

LEARN 学习 HOC ENSEÑAR 가르치다 OPPIA YHTEISO TEACH 教学 ENSEÑAR COMMUN
Y HOC COMUNIDAD 배우다 UNTERRICHTEN 공동체 COMMUNITY 教学 ENSEÑAR
TERRICHTEN OPPIA YHTEISO DAY HOC 社区 APRENDER GEMEINSCHAFT CÔNG ĐỒNG DAY HOC YHTEISO
LEARN APRENDER 学习 COMMUNITY 가르치다 社区 LEARN OPPIA COMMUNITY

11th – 12th grade • English Level 3

LEARNING PACKET #5



Theme: Games

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear District/School Personnel:

We are a consortium of researchers, teacher educators, and teachers who believe in and strive to foster multilingual excellence. Therefore, during this time of crisis and difficulty, we are eager to put our expertise and passions to use to try to be of assistance. We initially designed 21 immediate-response packets for K-5, as soon as the pandemic forced schools to shut down. We then applied for and received a grant that has allowed us to create more than 100 full activity packets, ranging from Levels 1-3 of English proficiency, and grades K-12.

The breakdown of packets is as follows:

Level 1 – Entry into English

Emphasis on developmentally appropriate interesting/challenging tasks

- K-2
- 3-5
- 6-8 with a literacy background
- 9-12 with a literacy background
- 6-8 without literacy background
- 9-12 without literacy background

Level 2 – Building Background

- K-1
- 2-3
- 4-5
- 6-8
- 9-10
- 11-12

Level 3 – Interdisciplinary Inquiry

- K-1
- 2-3
- 4-5
- 6
- 7-8
- 9-10
- 11-12

With this letter, is an “Activity Packet” that can be used freely with any group of students or families as you see fit. Each packet includes interdisciplinary activities designed to be completed within a week. Teachers from around the country have designed, developed, and created these packets, each focusing on the topics of their choice. Because learning academic content can happen within any thematic context, these packets are designed to be diverse, dynamic, and engaging for students of all backgrounds. The topics covered in these units range from cultures, animals, natural disasters, inventions, and much more. You will see each teacher’s personality reflected strongly in these packets, and our hope is that this will capture students in a way similar to that of a rich and immersive classroom environment.

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Our hope is that these materials can provide some meaningful learning supports to students and families who may not have access to online learning opportunities. However, we can also imagine a variety of ways that these packets can provide learning opportunities outside of our original intent and purpose. Please use these activity packets in any way you see fit for your students and families. We will be so pleased to learn of how they might be useful, particularly for your multilingual students and their families. We think it might be particularly helpful for you to print packets and mail them to families, but we also see opportunities to work with local agencies, leave printed-out packets for pick-ups at schools, etc.

We designed these activities based around several big ideas:

- Productive play and inquiry
- Grade level and English Language Development standards/curriculum
- Fostering multilingual language development
- Providing opportunity for all four language domains (reading, writing, speaking and listening)

These packets are self-contained. Everything a child will need to be successful with the activities is provided in the packet. Students will only need a writing utensil. Additional tools like crayons or scissors are optional.

We have also included a letter to parents. We hope this will help parents understand what students will be doing with the packet and that we encourage the use of all language resources available to the student. The packets are in English for the students, but the students can write, talk and engage with family members regarding the packet activities in any language they would like. We have translated the parent letter into Spanish, and we encourage districts to translate the letter into any other language that would be helpful for your local families.

Designing Activity Packets is a new initiative for us, though we have been designing professional learning opportunities (eWorkshops) for teachers of multilingual learners since 2011. Like our Activity Packets, those learning opportunities for teachers are free. To learn more about them and us, please visit our website at: <https://cehs.unl.edu/icmee/>

We are eager to be a helpful, collaborative partner in all learning needs related to multilingual students and their teachers, so please, do not hesitate to reach out to us with questions, ideas, concerns, feedback, etc. We are available at icmee@unl.edu.

Sincerely,

Kara Mitchell Viesca, PhD

Associate Professor of Language Education

University of Nebraska Lincoln

Teaching, Learning and Teacher Education

PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Katie Loughrist** in collaboration with Lauren Gatti and Alexa Yunes.

The Standards that Informed the Development of this Packet are:

English Language Arts

- **CCSS.ELA-LITERACY.L.11-12.1**
 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-LITERACY.L.11-12.2**
 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-LITERACY.L.11-12.4.B**
 Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*)
- **CCSS.ELA-LITERACY.L.11-12.4.C**
 Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **CCSS.ELA-LITERACY.L.11-12.6**
 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CCSS.ELA-LITERACY.L.11-12.4.A**
 Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase
- **CCSS.ELA-LITERACY.W.11-12.2.D**
 Use precise language, domain-specific vocabulary and objective tone while attending the norms and conventions of the discipline in which they are writing.
- **CCSS.ELA-LITERACY.W.11-12.4**
 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Science & Technical Subjects (ELA)

- **CCSS.ELA-LITERACY.RST.11-12.2**
 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **CCSS.ELA-LITERACY.RST.11-12.9**
 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon or concept, resolving conflicting information when possible.

Physical Education (Nebraska Standards)

- **PE.HS.5.2b**
 Identifies and uses the major muscle groups in specific exercises
- **PE.HS.1.1b**
 Demonstrates proficiency in multiple skills in a variety of health-related activities (e.g., running core exercises, yoga, resistance training)

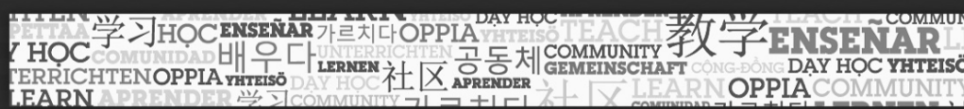
11th – 12th grade • English Level 3

LEARNING PACKET #5



Theme: Games

International Consortium for Multilingual Excellence in Education



August 15th, 2020

Dear Families:

During the COVID-19 pandemic, it became necessary for students to learn at home. Many students have limited access to technology, others struggle with online learning, and some simply want more to do while they are at home. With these things in mind, we have created an extensive resource of learning materials that we hope will be helpful for your children to engage with. These Activity Packets were designed with your students in mind and are aligned with each of their grade level content. Each activity in the packets will help students continue with their schooling as well as continue to grow their multilingualism. We encourage you to talk to your student about what they are doing and let your child ask you about the topics they are learning about. The packet is in English, but we encourage you and your children to speak and think together in any language you would like to. We strongly encourage you to use the language you feel most comfortable using with your student. Supporting their learning in all the languages they know is helpful—even for developing their English! So, please encourage your student to do the work in the packet in any language they would like.

We know that families are dealing with a lot of stress and uncertainty right now, so we encourage you to play the role you would like to play with your student and their Activity Packet based on what works best for you. We recommend reading the information about the packet and activities and then discussing with your student how the packet works and how they can work through it. We believe that with that introduction, your student can do a lot, if not all, of the work themselves. However, if you are available to work more closely with your student (or for a sibling or other family member to do so), we encourage that as well. Please know, this is not intended to be something that adds stress and work to your family during this demanding time. We hope that this is a helpful resource so your student can continue growing academically while in unusual situations.

We also hope you will find these packets interesting and fun. We have integrated activities from all of the grade level content standards: English Language Arts, Mathematics, Social Studies, Science, Physical Education and Art. We have also developed different packets for the different levels of English proficiency, so your child should feel challenged but also capable of largely understanding the content in front of them.

6th-12th grade students are encouraged to talk about their learning as much as possible, even if it is not to one person in particular. Some packets will include activities where students can “use a cell phone” to record voice messages and post on social media, which we hope might be ways in which they can be encouraged to speak in English or in any language they prefer.

In these packets, we have also included the following activities:

1. **Table of Contents:** This will provide you with a general pacing guide to help your student stay on track.
2. **Topic Vocabulary Preview:** This activity includes a glossary with many of the terms they will encounter in the packet. It includes the word, definition, an instructional image, and a space for them to write how they will remember the word. In Lesson 4, students will use their vocabulary knowledge to complete a crossword puzzle.

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3. **Scientific Article: Video Game Addiction:** This activity exposes your student to an academic scientific text related to the packet topic. Your student will work to understand the details of the text, make inferences, and apply what they have learned to the real examples and their own lives.
4. **PE: Let's Play!** This activity first teaches your students about some classic games played around the world. It then provides them with examples of exercises that are inspired by those games. The exercise instructions are only listed in one place, but please encourage your student to engage in the exercises each and every day. They are only beneficial when they are done repeatedly on a daily schedule.
5. **Sudoku Fever!** This activity is an article about the history and benefits of Sudoku, a popular brain puzzle enjoyed worldwide. It teaches them how to solve a Sudoku puzzle and then provides your student with a few puzzles to try on their own. The answer key is in the end of the packet.
6. **Vocabulary Crossword:** This activity helps your student check their understanding of the packet vocabulary. They should return to the glossary to study one more time before attempting to solve the puzzle. They will be required to choose the word that best fits in the context of a sentence, advancing their understanding of the proper usage of each word.
7. **Reflection:** This activity asks your student to reflect on everything they have learned in the packet and apply it to their own lives. This would be a great opportunity for you to sit with your student and ask them to go through each activity of the packet with you and explain what they learned and how it has changed their opinions or perceptions.

NOTE: Answer sheets are at the **end of the packet**, so your student will have easy access.
If you do not want your student to have answer sheets, remove them from the packet before giving it to them.

We hope that these activities will enhance your child's learning while we work through these very unusual circumstances. We also hope that they will give your child opportunities for productive play. If you have any questions or concerns about these packets, feel free to reach out to our project at icmee@unl.edu or by calling the Teaching, Learning and Teacher Education department at 402-472-2231.

Sincerely,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

This packet was designed and created by **Katie Loughrist**
in collaboration with Lauren Gatti and Alexa Yunes.

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15 de agosto del 2020

Estimadas familias:

Durante la pandemia del COVID-19, ha sido necesario que los estudiantes aprendan en casa. Muchos de los estudiantes tienen acceso limitado a la tecnología, otros tienen dificultad para aprender en línea y algunos simplemente quieren tener algo más que hacer mientras están en casa. Pensando en estas razones, hemos creado un recurso con una gran extensión de materiales de aprendizaje que esperamos serán útiles para que sus hijos participen activamente. Estos paquetes de aprendizaje fueron diseñados teniendo en mente a sus niños y están alineados a los contenidos de cada nivel de grado. Cada actividad en estos paquetes los ayudará a continuar con su escolarización, así como a seguir aumentando su multilingüismo. Lo alentamos a que hable con su estudiante sobre lo que está haciendo y deje que le pregunte sobre los temas que le interesan. El paquete está en inglés, pero le recomendamos a usted y a su estudiante que hablen y piensen juntos en el idioma que deseen. Le recomendamos encarecidamente que use el idioma con el que se sienta más cómodo al comunicarse con su estudiante, ya que respaldar su aprendizaje en todos los idiomas que sabe es útil, ¡incluso para su inglés! Por lo tanto, anime a su estudiante a hacer el trabajo en el paquete en cualquier idioma que desee.

Sabemos que las familias están lidiando con mucho estrés e incertidumbre en este momento, por lo que lo alentamos a que desempeñe el papel que le gustaría desempeñar con su estudiante y su paquete de actividades según lo que funcione mejor para usted. Le recomendamos leer la información sobre el paquete y las actividades que contiene y luego discutir con su estudiante cómo funciona el paquete y cómo pueden trabajar en él. Creemos que, con esa introducción, su estudiante puede hacer mucho, si no todo, el trabajo por sí mismo. Sin embargo, si usted está disponible para trabajar más estrechamente con su estudiante (o un hermano u otro miembro de la familia), también lo recomendamos. Por favor, tenga en cuenta que esto no pretende ser algo que agregue estrés y trabajo a su familia durante este momento tan desgastante. Por el contrario, esperamos que este sea un recurso útil para que su estudiante pueda continuar desarrollándose académicamente durante esta situación tan inusual.

También esperamos que ustedes encontrarán estos paquetes interesantes y divertidos. Hemos integrado actividades de todos los estándares de contenido de nivel de grado: Artes del Lenguaje en inglés, Matemáticas, Estudios Sociales, Ciencias, Educación Física y Arte. También hemos desarrollado diferentes paquetes para los diferentes niveles de dominio del inglés, de esta manera su hijo podrá sentir el desafío y también será capaz de comprender en gran medida el contenido que se les presenta.

Los estudiantes de 6to a 12avo grado son motivados a hablar sobre su aprendizaje tanto como sea posible, aun cuando no sea a una persona en particular. Algunos paquetes incluirán actividades en donde los estudiantes pueden “usar un teléfono celular” para grabar mensajes de voz y subirlos a las redes sociales; esperamos que estas sean formas que los animarán a hablar en inglés o en el idioma de su preferencia.

En este paquete, encontrará:

1. Tabla de contenido: Esto le proporcionará una guía general para ayudar a su estudiante a mantenerse en el camino correcto.

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2. Vocabulario temático y preparación del juego: Esta actividad incluye un glosario con muchos de los términos que encontrarán en el paquete. Incluye la palabra, la definición, una imagen instructiva y un espacio para que escriban cómo recordarán la palabra. Los estudiantes deben aprender bien estas palabras, ya que las verán en los textos del paquete, ¡y también las usarán para jugar un crucigrama. ¡Considere jugar ese juego con ellos!

3. Artículo científico: Adicción a los videojuegos: Esta actividad expone a su estudiante a un texto científico académico relacionado con el tema del paquete. Su estudiante trabajará para comprender los detalles del texto, hacer inferencias y aplicar lo que ha aprendido a los ejemplos reales y a sus propias vidas.

4. PE: ¡Juguemos! Esta actividad primero les enseña a sus estudiantes sobre algunos juegos clásicos que se juegan en todo el mundo. A continuación, les proporciona ejemplos de ejercicios inspirados en esos juegos. Las instrucciones de los ejercicios sólo se enumeran en un lugar, pero anime a su estudiante a participar en los ejercicios todos los días. Solamente son beneficiosos cuando se realizan repetidamente en un horario diario.

5. ¡Fiebre de Sudoku! Esta actividad es un artículo sobre la historia y los beneficios del Sudoku, un popular rompecabezas cerebral que se disfruta en todo el mundo. Les enseña cómo resolver un Sudoku y luego le proporciona a su alumno algunos rompecabezas para que los pruebe por su cuenta. La clave de respuesta está al final del paquete.

6. Crucigrama de vocabulario: Esta actividad ayuda a su estudiante a verificar su comprensión del vocabulario del paquete. Deben volver al glosario para estudiar una vez más antes de intentar resolver el rompecabezas. Se les pedirá que elijan la palabra que mejor se ajuste al contexto de una oración, mejorando su comprensión del uso adecuado de cada palabra.

7. Reflexión: Esta actividad le pide a su estudiante que reflexione sobre todo lo que ha aprendido en el paquete y lo aplique en su vida diaria. Esta sería una gran oportunidad para sentarse con su estudiante y pedirle que repase cada actividad del paquete con usted y le explique lo que aprendió y cómo ha cambiado sus opiniones o percepciones.

Esperamos que estas actividades mejoren el aprendizaje de su hijo mientras trabajamos juntos para atravesar estas circunstancias tan inusuales. También esperamos que le darán a su hijo oportunidades de juego productivo. Si tiene alguna pregunta o inquietud acerca de estos paquetes, siéntase en libertad de comunicarse con nuestro proyecto a icmee@unl.edu o llamando al departamento de Enseñanza, Aprendizaje y Educación para maestras (Teaching, Learning, and Teacher Education) al 402-472-2231.

Sinceramente,

Kara Mitchell Viesca, PhD
Associate Professor of Language Education
University of Nebraska Lincoln
Teaching, Learning and Teacher Education
PI: International Consortium for Multilingual Excellence in Education

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iPhone Instruction Icons



Write a text message
写短信
Escribe un mensaje



Tweet: write one sentence
推特：写一句话
Tweet: escribe una oración



Post on Facebook: write a few sentences
在Facebook上发布：写几句话
Publica en Facebook: escribe algunas oraciones



Post on Instagram: write a sentence and draw a picture
在Instagram上发布：写一个句子并画一幅画
Publica en Instagram: escribe una oración y dibuja



Write an email: write a paragraph
写一封电子邮件：写一个段落
Escribe un correo electrónico: escribe un párrafo

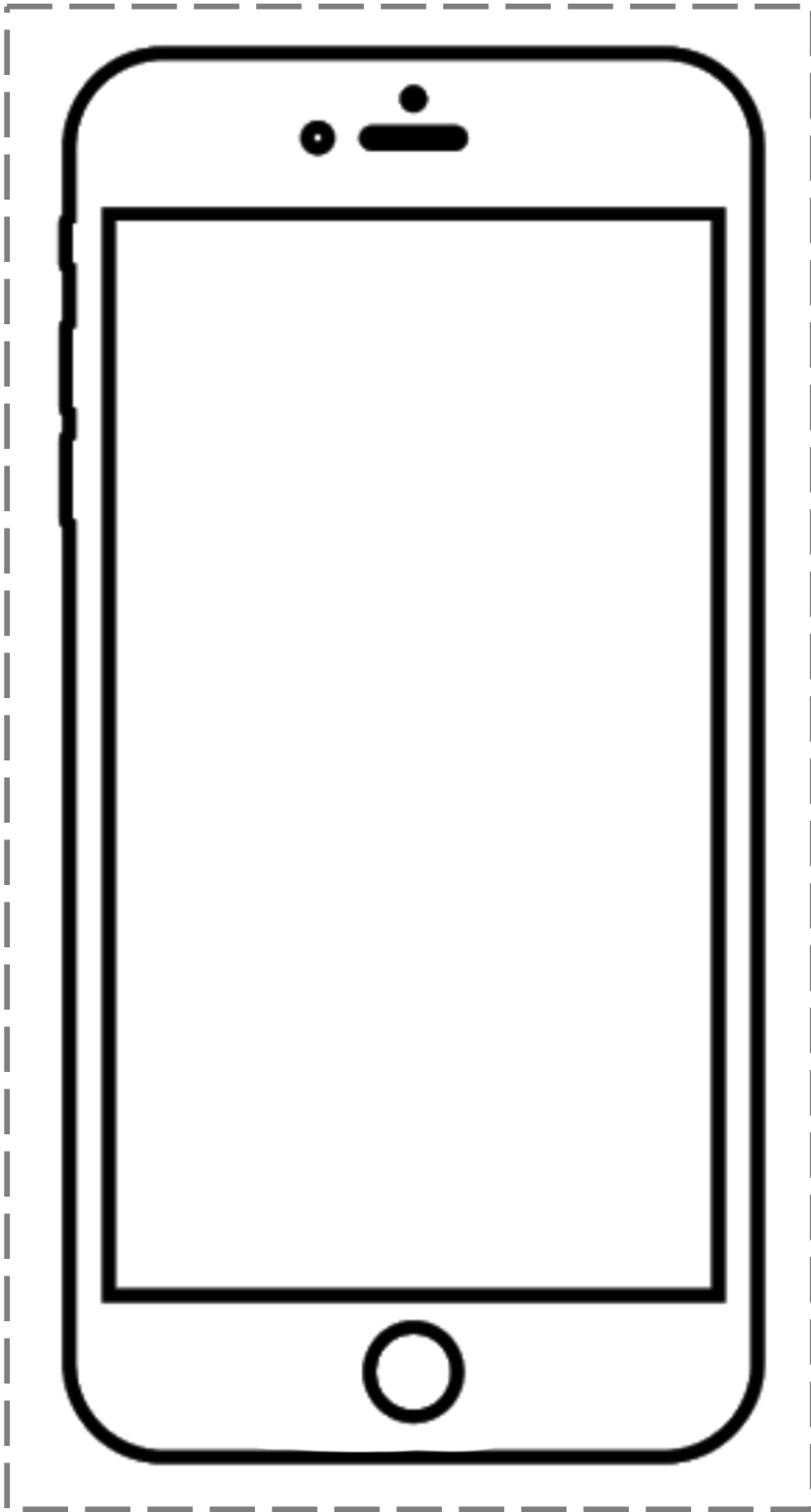


Record a voice message
录制语音留言
Graba un mensaje de voz



Make a phone call
打个电话
Haz una llamada





Packet 5: Games

Table of Contents

What will you find in this packet?



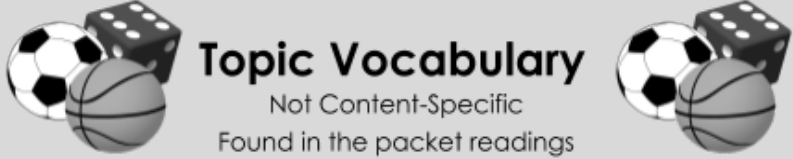


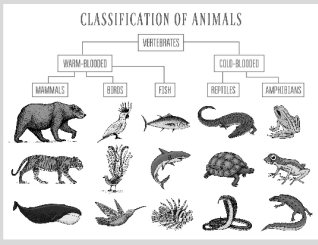
Suggested Schedule




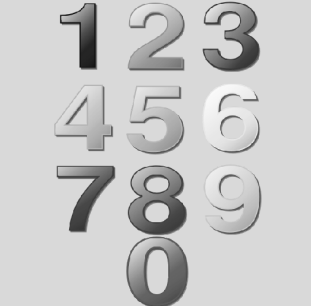

+	Lesson	Activities	Description
1 Week	Lesson 1	Vocabulary Preview	Learn the key vocabulary you will see throughout the packet. You'll check your knowledge later with a crossword puzzle!
	Lesson 2	Video Game Addiction	Read a scientific article about Internet Gaming Disorder & how you can avoid it.
		PE Games	Games are fun, of course, but they can also inspire whole body workouts! Play around with these exercises!
	Lesson 3	Sudoku Fever!	Read about the puzzle that is popular around the world. Learn the rules, and then try it yourself! Then teach a friend!
		PE Games	Time to Play! Refer to the exercises inspired by games, and continue your workouts.
	Lesson 4	Vocabulary Crossword Puzzle	You've learned the vocabulary. Now check your knowledge with a fun crossword puzzle! (Try not to look!)
		PE Games	Time to Play! Refer to the exercises inspired by games, and continue your workouts.
	Lesson 5	PE Games	Time to Play! Refer to the exercises inspired by games, and continue your workouts.
		Reflection	Think back to what you've learned. Make meaningful connections in your mind. Write to learn!







Photo by JESHOOOTS.COM on Unsplash

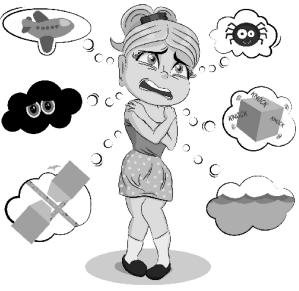






Packet 5 Vocabulary

Directions: Study the vocabulary notes for Packet 5. Then, write a way you will remember the word (home language, connection, drawing). Study these words, as you will see them throughout the packet. You will test your knowledge of the vocabulary in Lesson 4 when you complete the Vocabulary Crossword Puzzle!

 <p style="text-align: center;">Topic Vocabulary Not Content-Specific Found in the packet readings</p>			
Word	Definition	Visual	How I Remember This Word
<p>addiction / addicted</p>	<p>a strong and harmful need to regularly have something (such as a drug) or do something (such as gamble)</p> <p><i>His addiction to gambling only became worse after moving to Las Vegas.</i></p>		
<p>behind-the-scenes</p>	<p>happening privately without being known or seen by the public</p> <p><i>All of their conversations happened behind-the-scenes; her mother rarely saw them together.</i></p>		
<p>classify / classified</p>	<p>to arrange (people or things) into groups based on ways that they are alike</p> <p><i>Students will be learning about the ways scientists classify animals.</i></p>		

<p>consequence</p>	<p>something that happens as a result of a particular action or set of conditions</p> <p><i>The man lied to his mother, and now he must deal with the consequences.</i></p>		
<p>consist (of something)</p>	<p>to be formed or made up of specified things or people</p> <p><i>A good cake consists of just a few specific ingredients.</i></p>		
<p>constraint</p>	<p>something that limits or restricts someone or something</p> <p><i>Lack of income has been a major constraint on the family's budget.</i></p>		
<p>digit</p>	<p>a written symbol for any of the numbers 0 to 9</p> <p><i>The number 1,402 is made up of 4 unique digits.</i></p>		
<p>engage with</p>	<p>to become involved with someone or something</p> <p><i>He is a boring speaker because he will not engage with his audience.</i></p>		

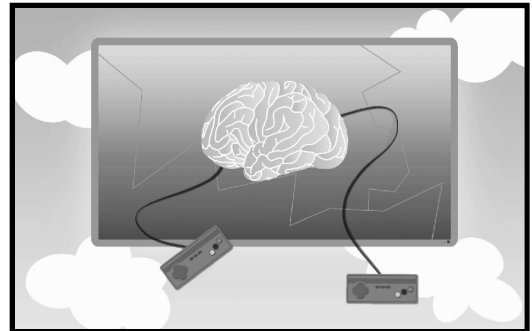
<p>evade</p>	<p>to stay away from or avoid someone or something</p> <p><i>The criminal has so far been able to evade the police.</i></p>		
<p>impulse / impulsive</p>	<p>(having) a sudden strong desire to do something without thinking</p> <p><i>His impulsive shopping spree left him feeling confused and guilty.</i></p>		
<p>intervals</p>	<p>a period of time between events</p> <p><i>The rats in the experiment were given food at various intervals throughout the day.</i></p>		
<p>jeopardize</p>	<p>to put someone or something in danger</p> <p><i>She is jeopardizing her health with poor nutrition and lifestyle choices.</i></p>		
<p>motivation</p>	<p>a force or influence that causes someone to do something</p> <p><i>Tina didn't understand her girlfriend's motivation for breaking up with her.</i></p>		
<p>persist</p>	<p>to continue to do something even though it is difficult or other people want you to stop</p> <p><i>Even though the task seemed impossible, they persisted pushing the boulder up the mountain.</i></p>		

<p>phobic</p>	<p>having an extremely strong fear or dislike of someone or something</p> <p><i>She has many fears, but most of all, she's social phobic, meaning she's afraid of interacting with people.</i></p>		
<p>pivot</p>	<p>the action of turning on a point</p> <p><i>The gymnast knew how to pivot effortlessly on the beam to face the opposite direction.</i></p>		
<p>random</p>	<p>chosen or done without a particular plan or pattern</p> <p><i>Our names were chosen at random from the jar.</i></p>		
<p>risk / risky</p>	<p>the possibility that something bad or unpleasant (such as an injury or a loss) will happen</p> <p><i>Some activities are riskier than others, like tightrope walking!</i></p>		
<p>simulate</p>	<p>to look, feel, or behave like something</p> <p><i>The VR headset simulated the activity of driving very realistically.</i></p>		
<p>subject</p>	<p>a person or animal that is used in an experiment, study, etc.</p> <p><i>Each subject in the study was asked to fill out a survey before beginning.</i></p>		
<p>trial-and-error</p>	<p>a process in which you find out the best way to do something by trying different ways until one is successful</p> <p><i>We often learn important life lessons through trial-and-error.</i></p>		

Video Game Addiction

By Dr. Douglas Gentile & Shawn Green

Have your parents ever complained that they think you are “addicted” to video games? Have you ever worried about it yourself? When you think about the word **addiction**, you might first think about chemicals (like alcohol or nicotine), but it is also possible to become addicted to behaviors (like gambling). Also, addiction does not simply mean doing something a lot. Instead, it means that you do something in a way that damages other important areas of your life, like your grades or your family relationships.



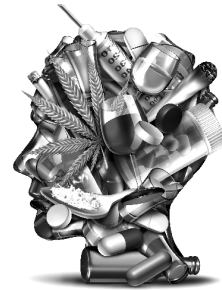
The American Psychiatric Association (APA) examined the scientific studies and concluded there is sufficient (enough) evidence to worry about video games becoming addictive for some people. They were not entirely sure from the studies whether it matters if the game is online or not, or whether people might also become addicted to other internet activities (like Facebook), so they decided to call the problem “Internet Gaming Disorder.”

Stop, Think, & Write

Before you continue reading, consider the following questions:

- What do you already know about addiction in general?
- What are the signs that show someone may be addicted?
- What do you think causes addiction to something?

You may write in English or another language.



How Do You Measure if Someone is Addicted to Video Games?

Because this is so new, there is not a single way that everyone agrees on to test if someone has this disorder. But here are the common set of symptoms that nearly all tests look for:

- **Preoccupation with Gaming** – Do you spend a lot of time thinking about games when you should pay attention to other things, such as school or the people around you?
- **Withdrawal Symptoms** – In drug addiction (like smoking), when you try to stop, you actually feel worse. With regard to video games, do you start to feel anxious, restless, or irritable if you do not play as much?
- **Tolerance** – In drug addiction, this means that your body gets used to the drug and you need to take more and more in order to get the same effect. With games, it might mean that you feel you need to spend more time playing, or to keep getting new games, in order to feel the same level of excitement.
- **Unsuccessful Attempts to Stop** – Once you are addicted to something, you no longer have control over yourself – you might want to cut back, but you can't.
- **Loss of Interest in Other Activities You Once Enjoyed** – If you stop doing all the other things you used to like doing and would rather just play games, you are limiting yourself.
- **Excessive Gaming Despite Problems** – Have you ever gotten a bad grade in school because of too much gaming? Are you getting into arguments with friends or family about your gaming? Are you getting too little sleep? These types of issues show that your gaming is harming your school, social, family, or physical functioning.
- **Deception** – Have you ever lied about your gaming, or tried to hide it?
- **Escape from Negative Mood** – People often use media (music, movies, games, etc.) to help them cope when they are stressed or upset. Still, this is often how drug addictions begin too – people have one drink to help them relax, which leads to addiction later.
- **Jeopardized** or Lost Relationship or Important Opportunity – Have you seriously hurt any of your relationships with family or friends because of game-related problems or arguments? Have you missed opportunities in school or clubs, or failed a class because of gaming? These types of difficulties can start serious long-term problems.

The American Psychiatric Association says that if you answer "yes" to five of these nine symptoms, you would be **classified** as addicted & should probably get some help soon!

Stop, Think, & Write

Before you continue reading, consider the following questions:

- How many questions did you answer "yes" to?
- Can you find similarities between a gaming addiction & other kinds of addiction?
- What should someone do if they need help with an addiction?

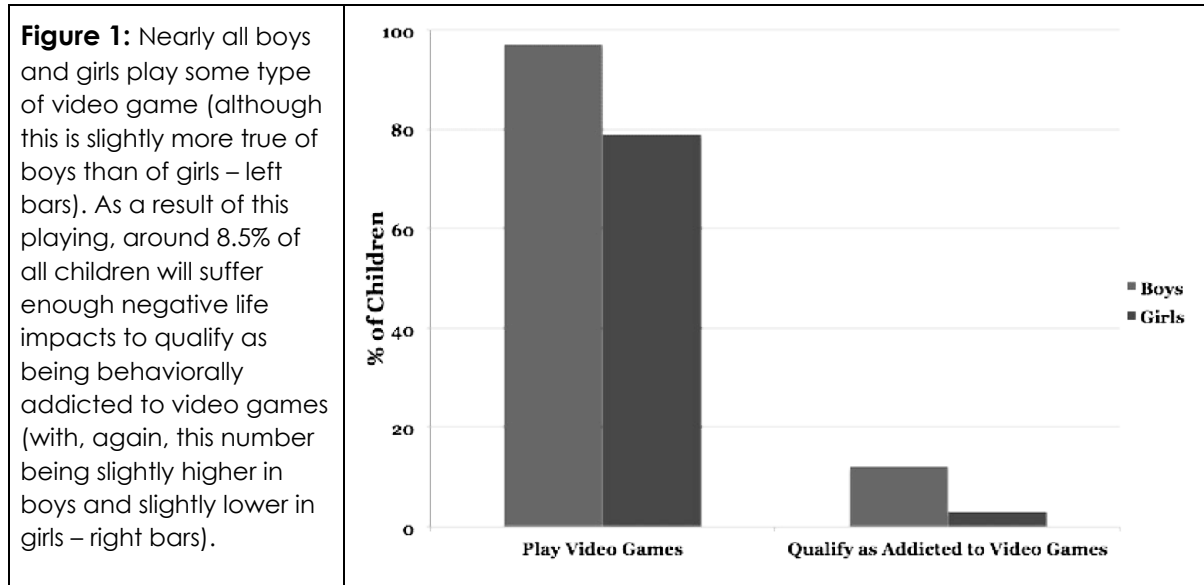


How Many Kids Would Be Classified as Addicted to Video Games?

A national study of over 1,000 US **subjects** of 8- to 18-year olds found that almost all kids play video games, but most of them (91.5%) do not have a serious problem with it. This is not a small number, though! There are about 40 million children ages 6-18 in the US. This would mean that over 3 million children are playing in a way that causes serious damage to their lives. They should get some help soon!



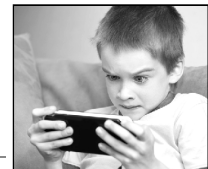
In a study of over 3,000 Singaporean children who were followed over 2 years, children who became addicted also became more depressed, anxious, social **phobic**, and got worse grades than children who played without addiction. When children stopped being addicted, their depression and anxiety got better.



Impulsive people are more likely to develop an addiction. You know you should do your homework, but you just can't get yourself to stop playing. You should go to bed, but you just gotta get one more level! People with better **impulse**-control are better able to stop themselves. Those with poor impulse-control have more difficulty stopping.

Stop, Think, & Write

- Why do you think more boys are addicted to gaming than girls?
- How good are you at controlling your impulses?



What Types of Games are Potentially Addictive?

We know that the exact type of game matters when it comes to the effects the games have. If researchers do find a connection between playing specific games and an increased rate of problem gaming, they would need to determine whether this is simply because certain types of people tend to play certain types of games (e.g., maybe people with poor impulse-control like to play one type of game, whereas people who have normal impulse-control usually play other types of games) or if there is something about some game genres that *make them riskier*.

One factor we know is related to addiction is the **motivation** the game provides. Games provide different types of rewards. Some games are very social, so part of the reward is in forming relationships; other games are single player, so the rewards are individual achievements. Some games are competitive, therefore part of the reward is in winning; other games are cooperative, and part of the reward is in teamwork. All in all, the more rewarding you find a particular game, the more **motivated** you will be to continue playing.



Another factor is *how* the rewards are given. Most animals, including human beings, **persist** more strongly in behaviors when rewards are given at somewhat **random intervals**. In other words, people will show the strongest motivation to keep on tasks when there is no way to determine whether the next action will be the one that leads to a reward. Some types of video games motivate players to continue playing in exactly this manner. For instance, in certain games, you never know whether the next monster will drop a valuable sword that you can pick up, or whether the next block that you dig up will expose a valuable diamond. Ultimately, the more players have the feeling that they are “close to” the next reward, the less likely they are to stop.

This is a very complex issue. The most valuable advice is to always stay aware of the effects that games are having on your life. This is why choosing your games carefully and paying attention to how they make you feel and think matters.

Reflect on the Reading

- *How do motivation and rewards affect addiction?*
- *What can you do to protect yourself from developing an addiction?*

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Time to Play!

You're Never Too Old to Have Fun!

You're a teenager. You have your whole life ahead of you. You might think that you'll be active and healthy forever! That's how most young people feel. However, the truth is that as people age, they tend to reduce their physical activity, especially when it comes to playing games or sports. This is an early reminder to you to not let that happen! Try to find ways to play each and every day!



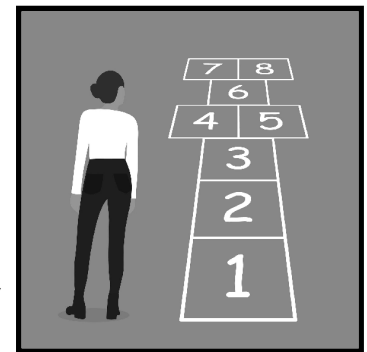
Exercising Through Games

You may already play games such as basketball, soccer, or volleyball. But those games are harder to play when you don't have a team of people to **engage** with. You may remember playing some of these games when you were a small child. Did you know that you can turn these childhood games into great whole-body workouts? Well, read on to find out how!

Hopscotch

Hopscotch is a classic, timeless game using numbered boxes drawn in chalk on cement. Children often play this game, but you can too! If you have chalk, consider drawing a hopscotch track outside. If not, no worries! You can do all of the beneficial exercises right inside your home! Here are the steps:

1. Bouncing on the balls of your feet, jump your feet wide.
2. Hop back to center on your left foot, bringing your right knee up, then jump your feet wide.
3. Hop back to center on your right foot, bringing your left knee up.
4. Continue alternating in this pattern for 60 seconds.



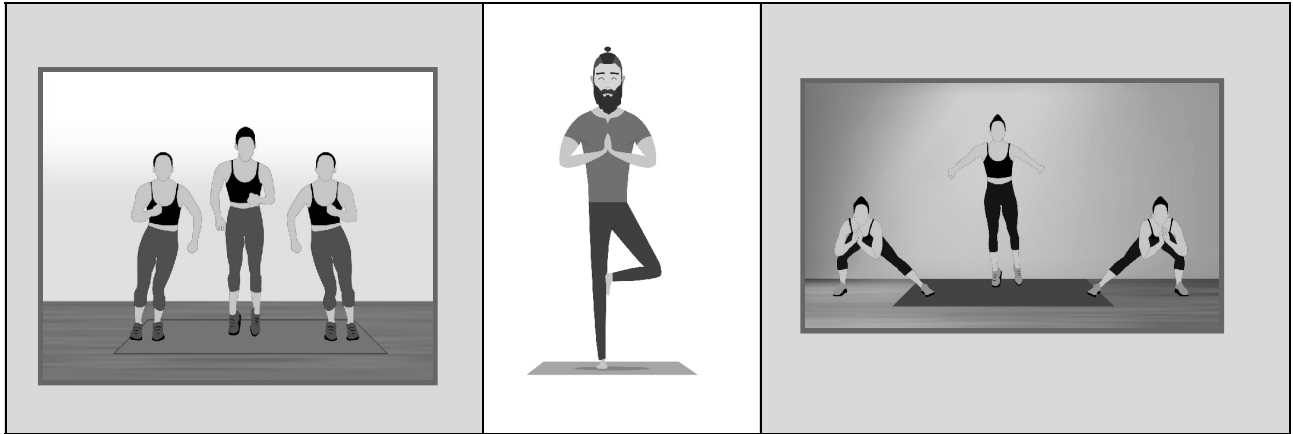
Tag! You're It!

In Spanish, it is often called *juego de persecución* - the chasing game. In Jamaica, they call it *ketchins* - the catching game. In France, it is often called *jeu du loup* which translates to 'the wolf game' or *t'y es* meaning - 'you are it'. Tag is a universal game played pretty much by everyone, everywhere.



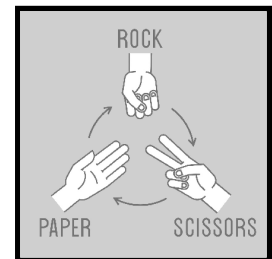
There are so many physical skills involved in playing tag. Children learn how to control their muscles by accelerating and stopping while sprinting around. They improve their agility, balance, coordination, accuracy, and precision as they **evade** tags. They learn how to **pivot**, focus and reach.

Tag is an intense form of cardiovascular exercise. Instead of sprinting on a track, you are rushing away from danger, so you are attempting to race away as fast as humanly possible. You also develop better balance and coordination as you **pivot** and spin. If you don't have space or anyone to play with, try the following exercises that **simulate** Tag's movements.



Rock Paper Scissors

This game requires no equipment and can be played anywhere! It involves two players at a time. The players simultaneously (at the same time) form one of the three shapes (rock, paper, or scissors), and the winner is decided according to these rules: rock crushes scissors, scissors cut paper, paper covers rock. You can also imitate the movements of RPS with your entire body using the following three exercises:



Rock	Paper	Scissors

Fun Fact: In the Malaysian version of this game, "scissors" are replaced by "bird" and "paper" by "water" (rock hits bird, bird drinks water, water sinks rock).

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Sudoku Fever!

Try the Puzzle with Worldwide Appeal

Sudoku is a puzzle that has enjoyed worldwide popularity since 2005. To solve a Sudoku puzzle, you need to use a combination of logic and **trial-and-error**. It can help you with your math, although not directly. The math of Sudoku is involved **behind the scenes**, and it's pretty complex: combinatorics, group theory, computational complexity...



Don't worry, you don't need to understand advanced math to enjoy Sudoku! Just learn the rules (or...*rule*) and start playing!

Sudoku is a number placement game that relies on short-term memory. To complete a Sudoku puzzle, you have to look ahead and follow trails of **consequences**—*if you put a 6 in this box, that one must be an 8 and this one a 4, and so on*. This type of planning helps improve short-term memory and concentration.

The standard version of Sudoku **consists** of a 9×9 square grid containing 81 cells. The grid is subdivided into nine 3×3 blocks. Some of the 81 cells are filled in with numbers from the set {1,2,3,4,5,6,7,8,9}. These filled-in cells are called givens. The goal is to fill in the whole grid using the nine **digits** so that each row, each column, and each block contain each number exactly once. We call this **constraint** on the rows, columns, and blocks the One Rule.

GRID	The entire large square, divided up into smaller, equal squares (blocks & cells)	<div style="text-align: center;"> <div style="border: 1px dashed black; padding: 5px; display: inline-block;"> GRID </div> </div>
BLOCK	The medium-sized squares, divided up into smaller, equal squares (cells)	
CELL	The smallest squares which make up the blocks that make up the grid.	

JOKE: What do you call a fake Sudoku?

ANSWER: A pseudo-ku!

Explanation: "Pseudo" means "not real." It is pronounced the same as "Sudo" in "Sudoku."

Here is an example of a Sudoku puzzle and its solution (answer).

Notice that the One Rule is followed:

1. Look at the Solution: Look at the block in the top left corner. You can find all the numbers in the set: 1-9. *None of them are repeated in that block.*
2. Look at the number 3 in the top left corner of the top left block. Look at the column below it and the row to the right of it. *The number 3 is not repeated going down, nor is it repeated going to the right.*

Puzzle									Solution									
			8						3	1	5	8	2	7	9	4	6	
4				1	5			3	4	6	8	9	1	5	7	3	2	
	2	9		4			5	1	8	7	2	9	3	4	6	5	1	8
	4							1	2	9	4	6	5	3	8	1	2	7
			6		2				5	7	1	6	9	2	4	8	3	
	3	2						9	8	3	2	1	7	4	6	9	5	
6	9	3		5			8	7	6	9	3	2	5	1	8	7	4	
	5		4	8					1	2	5	7	4	8	9	3	6	1
					3				1	8	4	7	6	3	2	5	9	

Now You Try! Make sure you follow the One Rule, which is basically the only rule of the game! Also, use a pencil, not a pen! You may need to erase your first answers.

Could you teach someone else how to do a Sudoku?

Develop your speaking skills while you share a fun new hobby with someone else!

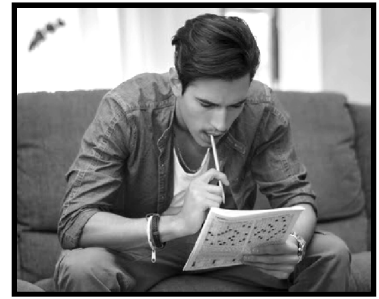
The Answer Key is at the end of the packet; try not to look!

"Very Easy" Sudoku									"Easy" Sudoku								
1	5		7					9				4			6		9
3			9	1				6			4					8	
					4			1	7	9				1		3	
	8		5					6		7			6				5
	9		8		7			4			1				2		
6					2			7	9				8			7	
	3		4							3		5				6	8
	6			7	9			2		1					7		
	4				3			8	9	5		2			6		

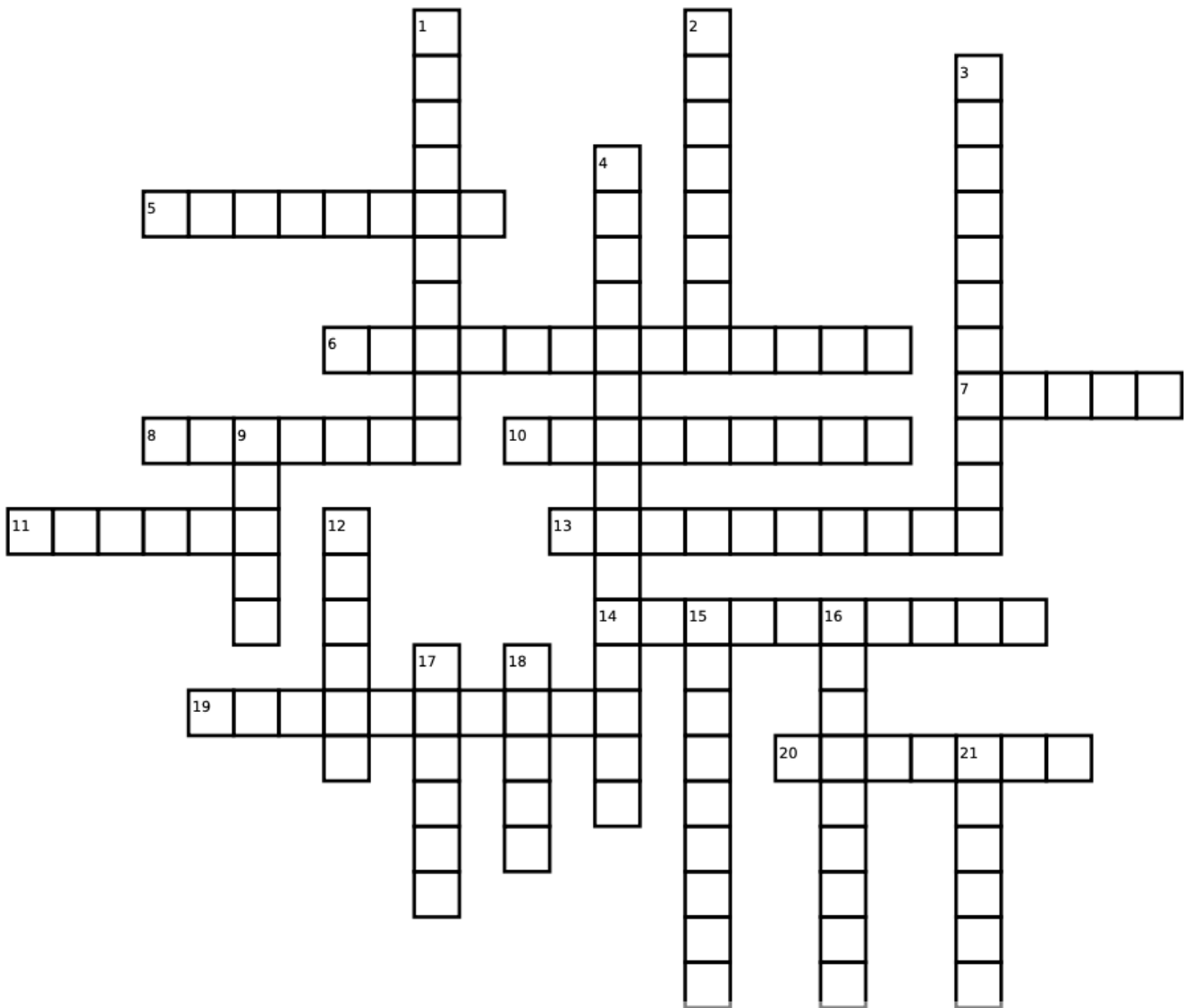
Content adapted from Verywellmind.com, Cornell Dept. of Mathematics, Section 107 of the Copyright Act

Packet 5: Vocabulary Crossword

STOP: Go back and study your vocabulary. Then try to complete the crossword *without looking at the glossary* (packet dictionary). You can always review the words again if you get stuck or need help with spelling, but first see how many you can remember without looking!



The clues are on the next page, & the answer key is at the end of the packet.



Vocabulary Crossword Clues!

DOWN	ACROSS
<p>1. One _____ in the game of basketball is not being able to walk with the ball.</p> <p>2. Video games can _____ real-life experiences.</p> <p>3. Failing the class was the _____ for her poor study habits.</p> <p>4. All of his talents were performed _____ where no one could see.</p> <p>9. It was a _____ decision to bet all of his rent money at one time!</p> <p>12. He is social _____, meaning he is afraid of interacting with people.</p> <p>15. Her _____ to shopping caused serious problems for her finances.</p> <p>16. She used to be _____, but now she thinks carefully before she acts.</p> <p>17. There was no reason for it; it was chosen at _____.</p> <p>18. A football player can easily _____ to switch directions quickly.</p> <p>21. If you want to make friends, you will have to _____ with new people when you meet them.</p>	<p>5. A PBJ sandwich _____ of peanut butter, jelly, and bread.</p> <p>6. We had to try seven different strategies, but we figured it out eventually through _____.</p> <p>7. The mouse continues to _____ the cat.</p> <p>8. She will always _____, even when the task is difficult.</p> <p>10. The athletes performed push-ups at 30-second _____.</p> <p>11. 1, 3, and 5 are examples of _____.</p> <p>13. He chose to _____ his career by stealing money from his boss.</p> <p>14. A lion and a human can both be _____ as mammals.</p> <p>19. His _____ for eating well was to lose weight.</p> <p>20. Each _____ participating in the study had to take the research drug.</p>

Reflection

It's Not All Fun & Games

You have now learned a lot about some classic activities that are usually very fun: **games!** You studied new **vocabulary** that helped you understand the texts. You learned how games can **inspire** physical **exercises**. I bet you never thought that **Rock Paper Scissors** could make you sweat so much! You even learned how to complete a **Sudoku** and a **crossword puzzle**.



But the entire packet has not been about the fun-side of gaming. You also read about **Internet Gaming Disorder**, a serious **addiction** that affects many people who play video games. You learned the **warning signs** of this addiction and how you can **avoid** falling into it.

Now it is time to **reflect** (think back on) all that you have learned.

If you are struggling to begin, first try answering the following questions:

You are not required to write these; just think about them to help you get started.

- Did the activities in this packet challenge you socially, culturally, emotionally, or in some other way? If so, which activity? How? Why did it catch your attention?
- Have the activities changed your way of thinking? Did they conflict with beliefs you held previously, and what evidence did it provide you with in order to change your thought process on the topic?
- Did the activities leave you with any questions? Were these questions ones you had previously or ones you developed only after finishing?
- How do the ideas presented in this packet mesh (fit in) with your own experiences?

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ANSWER KEYS

Sudoku Fever!

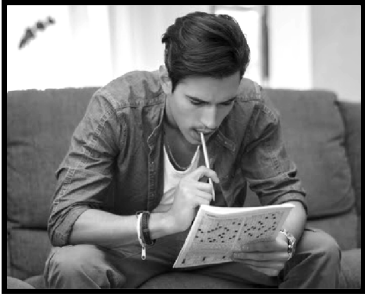
Try the Puzzle with Worldwide Appeal

★THIS IS THE ANSWER KEY★

"Very Easy" Sudoku SOLUTION	"Easy" Sudoku SOLUTION
1 5 6 7 3 8 2 9 4	1 5 8 4 3 7 6 2 9
3 2 4 9 1 5 8 6 7	3 2 4 6 9 5 1 8 7
8 7 9 6 2 4 5 1 3	7 9 6 8 2 1 5 3 4
4 8 7 5 9 1 3 2 6	2 7 3 1 6 9 8 4 5
2 9 3 8 6 7 1 4 5	8 4 1 7 5 3 2 9 6
6 1 5 3 4 2 9 7 8	9 6 5 2 8 4 3 7 1
9 3 2 4 8 6 7 5 1	4 3 7 5 1 2 9 6 8
5 6 8 1 7 9 4 3 2	6 1 9 3 4 8 7 5 2
7 4 1 2 5 3 6 8 9	5 8 2 9 7 6 4 1 3

Packet 5: Vocabulary Crossword

★THIS IS THE ANSWER KEY★



A crossword puzzle grid with the following words filled in:

- 1. CONSISTS
- 2. STIMULANT
- 3. CONSEQUENCE
- 4. BEHINDER
- 5. CONSISTS
- 6. TRIAL AND ERROR
- 7. EVADE
- 8. PERSIST
- 9. PERSIST
- 10. INTERVALS
- 11. DIGITS
- 12. PHOBIA
- 13. JEOPARDIZE
- 14. CLASSIFIED
- 15. CLASSIFIED
- 16. CLASSIFIED
- 17. MOTIVATION
- 18. PUNCTURE
- 19. MOTIVATION
- 20. SUBJECT
- 21. SUBJECT



My Packet Journal

In this packet I learned _____

ICMEE is housed within:





Reference Sheet

LENGTH

Metric	Customary
1 kilometer = 1000 meters	1 mile = 1760 yards
1 meter = 100 centimeters	1 mile = 5280 feet
1 centimeter = 10 millimeters	1 yard = 3 feet
	1 foot = 12 inches

CAPACITY AND VOLUME

Metric	Customary
1 liter = 1000 milliliters	1 gallon = 4 quarts
	1 gallon = 128 ounces
	1 quart = 2 pints
	1 pint = 2 cups
	1 cup = 8 ounces

MASS AND WEIGHT

Metric	Customary
1 kilogram = 1000 grams	1 ton = 2000 pounds
1 gram = 1000 milligrams	1 pound = 16 ounces

TIME

1 year = 365 days
1 year = 12 months
1 year = 52 weeks
1 week = 7 days
1 day = 24 hours
1 hour = 60 minutes
1 minute = 60 seconds



ICMEE is housed within:

