>
- Discuss: What thoughts from this video resonated with you?

- **Exercise: “Purpose Compass”**

Provide each student with a “Purpose Compass” handout. Have them think, reflect, and complete the handout to further consider how to find their purpose.

**After completing the exercise:**

Provide students with an opportunity to share their responses. Share similarities, celebrate differences. Encourage and accept uncertainty. Help students to understand that finding “purpose” can take time and even some adults are still seeking their purpose.

- **Review**

Direct the discussion towards the gaming community. Ask the students to consider how gaming relates to their purpose:

- How do you define “purpose”?
- Do you believe purpose can change throughout your life?
- Do you think you know your purpose yet?
- How is purpose represented in the gaming community?
- How is purpose represented in gaming environments?
- Is gaming part of your larger purpose in life? Or is it simply an interest/hobby/potential career?

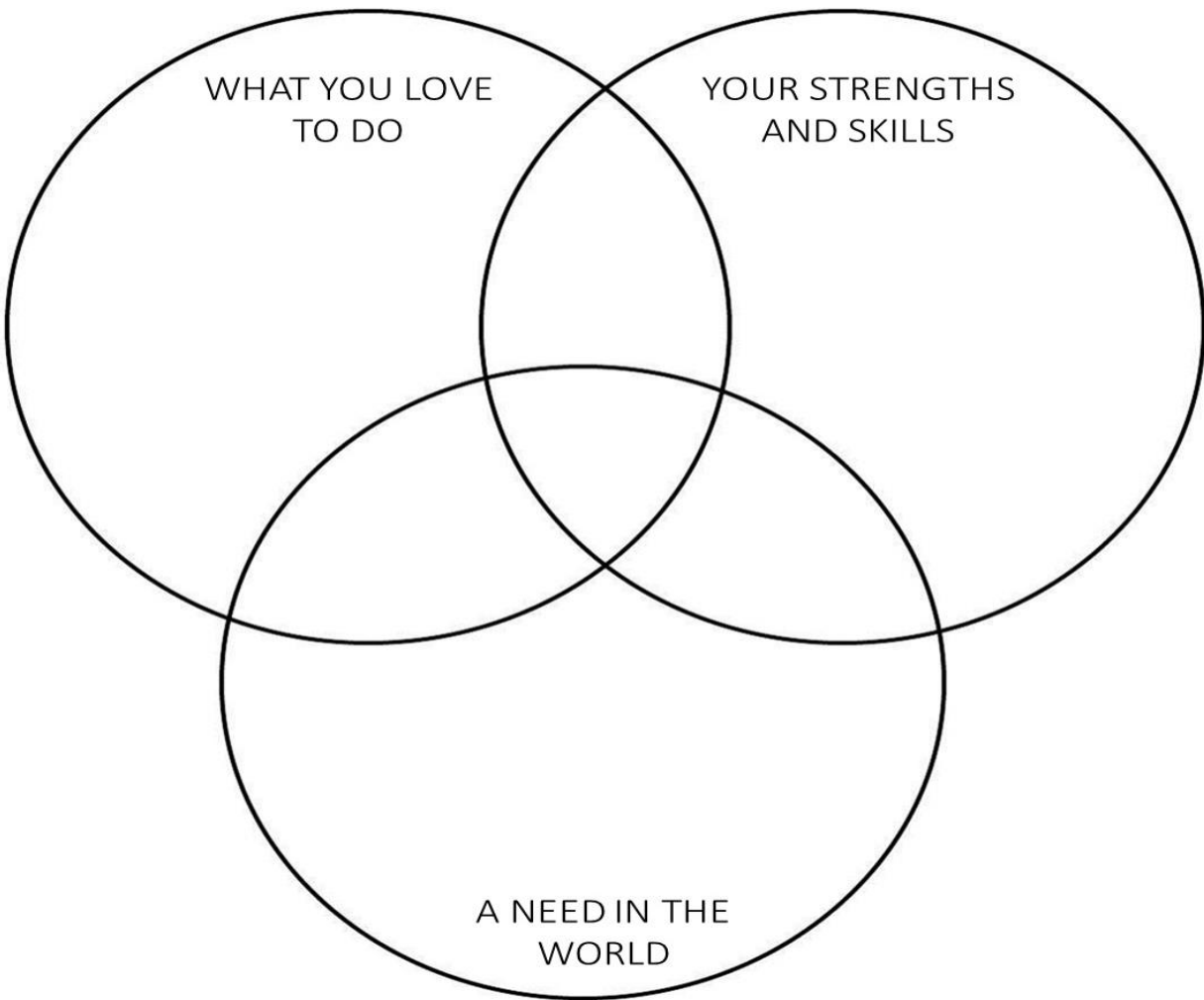




NAME:

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**PURPOSE COMPASS**



**Write your purpose statement:**

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## TOOLKIT LESSON 7: My Feelings: Passions

### INTRODUCTION

- **Learning Outcomes**
  - Identify personal passions
- **Key Terms**
  - Passions: An intense desire or enthusiasm for something
- **Key Questions**
  - What are your passions?

### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Chalk Talk**

Prior to the workshop beginning, write the following quotes onto large pieces of chart paper (one quote per chart paper).

  - Quote 1: "I would rather die of passion than boredom." -Vincent Van Gogh
  - Quote 2: "A life without passion is not living, it is merely existing." -Leo Buscaglia
  - Quote 3: "Passion is one great force that unleashes creativity, because if you're passionate about something, then you're more willing to take risks." -Yo-Yo Ma
  - Quote 4: "Passion is the genesis of genius." -Galileo Galilei





Place the chart papers around the room. Break students into small groups. Provide each group with a colored marker. Explain to students that they are going to be participating in a “Chalk Talk”. They will be reading different quotes and writing down their thoughts, opinions, or questions to the quote.

Explain the norms for this Chalk Talk activity:

- Everyone is writing and responding throughout the designated time period and remains silent throughout.
- Everyone is responsible for writing a comment, reading others’ comments, and responding to at least one to three comments on every chart paper.
- No one should sit down until the time period is over.
- Opinions must be freely expressed and honored.
- Comments should be thoughtful and further the discussion.

Allow 10 to 20 minutes for the Chalk Talk. It’s helpful to walk around, read, and gently point students to interesting comments. All writing and responding is done in silence. Search for patterns. Students should read through all the postings, search for patterns and themes.

Conduct a whole-group share. Pairs should report out patterns and themes, round-robin style, until all perceptions are shared.

- **Review “Famous Failures” video:**

- o <https://www.youtube.com/watch?v=zLYECljmnQs>
- o Discuss:
  - What can we learn from failure?
  - How do you think these famous failures found and pursued their passion?
  - What are you doing to explore your passions in life?

- **Exercise: My Passions Board**

Provide each student a piece of cardstock and/or poster board for their passion board (or students could even create a digital passion board). Students should define their passions, find inspiration, map out their passion board, and then display their passion board.

Where students might find inspiration:

- Magazines
- Postcards
- Stickers
- Catalogs
- Newspapers
- Wrapping paper

Students should find words or images that resonate with them. They may be inspired by people, colors, patterns, or the imagery itself. Or, a word may stand out to you - so rip it out and use it for your board.

NOTE: “Vision boards” are very similar to the passion boards. Use a quick Internet search for “vision boards” to find some great examples!

**After completing the exercise:**

Provide students with an opportunity to share their passion boards. Share similarities, celebrate differences. Encourage and accept uncertainty about finding their passions. Help students to understand





that finding your passion is a lifelong journey. Adolescence is the first time most people begin wrestling with this question, but most adults still reflect and work to find inspiration in life.

- **Review**

Direct the discussion towards the gaming community. Ask the students to consider how gaming may be a passion for some:

- How do you define “passions”?
- Do you believe passions can change throughout your life?
- How are passions represented in the gaming community?
- How are passions represented in gaming environments?
- Are you passionate about gaming? Why or why not?





## TOOLKIT LESSON 8

### My Future: Interests

#### INTRODUCTION

- **Learning Outcomes**
  - Identify personal interests
  - Relate interests to possible career pathways
- **Key Terms**
  - Interest: the state of wanting to know or learn about something or someone
- **Key Questions**
  - What are my interests?
  - How can my interests shape my future?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Find A Friend**

Explain to students that they are going to be exploring interests. Interests are things that we like or would like to know/learn more about.

Provide each student with a copy of the "Find A Friend" handout. Give the students about 15 minutes to find peers who fit the criteria within each box. Have them write their peer's name in the box if they meet the description/criteria.







After the handout is filled out—debrief with all students about common interests. Within the group, there should be a variety of interests represented. Interests can help us to figure out what we could or would like to do in our future.

- **Review Mind Boggler’s video:**

- [https://www.youtube.com/watch?v=CAExWKYx\\_bg](https://www.youtube.com/watch?v=CAExWKYx_bg)
- Discuss:
  - What was your favorite place?
  - Which one would you want to visit?
  - Why is there novelty in exploring new places?
  - What else do you find interesting about these places?
- All people have interests. This type of video appeals to many as it is new, complex, and unexpected. What types of things do you find to be interesting?

- **Exercise: Interest Inventory**

All students should take the interest inventory. It can be found here:

[https://www.ucango2.org/publications/student/Career\\_Interest\\_Survey.pdf](https://www.ucango2.org/publications/student/Career_Interest_Survey.pdf)

**After completing the exercise:**

- **Group Discussion**

- What were your top two areas of career interest?
- Were the results expected? Any results unexpected?
- Based on these areas, were any careers interesting to you?
- Based on these areas, were any of your career interests validated through this survey?
- Are there any careers you would like to further explore?

- **Review**

Direct the discussion towards the gaming community. Ask the students to consider how gaming may be a career interest for some:

- What jobs are involved in gaming?
- Are any of these jobs of interest to you?
- How can you find out more information about jobs related to gaming?

- **Bonus Activity:**

- Try out this Career Interest Game! <https://career.missouri.edu/career-interest-game/>
- Student Interest Questionnaire <https://students.tufts.edu/sites/default/files/Interests.pdf>





**NAME:**

---

**FIND-A-FRIEND**

**Find a friend who meets the description. Write their name in the box and ask them a question related to the description.**

**For example- for someone who speaks another language- ask them what language they can speak.**

|                                                               |                                                                                           |                           |                                     |
|---------------------------------------------------------------|-------------------------------------------------------------------------------------------|---------------------------|-------------------------------------|
| Can juggle                                                    | Speaks another language(s)                                                                | Can sew, knit, or crochet | Harry Potter Fanatic                |
| Loves Roblox                                                  | Knows how to code (which coding language?)<br><hr/> <small>(write it on the line)</small> | Prefers to play on a PC   | Switch > Xbox                       |
| Has traveled to another country                               | Plays on a competitive sports team                                                        | Enjoys reading            | Has created their own YouTube video |
| Loves Broadway musicals                                       | Can cook and/or bake                                                                      | Prefers cold weather      | Likes public speaking               |
| Enjoys the outdoors (hiking, camping, hunting, fishing, etc.) | Interested in politics and governmental affairs                                           | Practices mindfulness     | Learned a new hobby recently        |





## TOOLKIT LESSON 9

### My Future: Skills

#### INTRODUCTION

- **Learning Outcomes**
  - Identify personal skills
  - Relate skills to possible career pathways
- **Key Terms**
  - Skill: The ability to do something well
- **Key Questions**
  - What are my skills?
  - How can my skills influence my future?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Changing Landscape**

Break students up into small groups. Project and/or provide a copy of the (3) handouts from the World Economic Forum. Ask students to read and analyze the handouts. Ask students to consider the their top three take-aways from the handouts.

After about 10 minutes, engage students in a discussion:

- What were your take-aways?
- What skills are the most important?





- What skills are the least important?
- How is the future of work changing?
- **Review Get Better Together's video:**
  - o <https://www.youtube.com/watch?v=2r6FQdtcMPc>
  - o Discuss:
    - Which one of the five skills were the most interesting to you?
    - Which one of the five skills is the most unfamiliar to you?
    - Would you add any other skills to this list?
- **Exercise: Skills Inventory**

All students should take the interest inventory. It can be found here:  
<https://students.tufts.edu/sites/default/files/Skills%20Inventory.pdf>

**After completing the exercise:**

- **Group Discussion**
  - o What are your strongest skills?
  - o What are skills need improvement?
  - o How are these skills related to your academic studies?
  - o How will these skills be related to your future work/career?
  - o Why are skills so important?
  - o Do you believe people can develop their skills through practice?
  - o What do you think is the most valuable skill to employers?
- **Review**

Direct the discussion towards the gaming community. Ask the students to consider how gaming may be a career interest for some:

  - o Which skills are needed for gaming?
  - o Which skill is the most important for gaming?
  - o Which skill(s) should we collectively work on as a group?





# The Jobs Landscape in 2022

emerging  
roles,  
global  
change  
by 2022



## Top 10 Emerging

1. Data Analysts and Scientists
2. AI and Machine Learning Specialists
3. General and Operations Managers
4. Software and Applications Developers and Analysts
5. Sales and Marketing Professionals
6. Big Data Specialists
7. Digital Transformation Specialists
8. New Technology Specialists
9. Organisational Development Specialists
10. Information Technology Services

declining  
roles,  
global  
change  
by 2022



## Top 10 Declining

1. Data Entry Clerks
2. Accounting, Bookkeeping and Payroll Clerks
3. Administrative and Executive Secretaries
4. Assembly and Factory Workers
5. Client Information and Customer Service Workers
6. Business Services and Administration Managers
7. Accountants and Auditors
8. Material-Recording and Stock-Keeping Clerks
9. General and Operations Managers
10. Postal Service Clerks

Source: Future of Jobs Report 2018, World Economic Forum





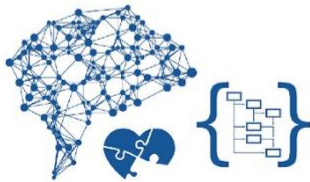
# Top 10 skills

## in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

## in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



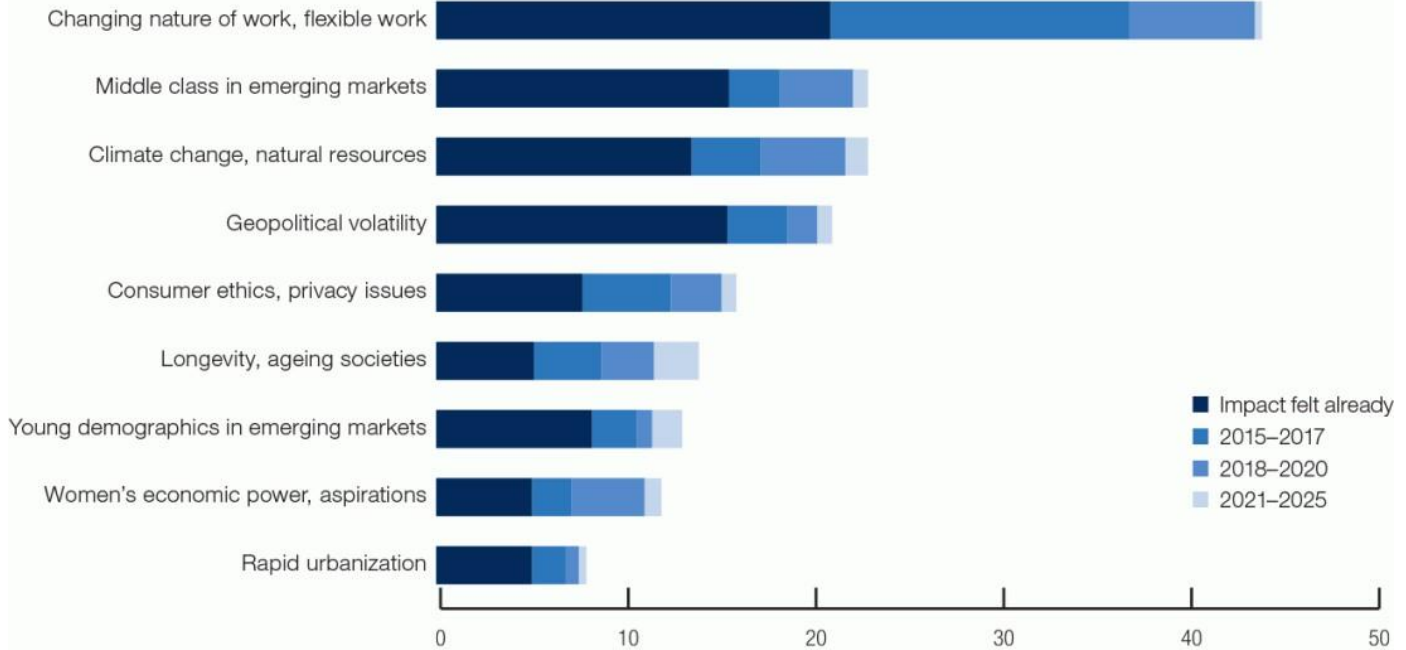
Source: Future of Jobs Report, World Economic Forum



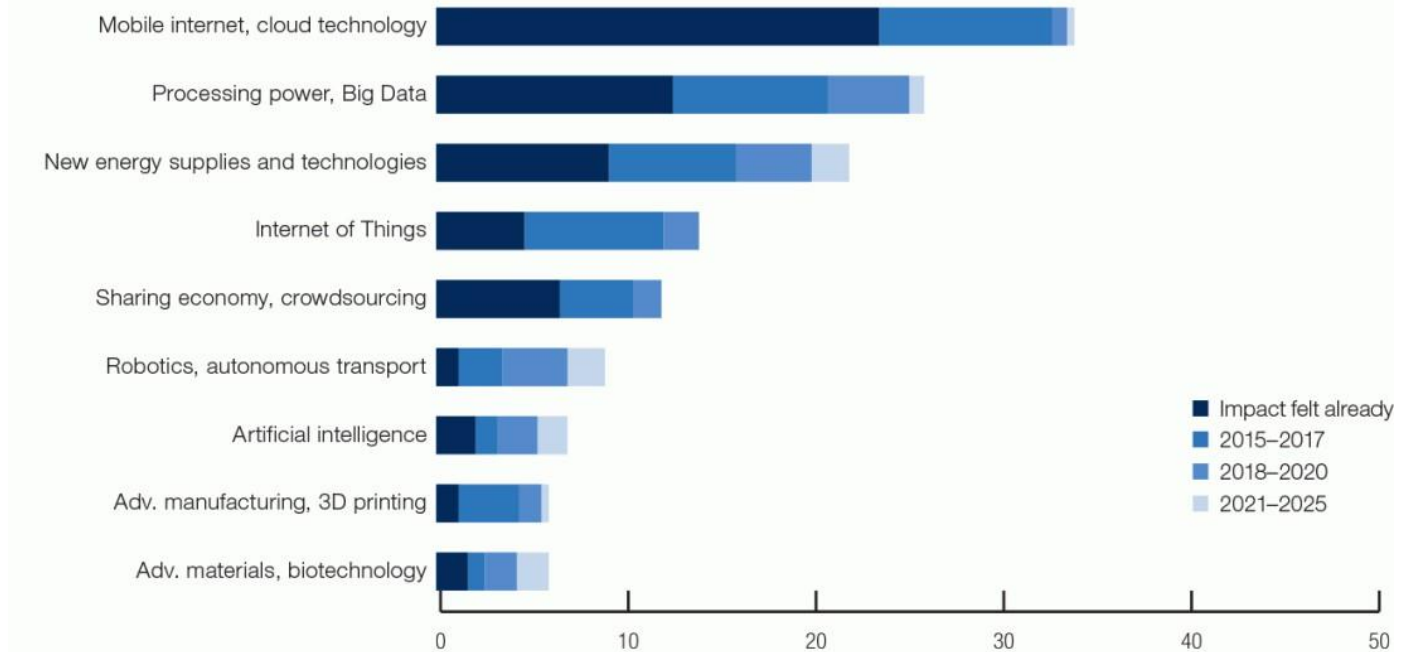


**Figure 8A: Drivers of change, time to impact on business models**  
Share of respondents, %

**DEMOGRAPHIC AND SOCIO-ECONOMIC**



**TECHNOLOGICAL**



Source: Future of Jobs Survey, World Economic Forum.  
Note: Names of drivers have been abbreviated to ensure legibility.





## TOOLKIT LESSON 10

### My Future: Careers

#### INTRODUCTION

- **Learning Outcomes**
  - Articulate their personal interests and goals.
  - Relate their personal interests and goals into possible career pathways.
  - Explore various careers in career pathways.
- **Key Terms**
  - Career: An occupation undertaken for a significant period of a person's life and with opportunities for progress
- **Key Questions**
  - What are my career areas of interest?
  - How do my interests and goals relate to possible career pathways?
  - What kind of jobs are related to the gaming industry?

#### WORKSHOP

- **Before getting started, set boundaries for the day's workshop by setting Community Agreements, or a list of understandings among the participants. Some may include:**
  - One mic, one star - when one person is speaking, everyone should respectfully and actively listen
  - Don't yuck my yum - do not place harsh or disrespectful judgement on the opinions or thoughts of another student if you do not agree with them
  - Seek to teach - be patient when communicating with others
  - What's said here, stays here - allow students to feel comfortable in sharing their thoughts by discouraging discussing personal details/gossiping on what students shared
  - Do not attack the person, talk about the idea instead
  - Use "I" statements - only speak for yourself, rather than speaking for your others
- **Group Activity: Career Pathways**

Begin the day with a discussion about careers:

  - What does a "career" actually mean?







- What's an example of a career?
- How is a job different than a career?
- How can our interests and goals align with possible careers?
- If someone wanted to be a teacher- what kind of interests might they have? What kind of goals would they need to set in order to become a teacher?

Explain to students that there are thousands of different jobs with different career clusters, also known as “industry sectors”. There are 16 career clusters:

- Agriculture, Food & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

Explain to students that each career pathway requires specific qualifications that include skills, knowledge, and education levels in order to perform their intended job functions. Ask students to rank order their top three career pathways.

- **Review Get Better Together's video:**

- <https://www.youtube.com/watch?v=SDbYVIJntYU>
- Discuss:
  - What is ikigai?
  - Which component is the most important to you (i.e. what you love, what you are good at, what you can be rewarded for, what the world needs)?
  - Which component do you need to further explore (i.e. what you love, what you are good at, what you can be rewarded for, what the world needs)?

- **Exercise: Career Connections**

Provide all students with a copy of the “Career Connections” handout. Provide students the opportunity to explore a new job in one of their top career industries. Students can self-select a job of interest. The Internet will serve as a great tool for this exercise!

**After completing the exercise:**

- Group Discussion
  - What career interests you the most?
  - Why are you interested in that career?





- o What job did you explore today?
- o What qualifications are needed for this job?
- o Do you envision yourself pursuing this kind of job in future?

- **Review**

Direct the discussion towards the gaming community. Ask the students to consider how gaming may be a career option for some:

- o What are some prominent jobs within the gaming industry?
- o What may be difficult about working in the gaming industry?
- o What may be successful about working in the gaming industry?
- o Even if you don't intend on pursuing a career in gaming, what skills that you learn from gaming can be applied in other career industries?

- **Bonus Activity:**

Tips for Getting A Job in Game Development: <https://www.youtube.com/watch?v=SNNGVCdCc>





Name: \_\_\_\_\_ Date: \_\_\_\_\_

### CAREER CONNECTIONS

JOB: \_\_\_\_\_ CAREER CLUSTER: \_\_\_\_\_

Average Starting Salary: \_\_\_\_\_

#### QUALIFICATIONS

|                         |  |
|-------------------------|--|
| Skills Needed           |  |
| Training Needed         |  |
| Minimum Education Level |  |

Am I Interested in this career?      YES    NO      Why?    Why Not?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

According to the Occupational Outlook Handbook, the projected growth rate for this career is: \_\_\_\_\_

A typical day on the job in this career would consist of:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Similar Careers include:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

