Framework for Encouraging Social and Emotional Learning through Gaming

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 United States 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) 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 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

CASEL Core Competencies (2017)

Self-Awareness		
Competencies	**Outcomes**	**Essential Questions**
Identify emotions	Develop skills to acknowledge and constructively manage one's emotions	Why is awareness and management of emotions important for personal well-being?
	Identify events or thoughts that trigger an emotional or physical response	How do events or thoughts trigger an emotional or physical response?
	Identify how thoughts and emotions affect decision-making and responsible behavior.	How do thoughts and emotions affect decision-making and responsible behavior?
	Evaluate how expressing one's emotions in various situations affect others.	How does expressing one's emotions in various situations affect others?
Establish accurate self-perception	Recognize personal strengths and challenges.	How can recognizing one's own personal strengths and challenges assist in establishing an accurate self-perception?
	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?
	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?
Employ a growth mindset to encourage self-confidence and self-efficacy	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?

Self-Management		
Competencies	**Outcomes**	**Essential Questions**
Manage stress	Identify and evaluate techniques to successfully manage stress.	How can one use various strategies to successfully manage stress?
Control impulses	Demonstrate control over impulsive actions or expression of thought.	Why is control over impulsive actions and expression of thought necessary?
	Predict the potential outcome of impulsive behavior.	How can one use a predicted potential outcome to dissuade impulsive behavior?

Regulate emotions	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?
Set and achieve goals	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?
	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?
	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?
Motivate and discipline self	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?

Social Awareness		
Competencies	**Outcomes**	**Essential Questions**
Recognize the perspective of and empathize with others	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?
	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?
Consider and respect diverse backgrounds and cultures	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?
Understand social behavioral norms	Understand expectations and respond appropriately to social cues.	How do social behavioral norms influence the ways in which one acts and interacts with others?

Relationship Skills		
Competencies	**Outcomes**	**Essential Questions**
Communicate clearly and listen intently	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?
Cultivate relationships	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?
Resist negative influence	Analyze social pressures to identify and address those that are inappropriate.	How can one stand up for themselves and others?
Negotiate conflict	Demonstrate skills to respectfully engage in and resolve interpersonal conflicts in various contexts.	How can one compromise and resolve conflict?
Seek and offer help when needed	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?
	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?
	Serve as a support system to others.	How can one provide appropriate support when needed by another?

Responsible Decision Making		
Competencies	**Outcomes**	**Essential Questions**
Consider ethical standards, social norms, and safety while making responsible decisions	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?
Use a systematic approach to decision making in a variety of situations	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?

Consider the implication of one's decisions for others	Demonstrate an understanding of the impact of personal decisions on others.	How do one's personal decisions impact others?
Reflect on decisions made	Self-reflect on the impact of prior decisions.	How can self-reflection inform future decisions?

California's Social and Emotional Learning Guiding Principles

Retrieved from: https://www.cde.ca.gov/eo/in/documents/selguidingprincipleswb.pdf

1. Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a "nice to have" but a "must have" to ensure student success in school, work, and community.

A. Systems Change

Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments.

B. Diverse and Inclusive Leadership Teams

Systems change is most effectively driven by bringing together educator, student, family, and community member representatives of varied gender, racial, ethnic and socioeconomic backgrounds.

C. Social and Emotional Skills Development

Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach.

D. Student-Centered Discipline Policies and Practices

Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes, while offering the opportunity to repair harm and build community.

E. Climate and Culture

SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills.

2. Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.

A. Address the Opportunity Gap

Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, and/or ZIP code.

B. Ensure Representation

When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students.

C. Student and Adult-led

SEL efforts are most effective when schools are participatory and engaging in diverse student voices are included in decision-making and improvement efforts.

D. Healing-informed

Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students.

3. Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.

A. Positive Relationships and Belonging

To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers to rely on.

B. Student and Adult Competencies

Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used.

C. Developmental Standards

To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs.

D. Pre-service Training and Ongoing Professional Learning

Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff.

4. Partner with Families and Communities

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.

A. Family Engagement

Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships.

B. Expanded Learning

Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes.

C. Early Learning

Consider the inclusion of early learning and care programs as SEL systems are developed.

D. Community Partnerships

Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders.

5. Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

A. Implementation Plans and Progress Monitoring

To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary.

B. Measurement

Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.

How the VGC addresses California's Social and Emotional Learning Guiding Principles

1. Adopt Whole Child Development as the Goal of Education

The goal of VGCUSA is to establish a Video Game Club in every secondary school in the United States. Through the shared experience of gaming, the VGC encourages social and emotional learning while promoting student success in school, work, and community. The VGC brings together students, teachers, family, and community members of varied gender, racial, ethnic, and socioeconomic backgrounds using the common platform of gaming. During meetings and events, adult mentors have the opportunity to demonstrate and reinforce social and emotional skills while students have the ability to practice these skills within a supportive and nurturing environment. Members of the club work together to encourage and support social and emotional growth in a positive environment. The VGC employs a student-centered approach not only in building a positive climate, but in establishing academic and disciplinary guidelines as set forth by the club's by-laws (see Appendix A).

2. Commit to Equity

The VGC is comprised of and open to all students regardless of race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, and/or ZIP code. Because of the club's diverse nature, student voice is also highly diversified and is greatly valued in club decision making. The VGC provides and promotes equal opportunities for exploration and support of social and emotional growth both inside the academic institution and within the community.

3. Build Capacity

The VGC focuses on cultivating relationships and a joint effort to engage in social emotional growth in a low-stress, safe, and encouraging environment. Members serve as a network of caring peers as together they explore the competencies of self-awareness, self-management, social awareness, relationship skills, and responsible decision making. Intentional practice of these social emotional competencies and their outcomes occurs through the vehicle of game play. During game play, teachable moments within these areas are observed and addressed by advisors for further skill development. VGC views social and emotional learning as an on-going process with a variety of opportunities for development within the club, academic, and community settings.

4. Partner with Families and Communities

One of the pillars of VGCUSA is philanthropy. VCG encourages its members to exercise beneficence and to promote good will as a club and as individuals within its organization and across the globe. Families are welcomed at VGC events and are encouraged to participate in their student's experiences, further cultivating relationships. Partnerships established within the community allow the VGC to provide additional opportunities to address member needs and encourage the building of relationships.

5. Learn and Improve

The VGC recognizes that social and emotional learning is an on-going process that involves planning, instruction, monitoring, and providing opportunities for practice, learning, and growth. The club strives to practice and improve the social and emotional skills of its members through a variety of opportunities in both the school day and expanded learning settings. The VGCUSA's mission is to make the socially awkward, socially active.

Starting a Club

With the help of VGCUSA, starting a club could not be easier. Depending on your academic situation, your school leadership will either be all in or need to be convinced. If the latter is you, follow these steps and you will be on your way to empowering the socially awkward students in your room to becoming socially active superstars.

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

See Appendix A for a VGCUSA Bylaws Template that you can use with your club.

Be on the lookout for teachable moments during your meetings and enjoy your students. Shaking hands, making eye contact, and when to interrupt a conversation are huge social skills and need to be addressed. Because you are meeting the students as players, they know you are in it to win.

Learning through Gaming

It is the belief of VGCUSA that, through gaming, social and emotional learning can be achieved, Pennsylvania 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 participates in tournaments, 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. Set up games from different cliques and groups to build relationships
4. How to 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. Explain 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. 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. Encourage friendships to build by extending club meetings to lunchroom tables
23. Get kids to identify a charity and help 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 Postsecondary 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, which are conveniently 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.

VGCWW
Video Game Clubs Worldwide

Mario Kart Tournament

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 racers are unfamiliar with each other, each racer 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 Postsecondary Success

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

Materials

- Nintendo Wii
- Mart 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.

VGCWW
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Super Smash Bros Tournament

Objectives and Goals

- *All of our gaming tournaments will focus on building character traits outlined by the VIA Inst*
- *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 Postsecondary Success

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

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.
- 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.

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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 racer 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 Postsecondary Success

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

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 players 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 racer 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 Postsecondary Success

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

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

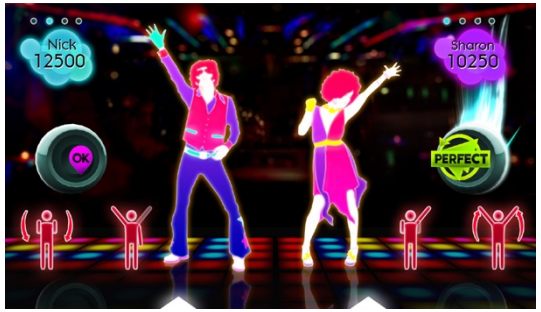
- Depending upon your "Game Mode" have students sign up and organize groupings.
    - "Social Gathering"
        - This mode is the easiest to set up.
        - Give the players a deck of Uno cards. Explain the rules and expectations for the day. This is when you, as a teacher/mentor, can insert purposeful goals and objectives into the game play.
        - Let them play to a winner.

    - "Competitive Tournament"
        - Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
          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.
        - The number of players will determine bracket size and number of players in the game.
          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.
        - 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 racer 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 Postsecondary Success

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

Materials

- 2-4 Players
- Wii, Wii U or Xbox Connect
- Just Dance 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.
- 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"
        - This mode is the easiest to set up.
        - 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"
        - Have the students sign up and organize a bracket of sorts. Aim for groups of 4 or for easy bracket advancement.
          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.
        - The number of players will determine bracket size and number of players in game.
          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.
        - 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 racer 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 Postsecondary Success

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

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"
        - This mode is the easiest to setup.
        - 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.
        - Let them play to a winner, but, honestly, the voyage is more important than the destination.

    - "Competitive Tournament"
        - Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
        - 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.
        - The number of players will determine bracket size and number of players in game.
        - 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.
        - 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.

VGCWW
Video Game Clubs Worldwide

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 Postsecondary Success

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

Materials

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

Game Mode Options: Wii Bowling, Tennis, Baseball, Golf, or Boxing (Nunchaku is needed for Wii Sports Boxing)

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"
        - This mode is the easiest to setup.
        - 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.
        - Let them play to a winner, but, honestly, the voyage is more important than the destination.

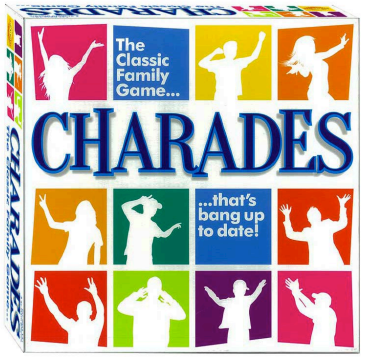
    - "Competitive Tournament"
        - Have the students sign up and organize a bracket of sorts. Aim for groups of 4 for easy bracket advancement.
          Example: 16 players = 4 groups of 4. If only 1 player advances, this tournament would consist of 4 first-round games and 1 final game of 4 players.
        - The number of players will determine bracket size and number of players in game.
          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.
        - 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.

VGCWW
Video Game Clubs Worldwide



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 racer 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 Postsecondary Success

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

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
    - 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.
    - 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.
    - 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.
    - 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 racers are unfamiliar with each other, each racer 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 Postsecondary Success

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

Materials

- Nintendo Wii
- Mart 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

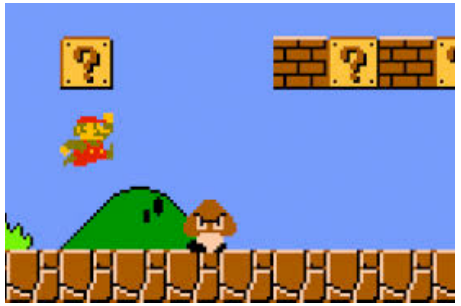
- Start a single player race in Mario Kart
- Choose your race speed: 50, 100, or 150cc.
- Choose your track.
- Choose your Kart and Character.
- Do not allow students to change the track.
- We suggest making Mario on a Standard Kart the default as to compare apples to apples in the end.

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 Bros. 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 racers are unfamiliar with each other, each racer 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 Postsecondary Success

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

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!!!

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.

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Thank You For the Support

APPENDIX A

_____ School Video Game Club

Bylaws

ARTICLE I. NAME

The name of this organization shall be The Video Game Club, shortened to "THE VGC" when appropriate.

ARTICLE II. PURPOSE

Section 1. The purpose of The Video Game Club is to connect students, faculty, and staff through the use of and discussion about gaming culture, play, and competition.

Section 2. The specific goals of The Video Game Club are as follows:

- Provide an opportunity for students to learn and play games together and form personal bonds with one another.
- Foster an understanding of the importance of being socially active and participate in philanthropic works at the local, state, and national level.
- Strengthen the confidence of students in themselves through public discourse and competitive game play.

ARTICLE III. MEMBERSHIP

Section 1. Membership in The Video Game Club is open to all students. Due to space and equipment constraints, membership may be capped and an application process may be implemented.

Section 2. Any student may join the club, but failing grades are not allowed. Students in the club will be completing a grade check once per quarter, three weeks prior to the end. Students with failing grades on a grade check will meet with the advisors during mentor time to discuss improving their grades. If grades do not improve by the end of the quarter, the student will be placed on an action plan for the following quarter. If a student's grade improves, they will be returned to "good standing" and monitored accordingly. If the grades do not improve after the action plan run its course, the student will be barred from all VGC activities.

ARTICLE IV. DUES AND FINANCE

- There are no dues to join the club. Members may have the opportunity to bring their own equipment, however the school will not be liable for loss or damages.
- Any funds raised for charity will be documented appropriately and funds distributed to identified charities, individuals, or groups at designated times.

ARTICLE V. OFFICERS

Section 1. Officers of the chapter shall be as follows: president, vice president, secretary, treasurer, and man at arms. These officers, with the advisors as ex officio members, shall constitute the executive committee. Officers shall be selected at the annual meeting

and shall hold their respective offices for a term of one year or until their successors are selected. Officers shall assume their duties at the close of the meeting at which they were selected.

Section 2. The chapter shall have one advisor who shall be a _____ faculty member.

Section 3. The advisor(s) is/are responsible for selecting students to lead the club. To be selected, a student must fill out an application which states their intentions and outlines their gaming background.

Section 4. An officer may be removed from their assigned post for (a) dereliction of duty, (b) inability to communicate effectively with the executive committee or the membership, (c) failure to attend meetings, or (d) unwillingness to accept a consensus vote of the executive committee.

ARTICLE VI. DUTIES OF OFFICERS

Section 1. The president shall (a) be in grades 10-12, (b) preside over all meetings of the chapter, and (c) appoint all committees.

Section 2. The vice president shall (a) preside in the absence of the president and (b) assist the president.

Section 3. The secretary shall (a) keep an accurate record of the meetings.

Section 4. The treasurer shall (a) act as custodian of the funds of the organization and (b) give financial reports.

Section 5. The man at arms shall (a) call the meeting to order and (b) act as crowd monitor during meetings.

ARTICLE VII. MEETINGS

Section 1. The executive committee will meet from time to time as needed for organization and scheduling of events. Executive committee members are required to attend all official meetings of both the committee and the club. Executive committee members do not need to participate in all club events.

Section 2. There must be at least one regular meeting per month during the academic school year. These meetings will take place on the _____ day(s) of the month. These meetings will take place in the advisor's classroom or predefined meeting location.

ARTICLE VIII. GAME PLAY

Section 1. Each member will sign a parent permission form at the beginning of the school year which identifies the ESRB level at which the student may play.

Section 2. Games played during meetings will be limited to "Teen" or lower, though some games rated "M" may be discussed for content and playability.

Section 3. Board and card-based games are held to the same rating system.

Section 4. Any and all games played outside of official meetings are done so at the individual player's judgement and are not subject to VGC/ESRB justification.

ARTICLE IX. AMENDMENTS AND EXEMPTIONS

Section 1. Any and all amendments to the bylaws of the Video Game Club need to be ratified, discussed, and voted on by membership in its entirety (Club Vote).

Section 2. All proposed amendments need to be discussed amongst the advisors, executive committee, and school leadership prior to the "Club Vote". School officials and advisors have final say on all matters pertaining to the club.