

RESILIENCE: CHARACTER AND SELF-CONTROL

LESSON OBJECTIVE – To gain a deeper understanding of intense/competitive game environments and how players can manage in-game frustrations and emotional responses.

LESSON OUTCOMES – To be able to recognise when pressure and frustration are affecting gameplay and to provide examples of how this can be managed.

REQUIREMENTS FOR LESSON:

TIME	35-45 Minutes
MATERIALS	Pens and paper.
SLIDE 1	RESILIENCE – PERSEVERANCE UNDER PRESSURE
SLIDE 2	CHARACTER – SELF-CONTROL
SLIDE 3	SELF-CONTROL AND PERSPECTIVE



LESSON GUIDE

STEP 1: INTRODUCTION

Introduce the group to the title, and the outcomes and objectives. Ask the group to discuss the importance of resilience under pressure, and the situations that can cause players to lose game focus/motivation, which can hinder the ability to overcome inevitable in-game challenges. Prompt the group by asking them to consider the following:

- How do you feel when your team is heading for a defeat? Does this discourage you from trying your best?
- Have you ever felt you need to win at all costs, regardless of your conduct and behaviour?
- Have you ever felt like giving up in the middle of a game? If so, why?
- Have you ever played on a team, or against a team, that surrendered without really trying? How did you feel about this?
- Has losing your temper ever affected your performance in-game?



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STEP 2: RESILIENCE – PERSEVERANCE UNDER PRESSURE

Show Slide 1.

- Ask the group to discuss and note some examples of situations when they, or another player have responded negatively to poor performance - either their own, another player's or a team performance. (See notes, 1.)
- Discuss these situations with the group and ask them to identify the most common causes of frustration or loss of control and in what ways players show their frustrations and anger. (see notes, 2.)
- Ask the group to look at most common causes and to discuss ways in which these could be handled more productively, without losing focus and/or emotional control.
- Encourage the group to talk about how, in retrospect, these situations could have been handled without a negative or emotional reaction, and to compare the more measured retrospective suggestions to the original emotive reaction.
- Finally, ask the group if a negative reaction can lead to a positive outcome. Has a loss of control in a situation allowed you to react and release frustration, allowing you to move on?

NOTES:

1. Ask the group to give examples of what they consider to be negative reactions and overly emotional responses.
2. These could manifest in a number of ways including, flaming, losing their temper with teammates, AFKing, rage quitting or blaming others etc.



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STEP 3: CHARACTER – SELF-CONTROL

Show Slide 2.

- Ask the group to look at the following statements:

Show Slide 3 – Self Control and Perspective.

SLIDE 3

“Win or lose, every game is an opportunity to learn something or improve your game in some way. Just like any other sport or challenge, walking away is rarely an acceptable or honourable way to finish a game.”

“If your team is falling behind and it looks like a defeat is likely, then this is the time to really focus and pull together as a team. I would rather lose knowing I had tried my best than to give up, or start moaning.”

“In some ways, I get more out of a game if we become the underdog and then go on to win through good teamwork and exceptional gameplay. Some of my best performances have been when we have come back from behind to win.”

“I don’t look at our opposition as the enemy, or try to dehumanise them in any way. I just see them as fellow gamers. It’s not about ‘us and them’, it’s about ‘us’ - we’re all gamers.”

- Ask the group to discuss these perspectives and to identify which one they feel the most empathy or understanding with, and why.

EVALUATION

Ask each group member to provide at least 2 examples of scenarios where players have lost control, along with the potential causes and potential strategies for coping with emotional reactions.



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