

Teaching A Team-Oriented Mindset & Resilience

LESSON PLAN



OBJECTIVES

- Provide examples of online behaviour and then explain the impact such behaviour can have on themselves and others
- Develop and articulate some concrete personal strategies for dealing with online situations, including the stress of competition

MATERIALS

- Computers with League of Legends installed
- Notebook or papers for annotation during group exercises
- Pens

ACTIVITIES

1. Have students choose partners to complete the following (and encourage them to take notes):

- Ask students to discuss what a “team-oriented mindset” and “resilience” (two of the six aspects of sportsmanship) mean in online games.
- Ask students to discuss what sportsmanship means and what can get in the way of sportsmanlike behaviour.
- Have students share their thoughts with the main group.
- Ask students to discuss what sportsmanship means in an online game. How is it similar to what they answered for (b), how is it different?
- Again, have students share their thoughts with the main group.
- If available, write down the high-level points on a shared whiteboard/chalkboard so that the students can refer back to them throughout the lesson (this provides an opportunity to help the students frame their thinking productively).

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2. Then, ask students to share examples of in-game behaviour they would consider inappropriate and why, thinking back to how they defined a team-oriented mindset and resilience from 1(a).

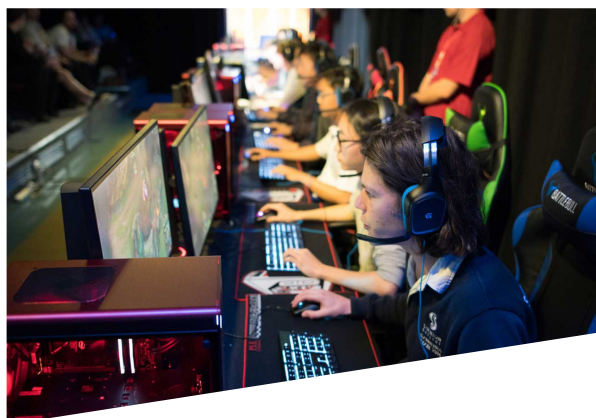
3. Have the group take some time to play a game of League of Legends.

4. Following the game, have the students pair up again to discuss. Ask them to reflect upon their experience in the game and the topics of sportsmanship discussed before the game.

Sample questions you can ask to encourage discussion (and again, encourage the students to take notes):

- Did you notice anything different in this game?
- Now that you have played a game, can you give better examples of a team-oriented mindset and resilience?
- What makes it hard to be resilient? How does the behaviour of others impact your own resilience?
- What can you do to improve your own resilience? Write down a series of steps that you can take.

5. Again, have the students share their thoughts with the main group.



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ASSESSMENT

- Students can confidently choose statements from the student material that best describe their level of team-oriented mindset and resilience skills;
- Students recognize one or more aspect of their online behaviour that can be adjusted in order to achieve a healthy communication with others;
- Students are able to draw and articulate parallels between what they experience at the clubs with their experiences playing outside of the club setting, as well as what they experience on other online platforms

OUTCOMES

1. When faced with a player or user online that is behaving poorly, a student will be better equipped to recognize that behaviour as inappropriate and have some tools to de-escalate or avoid escalating the situation. The student is less likely to accept as normal poor online behaviour.
2. Student is aware of what aspects of her or his behaviour affect others and is able to self-reflect as an accountable online citizen. The student can start to recognize the signs of frustration, for example, that can be triggers for their own poor behaviour, or the poor behaviour of others.

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DISCUSSION TOPICS

Before a match:

- How can you be more mindful of your actions and speech within the match?
- How are you feeling about the game today? And about your colleagues?

During a match, ask students to observe the following:

- Watch how you react to somebody else's behaviour (this can be a result of someone's choices in game, how they communicate, or even that their behaviour surprised you)
- What can you control in communication and what can't you control?

Following a match:

- What have I observed prior to and during the match?
- How did I behave?
- What can I learn from those observations?
- Were there any times that you felt that you did not have control over how the game was going? What caused that?

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FOR FURTHER DISCUSSION

After asking the questions above, and if you see a need to ask more specific questions, consider the following topics:

- What worked in the team **communication**?
- What can be **improved** in the way your team communicates?
- What can **you do** to improve your communication with the team?
- Can you find an example where you made a mistake and a team mate, instead of criticizing you, **encouraged** you and lifted you up?
- Can you **return** the favor?
- Did you notice a time where you became **frustrated**? What caused that frustration? What did you do to **manage** it? How could you **improve** these skills?

Finally, as a weekly learning task, ask your students to revisit those points throughout all their online interactions and create a log book to write down thoughts, feelings, and actions that can later be shared and discussed in the club.

Also, encourage them to answer the following question and share their response with the group:

*What skills have you taken from your **High School League of Legends Clubs** experience to other online platforms you use?*



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RESOURCES

Learning objectives: <https://oce.leaguehighschool.com/club-resources/learning-objectives/>

Teaching materials: <https://oce.leaguehighschool.com/club-resources/teaching-materials/>

Running a play session: <https://oce.leaguehighschool.com/club-resources/running-a-play-session/>

