Gaming Concepts
Computer Applications

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High School Esports League

GENERATION ESPORTS

Meet the Authors

Dr. Kristy Custer spent 24 years in public education. Twenty years were spent in alternative education, including 12 years as a high school administrator. As an alternative educator, she helped create a nationally recognized alternative school program that garnered two National School of Character Awards, as well as a National Dropout Prevention Award. As the 2018 Kansas Principal of the Year, Custer has championed character education and alternative education. In addition to *Gaming Concepts,* Custer also co-wrote a year-long character education curriculum, *186 Days of Character.*

Dr. Michael Russell was a small business owner prior to beginning a career in alternative education. Russell championed the idea of utilizing esports and gaming in the classroom to reach students who were disengaged from school. During his time in the classroom, Russell assisted numerous educators in creating after-school esports programs and implementing for-credit scholastic gaming into their classrooms. Russell was awarded the Kansas Horizon Award for excellence in teaching and is often an invited speaker at educational and esports conferences.

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

A co-writer of the *Gaming Concepts* curriculum, Heidi Albin was also recognized as a 2017 Milken Educator and a 2019 Presidential Awardee for Excellence in Mathematics and Science Teaching. A science teacher for over 14 years, her passion is to teach underserved students life skills, improve their mental health, and to help other teachers do the same. Albin co-authored the year-long curriculum *186 Days of Character* and served as the Character Education Coordinator to lead the efforts to gain recognition for her school as a two-time National School of Character. She enjoys speaking at conferences to share innovative teaching ideas.

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

An Introduction to Gaming Concepts

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

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

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

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

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

Esports Career Connections

BUSINESS
Sales
Human Resources
Business Developer
Advertiser

MEDIA & CONTENT
Photographer
Videographer
Content Creator
Journalist

COMPETITIVE
Coach
Recruiter
Director
Player

MARKETING
Social Media
Creative Strategist
Web Designer
Artistic Director

ESPORTS CAREER CONNECTIONS

GENERATION ESPORTS

EDUCATION
Teacher
Coach
Curriculum Writer
Researcher

INFORMATION TECHNOLOGY
Technician
Engineer
Game Developer
QA & Support

EVENTS & PRODUCTION
Event Director
Shoutcaster
Streamer
Producer

HEALTH
Wellness Coach
Nutritionist
Psychologist
Fitness Trainer

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

Teaching the Curriculum

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

To appeal to the greatest number of school schedules, *Gaming Concepts: Computer Applications* was designed to be a one-year (186 days), 1.0 credit-long course. In its turn-key status, each lesson is intended to be taught in a one-hour time frame. Depending on the needs of the class, the times can easily be adjusted by increasing or decreasing purposeful gaming time and/or increasing direct and indirect instruction by supplementing with additional discussion and/or reflection time. For schools that have semester-long 1.0 courses, instructors can choose to combine two lessons per day and keep purposeful game play time at the recommended number.

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

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

Suggested Games for Purposeful Play

"What game should we play?" That is often the first question educators ask when using the *Gaming Concepts* courses. Purposeful Play time is meant to motivate students to attend class, draw connections between standards alignment and their lives, and help mediate authentic learning experiences under the eye of a responsible adult. The best time to teach digital citizenship is when students are online and gaming. The table below lists examples of games that could be used for Purposeful Play along with pertinent information.

Besides "What game should we play," the next question is "Can I teach this class if I'm not a gamer?" *Gaming Concepts* instructors need not worry whether they know how to play the games. THE STUDENTS KNOW HOW! And, if a student is unfamiliar with the games being played, it creates a perfect opportunity for peer mentorship and leadership.

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

Mental Health Moments

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

Where do I find "Mental Health Moments" in the *Gaming Concepts* Curriculum?
Throughout each unit in *Gaming Concepts*, there are select lessons that offer excellent opportunities to discuss five mental health determinants. The determinants that fall within the natural training and licensure of instructors are i.) positive emotion, ii.) engagement, iii.) relationships, iv.) meaning, and v.) accomplishment. The authors recognize that the majority of instructors are not licensed mental health practitioners; however, playing to those inherent strengths of instructors offers tremendous benefits for students and staff.

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

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

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

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UNIT 1: Start-Up – Students are introduced to Google Workspace and fundamental computing concepts with an emphasis on entrepreneurship within the esports industry. They learn about important tools like Google Docs, Sheets, and Slides, and they manage their Google Calendar. The unit covers the basics of operating systems, computer systems setup, and troubleshooting, allowing students to apply their knowledge practically in "Purposeful Play." Students explore the internet, cloud computing, and digital defense, gaining insights into network types, data travel, and cybersecurity. They investigate the roles of CPUs and operating systems, understand computer abstractions, and examine the legal aspects of software development. Through teamwork and conflict resolution exercises, students develop leadership and collaboration skills essential for entrepreneurial success in the digital age.

Lessons

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UNIT 2: Esports Entrepreneurs – Students deepen their understanding of entrepreneurship within the esports and gaming industries by examining the qualities of successful business leaders, exploring opportunities in esports startups, and developing essential digital collaboration skills using Google Workspace tools. They learn critical email management, data security practices, and the importance of regular data backups. Practical skills such as creating Gantt charts for project management and organizing files in Google Drive are covered to improve productivity and reduce stress. The unit also emphasizes the significance of quality assurance, feedback acceptance, and advice evaluation. Additionally, students prepare for job interviews and resume writing, understanding employer expectations and leveraging transferable skills gained from gaming to enhance their career prospects.

Lessons

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UNIT 3: Market Masters – Students explore the intersection of technology and business, focusing on how advancements like digital technologies, global connectivity, and automation influence the esports industry. They gain a comprehensive understanding of market research, including its objectives, ethical considerations, and methodologies, enhancing their Google Docs and Sheets skills to organize and analyze data. Students refine business ideas and employ AI tools for selection. They practice data collection using various tools and analyze this data to draw informed conclusions, creating marketing reports and reflecting on ethical data practices. Additionally, students develop essential customer relation skills, explore college pathways and career goals, and navigate career planning in a dynamic economy, culminating in personalized education plans to achieve their career aspirations.

Lessons

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UNIT 4: Strategic Blueprint – Students focus on building a safe and sustainable esports enterprise by learning about health, safety, and environmental management following OSHA and ESA guidelines. They explore the importance of creating and structuring business plans, including financial forecasting, KPIs, and marketing strategies. Practical skills are developed through activities like writing a business plan, editing for accuracy, and crafting executive summaries. Students explore essential entrepreneurship skills and how to secure jobs by creating resumes, cover letters, and job applications, thus preparing them for future career opportunities.

Lessons

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UNIT 5: Crafting Campaigns – Students focus on advanced communication, marketing, and digital skills essential for professional success. They learn to handle difficult conversations with empathy, master marketing campaigns, and create impactful visual branding. Students develop marketing materials, such as social media ads and websites, using Google tools, and explore continuous improvement methodologies for quality assurance. They gain insight into cybersecurity, career planning with SMART goals, and the ethical dimensions of technology, including biases in algorithms and digital privacy. The unit culminates in building online portfolios, practicing interview skills, and understanding the role of AI in modern careers, equipping students with a comprehensive toolkit for their future professional endeavors.

Lessons

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UNIT 6: Game Pitch – Students focus on developing and presenting effective business pitches. They learn the fundamentals of crafting a compelling pitch, including key content and presentation techniques. Utilizing Google Slides, students enhance their presentations with multimedia elements and practice professional delivery skills. They engage in feedback sessions to refine their pitches and prepare for a final presentation. Additionally, students explore global communication tools, like Google Translate, and electronic mailing list software to reach a broader audience. They continue to explore career paths and entrepreneurship in the gaming industry and examine how local and global trends impact gaming and esports.

Lessons

BONUS ROUND – Additional resources

Resource

Unit 1

UNIT 1: Start-Up – Students are introduced to Google Workspace and fundamental computing concepts with an emphasis on entrepreneurship within the esports industry. They learn about important tools like Google Docs, Sheets, and Slides, and they manage their Google Calendar. The unit covers the basics of operating systems, computer systems setup, and troubleshooting, allowing students to apply their knowledge practically in "Purposeful Play." Students explore the internet, cloud computing, and digital defense, gaining insights into network types, data travel, and cybersecurity. They investigate the roles of CPUs and operating systems, understand computer abstractions, and examine the legal aspects of software development. Through teamwork and conflict resolution exercises, students develop leadership and collaboration skills essential for entrepreneurial success in the digital age.

Lessons

1. Journey Into Computer Applications and Entrepreneurship
2. The OS Time Machine
3. From Setup to Purposeful Play
4. Managing Minds and Machines
5. Welcome to the Internet!
6. How Cloud Computing Changed the Game
7. Digital Defense
8. Digital Detectives
9. Understanding Computer Abstractions
10. Inside the Network
11. Why Can't We Play That Game?
12. Beyond Solo Play: Exploring Teamwork
13. Speaker: Teamwork
14. Harmony in Diversity: Behavior and Conflict Resolution

Why Can't We Play That Game?

Lesson Overview

Imagine creating a revolutionary app and then realizing that it violates a legal code you were unaware of! Laws and regulations govern various aspects of our lives, and in a world where software is a driving force behind social, economic, and industrial progress, it is important to navigate the web of laws and regulations that impacts software development. In this lesson, students will explore the interrelationship between software development and the legal system, learning about important laws and their purposes. Students will develop an understanding how these regulations not only protect intellectual property but also safeguard user privacy, promote fair competition, and ensure ethical use of technology. Additionally, students will analyze the beneficial and harmful effects that software laws and regulations may have on innovation.

STANDARDS ADDRESSED

- **ITC08**
- **ITC08.01**
- **ITC08.01.01**
- **ITC08.01.03**
- **ITC010.03**
- **ITC10.04.04**
- **ITC10.05.03**
- **ITC010.11**
- **ITC10.11.01**
- **ITC10.11.02**
- **ITC10.11.03**
- **ITC10.11.04**
- **ITC10.11.06**
- **ITC10.15.03**
- **ESS01.02.10**
- **ESS02**
- **ESS02.01**
- **ESS02.02.01**
- **ESS02.02.02**
- **ESS02.03**
- **ESS02.03.01**
- **ESS02.03.02**
- **ESS02.04.01**
- **ESS02.06**
- **ESS02.06.01**
- **ESS02.06.02**
- **ESS02.06.03**

- **ESS02.06.04**
- **ESS02.08**
- **ESS03.04**
- **ESS03.04.01**
- **ESS03.04.02**
- **ESS03.04.03**
- **ESS03.04.04**
- **ESS04.06**
- **ESS04.06.01**
- **ESS05**
- **ESS06.02.01**
- **ESS06.02.02**
- **ESS07.03.01**
- **ESS07.03.04**
- **ESS07.03.08**
- **ESS08**
- **ESS08.02**
- **ESS08.02.02**
- **ESS09.09**
- **ESS09.09.02**
- **ISTE 2**
- **ISTE 4**
- **ISTE 6**
- **ISTE 7**
- **CASEL 1**
- **CASEL 5**

MATERIALS NEEDED

- Whiteboard and markers
- **Worksheet:** Laws and Regulations (6 pages)

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

Day 1

- **INTRODUCTION (15 min.):** In small groups of three to five members, ask students to list their top ten favorite video games. Allow 2 to 3 minutes for discussion and listing. One group member should be the recorder for this step.

- Next, ask students to divide the list of their top ten video games into the following three categories: 1. appropriate for school, 2. possibly appropriate for school, and 3. definitely not appropriate for school. A different group member should be the recorder for this step.

- Groups should now list out why they put video games into each of the three categories. Allow students about 5 minutes to discuss and record. A third group member should be the recorder for this step.

- Write the three categories (1. appropriate for school, 2. possibly appropriate for school, and 3. definitely not appropriate for school) on the whiteboard and ask one representative from each group to list up to three of their games in each category. If students don't have any games listed in a category, they will leave that category blank. If a game that a student wants to list is already written on the board, they can indicate it by placing a tally mark next to it.
  - In groups of more than three students, the recorder for this step should be a student who hasn't already served as recorder in one of the previous steps.

Day 1 continued on next page

Day 1 continued

- **MENTAL HEALTH MOMENT (10 min.):** Lead a class discussion in which students justify why they put each game into each category. Ask the following guiding questions:
  - What makes a game inappropriate for school? Why?
  - Where do our opinions about what is and is not school appropriate come from?
  - What could be some consequences if a teacher let students play inappropriate games in class?

- **JOURNAL WRITING (10 min.):** Where do your ideas of what is appropriate or inappropriate, good or bad, and right or wrong come from? Think about the sources for your opinions and beliefs. Are they reliable? Do they change? Who influences them?

- **WHOLE GROUP (25 min.):** Now, tell students that just like there are rules about what makes games appropriate for schools, there are rules in the technology industry about what makes software appropriate for use. In this lesson, they will be learning about those rules.

- Give a brief explanation about the type of laws and regulations affecting software by addressing the following points. It is suggested that you write the six law categories on the board:
  - **Intellectual Property Laws:** Intellectual property is content that has been developed through creativity, such as a song, a book, information, or a program. Intellectual property is the ownership of information, instead of an item. The person or company who owns the intellectual information will have it copyrighted, trademarked, or patented to legally show their ownership. This property can be used by others but must be properly referenced to give credit to the owners.
  - **Anti-Piracy Laws:** When someone uses intellectual property without permission or presents it as their own, they are committing piracy. Examples of piracy include downloading stolen music or movies for free or buying one software license but downloading it on multiple devices. Many people commit piracy when they use someone else's streaming account instead of paying for their own. Laws against piracy, or anti-piracy laws, outline punishments and penalties for committing piracy.
  - **Open Source Licensing:** Not all intellectual property is private, protected, or requires payment to use. Open sources are programs, codes, or intellectual property that have been made freely available for use. Google programs such as Google Chrome, Google Cloud, and Google Docs are examples of open source programs. Free software is called freeware, and content that is not protected by intellectual property laws is considered to be in the public domain.

Day 1 continued on next page

Day 1 continued

- ○ **Privacy Laws:** Individuals have the right to keep personal information private. However, everyone has personal information on the internet, such as health records, bank accounts, and personal identification. There are many data collection methods that can occur without our knowledge, such as social media sites gathering user data even when the person isn't on the social media site, surveillance video in public places, or even tracking vehicles at intersections to cause the lights to change appropriately. Privacy laws determine what information can be gathered and how it can be used.

- ○ **Cybersecurity Laws:** Because criminals may attempt to commit the cybercrime of misusing or sharing information that is protected by Privacy Laws, companies and organizations that handle personal data are required to adhere to laws regarding how they protect that information. An example of a cybersecurity laws is the Health Insurance Portability and Accountability Act (HIPAA), which requires healthcare providers to protect the sensitive medical information of their patients.

- ○ **User Accessibility:** Because software and technological programs are so integral to our modern lives, there are standards that software must follow in order to make it accessible to everyone, including individuals with disabilities. If people who lack eyesight were unable to use technology, they would be unable to participate in many aspects of the economy and culture. Therefore, software code must be compatible with assistive technologies, such as screen-readers.

- ● If time remains at the end of your lesson, follow the instructions at the beginning of Day 2 for dividing students into groups and assigning laws/regulation categories.

Day 2

- ● **SMALL GROUP (60 min.):** Divide students into six groups, each group will address one of the law/regulation categories that was discussed at the end of Day 1. Groups should be no larger than four students, so large class sizes may need to have more than one group researching each category. The instructor may allow students to choose their categories or may assign categories, but ensure that each category is researched by at least one group.

- ● Have students turn to the "Laws and Regulations" worksheet pages in their Student Companion and locate the worksheet page that correlates to the law/regulation category they are assigned. Inform students that as they research their category, they must ensure that they address each of the information points on their worksheet.

- ● Inform groups that they will also create a presentation to summarize the information they find. Guide students to the bottom of the "Laws and Regulations" worksheet for their assigned category, where they will see the criteria that will be used to evaluate their presentations.

Day 2 continued on next page

INSTRUCTOR NOTES

School-appropriate video games:

Minecraft: Education Edition

Kerbal Space Program

SimCity

Planet Coaster

Age of Empires II: Definitive Edition

Human: Fall Flat

Day 2 continued

● To create their presentations, students can use a software that they are familiar with, such as Google Slides, or Canva. If students are not familiar with presentation software, direct them to go to canva.com and create an account using their school email address. Students will select the "Presentations" circle under the search bar and then select "Presentation (16:9)." From there, students can choose a template presentation to customize.

● Give students the entire class period to research their law/regulation category and create their presentation. Students should be ready to present by the beginning of the next class period

● There is no journal prompt for Day 2.

Day 3

● **WHOLE GROUP (60 min.):** Students will present their information. All groups need to present, so limit the time for each presentation in such a way that will allow for all groups to take a turn.

● During each presentation, the students who are listening should turn to the "Laws and Regulations Worksheet" that correlates to the category being presented and take notes for each of the information points. Students may need to use their own paper if they run out of room on the worksheets.
  ○ After all groups have presented, each student should have filled in the information for all five of the worksheets for the categories they were not assigned to present.

● There is no journal prompt for Day 3.

INSTRUCTOR NOTES

Categories of Laws and Regulations:

Intellectual Property Laws

Anti-Piracy Laws

Open Source Licensing

Privacy Laws

Cybersecurity Laws

Unit 2

UNIT 2: Esports Entrepreneurs – Students deepen their understanding of entrepreneurship within the esports and gaming industries by examining the qualities of successful business leaders, exploring opportunities in esports startups, and developing essential digital collaboration skills using Google Workspace tools. They learn critical email management, data security practices, and the importance of regular data backups. Practical skills such as creating Gantt charts for project management and organizing files in Google Drive are covered to improve productivity and reduce stress. The unit also emphasizes the significance of quality assurance, feedback acceptance, and advice evaluation. Additionally, students prepare for job interviews and resume writing, understanding employer expectations and leveraging transferable skills gained from gaming to enhance their career prospects.

Lessons
1. Decoding the DNA of Business Leaders
2. Uncovering Opportunities in Esports and Gaming Startups
3. Boosting Collaboration with Digital Tools
4. Essential Gmail Skills
5. Defending Your Documents
6. Essential Backup and IT Security Practices
7. Leading and Succeeding
8. Getting Organized
9. Project Tracking With Gantt Charts
10. Success Stories and Business Lessons
11. Advanced Formatting and Editing
12. Advice Worth Taking
13. Working Together for Better Results
14. Speaker: Preparing for Job Interviews and Resumes
15. Turning Gaming Passion Into Professional Success

Turning Gaming Passion Into Professional Success

Lesson Overview

Most job applications require applicants to list their skills, yet many of the valuable skills cultivated by gamers often go unrecognized or are undervalued. Gamers develop a wide array of competencies such as teamwork, strategic thinking, problem-solving under pressure, adaptability to rapidly changing scenarios, and proficiency with digital technologies—all of which are essential in both gaming and professional environments. Despite these skills being transferable, there's a gap in understanding among employers regarding their relevance outside of gaming contexts. This lesson will explore how these skills can be effectively identified, articulated, and leveraged by students to enhance their employability and pursue successful careers across many industries.

STANDARDS ADDRESSED

- ITC02.01
- ITC02.01.02
- ITC03
- ITC07
- ITC09
- ESS02.02.04
- ESS02.02.05
- ESS02.10.02
- ESS02.11
- ESS02.11.01
- ESS03
- ESS03.01.01
- ESS03.01.02
- ESS03.01.04
- ESS03.01.10
- ESS07.01.02
- ESS07.01.03
- ESS07.01.04
- ESS07.01.06
- ESS07.02
- ESS07.02.01
- ESS07.02.04
- ESS07.02.05
- ESS07.02.07

- ESS07.03
- ESS07.03.02
- ESS07.03.03
- ESS07.03.05
- ESS07.03.06
- ESS07.03.07
- ESS07.03.09
- ESS07.03.10
- ESS07.05.06
- ESS08.01.01
- ESS08.01.02
- ESS08.01.05
- ESS08.01.06
- ESS09.01.01
- ESS09.01.07
- ESS09.06
- ESS09.03
- ESS09.03.07
- ESS09.06
- ESS09.06.01
- ESS09.06.05
- ESS09.07.02
- ESS09.09.01
- ISTE6

MATERIALS NEEDED

- **Article:** *How Video Gaming Could Boost Your Career*
- **Presentation:** From Gaming To Career Success
- **Worksheet:** Transferable Skills
- Transferable Skills Scenarios (in the Instructor Manual)

DIRECTIONS:

- **WHOLE GROUP (15 min.):** Read or paraphrase the following: *Transferable skills are abilities and qualities that you can apply to various situations and jobs. These are skills that you develop over time and can use in different aspects of your life. For example, problem-solving skills honed in gaming can be invaluable in many job scenarios, such as troubleshooting technical issues in IT or developing strategies in business management. Teamwork and communication skills from multiplayer games are essential in almost any career where collaboration is key, like in healthcare or project management. Adaptability and quick thinking developed through gaming can help you stay flexible and respond effectively to unexpected challenges in dynamic work environments. These skills are not just limited to your professional life; they can also improve your personal interactions and decision-making abilities.*

- Read the article *How Video Gaming Could Boost Your Career* together as a class. After reading the article, discuss the following questions:
  - What are some common misconceptions about video gaming, and how does the article address them?
  - How can the skills gained from gaming give someone an advantage in a job recruitment processes?
  - Can you think of any real-world examples where someone successfully translated gaming skills into career success?
  - Can anyone share a time when you used one a transferable skill while gaming? How did it help you in the game? How might that skill help you in a job or in school?

Continued on next page

Continued

- **INDIVIDUAL WORK (20 min.):** Either together or individually, read over the presentation titled [From Gaming To Career Success](#).
  - Have students fill out the worksheet "Transferable Skills" in their Students Companions, and either discuss it in class or turn it in for a grade.

- **SMALL GROUP (20 min.):** Divide students into small groups of three to four members. Give each group one of the four "Transferable Skills Scenarios" that are located on the next page in this Instructor Manual. Students should write a short 2 to 3 minute script demonstrating how they would handle the situation using their gaming skills. Have each group present their script. Ask the following questions after each group presents:
  - What skills did you find most helpful in your scenario?
  - How did your gaming experiences prepare you for this challenge?
  - Can you think of other situations where these skills might be useful?
  - Encourage students to reflect on the activity and discuss how they might use these skills in their own entrepreneurial or professional work.

- **JOURNAL WRITING (5 min.):** Reflect on a specific instance in a game where you utilized a transferable skill such as problem-solving, resilience, or cooperation, and describe how this experience helped you in the game. Then, explain how this same skill could be beneficial in a real-world scenario, particularly in entrepreneurship, providing a detailed example of its application in starting or running a business.

INSTRUCTOR NOTES

Example Transferable Skills and Careers:

- **Strategic Thinking:** Business Management, Military Strategy
- **Teamwork:** Healthcare, Engineering Projects
- **Communication:** Marketing, Education
- **Problem-Solving:** IT Support, Scientific Research
- **Adaptability:** Emergency Services, Entrepreneurship

Transferable Skills Scenarios

DIRECTIONS: Divide students into small groups of three to four members and give each group one of the scenarios below. Instruct groups to write a short 2 to 3 minute script demonstrating how they would handle the situation using their gaming skills.

Read the following real-world scenario and think of the gaming skills that you could use to solve the situation. Write a short 2-3 min. script with your group, role-playing the scenario.

Scenario: Your team needs to develop a marketing strategy for a new product launch.

Read the following real-world scenario and think of the gaming skills that you could use to solve the situation. Write a short 2-3 min. script with your group, role-playing the scenario.

Scenario: You are starting a new business and need to secure funding from investors.

Read the following real-world scenario and think of the gaming skills that you could use to solve the situation. Write a short 2-3 min. script with your group, role-playing the scenario.

Scenario: Your company is facing a major project deadline, and you need to organize your team to meet the deadline efficiently.

Read the following real-world scenario and think of the gaming skills that you could use to solve the situation. Write a short 2-3 min. script with your group, role-playing the scenario.

Scenario: A customer has a significant complaint about your product, and you need to resolve the issue while maintaining customer satisfaction.

Unit 3

UNIT 3: Market Masters – *Students explore the intersection of technology and business, focusing on how advancements like digital technologies, global connectivity, and automation influence the esports industry. They gain a comprehensive understanding of market research, including its objectives, ethical considerations, and methodologies, enhancing their Google Docs and Sheets skills to organize and analyze data. Students refine business ideas and employ AI tools for selection. They practice data collection using various tools and analyze this data to draw informed conclusions, creating marketing reports and reflecting on ethical data practices. Additionally, students develop essential customer relation skills, explore college pathways and career goals, and navigate career planning in a dynamic economy, culminating in personalized education plans to achieve their career aspirations.*

Navigating Careers in a Changing Economy

Lesson Overview

In this lesson, students will engage in a comprehensive exploration of the cost of living and its implications on their future. This lesson emphasizes the importance of choosing a career that aligns with economic realities as students calculate the average cost of living and the salary they will need to earn. Students consider their aptitudes and preferences as they research various career fields and then explore a specific job posting, evaluating crucial aspects such as pay, benefits, stability, work-life balance, and career advancement. Students extend their investigation to different post-secondary education options, including colleges, universities, certification programs, apprenticeships, and military training, and consider how each education path correlates with varying levels of pay. Ultimately, students make a personalized plan outlining two education options, demonstrating a thoughtful and informed approach to navigating their future career paths in the face of the challenging cost of living.

STANDARDS ADDRESSED

- ITC05.03.02
- ITC05.03.03
- ESS01.01
- ESS01.01.01
- ESS01.03
- ESS01.03.01
- ESS01.03.02
- ESS01.03.04
- ESS01.03.05
- ESS01.03.06
- ESS02.01.04
- ESS02.01.05
- ESS02.01.06
- ESS02.03.03
- ESS02.09
- ESS02.09.01
- ESS02.09.02
- ESS03.04
- ESS03.04.02
- ESS04.01
- ESS04.07

- ESS04.07.01
- ESS04.07.02
- ESS04.08
- ESS04.08.01
- ESS04.08.02
- ESS04.08.03
- ESS04.08.04
- ESS04.10
- ESS04.10.01
- ESS09.02
- ESS09.03
- ESS09.03.01
- ESS09.05
- ESS09.05.01
- ESS09.05.02
- ESS09.07.01
- ESS09.07.02
- ESS09.09.01
- ESS09.10
- ESS09.10.01
- ESS09.10.03

MATERIALS NEEDED

- **Instructions:** Expense Analysis Instructions
- **Worksheet:** Career Options
- **Worksheet:** Education Analysis
- **Website:** What Career is Right for Me?
- **Website:** Indeed.com
- **Website:** Bureau of Labor Statistics Education Pays

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

Day 1

- **INTRODUCTION (10 min.):** Have students form small groups of two to three members and give them a few minutes to come up with a list of as many things as they can think of that they will need to pay for as adults, such as insurance, electricity bills, and etcetera.

- After students have compiled their list, have a representative from each group go to the whiteboard and write down their group's list. If other students have already written something from their list, they can place a checkmark next to it rather than writing it again.
- Briefly summarize the class's list and emphasize that there are many costs associated with every-day life and they will explore these today.

- **INDIVIDUAL WORK (15 min.):** Instruct students to follow the steps on page 1 of the "Expense Analysis Instructions" in their Student Companion to create a Google Sheet. The instructions are also provided in the Instructor Manual.

- **SMALL GROUP (15 min.):** After students have created their Google Sheets, and before they move to page 2 of their instructions, divide them into groups of three to five to find the information for each of the 35 costs listed on their Google Sheet. Students should evenly divide the number of costs they research and then share their information with their group members so that each student has all of the information.
  - For each of the costs listed, students should look up the average amount that people in their state spend for that cost each month. If state data cannot be found, national data may be used.

Day 1 continued on next page

Day 1 continued

- ○ For some costs, students might only find information for average annual amount instead of the monthly amount. They can list the annual amount in column D under "Annually" and leave column C blank for now.
- ○ If a student can only find a range of values for a cost, they should record the middle of that range.
- ○ Some costs may require a bit of math. For example, if the student can only find the average percentage of a house value that is charged for property tax, then the students will need to first find the average value of a home in their state and then use the percent to calculate the monthly or yearly cost.

- **INDIVIDUAL WORK (15 min.):** After entering the monthly values for each cost, students will calculate the annual costs for each monthly cost (or the monthly costs for annual figures they found). Each student should calculate these costs individually on their own sheet by following the second page of the "Expense Analysis Instructions."

- After students have completed the second page of the "Expense Analysis Instructions," take a moment to tell the students that the costs they calculated are averages, it is possible to live below the average and people can certainly live above the average. There are many factors that influence the average yearly costs such as kids, house size, and lifestyle. However, this average doesn't include things like vacations, gym memberships, gifts, and many other costs we don't always think about.

- Lesson extension: If students finish early, have them find the total for each cost category (housing, utility bills, etc.) and then create a pie chart to show what percent of the overall cost of living goes into each category. Instructions for creating a pie chart are found in the "Graph Creation Instructions" from "The 'How' of Market Research" lesson.

- **JOURNAL WRITING (5 min.):** Were you surprised by the average cost of living you calculated for your state? Was it higher or lower than you thought? Consider the average cost you calculated and write a statement summarizing the importance of planning for education and career.

Day 2

- **INTRODUCTION (10 min.):** Ask students to look at their journal entry from Day 1 and discuss their response with a nearby classmate. Then ask volunteers to share out their general thoughts about the cost of living that they calculated yesterday.
- ○ Facilitate a short discussion to impress upon students the importance of considering their careers and post-secondary options to ensure that they have the ability to earn an income that will support the lifestyle they want.

Day 2 continued on next page

INSTRUCTOR NOTES

The recent cost of living increase underscores the critical importance for students to thoughtfully consider their career paths. As living expenses rise, it becomes all the more critical that students assess the financial implications of their chosen professions and industries.

Day 2 continued

- **INDIVIDUAL WORK (40 min.):** Have students go to [What Career is Right for Me?](#) and complete the short career aptitude test. Students do not need to create an account, sign in, or provide any identifying information.
  - When students have completed all five steps of the career aptitude test, they will be provided with a list of recommended careers. Give students about 5 to 10 minutes to investigate any of the career results they find interesting by clicking on the links and reading through the overview, tasks, and skills tabs that come up.

- After students have investigated their recommended careers, instruct them to select a career field that they will analyze for the next few days. The career they select does not need to be one of the results from their career aptitude test, but it should be one they have a true interest in. Students may also select a career that relates to the business plan they have developed throughout this unit.

- Once students have selected a career field to pursue, instruct them to go to [indeed.com](#) and enter the type of job they are interested in within the "What" search box. Make sure that the "Where" box is empty so results aren't limited to a location. Inform students that they are not going to actually apply for any jobs (unless they want to) so location shouldn't matter. Students can search for a specific job or for a broad industry, such as esports.

- Allow students 10 minutes to browse through the job results that appear. As they do so, instruct them to answer the questions on Part 1 of the "Career Options" worksheet.

- After students have completed Part 1 of the worksheet, instruct them to select the job option that they most want, taking into consideration salary, job type, benefits, job description, and education requirements. Once students select a job, they will answer the questions on Part 2 of the "Career Options" worksheet

- **WHOLE GROUP (10 min.):** After students complete Part 2 of the worksheet, explain that while there are many aspects of a job to consider, when a person starts out in a career, they won't be able to have everything they want and will have to prioritize which aspects are most important. Many young people have the misconception that they will be able to get a job they love with excellent pay, great benefits, and reasonable hours as soon as they finish their education. The reality, however, is that most successful people with good jobs had to start out working long hours at difficult jobs to earn their way into a better job. Discuss the following question: If young people with little to no experience believe they are entitled to a perfect job right away, how will that affect their likelihood of future success?

- There is no journal prompt for Day 2. Day 3 will begin with journal writing.

INSTRUCTOR NOTES

Having students search for a specific job they want in order to discover the specific educational requirements can help them narrow down their post-secondary options.

Day 3

- **JOURNAL WRITING (10 min.):** Day 3 begins with journal writing. Read this journal prompt to students and have them quietly record their responses in their journals. *Pay now to play later, or play now and pay later. That principle means that if you want to enjoy an easier life in the future, you need to work hard now. But if you play around and don't work hard now, you will have to pay for that in your future. What is your current pay vs. play balance in your life right now? Is the amount of effort you are giving enough to pave the way for the kind of future you want?*

- After students have responded to the journal prompt, ask them how the "pay now to play later, or play now and pay later" principle applies to education.

- **WHOLE GROUP (15 min.):** Direct students to go to the [Bureau of Labor Statistics Education Pays](#) data table. As students look at the data table, have them answer aloud or in groups the following questions:
  - What trends do you notice?
  - Why do you think that the more education a person has, the less likely they are to be unemployed?
  - Look back at your Expense Analysis Google Sheet that you created on Day 1 of this lesson and locate the weekly total salary needed to support an average lifestyle (cell D39). Now look at the Bureau of Labor Statistics Education pays data table, what level of education does the average person need in order to earn enough to support an average lifestyle?

- Explain to students that the statistics listed are averages and there are many factors besides education that influence salary. But even though there are many exceptions, in general, the more education a person has, the higher their earning potential. Therefore education is an important factor to consider when planning career goals.

- **INDIVIDUAL WORK (35 min.):** Students should individually complete Part 1 of the "Education Analysis" worksheet in their Student Companion to learn about different post-secondary opportunities available to them.

- After students complete the worksheet, ask them to think about which type of education they want to pursue. If they aren't sure, have them refer back to the type of education required for the job the chose in Day 2 of this lesson.

- Students will now individually design a Google Sheet to record information about their chosen education option. Information that students need to include on their spreadsheet is listed on Part 2 of the "Education Analysis" worksheet.
  - The purpose for Part 2 of this worksheet is for students to make a plan they can follow and to practice their Google Sheets skills. Students may set up the spreadsheet however they wish, using the Google Sheets skills they have learned so far.

INSTRUCTOR NOTES

Many careers in IT do not require a four-year degree from a university. Help students who are apprehensive about college recognize that there are multiple paths to career achievement.

Expense Analysis Instructions

DIRECTIONS: Follow these instructions to set up an Expense Analysis Google Sheet. If you need detailed instructions on how to complete individual steps, refer back to the "Google Sheet Instructions" from your Student Companion that you used earlier in this unit.

1. Open a new Google Sheet. Title it "Expense Analysis" followed by your name. Set up the sheet to resemble the image below, ensuring the following:

	A	B	C	D
1	Category	Cost	Monthly	Annually
2		Mortgage/rent		
3	Housing	Property taxes		
4		Home maintenance/repairs		
5		Home insurance		
6		Water/sewer		
7	Utility Bills	Electricity		
8		Trash		
9		Internet		
10	Phone	Monthly bill		
11		Cost per month for new phone		
12		Car payment		
13		Insurance		
14	Transportation	Gas		
15		Maintenance and oil changes		
16		Tires		
17		Registration and DMV fees		
18		Groceries		
19	Food and supplies	Toiletries		
20		Cleaning supplies		
21		Pet food		
22	Clothing	Clothing		
23		Shoes		
24		Health insurance		
25	Healthcare/Medical	Copays		
26		Dental insurance		
27		Medications		
28	Retirement planning	Retirement savings		
29	Education	Student Loans		
30	Savings	Emergency fund		
31		Large purchases		
32		Restaurants		
33	Entertainment	Subscriptions		
34		Activities		
35	Lifestyle	Barber/Salon Services		
36		Childcare		
37				

- Column A cells are merged to include all the rows in the categories
- Column A is bold and centered vertically. Row 1 is bold and centered horizontally
- Categories are different colors (you may choose the colors)
- Columns A and B are enlarged and/or text is wrapped so that all text can be seen within the cells
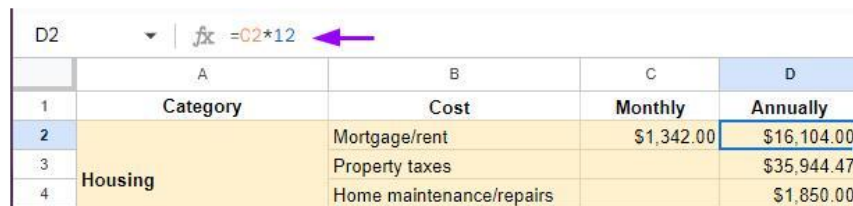
Important last step: Select columns C and D. Click Format on the top menu, then select Number and then click Currency. This will ensure that all the data you enter in is recorded in the correct format for US dollars.

Expense Analysis Instructions

DIRECTIONS: After completing page 1, your instructor will direct you to find the monthly costs to record in column C. AFTER you have completed your instructors directions for finding the monthly costs, you will individually follow the directions below to fill in the annual costs on your Google Sheet.

1. After entering the monthly values for each cost, you will calculate the annual costs correlating to each monthly cost (if you found the annual cost for a particular line, use division to find the monthly cost)
2. To calculate the annual cost, select the cell in column D that you want to calculate and, in that cell, type in the equals sign =. Then click on the cell in column C next to it that shows the monthly cost. The name of that cell will appear after the = sign in your cell in column D, for example, =C2. Type in the * sign into your cell in column D after the name of the column C cell. This indicates multiplication. Then type 12 after the * sign; your formula will look like =C2*12.
   a. If you are finding the monthly cost from the annual cost, you will use the / symbol for division instead of the * symbol.
3. Push enter and the correct annual cost should appear. The formula you typed will also appear in the function bar at the top of the spreadsheet. See the image below for an example, the purple arrow is pointing to the function bar.

4. Repeat steps 2 and 3 for each of your annual costs in column D. Note: A fast way to to this is to select cell D2 after you have inserted the function to calculate the cost, then place your cursor over the small circle that appears in the bottom right corner of the cell. Click the circle and hold, and then drag it down column D. This should apply the equation you entered for all of the cells in column D.
   a. Important: If you entered any of your costs directly into the annual column because you could not find the monthly cost, do not drag the equation box over that cell or it will turn that value to 0.
5. In cell C37, type "Annual total." Then in cell D37, type =Sum(and click and drag to select all the annual values in column D. Push enter and the number that appears is equal to the average cost of basic living per year.
6. Enter the following titles and formulas into rows 38-40 (row 37, which you have already done, is shown for reference.) Press enter after typing each of the formulas to reveal the total.

	Column C	Column D
Row 37	Annual total	=Sum(D1:D36)
Row 38	Monthly total	=D37/12
Row 39	Weekly total	=D38/4
Row 40	Hourly total	=D39/40

Unit 4

UNIT 4: Strategic Blueprint – *Students focus on building a safe and sustainable esports enterprise by learning about health, safety, and environmental management following OSHA and ESA guidelines. They explore the importance of creating and structuring business plans, including financial forecasting, KPIs, and marketing strategies. Practical skills are developed through activities like writing a business plan, editing for accuracy, and crafting executive summaries. Students explore essential entrepreneurship skills and how to secure jobs by creating resumes, cover letters, and job applications, thus preparing them for future career opportunities.*

Lessons

1. Building a Safe and Sustainable Esports Enterprise
2. What is a Business Plan?
3. Structuring and Styling Your Plan
4. Financial Forecasts and Foundations
5. Key Performance Indicators
6. The Marketing Plan
7. Putting it All Together: Forming the Business Plan
8. Editing the Business Plan
9. Plans and Portfolios
10. Speaker: Entrepreneurship
11. Crafting Your Career: Applications, Resumes, and Cover Letters

Putting it All Together: Forming the Business Plan

Lesson Overview

Writing a formal business plan with all the required components is a daunting task. However, students have already completed much of the work required for their plan in previous lessons. In this lesson, students will begin constructing their final business plan. First, they formulate a business description to detail their business name, location, purpose, model, unique selling propositions, and legal structure. They then collaborate with classmates to create an overview of their products and services. By understanding the importance of writing the business description after thorough market research and strategizing, students will recognize the need for a complete picture of their business model before articulating it. Finally, students begin to synthesize their extensive research, data analysis, and reports into a comprehensive business plan, compiling and organizing all necessary information effectively.

STANDARDS ADDRESSED

- ITC05.01
- ITC05.03
- ITC10.01.05
- ESS01.02.04
- ESS01.02.05
- ESS01.03.06
- ESS02.01.06
- ESS02.05.02
- ESS02.06.02
- ESS02.06.03
- ESS03.03
- ESS03.03.01
- ESS04.02.01
- ESS04.05
- ESS04.05.03
- ESS05.01.03

- ESS07.03.09
- ESS07.06.02
- ESS09.02.01
- ESS09.02.02
- ESS09.08.03
- ESS09.08.04
- ESS10
- ESS10.01
- ESS10.01.01
- ESS10.01.03
- ESS10.02.01
- ISTE 1
- ISTE 4
- CASEL 1
- CASEL 2
- CASEL 5

MATERIALS NEEDED

- **Worksheet:** Business Description
- **Worksheet:** Products/Services Description
- **Instructions:** Final Business Plan Instructions
- **Documents created in previous lessons:** Canva Business Plan Table of Contents PDF file, Business Plan Template Google Doc, Market Research Report Google Doc, Marketing Plan Google Doc, and Finances Google Sheet

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

Day 1

- **WHOLE GROUP (5 min.):** Read or paraphrase the following: *With all of the research, data analysis, and reports you have done for your business, you each have a solid idea of what your business will look like and are now ready to work on a business description.*
  - Ask students why they think they are forming their business description this late in the process, rather than at the beginning of the brainstorming phase. (Guide them to understand that there was a lot of information they needed to think through before they could get a complete picture of their business model.)

- **MENTAL HEALTH MOMENT (10 min.):** Tell students that they could have written their business description before performing the steps of market research and strategizing. Ask them if they think that would have been more helpful or if it would have been too difficult. Have several volunteers respond and justify their answers.
  - Hopefully, students will see that different people prefer different planning and organization methods and there is no one single correct way to plan. Emphasize that it is important for students to figure out what process works best for them.)

- **JOURNAL WRITING (10 min.):** What have you learned so far about your own strengths and weaknesses in planning and organizing through this activity course? How can understanding your preferred planning process help you in future projects and also in life goals?

Day 1 continued on next page

Day 1 continued

- **SMALL GROUP (35 min.):** Have students form small groups, preferably the same groups they have been working with as they have brainstormed and discussed various aspects of their business.
  - ○ Each student should access the "Business Description" worksheet and the "Products/Services Description" worksheet in their Student Companion and begin filling them out for their own business. Group members should discuss their ideas as needed and help each other brainstorm how to answer each of the questions based on their own business.
  - ○ Students should have both worksheets completed by the beginning of Day 2.

Day 2

- **WHOLE GROUP (5 min.):** Say or paraphrase: *Now that you have planned out your business description and products or services, you are now ready to write a formal business plan. Writing an entire, multi-page, technical business plan that includes an executive summary, a description of the company, market research, an overview of products and services, pricing, marketing, and financial projections is a daunting task. Good thing that your are already almost done! That's right, over the past couple of units, you have already completed the majority of the components for your business plan, now you just need to compile all of your information, add the missing pieces, and edit it. Think of how difficult writing your business plan would have been if you hadn't broken it down into smaller steps but tried to do it all at once!*

- **MENTAL HEALTH MOMENT (10 min.):** Ask students if they have ever heard the phrase "There is only one way to eat an elephant, one bite at a time." Then ask what they think it means. Say or paraphrase: *That is actually a quote from a man named Desmond Tutu, who was a South African Anglican bishop and social rights activist, known for his tireless work in opposing apartheid (a system of institutionalized racial segregation and discrimination) and advocating for human rights and peace. He was awarded the Nobel Peace Prize in 1984 for his efforts in promoting justice and reconciliation in South Africa. Think about how daunting his task of creating social change was! When he said "There is only one way to eat an elephant, one bite at a time," he was talking about tackling large and seemingly overwhelming tasks by breaking them down into smaller, more manageable steps. By focusing on taking one step at a time, even the most daunting tasks can eventually be completed.*
  - ○ *Obviously, writing a business plan is no where near the same level of difficulty as bringing about social change like Desmond Tutu accomplished, but his idea of persistence and gradual progress when facing big challenges can be applied to large projects such as your business plan. In the next part of this lesson, we are going to walk through the steps of creating your business plan together. As we do, pay attention to how much work you have already completed on your business plans.*

Day 2 continued on next page

**MENTAL HEALTH MOMENT
DAY 1**

Students learn the importance of understanding their personal planning processes and recognizing that different methods work for different people. Through reflection and discussion, they explore how their strengths and weaknesses in planning and organizing affect their approach to creating a business description. This activity encourages self-awareness, adaptability, and the development of personalized strategies for future projects and life goals.

Day 2 continued

- **WHOLE GROUP (40 min.):** Walk students through creating their business plan by following the process listed on the "Final Business Plan Instructions," which can be found in the Student Companion and in this Instructor Manual. Students will each be working on their own business plan, but walking through the steps as a class will help students remain focused and on task and prevent them from becoming overwhelmed or lost in the process.
  - ○ Let students know that they are creating their rough draft in this lesson; they will have time to edit and refine it in the next lesson.
  - ○ Before you begin the instructions, have students go to their Business Planning Documents Google Folder and open the PDF file of the saved Business Plan Table of Contents that they created in Canva. They should keep this document open so they can refer to it as you guide them through the steps of the business plan.

- Take time to emphasize how important it is that students have properly organized their files by saving all of their previous documents for their business in their "Business Planning Documents" Google Folder on their Drive. Have them consider how much more difficult the process of writing their business plan would be if they didn't have everything in one place.

- **JOURNAL WRITING (5 min.):** How do you think the practice of breaking down large tasks into smaller objectives affects motivation? What large task in your life right now can you use this strategy for?

**MENTAL HEALTH MOMENT
DAY 2**

Students learn the value of breaking down large tasks into smaller, manageable steps, which enhances motivation and reduces feelings of being overwhelmed. Through reflection on their own experiences and Desmond Tutu's quote about eating an elephant one bite at a time, students understand how persistence and gradual progress can be applied to completing their business plans as well as significant tasks in their personal lives. This fosters self-awareness, resilience, and effective planning skills.

Final Business Plan Instructions

DIRECTIONS: Follow these instructions to create a template for your business plan.

Create the document:

1. Go to your Business Planning Documents Google Folder and open your Business Plan Template Google Doc. Create a copy of your template and name it "Final Business Plan" followed by your name. Save this copy to your Business Planning Documents Google Folder.
2. Replace the placeholders you created on the title page with the correct information. Use the business name you have chosen for your business, the title should be "Business Plan," use today's date, and insert your own name.
3. Search online for an image that you feel represents your business. Insert that image in the designated area at the bottom of your title page.

Business Description

4. Skip the Table of Contents and Executive Summary for now and go to page 3, which has the heading "Business Description" and type in your answers to each of the questions from your "Business Description" worksheet.
   a. Remember that what you type beneath the heading should be in the Normal Text style.

Market Research

5. Copy and paste everything from your Market Research Report (except for the title page and table of contents) into your Business Plan Google Doc, starting at the page with the "Market Research" heading.
   a. This will likely require you to add several pages to this section.
   b. Don't worry if it is a bit messy, you will have time to edit and refine it in the next lesson.

Products/Services

6. On your page with the heading "Products/Services," type in your answers to each of the questions from your "Products/Services Description" worksheet.

Marketing and Sales Strategy

7. Copy and paste everything from Marketing Plan Google Doc (except for the title page and table of contents) into your Business Plan Google Doc, starting at the page with the "Marketing and Sales Strategy" heading. Add pages as needed.

Final Business Plan Instructions

Funding and Financial Projections

8. On the page with the heading "Funding and Financial Projections," create a table to record the following information for all three years from your Finances Google Sheet:

Category	Year 1	Year 2	Year 3
Total Revenue (Sales)			
Total Cost of Sales			
Gross Profit			
Sub-total Expenses			
Reserve for Contingencies			
Total Expenses			
Net Profit Before Taxes			
Federal Income Taxes			
State Income Taxes			
Local Income Taxes			
Net Income			

9. After entering your information into the table you just created, Copy and paste the pie chart you created in your Finances Google Sheet on to your "Funding and Financial Projections" page beneath your table.

10. Create pie charts in your Finances Sheet for years 2 and 3. Copy and paste them into your "Funding and Financial Projections" page as well. Make sure that each chart is labeled with its year.

Unit 5

UNIT 5: Crafting Campaigns – Students focus on advanced communication, marketing, and digital skills essential for professional success. They learn to handle difficult conversations with empathy, master marketing campaigns, and create impactful visual branding. Students develop marketing materials, such as social media ads and websites, using Google tools, and explore continuous improvement methodologies for quality assurance. They gain insight into cybersecurity, career planning with SMART goals, and the ethical dimensions of technology, including biases in algorithms and digital privacy. The unit culminates in building online portfolios, practicing interview skills, and understanding the role of AI in modern careers, equipping students with a comprehensive toolkit for their future professional endeavors.

Lessons

1. From Tact to Impact: Delivering Messages with Thoughtfulness
2. Mastering Marketing Campaigns
3. Visual Branding and Logo Design
4. Visual Elements for Marketing
5. Mobile-First Video Advertising
6. The Good, the Bad, and the Controversy
7. Mastering Meetings
8. Understanding Client Needs and Website Layout Design
9. Creating a Website with Google Sites
10. HTML, DHTML, and XML
11. Quality Assurance and Continuous Improvement
12. Speaker: Cybersecurity Expert
13. From Player to Professional
14. Decoding Digital Fairness: Exploring Biases in Algorithms
15. The Ghosts of Posts' Past
16. Humanizing Your Business with Social Media
17. Tech's Ripple Effect: Examining Impacts
18. Opportunity Costs of Digital Overload
19. Understanding AI: Beyond the Hype and Hysteria
20. How Can I Help You Today? Responsible Use of Generative AI
21. Speaker: The Future is AI
22. Online Portfolios and In-Person Interviews

How Can I Help You Today? Responsible Use of Generative AI

Lesson Overview

In this lesson, students learn about the diverse capabilities of Google's AI tool, Gemini, and how it can assist in various tasks such as brainstorming, writing assistance, research, and creative prompts. They explore the tool's functionalities by working with prompts in small groups and comparing the AI-generated responses. Students also use Gemini to create a marketing plan, and then compare the AI-generated plan to the one they wrote in Unit 4. Next, they use Gemini to help them refine their original work, and analyze the outcomes and strategies of the two different methods, focusing on which is more appropriate and effective for learning. The lesson emphasizes critical thinking, responsible use of AI, and the importance of refining one's own work rather than relying solely on AI-generated content. Additionally, students discuss and journal about the ethical considerations of using AI, particularly regarding plagiarism, and create personal guidelines for using AI responsibly.

STANDARDS ADDRESSED

- ITC01
- ITC04
- ITC05.01
- ITC05.01.01
- ITC05.02.02
- ITC08
- ITC08.01
- ITC08.01.03
- ITC10.01.04
- ITC10.02.04
- ITC10.03
- ITC10.03.02
- ITC10.03.03
- ITC10.06
- ITC10.06.01
- ESS01
- ESS01.02.05
- ESS01.02.07
- ESS02.04
- ESS02.04.01
- ESS03.01.08

- ESS03.04.03
- ESS03.04.04
- ESS04
- ESS04.02
- ESS04.04.03
- ESS07.01.07
- ESS08
- ESS08.01
- ESS08.01.01
- ESS08.01.02
- ESS08.01.03
- ESS08.01.04
- ESS08.01.05
- ESS08.01.06
- ESS09.01.01
- ESS10
- ISTE 1
- ISTE 2
- CASEL 2
- CASEL 5

GOOGLE SKILLS INTRODUCED

- Google Gemini

MATERIALS NEEDED

- **Website:** gemini.google.com
- **Worksheet:** Generative Gemini
- **Worksheet:** AI Assistant
  Documents from previous lesson: Marketing Plan Google Doc from "The Marketing Plan" Unit 4 lesson.

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

Day 1

- **WHOLE GROUP (15 min.):** Tell students that, since they have learned about generative AI, as well as its benefits and potential drawbacks, it is now time to use AI to see what it can do!

- Explain that Google's AI tool is called Gemini and that there are many ways students can use Gemini. Go over the following examples:
  - **Brainstorming:** Prompt Gemini with a general idea and it can help you generate creative ideas and outlines.
  - **Writing Assistance:** Gemini can help you craft different phrasings and improve your writing style.
  - **Research Assistant:** Prompt Gemini with questions on a topic and it can provide factual summaries from reliable sources.
  - **Concept clarification:** If you are confused about a topic, such as a scientific principle or historical event, Gemini can explain it in a clear and concise way, using simpler terms if needed.
  - **Multiple perspectives:** Gemini can help you understand different viewpoints on an issue by providing summaries of arguments from various sources.
  - **Practice for tests:** Gemini can generate practice questions on a specific topic you're studying.
  - **Creative writing prompts:** If you need ideas for a writing topic, Gemini can provide writing prompts to spark your creativity.
  - **Storytelling:** If you have a story idea but don't know where to take it, Gemini can give you suggestions to help you develop your plot and characters.
  - **Translation:** Gemini can help with basic language translations.

Day 1 continued on next page

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Day 1 continued

- Students will now access Gemini. If you do not want your students to access Gemini, see the option in the sidebar of this page.

- Explain to students that Gemini is a separate AI tool within the Google ecosystem, not a part of standard account settings. Therefore, it must be accessed through the Google Gemini web app.
  - Students should be signed in to their existing Google Account on their devices, then go to gemini.google.com (**Note**: going to "gemini.com" will take students to the wrong software. Ensure students use the correct URL).
  - If their Google account is eligible and in the right region, they should be able to access Gemini (Gemini may have minimum age requirements in some regions).
    - If students are not able to access Gemini through their Google accounts, follow the directions in the sidebar of this page.
    - If students are able to access Gemini, they will land on a screen that says, "Hello. How can I help you today?" with a bar at the bottom where students can type in prompts.

- **SMALL GROUP (30 min.):** In groups of two or three, students should turn to the"Generative Gemini" worksheet in their Student Companions. This worksheet contains a list of prompts for students to type into Gemini.
  - Students may alter the prompts to fit their interests, but the prompts should follow the same general format (For example, a group may change the prompt, "Write a news headline from the perspective of a dog who just witnessed a bank robbery," to "Write a news headline from the perspective of a bird who just witnessed a car chase.")
  - Group members should type in each prompt together, with each student typing the same prompt on their own device so they can compare and contrast the responses they each get.
  - Allow approximately 30 minutes for groups to type each prompt and compare the responses.

- **WHOLE GROUP (10 min.):** Wrap up by asking students the following questions:
  - Did the responses your group members received from Gemini differ? If so, why do you think the system didn't generate the same content for everyone? (Answers: As an individual continues to use Gemini, it can start personalizing responses for that user, Gemini injects randomness during the generation process, or it might access and process different information for different users, creating slightly different responses.)
  - Why would using AI for all of your writing and content generation activities be detrimental to your own abilities and growth? (Students should discuss this as a class and then write their own response to the same question in their journal.)

- **JOURNAL WRITING (5 min.):** Why would using AI for all of your writing and content generation activities be detrimental to your own abilities and growth?

INSTRUCTOR NOTES

If your district does not allow students to use AI, or if students are not able to access Gemini, the instructor can show the features of Gemini by projecting their screen as they enter the prompts from the "Generative Gemini" worksheet into their own account, allowing students to see the type of content that is generated.

Day 2

- **Note:** If your students are unable or not allowed to access Gemini, skip this lesson and go directly to Day 3.

- **INDIVIDUAL WORK (30 min.):** Tell students that they will put AI to the test today by using it for a functional purpose. In Unit 4, students wrote a Marketing Plan. Today, they will use generative AI to improve their plan.

- Students should access their Business Planning Documents Google Folder that they created earlier in this course and locate their Marketing Plan Google Doc that they crafted in "The Marketing Plan" Unit 4 lesson.
  - Have students refresh their memory about their marketing plans by individually reading over their plans. As they read their plans, they need to specifically note the following information so they can use it in prompts for Gemini: company name, type of industry their business is in, products/services they offer, who their target audience is and their demographics, and marketing goals.

- Project or write the following prompt template on the white board: "Create a marketing plan for [company name], a [industry] company offering [products/services]. The target audience is [describe the target audience]. The main goal of the plan is to [overall objective]. Some specific goals include [specific goals]. What are some key marketing strategies we can use to achieve these goals and leverage our competitive advantage?"
  - Students will type that prompt into Gemini and fill in the brackets with their business' information.

- After clicking the submit icon, Gemini will generate a marketing plan. Students should read through the AI generated marketing plan and compare it to their own.

- **SMALL GROUP (10 min.):** Have students turn to a partner and discuss the following questions:
  - What was different about your marketing plan and the one Gemini made?
  - Which one gave more information?
  - How could you help Gemini generate a more detailed market plan? (Answer: provide more details n the prompt - the more detail provided in a prompt, the more detailed the response can be.)
  - Does the Gemini marketing plan look like you wrote it? Or is it obvious that it is AI generated?
  - If you turned the marketing plan Gemini created in to your instructor and said it was your own, would that be plagiarism? Why or why not? (Note, this topic will be discussed further on Day 3)

- **JOURNAL WRITING (5 min.):** Write your own thoughts about if submitting an AI generated document as your own would be plagiarism or not.

Day 2 continued on next page

INSTRUCTOR NOTES

Using clear prompts with Gemini is like giving it good search terms. Specific details help Gemini understand what the user needs and produce the most accurate and helpful response. The better your prompt, the richer and more relevant the information you will get out of this powerful tool. Note the detail that is required to write an effective prompt for a marketing plan.

Day 2 continued

- **WHOLE GROUP (15 min.):** Inform students that, rather than using AI to generate an entire document, a much better way for students to use this tool is to have it help refine a document you have already created. This also helps you ensure that you are using your own work and not relying solely on AI.

- Ask students for examples of ways they could use AI to improve the marketing plan they already wrote, and then give this overview of possibilities:
  - **Clarity and Concision:** Copy and paste sections of your plan into Gemini and ask it to "rewrite this for clarity and conciseness." Gemini can suggest ways to rephrase sentences, remove unnecessary jargon, and ensure your message is clear and easy to understand.
  - **Impactful Language:** Highlight sections where you really want to make a point and ask Gemini to "rephrase this to be more impactful." It can help you write stronger statements that resonate with your target audience.
  - **Strengths and Weaknesses:** Provide Gemini with an overview of your plan and ask it to "identify the strengths and weaknesses of this marketing plan." It can analyze your content and highlight areas that are well-developed and areas that might need more detail or justification.
  - **Missing Elements:** Ask Gemini to "suggest additional elements that might be beneficial for a marketing plan targeting [your target audience]." It might identify industry best practices or suggest additional sections that could strengthen your plan.
  - **Target Audience Analysis:** Provide the description of your target audience, to Gemini and ask it to "analyze this target audience and suggest marketing strategies that would appeal to them." It can draw on its knowledge base to suggest relevant marketing tactics and messaging approaches.

Day 3

- **INDIVIDUAL WORK (30 min.):** Students should turn to the worksheet "AI Assistant" in their Student Companions. This worksheet contains the instructions for using AI to refine an original document, which you discussed at the end of Day 2.
  - Students should follow the directions for each of the five suggestions for using AI to refine their original marketing plan. They need to perform each suggested action in at least one part of their original document.

- **SMALL GROUP (10 min.):** After allowing 30 minutes for students to refine their original marketing plan document, say or paraphrase: *You have seen how using AI as an assistant to improve your own original work can be very helpful. You have also seen how AI could be used to generate an entire document.*

- Ask students to discuss the following questions in small groups:
  - Which was the more appropriate method for using AI: having it generate a document for you or having it help you refine your own writing? Why?

Day 3 continued on next page

INSTRUCTOR NOTES

If your class skipped Day 2 because students are unable to use Gemini, also skip the first 30 minutes of Day 3. This time can be replaced with Purposeful Play.

Day 3 continued

- ○ Which method taught you more about the details and nuances of your marketing plan, and marketing plans in general?
- ○ Do you think a marketing professional could get away with having AI generate an entire marketing plan without first going through the steps of writing it themself? Why or why not?

- Say or paraphrase to the entire class: *You should think of Gemini as a research assistant, not a magic answer machine. You can use Gemini to find sources and information for your projects. Ask it to summarize complex topics or explain key concepts. This deepens your understanding and helps you learn more effectively. You can also use Gemini as a brainstorming buddy. It can generate creative prompts, suggest different angles, and help you develop a strong starting point. Gemini also makes a great writing coach by helping you improve sentence structure, find better word choices, and refine your writing style. However, it shouldn't write entire sections for you.*

- **MENTAL HEALTH MOMENT (15 min.):** Ask students to share their thoughts from their discussion and journal writing During Day 2 as to whether submitting an AI generated document as their own would be plagiarism or not. Then summarize:
  - ○ Oxford Languages defines plagiarism as "the practice of taking someone else's work or ideas and passing them off as one's own." Some try to argue that submitting AI generated content as your own is not plagiarism because, since it is machine generated, you aren't stealing from another human. However, submitting AI-generated content for an assignment for which you are supposed to do work to earn points is wrong. Here's why:
    - ■ You aren't doing the work that you are supposed to do in exchange for the points. The purpose of the assignment is to do the work, the final submission is proof that you did the work.
    - ■ You are not demonstrating or using your own understanding, so you are not actually using the learning process.
    - ■ School assignments teach you more than just facts. Assignments are designed to help you analyze information, form your own arguments, and express your knowledge, thoughts, and ideas clearly. If you have AI do all of this work for you, you will not learn these skills and AI will become a crutch which you can't function effectively without.

- Continue: *There are two good rules you can follow to ensure that you are using generative AI responsibly. First, always cite your sources! If you paraphrase or use information from Gemini, credit the original source in your work. You can check the sources that Gemini uses by clicking the Google "G" beneath the generated response. Second, use your own brain! Think critically about the information Gemini provides. Don't just blindly accept everything it suggests. Analyze it, understand it, and then express it in your own words.*

- **JOURNAL WRITING (5 min.):** Come up with your own golden rule for using Gemini responsibly.

MENTAL HEALTH MOMENT DAY 3

Students develop critical thinking skills by analyzing and evaluating information provided by AI, ensuring they understand and can express it in their own words. This encourages independent thought and responsible use of technology. Additionally, they create a personal guideline for using AI responsibly, reinforcing self-awareness and ethical considerations.

Unit 6

UNIT 6: Game Pitch – *Students focus on developing and presenting effective business pitches. They learn the fundamentals of crafting a compelling pitch, including key content and presentation techniques. Utilizing Google Slides, students enhance their presentations with multimedia elements and practice professional delivery skills. They engage in feedback sessions to refine their pitches and prepare for a final presentation. Additionally, students explore global communication tools, like Google Translate, and electronic mailing list software to reach a broader audience. They continue to explore career paths and entrepreneurship in the gaming industry and examine how local and global trends impact gaming and esports.*

Lessons
1. Pitch Perfect
2. Pitching with Google Slides
3. Slide to Success
4. Pitch Like a Pro
5. Pitch Polishing
6. The Final Pitch
7. Global Pitches
8. Fast Pitch
9. Speaker: Exploring Career Opportunities in Esports
10. The Impact of Local and Global Trends on Gaming and Esports

The Impact of Local and Global Trends on Gaming and Esports

Lesson Overview

Understanding the impact of local and global trends on gaming and esports is crucial because these industries are significant cultural and economic forces. Technological advancements like virtual reality and mobile gaming, along with social media and streaming platforms, are transforming how games are played and shared. By analyzing these trends, students gain critical thinking skills and insights into the interconnected nature of our world. Additionally, the gaming and esports sectors offer diverse career and entrepreneurial opportunities, such as game development, content creation, and event management. Awareness of industry trends prepares students for future careers and entrepreneurial ventures in this rapidly evolving field. In this lesson, students will understand and identify how local and global trends influence gaming and esports and explore entrepreneurial opportunities within the gaming and esports sectors.

STANDARDS ADDRESSED

- ITC05
- ITC05.01.01
- ITC05.02
- ITC07
- ITC09.01
- ITC09.01.01
- ITC10.02.04
- ITC10.03
- ITC10.03.02
- ITC10.03.03
- ESS01.02
- ESS01.02.05
- ESS01.02.10
- ESS02.06
- ESS02.06.01
- ESS02.06.04
- ESS02.06.05

- ESS02.06.06
- ESS04.04
- ESS04.06
- ESS04.06.01
- ESS04.06.02
- ESS04.09
- ESS04.09.02
- ESS05
- ESS07.01.05
- ESS09.08.04
- ESS09.09.02
- ISTE 2
- ISTE 3
- ISTE 6
- ISTE 7
- CASEL 3
- CASEL 4

GOOGLE SKILLS INTRODUCED

- Adding Speaker Notes
- Using Presenter View
- Using the Audience Q&A Feature
- Using the Explore Feature
- Collaborating

MATERIALS NEEDED

- **Video:** How Has Gaming Changed in the Last 10 Year?
- **Instructions:** Gaming and Esports Trends Instructions
- **Rubric:** Gaming and Esports Trends Rubric
- **Instructions:** Slide Collaboration

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

Day 1

- **WHOLE GROUP (20 min.):** Read or paraphrase the following:
  Gaming and esports are heavily influenced by a variety of factors. These can include technological advancements, cultural trends, economic shifts, and even political changes. For example, the rise of mobile gaming has made games accessible to more people worldwide. Similarly, social media platforms have created new ways for gamers to connect and share experiences. These trends create numerous entrepreneurial opportunities, such as starting a game development studio, creating content for streaming platforms, or organizing esports tournaments.
  - Ask students to list technological advancements, cultural trends, economic shifts, and political changes that they can think of which have influenced gaming and esports.
  - Watch the video How Has Gaming Changed in the Last 10 Years? (8:03 min.) as a class. Then, discuss the following questions:
    - How do you think the concept of FOMO (Fear of Missing Out) affects your gaming experience and purchasing decisions?
    - How has the relationship between game companies and content creators (on platforms like YouTube and Twitch) influenced the gaming industry?
    - What are your experiences with cloud gaming services? Do you see cloud gaming becoming a mainstream way to play games in the future?
    - Can you think of any other significant trends or changes in the gaming industry that were not mentioned in the video?

Day 1 continued

- **SMALL GROUP (30 min.):** Students should turn to the instruction sheet "Gaming and Esports Trends Instructions" in their Student Companions. As a class, read through the instruction sheet, as well as the "Gaming and Esports Trends Rubric" and the "Slide Collaboration Instructions" (all three documents are provided in this Instructor Manual as well).
  - Divide students into small groups and go over the instructions and rubric. Each group will focus on a different trend in esports (examples include: the rise of competitive gaming leagues, the impact of streaming platforms on esports, the growth of esports sponsorship and marketing, the emergence of cloud gaming, the expansion of subscription services, or the development of cross-play). *Additional instructor instructions are included below:*
  - The instructor can either assign groups a topic or let groups choose their own topics. After instructor approval, groups will research their assigned topic and use Google Slide collaboration tools to prepare a brief Google Slides presentation on how this trend impacts the esports industry and community. Students should think about both local and global effects, as well as potential entrepreneurial opportunities.
  - Go over the "Slide Collaboration" instruction sheet with students. After one group member sets up and shares the Google Slide presentation, students should work on their own devices on one or two slides for the presentation. Students will have about 20 minutes during Day 2 to complete their work.

- **JOURNAL WRITING/Mental Health Moment (10 min.):** Trends such as diverse representation in games, inclusive community initiatives, accessible technology, and educational programs help break barriers, build self-confidence, and create opportunities. Reflect on how current trends in esports and gaming can benefit underrepresented groups and contribute to a more inclusive esports community. Consider what specific trends in esports and gaming have the potential to promote inclusivity and how these trends can help underrepresented groups gain more access and opportunities in the esports industry.

Day 2

- **SMALL GROUP (20 min.):** Students should spend 20 minutes completing and practicing their presentations. Students should make sure they meet the requirements of the rubric and understand how to use the Presenter View and Audience Q&A features in Google Slides.

- **WHOLE GROUP (40 min.):** Groups should take turns presenting their Google Slides presentation to the whole class.

MENTAL HEALTH MOMENT DAY 1

Students will understand how current trends in esports and gaming can benefit underrepresented groups and contribute to a more inclusive community. These trends empower students from diverse backgrounds to engage in esports, develop essential skills, and pursue equitable career paths, promoting a sense of belonging and ethical behavior within the gaming world.

Gaming and Esports Trends Instructions

Directions: Use the following instructions to collaborate with your group members on your group's Gaming and Esports Trends Google Slide presentation.

1. Go over the "Gaming and Esports Trends Rubric" in your Student Companion.

2. Each group will focus on a different trend in esports. Examples include: the rise of competitive gaming leagues, the impact of streaming platforms on esports, the growth of esports sponsorship and marketing, the emergence of cloud gaming, the expansion of subscription services, the development of cross-play, or another topic approved by the instructor.

3. The instructor can either assign groups a topic or let groups choose their own topics.

4. After instructor approval, groups will research their assigned topic and use Google Slide collaboration tools to prepare a brief Google Slides presentation on how this trend impacts the esports industry and community.

5. Look over the "Slide Collaboration" instruction sheet in your Student Companion.

6. When creating slides, think about both local and global effects, as well as potential entrepreneurial opportunities. Each student in the group should create and present at least two slides. Think of the following topics as your group creates their presentation:
   a. Identify how your group's trend influences gaming and esports. Provide brief background knowledge.
   b. Explain how your group's trend impacts the gaming industry, include both positive and negative effects.
   c. Analyze the implications of your group's trend on the gaming industry and community.
   d. Explore entrepreneurial opportunities within the gaming and esports sectors that are emerging due to your group's trend.
   e. Discuss how esports and gaming might be influenced in the future because of your group's trend.

7. On Day 2 of this lesson, your group will present to the class. Make sure each group member knows how to use Presenter Notes as well as Audience Q&A before your presentation.