



# Gaming Concepts

M I D D L E S C H O O L

DIGITAL LIFE SKILLS

**SAMPLE**



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Mental  
Health  
Moments



GENERATION  
ESPSPORTS

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## **UNITS**

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

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2. Play with Purpose	18-21
3. The Journal Begins	22-23
4. Base Stats	24-25
5. Character Creation	26-28

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

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## **UNITS**

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

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## **UNITS**

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

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8. Gamer: LFW (Looking for Work)	140-142
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**Level 6: *Off to the Races!*** – The attribute of Agility will be addressed in this unit as students refine their emotional intelligence, enhance digital skills, and discover methods to organize and enhance their lives.

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## **UNITS**

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

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## **BONUS ROUND – Additional resources to ensure level completion!**

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# Character Creation

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

## **STANDARDS ADDRESSED:**

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

## **CASEL 5 STANDARDS ADDRESSED:**

- CASEL 3 Social Awareness
- CASEL 4 Relationship Skills

## **MATERIALS NEEDED:**

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



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

# Character Creation

**Directions:** (30 min.)

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

**Continued on next page**

## ADDITIONAL INFORMATION

Examples of RPGs that incorporate character creation:

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

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

# Character Creation

## NOTABLE QUOTABLE

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

~ **Hershall Cook**

## INSTRUCTOR NOTE

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

## Continued

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

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



# My Character

Name:

Character Name:

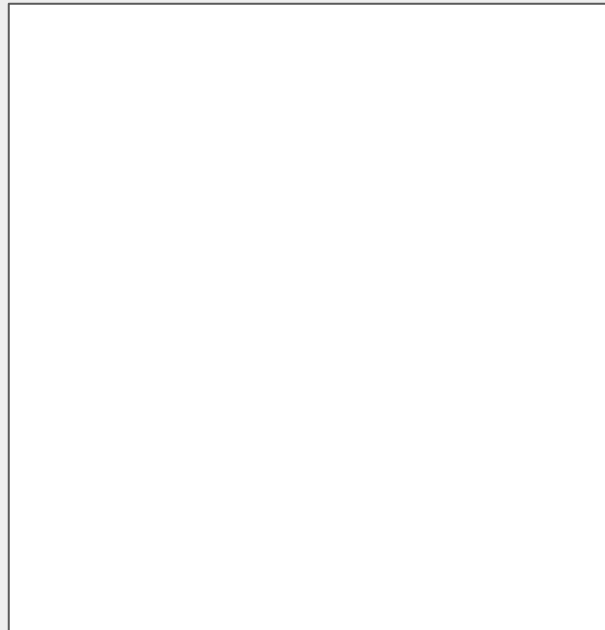
Magic Ability:

Favorite Color:

Hobbies:

Pet:

Draw or attach a picture of your character here:



Health % (same as your % grade in this course) \_\_\_\_\_

## ATTRIBUTES

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

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

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

# Standards Addressed

## ISTE 7 Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

# Standards Addressed

## National Health Education Standards

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

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

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

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

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

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

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

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

# Find Out More!

***Gaming Concepts Middle School Digital Life Skills*** is one of five resource bundles that can fit either semester or year long courses for STEM or CTE elective classes. They can also be scaled easily for after-school programs or integrated into existing classes.

The vertically aligned, STEM.org accredited and California A-G (suitable for B) approved series integrates esports with digital citizenship, college and career readiness, and mental wellness using integrated Mental Health Moments lessons.



**Want to talk more about Gaming Concepts?**

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[generationesports.com/schedule-a-call](https://generationesports.com/schedule-a-call)

