

# Level Up for College and Career Readiness Esports Clubs

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Published by *K20 Center*

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**Time Frame** 60 minutes

## Essential Question(s)

How can a Level Up esports club promote a college- and career-going culture in your school?

## Summary

The Level Up for esports Professional Development Session will introduce the concept of esports clubs. Participants will explore resources and information on how esports clubs can promote college and career readiness, address potential challenges, and discover potential social/emotional benefits for their students. Participants will also have the opportunity to connect academics and their content area to an exciting new career area.

## Learning Goals

- Describe the basic history and cultural significance of esports (professional gaming).
- Connect participation in esports to college and career readiness.
- Utilize knowledge of esports to increase academic engagement.
- Recognize challenges and obstacles and be prepared to address common issues.

## Attachments

- 3-2-1—Level Up for College and Career Readiness .docx
- 3-2-1—Level Up for College and Career Readiness .pdf
- Infographic—Level Up for College and Career Readiness.pdf
- Presentation Slides—Level Up for College and Career Readiness.pptx

## Materials

- Pens, pencils
- Computers (if conducting virtually)
- Presentation Slides (attached)
- Level Up H5P Card Sort Slide (linked)
- 3-2-1 handout (attached and linked; one per participant)
- Infographic handout (attached and linked)

15 minutes

# Engage

After introductions, pull up **slide 3** and read to participants the essential question: “How can Level Up esports promote a college- and career-going culture in your school?”

Go to **slide 4**. Have participants respond to the questions on the slide in the chat (or aloud if facilitating face-to-face).

Once the participants have had a chance to respond, transition to **slide 5** and share with participants the statistics about who plays games and who considers themself a “gamer.” Emphasize that the data shows far more than young men play games, but many, especially women, do not consider themselves “gamers.”

Move to **slide 6**. Use the Stoplight strategy to break participants up into groups based on their knowledge of esports clubs and how they can promote a college- and career-going culture. Participants should self-select either red (“I know almost nothing about esports”), yellow (“I know a little about esports and could describe it”), or green (“I’m familiar enough with esports that I can explain how it supports college and career readiness”).

**Teacher's Note**

For the Stoplight strategy above, in a virtual setting, participants can change their Zoom backgrounds to the appropriate color or change their name to include the color they chose. For example: Yellow - John S.

We will return to these groups shortly. For now, continue to **slide 7** and play the video clip “Esports in Education: Expanding Student Opportunities,” which showcases one school’s experiences in instituting an esports club at their school.

Finally, on **slide 8**, show participants the objectives for the rest of the learning experience.

10 minutes

# Explore

On **slide 9**, have participants view the **Esports Infographic Handout** while participating in the Why-Lighting strategy. Provide the participants with the link to the Infographic or the printed version and tell them, as they read, to make notes on any information that was surprising or new to you, especially information that answers the following questions:

- What is esports?
- Where did it come from?
- Who/what careers are involved?
- How can it help students?

Give participants 7-10 minutes to complete this activity, then go to **slide 10**.

20 minutes

# Explain

In the next activity, use the results of the Stoplight strategy groupings to create evenly mixed groups of each color. For example, with a total of two participants of each color, there will be two groups, each with one red, one yellow, and one green respondent.

**Teacher's Note**

Distribute this link to the **Level Up H5P Card Sort Slide** by selecting the following link: https://docs.google.com/presentation/d/1E1b29XcGBJk8c9chY3n5S6g8NJ2x2J5sWKeb80kNL8s/copy

Select “Make a copy.”

As you begin the activity below, copy the link to your new card sort slide and distribute it to each participant. Do not distribute the link above, as this will give participants individual slides instead of one collaborative slide.

Inform participants they will now use what they highlighted in the previous activity to fill in the Level Up H5P Card Sort Slide. In groups determined by the responses to the Stoplight strategy, participant groups should each contribute to a different topic (i.e., social development, pathways to college, etc.) on the card sort slide. Each group should add sticky notes with benefits, challenges, and some potential troubleshooting of those challenges to their assigned page. Give groups five to seven minutes to add their sticky notes.

Once each group has completed their responses, go to **slide 11** and read the instructions. Display the slide for all participants and have each group share out their responses.

10 minutes

# Extend

Invite participants to extend their thinking beyond the benefits of Level Up esports and examine how it can connect to classroom content.

Introduce the 3-2-1 strategy to participants. Display **slide 12**. If facilitating in person, distribute the attached **3-2-1** handout to each participant. If facilitating virtually, distribute the following link for each participant to create their own digital copy: 3-2-1 copy. Have participants answer all three questions on the handout:

- What are three (3) things that are important to know in your content area?
- What are two (2) things you see in esports that might support what you listed above?
- What is one (1) way you can support this in your content area?

Once participants have had a chance to respond, ask a few volunteers to share out their responses with the whole group.

5 minutes

# Evaluate

Finally, go to **slide 13**.

To wrap up the presentation, ask participants to respond to the question, “What is one aspect of esports that you think will benefit this student/students the most?” This question is intended for participants to connect what they’ve learned to the direct benefit of a student or students they know.

Ask a few volunteers to share their answers (without naming students!).

If in a virtual setting, have participants share aloud or put their answers into the chat.

# Research Rationale

Research has found that esports activities create learning opportunities during play for critical analysis, communication, research skills, and social-emotional learning. In particular, esports has also been found to increase “soft skills.'' Soft skills are defined as intra- and interpersonal skills essential for human development, social participation, and success in the workplace. School superintendent Al Mijares from Orange County, California, stated: “It's an incredible opportunity to build on existing interests while introducing them to 21st-century skills and careers” (Rothwell & Shaffer, 2019). In Orange County, high schools have developed an esports league and incorporated curriculum based on the game League of Legends. The esports league carefully incorporates Career Technical Education (CTE), STEM, English language arts, and social and emotional learning into the curriculum.

## Resources


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- Davis, C. (2020, November 18). How to start a high school esports team & benefit your school. ViewSonic. https://www.viewsonic.com/library/education/how-to-start-high-school-esports-team/
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- Verizon. (n.d.). A guide to esports scholarships and college programs. The Relay: A Verizon Blog. https://www.verizon.com/about/blog/esports-scholarships
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