

VGCWORLDWIDE PRESENTS

# A Framework

For Encouraging Social Emotional Learning Through Gaming

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Apple Distinguished Educators  
Books



## CHAPTER 1

# Gaming and CASEL



***“Video games are the perfect tool for making the socially awkward students in my room socially active.”***

***Josh Bound***



# The Framework



***Mission:*** Making the socially awkward, socially active

***Vision:*** Encourage social and emotional learning through gaming

***Goal:*** Establish a Video Game Club in every secondary school in the world to encourage social and emotional learning through gaming

***Standards:***

The Collaborative for Academic, Social, and Emotional Learning (CASEL, 2017) states that social and emotional learning (SEL) standards differ from traditional academic standards in that their purpose is to serve as learning goals or competencies. To determine these standards, districts should consider what soft skills students need to be competent, successful adults. Further, CASEL maintains that once these learning standards are established, they can be used to construct objectives for student learning that create shared expectations and focus instruction.

Video Game Clubs of America (VGCUSA) and Video Game Clubs Worldwide (VGCWW) supports CASEL's recommendation for districts to assess the unique needs of their schools in order to establish a shared vision for their SEL plan. Through its own assessment of student needs, VGCUSA has established the following framework that highlights CASEL's core competencies, establishes social and emotional standards, and identifies learning goals/competencies. Further, these goals are linked to Pennsylvania (USA), Standards for Student Interpersonal Skills (2012) and examples of how the use of gaming supports their attainment is provided.

## ***Five Core Competencies of Social and Emotional Learning (adapted from CASEL, 2017):***

### **1. Self-Awareness**

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

### **2. Self-Management**

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals
- Motivate and discipline self

### **3. Social Awareness**

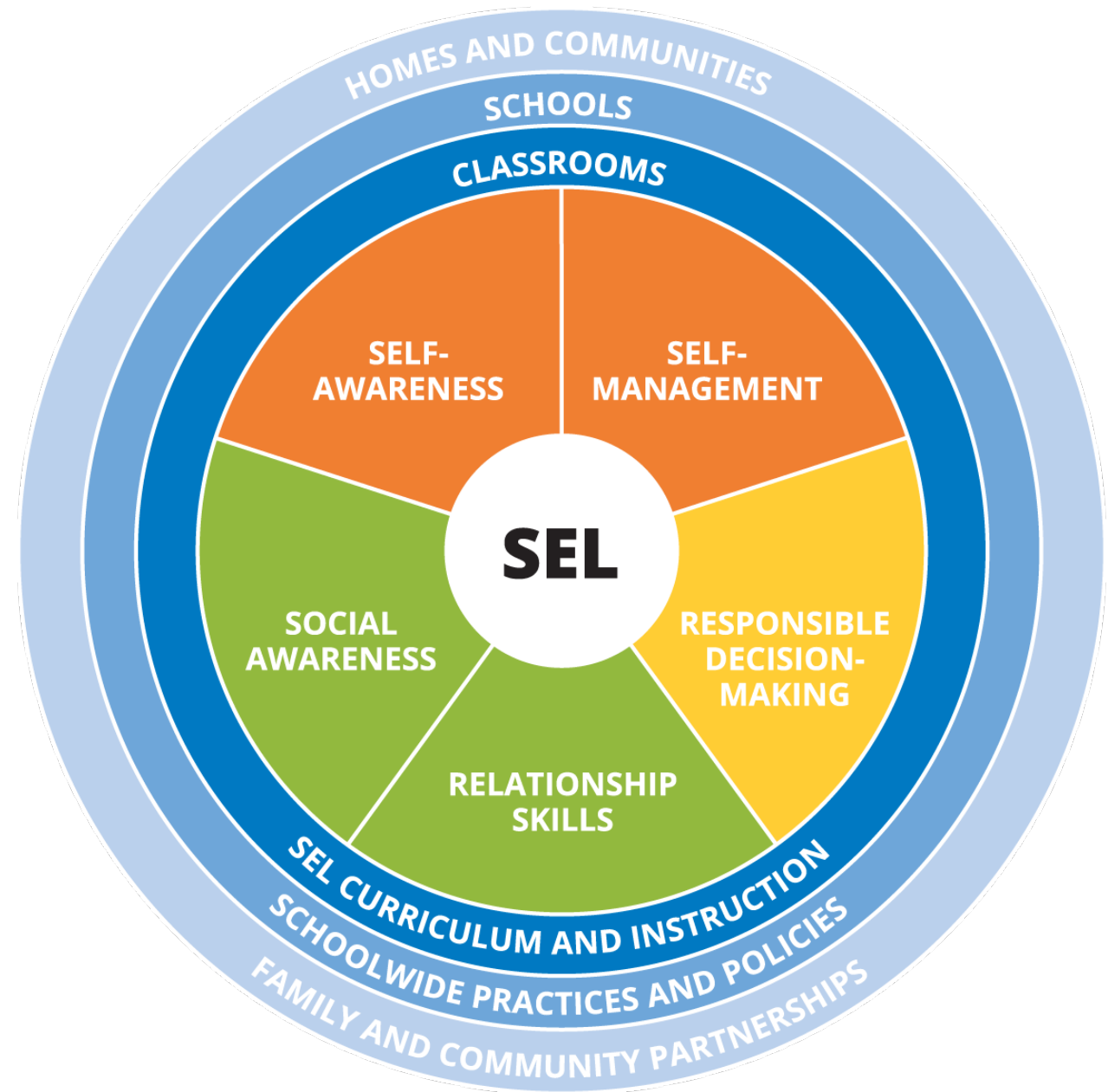
- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social norms

### **4. Relationship Skills**

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

### **5. Responsible Decision-Making**

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making
- Consider the implications of decisions
- Reflect on decisions made



<https://casel.org/core-competencies/>



## **CASEL Core Competencies (2017) and Skills for Postsecondary Success (2014)**

<b>Self-Awareness</b>			
<b>Competencies</b>	<b>Outcomes</b>	<b>Essential Questions</b>	<b>Skills for Postsecondary Success</b>
<b>Identify emotions</b>	Develop skills to acknowledge and constructively manage one's emotions	Why is awareness and management of emotions important for personal well-being?	Monitoring; Critical Thinking
	Identify events or thoughts that trigger an emotional or physical response	How do events or thoughts trigger an emotional or physical response?	Monitoring; Critical Thinking
	Identify how thoughts and emotions affect decision-making and responsible behavior.	How do thoughts and emotions affect decision-making and responsible behavior?	Judgment and Decision Making; Critical Thinking
	Evaluate how expressing one's emotions in various situations affect others.	How does expressing one's emotions in various situations affect others?	Social Perceptiveness; Critical Thinking
<b>Establish accurate self-perception</b>	Recognize personal strengths and challenges.	How can recognizing one's own personal strengths and challenges assist in establishing an accurate self-perception?	Monitoring; Critical Thinking
	Generate ways to develop a positive attitude and evaluate how a positive attitude affects others.	How can the development of a positive attitude affect one's self and others?	Monitoring; Critical Thinking; Social Perceptiveness
	Set priorities and monitor progress for self-improvement that builds on one's strengths.	How can one establish priorities and monitor progress for self-improvement?	Monitoring; Critical Thinking
<b>Employ a growth mindset to encourage self-confidence and self-efficacy</b>	Accurately assess one's strengths and limitations with confidence, optimism, and a growth mindset.	How can one use a growth mindset to accurately assess one's strengths and limitations?	Monitoring; Critical Thinking

<b>Self-Management</b>			
<b>Competencies</b>	<b>Outcomes</b>	<b>Essential Questions</b>	<b>Skills for Postsecondary Success</b>
<b>Manage stress</b>	Identify and evaluate techniques to successfully manage stress.	How can one use various strategies to successfully manage stress?	Monitoring; Critical Thinking; Judgment and Decision Making
<b>Control impulses</b>	Demonstrate control over impulsive actions or expression of thought.	Why is control over impulsive actions and expression of thought necessary?	Monitoring; Judgment and Decision Making
	Predict the potential outcome of impulsive behavior.	How can one use a predicted potential outcome to dissuade impulsive behavior?	Critical Thinking; Judgment and Decision Making
<b>Regulate emotions</b>	Develop and demonstrate skills to manage, regulate, and express ones thoughts, emotions, and behaviors in constructive ways.	How can one regulate his or her emotions?	Monitoring; Speaking; Critical Thinking; Judgement and Decision Making
<b>Set and achieve goals</b>	Analyze personal responsibility in establishing and achieving goals.	How does one establish and accept personal responsibility? Why is it important to set and achieve goals?	Monitoring; Critical Thinking; Judgment and Decision Making
	Analyze factors that may have a positive or negative impact on goal attainment.	How do various personal and environmental factors lead to the achievement of goals?	Monitoring; Critical Thinking
	Set, monitor, adapt, achieve, and evaluate goals for self-improvement that build on one's strengths.	Why is it important for one to set, monitor, adapt, achieve, and evaluate goals? How can one set, monitor, adapt, achieve, and evaluate goals?	Monitoring; Critical Thinking; Time Management; Judgment and Decision Making; Complex Problem Solving
<b>Motivate and discipline self</b>	Identify and utilize methods to motivate and discipline self in an effort to achieve goals.	How do self-discipline and self-motivation aid in the achievement of goals?	Monitoring; Critical Thinking; Time Management; Judgment and Decision Making; Complex Problem Solving



<b>Social Awareness</b>			
<b>Competencies</b>	<b>Outcomes</b>	<b>Essential Questions</b>	<b>Skills for Postsecondary Success</b>
<b>Recognize the perspective of and empathize with others</b>	Analyze similarities and differences between one's own and others' perspectives and demonstrate how to express understanding of those who hold different opinions.	Why is it important to understand and appreciate similarities and differences between oneself and others? How can one express an understanding of opinions that are different from his or her own?	Critical Thinking; Monitoring; Judgment and Decision Making; Social Perceptiveness; Speaking; Active Listening; Coordination
	Practice strategies to increase acceptance of others and demonstrate empathy in a variety of settings, contexts and situations.	Why is it important to accept and express empathy toward others? How can one express empathy toward others? How does empathy enhance relationships?	Critical Thinking; Monitoring; Judgment and Decision Making; Social Perceptiveness; Speaking; Active Listening; Coordination
<b>Consider and respect diverse backgrounds and cultures</b>	Take the perspective of and empathize with others including those from diverse backgrounds and cultures.	Why do the perspectives and feelings of others matter? Why is perspective-taking important?	Critical Thinking; Monitoring; Judgment and Decision Making; Social Perceptiveness; Speaking; Active Listening; Coordination
<b>Understand social behavioral norms</b>	Understand expectations and respond appropriately to social cues.	How do social behavioral norms influence the ways in which one acts and interacts with others?	Critical Thinking; Monitoring; Judgment and Decision Making; Social Perceptiveness; Speaking; Active Listening; Coordination

<b>Relationship Skills</b>			
<b>Competencies</b>	<b>Outcomes</b>	<b>Essential Questions</b>	<b>Skills for Postsecondary Success</b>
<b>Communicate clearly and listen intently</b>	Use a range of communication skills to interact effectively with individuals of diverse backgrounds, abilities, languages, and lifestyles.	What does effective communication look like? Why is effective communication important? How can one foster effective communication with others?	Active Listening; Speaking; Social Perceptiveness; Coordination; Monitoring
<b>Cultivate relationships</b>	Develop interpersonal skills in order to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	How does one develop and nurture a healthy, positive relationship?	Active Listening; Speaking; Social Perceptiveness; Coordination; Monitoring
<b>Resist negative influence</b>	Analyze social pressures to identify and address those that are inappropriate.	How can one stand up for themselves and others?	Critical Thinking; Social Perceptiveness; Judgment and Decision Making; Coordination; Speaking; Active Listening; Monitoring
<b>Negotiate conflict</b>	Demonstrate skills to respectfully engage in and resolve interpersonal conflicts in various contexts.	How can one compromise and resolve conflict?	Active Listening; Speaking; Social Perceptiveness; Coordination; Judgment and Decision Making; Critical Thinking; Complex Problem Solving; Monitoring
<b>Seek and offer help when needed</b>	Demonstrate an awareness of when help is needed to resolve a problem or situation.	Why is it important to recognize when help is needed? How can one recognize when help is needed?	Monitoring; Critical Thinking; Complex Problem Solving; Judgement and Decision Making
	Identify family, school, and community support systems to provide needed help.	How can one access appropriate support when necessary to resolve a problem or situation?	Critical Thinking; Complex Problem Solving; Monitoring; Coordination
	Serve as a support system to others.	How can one provide appropriate support when needed by another?	Active Listening; Speaking; Social Perceptiveness; Service Orientation; Coordination



**RESPONSIBLE DECISION-MAKING**

<b><i>Competencies</i></b>	<b><i>Outcomes</i></b>	<b><i>Essential Questions</i></b>	<b><i>Skills for Postsecondary Success</i></b>
<b><i>Consider ethical standards, social norms, and safety while making responsible decisions</i></b>	Make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms.	How do ethical standards, social norms, and safety affect responsible decision making?  Why should ethical standards, social norms, and safety affect responsible decision making?	Critical Thinking; Monitoring; Social Perceptiveness; Judgment and Decision Making; Complex Problem Solving
<b><i>Use a systematic approach to decision making in a variety of situations</i></b>	Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal, and community contexts.	How can one use a systematic approach to decision making in a variety of situations?	Critical Thinking; Monitoring; Social Perceptiveness; Judgment and Decision Making; Complex Problem Solving
<b><i>Consider the implication of one's decisions for others</i></b>	Demonstrate an understanding of the impact of personal decisions on others.	How do one's personal decisions impact others?	Critical Thinking; Monitoring; Social Perceptiveness; Judgment and Decision Making; Complex Problem Solving
<b><i>Reflect on decisions made</i></b>	Self-reflect on the impact of prior decisions.	How can self-reflection inform future decisions?	Critical Thinking; Monitoring; Social Perceptiveness; Judgment and Decision Making; Complex Problem Solving

**Framework for Systemic Social and Emotional Learning**  
**CASEL (2017) Retrieved from: <https://casel.org/what-is-sel/>**

**Skills for Postsecondary Success**  
**Hanover Research (March 2014). Incorporating soft skills into the K-12 curriculum [PDF file]. Retrieved from <https://www.hanoverresearch.com/media/Incorporating-Soft-Skills-into-the-K-12-Curriculum.pdf>**

- |                   |                 |                               |                       |
|-------------------|-----------------|-------------------------------|-----------------------|
| Active Listening  | Monitoring      | Judgement and Decision Making | Active Learning       |
| Speaking          | Coordination    | Service Orientation           | Writing               |
| Critical Thinking | Time Management | Complex Problem Solving       | Social Perceptiveness |



**Chambersburg Area Career Magnet and Senior High School VGCs at Super MAGfest, 2019.**



## CHAPTER 2

# Starting a Gaming Club



***“Gaming allows students to see beyond the stereotypes society imposes on them and build relationships and lifelong bonds.”***

***Josh Bound***



# Gaming and SEL

**Figure 2.1** Gaming and Curricula



*Students in an Advanced Placement World History Course play Dominations by Big Huge Games. The game simulates building historical empires beginning as Hunter Gatherers all the way through the Space Age.*

In the Spring of 2015, three students and a teacher were inspired to create the first VGC Hive at the Career Magnet School in Chambersburg, Pennsylvania. The club was based on two key points. First, a Video Game Club would be a wonderful opportunity to help introverted kids make friends, learn some social skills, and build self-confidence. Second, a VGC would be a great place to teach real-world, problem-solving techniques to a group of kids

that traditionally fall through the cracks of education. In the fall of 2018, our founder Mr. Josh Bound, was selected to deliver a TEDx talk in Lancaster, Pennsylvania based on the idea of “Inspiring Change.” In January of 2019, the Video Game Clubs of America began delivering “Starter Kits” to schools that wished to encourage social emotional learning through gaming. In July of 2019, Mr. Bound participated in the Apple Institute for new Apple



Distinguished Educators and the “Everyone Can Connect” framework began to develop. At the Apple Institute for the Americas, the Video Game Clubs of America began its transformation into Video Game Clubs Worldwide as schools in Canada and Brazil will be coming online in the Fall of 2019.

The journey of helping people realize the impact gaming has on the youth of today is just beginning. If you are interested in starting a club in your school or after school program, please reach out and say hello as together we will create *Hives* all over the world.

### Gallery 2.1 Club Pictures Galore



*Members raised awareness and built memories at the Walk a Mile in Her Shoes event in Chambersburg, Pennsylvania.*

• • •

## 8 Easy Steps

Step 1: Ask your students if they would like to start a gaming club. THEY WILL SAY, “YES.”

Step 2: Talk to your administrator about starting a club that promotes social skills amongst introverted students and teaches real-world soft skills. THEY WILL SAY, “TELL ME MORE.”

Step 3: Contact VGCUSA and ask for a “Starter Kit”. THIS IS FREE.

Step 4: Host your first meeting and play through one of the ten lessons we have supplied. THEY ARE DONE FOR YOU.

Step 5: Sit back and watch the students interact with one another through gaming. GAMING OFFERS A NEUTRAL PLATFORM.

Step 6: Identify your group’s leadership and find a cause for which to fundraise. LOCAL IS BEST.

Step 7: Raise funds for the event and publicize your success.  
#RETHINKGAMING #EVERYONECANCONNECT, #VGCWW,  
#VGCUSA

Step 8: Repeat steps 4-7 as often as possible. SERIOUSLY.

## ***Learning through Gaming***

It is the belief of VGCWorldwide that, through gaming, social and emotional learning can be achieved, educational standards can be addressed, and skills for postsecondary success can be developed. What follows is a compilation of games (video, board, applications, etc.) that encourage social and emotional learning as well as an identification of the core competencies and social skills they teach.

### ***Teachable Moments***

As your students participate in tournaments and play with or against each other in friendly gatherings, lots and lots of teachable moments will become available to you as the mentor. The following is a quick list of moments you can use to become the most epic influence in a kid's gaming life.

***YOU ARE THE  
DIFFERENCE IN A  
KID'S LIFE.***

***BE THE TEACHER  
THAT CONNECTS  
WITH KIDS.***

## ***23 Teachable Moments***

1. Shaking hands before and after a game
2. Introducing themselves by name as they shake hands
3. Setting up games from different cliques and groups to build relationships
4. How Lose with grace and not embarrass yourself
5. Controlling your voice's volume as you talk to other players
6. Making eye contact as you interact throughout the game and in life
7. Discussing how to deal with an online community and be play safely at all times
8. How to ignore trash talk when negative and kill your opponent with kindness
9. Not being toxic and ruining everyone's enjoyment
10. Explaining how to be a good teammate
11. Knowing when to take a break from the game
12. Knowing how to encourage a teammate
13. How to have a conversation from start to finish
14. Establishing and maintaining communication in team-oriented games
15. Pros and cons of spending lots of money on "In-Game Purchases"
16. Why not washing your hands and using a controller can be disgusting
17. Learning how to balance gaming and life through discussion
18. How to set goals in both life and gaming
19. How to manage stress and breathe to calm down
20. How to reflect on a decision you have made which impacted the game
21. Knowing it is okay to ask for help
22. Encouraging friendships to build by extending club meetings to lunch room tables
23. Getting kids to identify a charity and helping students become leaders for the cause



# ***Goals and Objectives While Gaming***

## ***CASEL Competencies Addressed***

### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

## ***Skills for Post Secondary Success***

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring
- Active Learning

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Service Orientation

# ***Three Pillars of Gaming***

Generally speaking, your Video Game Club and the events/ gatherings you host will fall into one of the three pillars listed below. As your club sets its schedule, you should note that mixing and matching the pillars of gaming is important as it will effectively connect ALL of your members to one another. Groups that focus only on “Competitive Gaming” will hardly reach the casual gamer and vice versa. When you officially plan the year and find your leadership, maintaining balance of the pillars cannot be understated.

## ***Casual Gaming:***

- This style of gaming is mainly for students to just hang out and play games and find commonalities in their game choices.
- An example of this would be two students meeting each other through their love of the game *Clash of Clans* and sitting together and talking shop, building a clan, and destroying a rival together.

## ***Competitive Gaming:***

- This style of game play usually occurs for bragging rights of some sort.
- A great example of this would be a tournament to find the best single player or team in the school.
- These are best used by placing a sign-up sheet somewhere public and then organizing a tournament bracket.
- E-Sports would also fall into this category.

## ***Social Gaming:***

- This style of gaming seeks to get gamers and non-gamers playing together.
- Games like *Risk* would be a perfect fit to breakdown cliques and social barriers.
- A Wii Bowling Tournament is technically competitive; however, all types of people have played this game so we would argue it to be social as well.

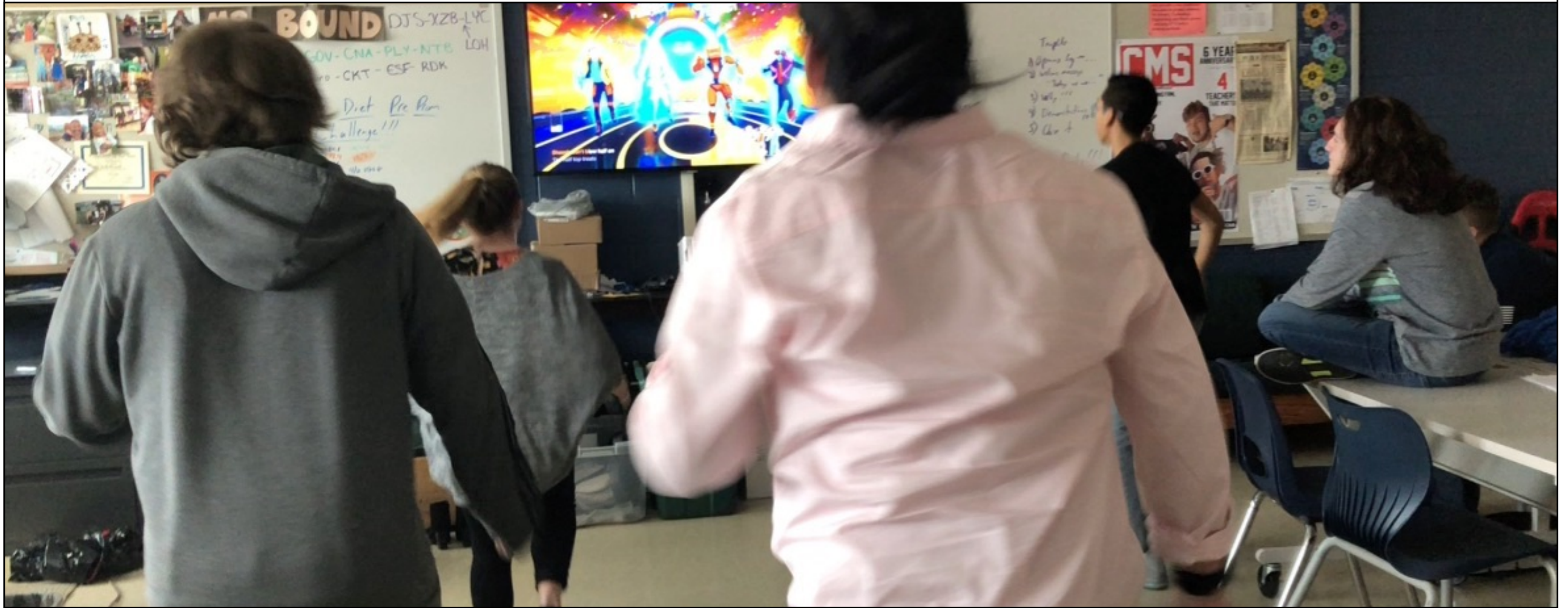
## Movie 2.1 Impact of a Video Game Club



*Josh Bound explains the value of hosting a Video Game Club in an educational setting. Whether you utilize iPad, Android Tablet or a Nintendo Wii, gaming will bring kids out of their shells and into a positive and meaningful conversation about who we are and how we want to be treated.*

## CHAPTER 3

# Games that Connect



This Chapter is devoted to highlighting student-approved games that will help bring kids together and see beyond the labels society has imposed on them. Each game can be found at your local gaming store, in our kit, or brought from home. Get students playing with each other and creating teachable moments. In a VGC World no one should ever eat lunch alone.



## **Mario Kart**

### **Objectives and Goals**

- *All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.*
- *At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".*
- *If players are unfamiliar with each other, each player should introduce themselves.*

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made



## ***Skills for Post Secondary Success***

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring
- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## ***Materials***

- Nintendo Wii
- Mario Kart Disc
- 4 Wii Controllers (steering wheels are optional)
- Television

## ***Setup***

### Step 1- Sign Up

- Post an announcement to your social media source, hang posters around school, make morning announcements.

### Step 2- Fill out the Bracket (16, 32, 64-person brackets are suggested)

- Use a poster board or online app to organize groups.
- Groups of 4 will race one complete race, The track is up to you.
- The top 2 racers will move on to the next round from each race.
- The final 4 racers in the bracket will comprise the top 4 racers in the tournament.

### Step 3- Game Play

- Start a four player Mario Kart lobby and connect Wii controllers.
- Choose your race speed: 50, 100, or 150cc.
- Choose your track.
- Choose your Kart and Characters.
- Race your way through the bracket. The top 2 racers from each round will advance until only 4 racers remain in the final round.

## Suggestions

- We suggest you switch race tracks after each round of the bracket to make the game a bit more challenging for the racers as they advance.
- DO NOT PLAY RAINBOW ROAD UNTIL THE FINAL ROUND.
- We suggest allowing racers time to customize the Karts to promote socialization and discussion about the game

## Alternate Modes

- Fastest Lap is a great version of the game in which a player races two complete laps on a predetermined course for the fastest time.
- Times for the players should be stacked / displayed vertically with the top being the fastest.
- During the game, only the second lap counts for time... think of the first lap as a brief warmup.





## **Super Smash Bros**

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

## ***Skills for Post Secondary Success***

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring
- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## ***Materials***

- Nintendo Wii
- Super Smash Brothers Disc (variation is up to you)
- Controllers (play up to 8 max in one round)
- Television

## ***Setup***

### Step 1- Sign Up

- Post an announcement to your social media source, hang posters around school, make morning announcements.

### Step 2- Fill out the bracket (SOLO or 2V2)

- Use a poster board or online app to organize the bracket.
- The winners will move on in the bracket and wait to be called on for their next match.
- The final 2 players/teams in the tournament shall go head to head for first and second place.
- Third and fourth place can be played if time permits.

### Step 3- Game Play

- Choose your characters.
- Assign each character to a team if applicable (change the background color)
- Choose your stage. Easy stages have no drop offs.
- Smash through the tournament. Depending on your rules, "X" number of players go on to the next round.

## ***Suggestions***

- We suggest you chose a level which does not actively impact the game players, causing them to lose.
- Allowing your players time to setup their controls will allow you to personalize the game.
- If you are playing 8 individuals at a time, we suggest the top 4 move on to the next round.





## Mario Party

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
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#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring
- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning



## ***Materials***

- 2-4 Players
- Wii, Wii U, or Switch
- Mario Party Game Disc
- Television

## ***Setup***

Step 1- Determine your Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- This game is loaded with socialization and decision making possibilities.

Step 2- Find Players

- Organize a signup sheet and encourage players to sign up.

Step 3- Begin a game

- This game involves up to 4 people and will almost immediately produce discussion, laughter and “dang it” moments.
- Have the players start the game after selecting their game characters.
- The game itself is pretty self-sufficient and the actions and decisions made by the player will determine the path to an end.

## ***Suggestions***

- Throughout the game, the players will be challenged to mini-games and are comical to watch, so enjoy.
- As the game progresses the teacher/mentor will have loads of opportunities to insert discussion as to strategy, critical thinking, and/or encouragement.
- Be on the lookout for teachable moments.



## UNO

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## **Materials**

- 2-6 players
- Packs of Uno (easily purchased at a super store/ dollar store)
- A place to play

## **Setup**

Step 1- Determine a Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- Regardless, this game promotes socialization, decision making, and planning at its finest.

Step 2- Find Players

- Depending upon your “Game Mode” have students sign up and organize groupings.

### **“Social Gathering”**

- I. This mode is the easiest to set up.
- I. Give the players a deck of Uno cards. Explain the rules and expectations for the day. This is when you, as a teacher/mentor, can insert purposeful goals and objectives into the game play.
- II. Let them play to a winner.

### **“Competitive Tournament”**

- I. Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
- II. Example: 16 players = 4 groups of 4. If only 1 player advances, this tournament would consist of 4 first round games and 1 final game of 4 players.
- III. The number of players will determine bracket size and number of players in the game.
- IV. Example: 23 players= 5 games of 4 players, and 1 game of 3 players with the top player advancing from each game. 6 players would be advance.
- V. POINT OF ORDER: You can advance more than 1 player per game if desired. The tradeoff is that the tournament would take longer.

Step 3- Rules to your Uno event

- Explain the rules of Uno to your players. Depending on your “Game Mode”, the length of your event will change. The link to the official rules of Uno are found [here](#).
- The teacher/mentor can insert purposeful goals and objectives into the game play. Be sure to highlight shaking hands, eye contact, and why being a good sport is important.



## **Just Dance**



### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning



## **Materials**

- 2-4 Players
- Wii, Wii U or Xbox Connect
- Just Dance Game Disc (Year is up to you)
- Television

## **Setup**

Step 1- Determine your Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- Socialization for this game will usually occur before and after the actual dancing.

Step 2- Find Players

- Depending upon your “Game Mode”, have students sign up and organize groupings.

### **“Social Gathering”**

- I. This mode is the easiest to set up.
- II. Start the game, get students connected, pick a song, and Just Dance. This is when the teacher/mentor can insert purposeful goals and objectives into the game play.

### **“Competitive Tournament”**

- I. Have the students sign up and organize a bracket of sorts. Aim for groups of 4 or for easy bracket advancement.
- II. Example: 16 players = 4 groups of 4. If only 1 player advances, this tournament would consist of 4 first-round games and 1 final game of 4 players.
- III. The number of players will determine bracket size and number of players in game.
- IV. Example: 23 players = 5 games of 4 players and 1 game of 3 players with the top player advancing from each game. 6 players would advance.
- V. POINT OF ORDER: You can advance more than 1 player per game if desired, the tradeoff is that tournament would take longer.

Step 3- Just Dance

- Explain the rules of Just Dance to your players. Depending on your “game mode”, the length of your event will change.
- This is where the teacher/mentor can insert purposeful goals and objectives into the game play. Be sure to highlight shaking hands, eye contact, and why being a good sport is important.



## **Go Fish**

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring
- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## **Materials**

- 2-6 players
- Decks of Cards (easily purchased at a super store / dollar store)
- A place to play

## **Setup**

Step 1- Determine a Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- Regardless, this game promotes socialization, decision making, and planning at its finest.

Step 2- Find Players

- Depending upon your “Game Mode” have students sign up and organize groupings.

### **“Social Gathering”**

- I. This mode is the easiest to setup.
- II. Give the players a deck of cards, explain the rules, and expectations for the days. This is when you, as a teacher / mentor, can insert purposeful goals and objectives into the game play.
- III. Let them play to a winner, but, honestly, the voyage is more important than the destination.

### **“Competitive Tournament”**

- I. Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
- II. Example: 16 players = 4 groups of 4. If only 1 player advances, this tournament would consist of 4 first round games and 1 final game of 4 players.
- III. The number of players will determine bracket size and number of players in game.
- IV. Example: 23 players= 5 games of 4 players, and 1 game of 3 players with the top player advancing from each game. 6 players would be advance.
- V. POINT OF ORDER: You can advance more than 1 player per game if desired. The tradeoff is that tournament would take longer.

Step 3- Rules to your Go Fish event

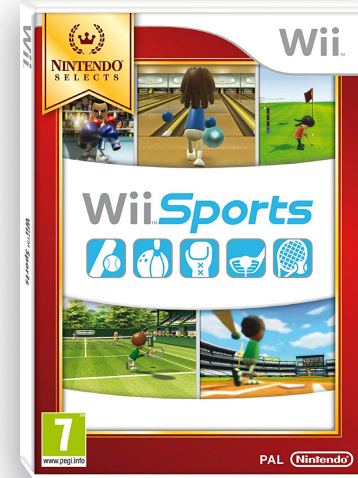
- Explain the rules of Go Fish to your players. Depending on your “Game Mode”, the length of your event will change. The link to the official rules of Go Fish are found [here](#).

**The teacher/mentor can insert purposeful goals and objectives into the game play. Be sure to highlight shaking hands, eye contact, and why being a good sport is important.**





## Wii Sports



### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## **Materials**

- Nintendo Wii
- Wii Sports Disc
- Wii Controllers
- Television

## **Game Modes**

- Wii Bowling, Tennis, Baseball, Golf, or Boxing (Nunchaku is needed for Wii Sports Boxing)

## **Setup**

Step 1- Choose a Game and Sign Up

- Post an announcement to your social media source, hang posters around school, make morning announcements.

Step 2- Determine a Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- Regardless, this game promotes socialization, decision making, and planning at its finest.

Step 3- Find Players

- Depending upon your “Game Mode”, have students sign up and organize groupings.

### **“Social Gathering”**

- I. This mode is the easiest to setup.
- II. Give the players access to the Wii console and game. Explain the rules and expectations for the day. This is when you, as a teacher / mentor, can insert purposeful goals and objectives into the game play.
- III. Let them play to a winner, but, honestly, the voyage is more important than the destination.

### **“Competitive Tournament”**

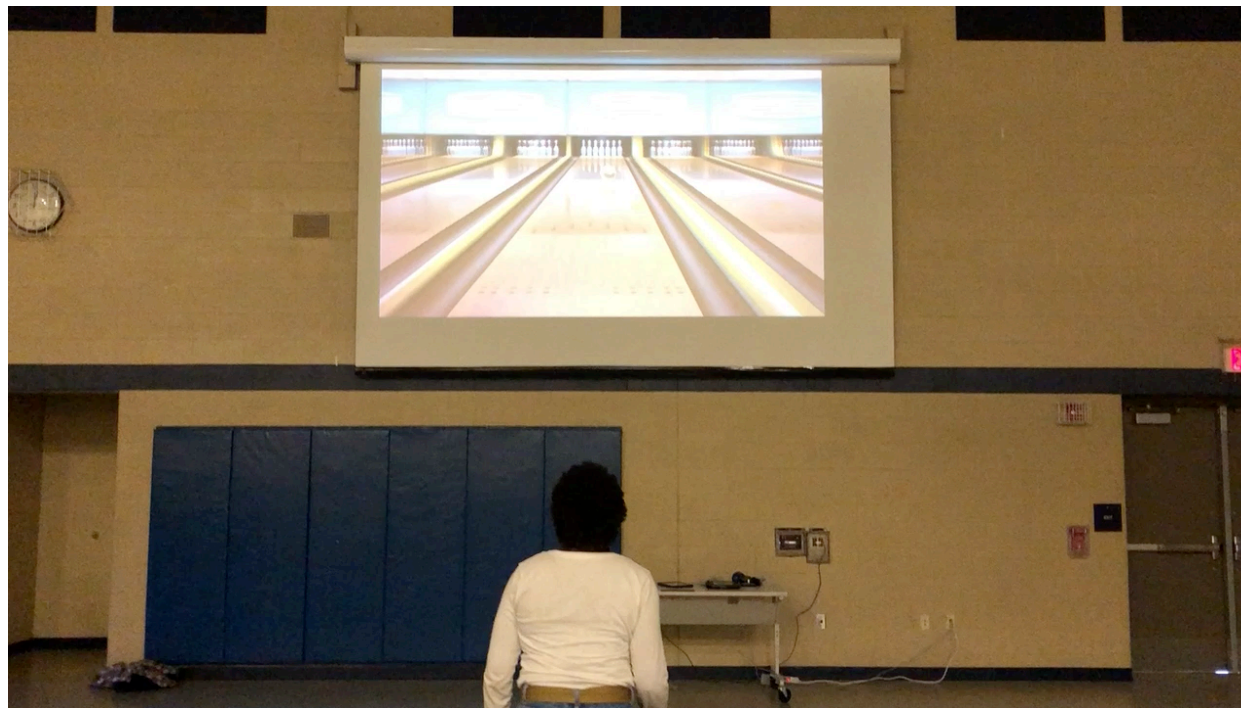
- I. Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
- II. Example: 16 players = 4 groups of 4. If only 1 player advances, this tournament would consist of 4 first-round games and 1 final game of 4 players.
- III. The number of players will determine bracket size and number of players in game.
- IV. Example: 23 players = 5 games of 4 players and 1 game of 3 players with the top player advancing from each game. 6 players would advance.
- V. POINT OF ORDER: You can advance more than 1 player per game if desired. The tradeoff is that tournament would take longer.

- Fill out the bracket (SOLO or 2V2)
- Use a poster board or online app to organize the bracket.
- The winners will move on in the bracket and wait to be called on for their next match.
- The final 2 players/ teams in the tournament shall go head to head for first and second place.
- Third and fourth place can be played if time permits.

#### Step 4- Game Play

- Depending on the game mode and game you have chosen to play, your “Game Play” will vary
- Bowling is best 2V2, but can be done 1V1V1V1.
- Boxing is best in a competitive format 1V1.
- Baseball can be done 2V2 with alternating pitcher and hitters in the three round game.
- Golf is a hard game and can cause trauma to the players’ ego. This is best done individually in a tournament setting.
- Tennis is best 2V2, but a 1V1 tournament is always fun to watch.

#### **Movie 3.1** Final Round of a 24 Team Tournament

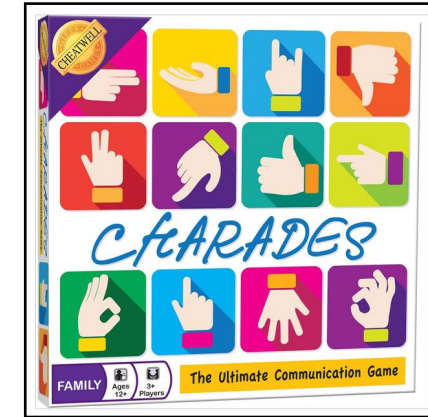


*We hosted the finals of this three week long tournament in our gym and projected the game play for roughly 60 students to watch and enjoy.*





## Charades



### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## **Materials**

- 2-6 players
- List of words (the sillier the better)
- A place to play

## **Setup**

Step 1- Determine a Game Mode (Competitive Tournament or Social Gathering).

- At this point, you should decide what is best for your club.
- Regardless, this game promotes socialization, decision making, and planning at its finest.

Step 2- Find Players

- Have students sign up and organize groupings, 2-4 per team is best
- I. Break up a large group to form teams of 3-4 people per team. Try to break your group up into socially equivalent teams as this will guarantee students yelling out words while the acting is going on.
- II. Explain the rules and expectations for the day. This is when you, as a teacher/mentor, can insert purposeful goals and objectives into the game play.
- III. Team 1 draws a word out of the “hat” and is given 30 seconds to act out the term. The non-acting players on Team 1 will then yell out what they think the word is. Correct guesses will earn a point. If time lapses and no correct answer is given, Team 2, who has been watching quietly, gets one guess in an attempt to steal the point.
- IV. Each team takes turns until all participants have acted out a word. The highest scoring team wins.

Step 3- Rules to your Charades event

- Explain the rules of Charades to your players. Depending on your “Game Mode”, the length of your event will change. The link to the official rules of Charades is found [here](#).
- The teacher/mentor can insert purposeful goals and objectives into the game play. Be sure to highlight shaking hands, eye contact, and why being a good sport is important.



## **Mario Kart Fastest Lap**

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Critical Thinking</li> <li>• Time Management</li> <li>• Judgment and Decision Making</li> <li>• Complex Problem Solving</li> <li>• Monitoring</li> </ul> | <ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Speaking</li> <li>• Coordination</li> <li>• Social Perceptiveness</li> <li>• Active Learning</li> </ul> |
|---|--|



## **Materials**

- Nintendo Wii
- Mario Kart Disc
- 1 Wii Controller (steering wheels are optional)
- Television

## **Setup**

### Step 1- Sign Up

- Post an announcement to your social media source, hang posters around school, make morning announcements.
- Students will sign up and then race in the order of the sign-up sheet.

### Step 2- Game Play Setup

- Start a single player race in Mario Kart
- Choose your race speed: 50, 100, or 150cc.
- Choose your track.
- Choose your Kart and Character.
- Do not allow students to change the track.
- We suggest making Mario on a Standard Kart the default as to compare apples to apples in the end.

### Step 3- Game Play

- Fastest Lap is a great version of the game in which a player races two complete laps on a predetermined course for the fastest time.
- Times for the players should be stacked / displayed vertically with the top being the fastest.
- During the game only the second lap counts for time... think of the first lap as a brief warmup.
- The fastest lap when all have raced sets the school record!!!

## **Suggestions**

- We suggest you switch race tracks after each round of the bracket to make the game a bit more challenging for the racers as they advance.
- DO NOT CHOOSE RAINBOW ROAD.



## **Super Mario Speed Run**

### **Objectives and Goals**

- All of our gaming tournaments will focus on building character traits outlined by the [VIA Institute](#) on Character.
- At the beginning and end of each game, players are expected shake hands properly (Web to Web), make eye contact with their opponents, and say, "Good luck" or "Good game".
- If players are unfamiliar with each other, each player should introduce themselves.

### **CASEL Competencies Addressed**

#### Self-Awareness

- Identify emotions
- Establish accurate self-perception
- Employ a growth mindset to encourage self-confidence and self-efficacy

#### Self-Management

- Manage stress
- Control impulses
- Regulate emotions
- Set and achieve goals

#### Social Awareness

- Recognize the perspective of and empathize with others
- Consider and respect diverse backgrounds and cultures
- Understand social and behavioral norms

#### Relationship Skills

- Communicate clearly and listen intently
- Cultivate relationships
- Resist negative influence
- Negotiate conflict
- Seek and offer help when needed

#### Responsible Decision-Making

- Consider ethical standards, social norms, and safety while making responsible decisions
- Use a systematic approach to decision making in a variety of situations
- Consider the implication of one's decisions for others
- Reflect on decisions made

### **Skills for Post Secondary Success**

- Critical Thinking
- Time Management
- Judgment and Decision Making
- Complex Problem Solving
- Monitoring

- Active Listening
- Speaking
- Coordination
- Social Perceptiveness
- Active Learning

## **Materials**

- Nintendo Wii
- Super Mario Bros. Disc
- 1 Wii Controller (steering wheels are optional)
- Television

## **Setup**

### Step 1- Sign Up

- Post an announcement to your social media source, hang posters around school, make morning announcements.
- Students will sign up and then race in the order of the sign-up sheet.

### Step 2- Game Play Setup

- Each player will be given a chance to record the fastest run through a level of Super Mario Brothers.
- The World Record for a run through the entire game is 4:56, held by Kosmic.
- This game is based on completing only level 1-1 for speed.

### Step 3- Game Play

- Speed running is a great version of the game in which a player races through a level of Super Mario Brothers for time sake.
- Times for the players should be stacked / displayed vertically with the top being the fastest.
- The fastest run when all have raced sets the school record!!!



## CHAPTER 4

# About Us and Thanks





# About Us



**Mr. Josh Bound**

- Founder of VGCUSA.org
- Career Public School Teacher
- Apple Distinguished Educator, 2019
- M. Ed. Admin, 2006
- M. Ed. Technology, 2019
- Favorite Game: Arkanoid



***Mr. Mike Pittenger***

- Founder of VGCUSA.org
- School Systems IT Specialist (Est. 2012)
- Team Solo Mid Junkie
- Favorite Game: Final Fantasy



***Dr. Nikki Wishard***

- Director of Curriculum and Instruction
- Public School and Online School Teacher (Est. 2004)
- Ph.D. Education Specializing in Curriculum and Instruction, 2015
- Favorite Game: Classic Uno

# *The Socials*

***Please feel free to follow us at the links below.  
Reach out and start a conversation if you want.  
What is the purpose of promoting social skills and  
not being social?***

## ***Preferred Hashtags***



**@VGCUSA**

Video Game Clubs of America



**@VGCUSA**

Video Game Clubs of America



**@USVGC**

Video Game Clubs of America

***#EveryoneGames***

***#RethinkGaming***

***#EveryoneCanConnect***

***#GirlsGameToo***

# Contact Information

*What happens at an Overnight Fundraiser. Enjoy.*



We wanted so badly to get this video into our iBook and literally on the last page we have buried it. Hope you enjoy and share your VGC stories.

***Thank You and Feel Free to Reach Out and Help us Grow***

Website: [www.vgcusa.org](http://www.vgcusa.org)

Email: Josh Bound, [josh@vgcusa.org](mailto:josh@vgcusa.org)

Twitter: @Josh\_Bound or @USVGC

Facebook: @VGCUSA

Instagram: @VGCUSA





# *Thank You For the Support*



# ***Please Donate.***

***The Video Game Clubs of America is a 501c3 organization and relies on donations to make our dreams a reality.***

***With your donation, you will be providing funds to establish Video Game Clubs in every secondary school in America and empowering the socially awkward to become socially active.***

**#EveryoneCanConnect  
#RethinkGaming**

- A single “Starter Kit” costs roughly \$60 to purchase, package and deliver to a school within the United States.***
- Please consider adopting a school and helping us keep the cause going.***



# ***Thank You.***