

Leisure gamers – The handbook

This is how the handbook would look like:

LEISURE Gamers

ABOUT THE COURSE

The course I created is for teenagers at the age of 13-16 years who are struggling with excessive video game use. Therefore, this course is constructed to helping those teenagers who are experiencing such issues, and the course will focus on helping them with balancing their excessive gaming usage and finding new leisure opportunities that are connected with their interests. Furthermore, the course is designed to be an open platform for the teenagers to express themselves, create social bonds and to learn valuable educational tools to help them engage in healthier leisure activities. Through research within the area of education and group work, I found that I could reach these results by having short lectures, assignments, open discussions and exercises that focus on aspects such as leisure education, leisure resources, communicative - and social skills. The end goal is to transition their videogame usage from a negative leisure to a positive experience. The course will use videogaming as a tool to educate the kids in various forms.

A SUMMER COURSE FOR TEENAGERS (13-16 YEARS) STRUGGLING WITH EXCESSIVE VIDEO GAME USAGE

The gamers are back in town

A summer course for teenagers who are struggling with excessive video game use.

Learn to balance your video game use and meet new friends

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About the course

The course I created is for teenagers at the age of 13-16 years who are struggling with excessive video game use. Therefore, this course is constructed to helping those teenagers who are experiencing such issues, and the course will focus on helping them with balancing their excessive gaming usage and finding new leisure opportunities that are connected with their interests. Furthermore, the course is designed to be an open platform for the teenagers to express themselves, create social bonds and to learn valuable educational tools to help them engage in healthier leisure activities. Through research within the area of education and group work, I found that I could reach these results by having short lectures, assignments, open discussions and exercises that focus on aspects such as leisure education, leisure resources, communicative - and social skills. The end goal is to transition their videogame usage from a negative leisure to a positive experience. The course will use videogaming as a tool to educate the kids in various forms.

The course itself would be a summer course amounting to four weeks. The course would be every weekday (Monday to Friday), 4 hours each day. This means that it would be a 20-hour-a-week course, amounting to 80 hours in total. I found that the ideal number of participants for such a group work would be ten teenagers. Since this group work will be of a counselling nature, which according to Gladding (2020) book about group work, would be most beneficial with 8-12 participants, I found that 10 participants would fit perfectly in the course. Additionally, in order to create a fluent dynamic when creating teams or pairs within the group, I thought that 10 would be the best number of participants. Then I could create 5 pairs or 2 teams of 5 participants in our exercises or assignments. Furthermore, I thought that 3 employees on the scene would fit perfectly, since there is a need for at least 2 employees on the scene, so if one of the employees became sick or had other issues attending the course there would be two available employees left.

I wanted to create intrinsic motivation and an exciting environment for our course by using terminology and the culture of the gaming world. An example of this is that in the beginning of the course, the kids will have to create a Gamertag which is something you do when you play videogames. The reasoning behind this idea is to partially let the kids have some fun and be creative, but also because some of the kids might have social anxiety or just be anxious about meeting new peers. Letting them create a Gamertag might work as kind of a mask, letting them distance a bit from their own reality and therefore be more open.

Another example of using the gaming culture is by giving the kids ranks and letting them obtain XP (experience points) throughout the course and level up, accordingly, earning themselves a new rank. Their beginner rank will be “noob” and after completing the first week they will level up to apprentice, and in the end after completing the last week they will earn the rank of legendary.

This is done to speak to the teenagers in their own language and hopefully it will help engage the kids. As we know, intrinsic motivation is key when you want your participants to show agency and I believe that this interesting environment will smoothen communications between the teenagers. They certainly will have something to chat about with each other about the courses format, and hopefully that can work as an icebreaker for some of them. The conductors of the course will also be instructed not to condemn on gaming and gaming usage, because that can cause some distrust amongst the teenagers if they feel that their videogame usage is under attack. Throughout the course the kids will be playing video games, sometimes with carefully designed exercises and other times through free play where the kids get to choose what they want to play. To give an example of on videogame exercise will be to play Counter strike, which is a 5 vs. 5 shooting game. Here the exercise will be that one team is not allowed to communicate with each other, whilst the other team is encouraged to communicate and strategize. The reasoning for this is to show the kids the importance of communication in teamwork.

Course's structure

Each week of the course will be designed to focus on a selected topic and will look the following:

Week 1	Introduction, setting a goal and getting to know each other
Week 2	Social and communicative skills
Week 3	Leisure education and leisure resources
Week 4	Outro

The first week will be our formation part of the course and be about breaking the ice and introducing the kids about what the course is about. Here the instructors will explain all the necessary details and create exercises and games designed to let the kids smoothly get to know each other. Additionally, the conductors will have a lecture about videogaming, touching the ground of the positives and negatives of videogaming.

Each Friday will be about evaluating how the week went, focusing on what they have learned throughout the week and designing their PowerPoint presentation which they have to present on the very last day of the course. Each PowerPoint presentation is individual, but the teenagers are encouraged to help each other with their presentation by communicating their ideas and what they have learned, to each other.

The next two weeks will be our transition and performing weeks. Here there will be exercises selected to teach the teenagers about the aspects that we previously mentioned: leisure education, leisure resources, communicative - and social skills. These two weeks will be structured so that every other day (Monday, Wednesday, and Friday) we will be in-house days. Every in-house day would have a theme where the participants will learn a selected topic. Then the following days (Tuesday and Thursday) will be outdoor days where the kids will take part in activities that connect to the previous day. For example, on a Monday the kids will play a roleplaying game where they will create a character and immerse themselves digitally. Then the following day they will take part in a LARP (Live action roleplay) event where they get to achieve a similar experience as the day before, but in real life.

The last week will act as our closing section also called Outro, where their kids will have time to finish their PowerPoint presentation. Additionally, the last two days of that week (Thursday and Friday) will be days where the teenagers can bring family and friends to the

course. The teenagers are also tasked with planning the details about how they want the first family/friend day to be. On the very last day they have to present their PowerPoint to their parents who get invited to the course itself. Furthermore, on Thursday (First family/friend day), there will be a professional lecture on video games and its effect available for the parents to attend to with their kids. Another idea was to let the kids have the opportunity to play some video games with their parents on the last day. The reason being that I wanted to align the parents with their child's interests and have a fun experience.

The last hour of the in-house days will be dedicated to catching up on time (for example if the kids are distracting the teachings) and free play. So, the course conductor will explain this and tell the participants that the more attention the kids give the courses teaching and the less distractions there are, more time will be given for the free play in the last hour. This is done to give the kids an incentive to pay attention and not distract. The conductor will carefully explain this as they are giving the participants a choice, so they understand that they have the agency to have more time for free play.

At the end of each inhouse day, the teenagers are asked to not play anymore videogames that day. This will of course be a suggestion and not an order, which is something that the conductor must carefully explain. The reason to why it is not an order is because that teenager often will do the opposite if ordered, and this is a course about giving the teenagers the skills to balance their videogame usage of free will.

Homework will be given out each day in various forms. Every time there is an inhouse day, the kid's homework will be to discuss what they have done and learned with their parents or close relatives/friends. On the days that the course is outside the regular area, the only homework will be to take notice of one's emotional and physical state.

Week 1- Introduction

Monday:

<u>Module 1</u>		
Goal: To start of easy and let the kids get to know each other. the students will participate in various games and create their gamertag.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Students create their gamertag (gamertag is used in videogames and is there virtual name) and participate in various icebreaker games.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
10	The tutor asks for attention and bids everyone welcome. Then he/she asks every student to create their own original gamertag which is going to be used instead of their real life name. It can be a pre-created gamertag that they already use in various videogames or something completely new.	The students create their gamertag and writes it down on a piece of paper.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	Teambuilding game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
Students understanding: To open up and get to know each other better.		
<u>Module 2</u>		
Goal: In this section, the tutor uses a PowerPoint presentation and presents the purpose, rules and other important information about the course, additionally showing what the course entails.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To inform the students about the course and let the students chat amongst themselves about the course and then if they want, share their opinion with the rest of the peers.		Tools and items to use: Penns and paper. Computer and projector. PowerPoint presentation.

Teaching methods:		
Min:	What do we do:	What do the students do:
20	Presents the first part of the PowerPoint about the course and answer questions.	Sit and listen and asks questions.
10	Dividing the kids into groups of 2 and asks them to talk about what they think of it so far. The tutor states that if some groups have said everything they have to say about the course, then they can talk about other things. The tutors will also visit each group and help them if they are stuck.	Talking to their peer in their group about the course, and then whatever they want to talk about.
10	The tutor then asks if the kids want to share what they have talked about and conducts the open discussion.	The kids that want to share can share their opinions.
20	Lunch breaktime	
Students understanding: Learn about the course itself and get to know each other better.		
<u>Module 3</u>		
Goal: In this section, the tutor uses a PowerPoint presentation and presents the purpose, rules and other important information of the course, additionally showing what the course entails.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To inform the students about the course and let the students chat amongst themselves about the course and then if they want, share their opinion with the rest of the peers.		Tools and items to use: Penns and paper. Projector and a computer, PowerPoint presentation.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
10	The second part of the presentation starts	Sit and listen and asks questions.
10	Dividing the kids into groups of 2 and asks them to talk about what they think of it so far. The tutor states that if some groups have said everything they have to say about the course, then they can talk about other things. The tutors will also visit each group and help them if they are stuck.	Talking to their peer in their group about the course, and then whatever they want to talk about.

10	The tutor then asks if the kids want to share what they have talked about and conducts the open discussion.	The kids that want to share can share their opinions.
10	The tutor chooses 3-4 videogames available and let the kids vote on what game they are going to play for the next and last module of the day.	The students vote on what game they want to play for the next module.
Students understanding: Learn about the course itself and get to know each other better.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: Let the students get to know each other better through videogaming.		Tools and items to use: Computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last match of a game.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Tuesday:

<u>Module 1</u>		
Goal: To start of easy and let the kids get to know each other. The students will participate in various games and discussions about their gaming preferences.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Students take part in an icebreaker game to lighten the mood and then discuss in groups about their gaming preferences.		Tools and items to use: Pen and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
15	The tutors divide the students into 3 groups and asks them to discuss why they started playing video games and what their favourite videogame is. Additionally, the tutor asks the students to freely discuss about videogames.	Gets divided into groups where they can discuss and chat about videogaming.
15	The tutors divide the students into 3 new groups and asks them to discuss why they started playing video games and what their favourite videogame is. Additionally, the tutor asks the students to freely discuss about videogames	Gets divided into groups where they can discuss and chat about videogaming.
Students understanding: Getting to know each other through their interest in video games.		
<u>Module 2</u>		
Goal: To give the students an open platform where they can express their opinions of various video games. Additionally, let the students get to know each other and their tutors better.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To let the students get to know each other and the tutors through discussion about video games.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:

20	The tutors ask for attention and all three tutors talk about themselves and their gaming experience. Then they ask for the students to share what they have been talking about in the previous module.	The students listen and share about themselves if they want to.
20	Teambuilding game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	Lunch breaktime	
Students understanding: Getting to know each other through their interest in video games.		
<u>Module 3</u>		
Goal: To start off easy and let the kids get to know each other. The students will participate in various games and discussions.		To remember: each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Let the students play a game that is focused on teamwork.		Tools and items to use: Pens and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	Teamwork game – Land og by The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Students take part in the game and the winners pick a videogame to play in the last module.
Students understanding: Learning teamwork through games.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: let the students get to know each other better through videogaming.		Tools and items to use: Pens and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:

40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Wednesday:

<u>Module 1</u>		
Goal: This day is about setting goals. The students will create SMART goals.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: The students will participate in games, exercises and conversations and additionally create SMART goals.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors show a presentation of what SMART goals is and how it can be done	The students listen to the presentation.
Students understanding: Learning to set SMART goals.		
<u>Module 2</u>		
Goal: Teaching the kids about SMART goals and how to apply it to real life.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Teaching the kids about SMART goals and how to apply it to real life.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor divides the students into groups where they can discuss what SMART goals is and what they think about it.	The students discuss what SMART goals is and what they think about it. If some of the students already have an idea of what their SMART goals can be, they are indulged to share it.

30	The tutors ask each student to try and create their own individual SMART goals. The tutors then help those who need it.	The students create their individual SMART goals.
20	Lunch breaktime	
Students understanding: Learning to set SMART goals.		
<u>Module 3</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Introduction
Goal: Teaching the kids about SMART goals and how to apply it to real life.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Teaching the kids about SMART goals and how to apply it to real life.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
20	The tutor asks the students to continue to make their SMART goal and help those who need it.	The students continue to create their individual SMART goals.
20	Teamwork game The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Students take part in the game and the winners picks a videogame to play in the last module.
Students understanding:		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: let the students get to know each other better through videogaming.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:

40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Thursday:

<u>Module 1</u>		
Goal: This day is about informing about the positives and negatives of videogaming.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: The students will participate in a game and listen to a presentation about the positives of videogaming where they together will discuss about this topic.		Tools and items to use: Penns and paper. Computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation of the positives of videogames.	The students listen to the presentation.
10	The tutor divides the student into 3 groups and asks the students to discuss about the previous presentation and ask them to find examples from their own life of the positivises of videogaming	The students discuss about the previous presentation and ask them to find examples from their own life of the positivises of videogaming
Students understanding: Learn about the positive aspects of gaming.		
<u>Module 2</u>		
Goal: To let the students share what they have discussed in groups and get to know each other better.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Those students who wants to share about what they have been discussing does that. Additionally, the students will participate in a game.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor asks for attention and asks the student to share what they discussed.	The students that want to share does that.

30	Team building game – The tutor explains the rules of the game and conducts the game.	Students take part in the game and the winners picks a videogame to play in the last module.
20	Lunch breaktime	
Students understanding: Discuss about the positive aspects of gaming.		
<u>Module 3</u>		
Goal: To teach the students about the negative aspect of gaming and how it can affect friends and families.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Present a PowerPoint presentation about the negative aspect of gaming. Additionally, the students get to discuss this topic together in groups, where they in the end gets to share it if they want.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
20	The tutors show a PowerPoint presentation of the negatives of videogames and how it can affect relationships with family and friends.	The students listen to the presentation.
10	The tutor divides the student into 3 groups and asks the students to discuss about the previous presentation and ask them to find examples from their own life of the negatives of videogaming. Furthermore, the students are asked to relate it to their own life and if the positives outweigh the negatives and how they can change their negative gaming habits into a positive experience. Additionally, they relate to how it affects their personal relationships with friends and families.	The students discuss about the previous presentation and ask them to find examples from their own life of the negatives of videogaming and how they can change it from a negative gaming habit into a positive experience. Additionally, they relate to how it affects their personal relationships with friends and families.
10	The tutor asks for attention and asks the student to share what they discussed.	The students that want to share does that.
Students understanding: Learn about and discuss the negative aspects of gaming.		
<u>Module 4</u>		

Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: let the students get to know each other better through videogaming.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Friday:

<u>Module 1</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper. Computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation of how to make a good PowerPoint presentation.	The students listen to the presentation.
10	The tutor asks each student to brainstorm for what they want to include in their presentation.	The students discuss about the previous presentation and ask them to find examples from their own life of the positivises of videogaming
Students understanding: Using what they have learned and make a PowerPoint presentation to express that and themselves.		
<u>Module 2</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper. Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	The tutor asks the students to make their own PowerPoint presentation.	The students make their individual PowerPoint

		presentation but are encouraged to help each other and converse over what they want to include.
20	Teamwork game The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Students take part in the game and the winners pick a videogame to play in the last module.
20	Lunch breaktime	
Students understanding: Using what they have learned and make a PowerPoint presentation to express that and themselves.		
<u>Module 3</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper. Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	The tutors ask the students to continue creating their PowerPoint presentation. The tutor helps the kids that need help.	The students continue to make their individual PowerPoint presentation but are encouraged to help each other and converse over what they want to include.
Students understanding: Using what they have learned and make a PowerPoint presentation to express that and themselves.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students are experiencing technical difficulties.
Topic/main idea: Let the students get to know each other better through videogaming.		Tools and items to use: Computers for each student.

Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Week 2- Social/communicative skills

Monday:

<u>Module 1</u>		
Goal: Introduction to social and communicative skills		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Start off with a quick game, followed by a presentation of social and communicative skills.		Tools and items to use: Penns and paper, computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation and lectures about social and communicative skills.	The students listen to the presentation.
10	The tutor asks each student to discuss in pairs about social and communicative skills.	The students discuss about the previous presentation in pairs.
Students understanding: Learning about socializing and communicating.		
<u>Module 2</u>		
Goal: Further the understanding of social and communicative skills.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Let the kids openly discuss the topic and then using a videogame to further the understanding.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor conducts an open conversation about the topic.	Those students that want to share are encouraged to do so.

30	Video game exercise – Topic social/communicative skills The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
20	Lunch breaktime	
Students understanding: Learning about socializing and communicating.		
<u>Module 3</u>		
Goal: Further the understanding of social and communicative skills.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Further the understanding of social and communicative skills.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
10	Video game exercise – topic social/communicative skills continued The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
15	Open discussion of why social/communicative skills is important	Those students that want to share are encouraged to do so.
15	The tutor talks about what they are going to do tomorrow and how it is connected to the next section which is the videogaming session.	The students listen and asks questions if needed.
Students understanding: Learning about socializing and communicating.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together that relates to what activity is planned for the following day. This is done so they get to know each other better on a platform that they are comfortable with, and they can relate their virtual leisure activity with a real life leisure activity.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Let the students get to know each other better through videogaming and being able to relate it to a real life activity.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		

Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play the game that relates to the following day.	The students play the game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Relating a virtual activity with a real life activity.		

Tuesday:

<u>Module 1</u>		
Goal: Commuting to a LARP event.		To remember: Each tutor has to be present and have the bus plans ready.
Topic/main idea: The tutor and the students take the bus together to a LARP event.		Tools and items to use: Bus tickets.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game (If there is time for it, depending on bus schedule) – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors take the bus to the LARP event with the students.	The students take the bus to the LARP event.
Students understanding:		
<u>Module 2</u>		
Goal: Commuting to the LARP event and receiving a briefing and presentation from one of the employees at the LARP event		To remember: Making sure to control the noise levels of the students in the bus.
Topic/main idea: Commuting to the LARP event and receiving a briefing and presentation from one of the employees at Reykjavik Escape. Then the kids can immerse themselves freely at the event.		Tools and items to use: Bus tickets or card.
Teaching methods:		
Min:	What do we do:	What do the students do:
15	An employee from the LARP event presents the rules and regulations of the place and its story.	Students listen.
60	Freely immersing at the LARP event. The tutor and students get to freely immerse themselves in the event.	Students immerse themselves in the event.
20	Lunch breaktime	
Students understanding: Immersing in the LARP event.		

<u>Module 3</u>		
Goal: Immersing in the LARP event.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Immersing in the LARP event.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
60	Freely immersing at the LARP event. The tutor and students get to freely immerse themselves in the event.	Students take part in the exercise.
Students understanding: Immersing in the LARP event.		
<u>Module 4</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Social/communicative skills and emotional management.
Goal: Take the bus back to our classroom and reflect on the day.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Take the bus back to our classroom and reflect on the day.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	We take the bus back to our regular classroom.	Taking the bus back.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework.	The students reflect on their day and share what they have reflected upon if they want.
Students understanding: Reflect on the day.		

Wednesday:

<u>Module 1</u>		
Goal: Introduction to emotional management.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Start off with a quick game, followed by a presentation and lecture of emotional management.		Tools and items to use: Penns and paper, computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation and lectures about emotional management.	The students listen to the presentation.
10	The tutor asks each student to discuss in pairs about emotional management.	The students discuss about the previous presentation in pairs.
Students understanding: Learning about emotional management.		
<u>Module 2</u>		
Goal: Further the understanding of emotional management and why it is important.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Let the kids openly discuss the topic and then using a videogame to further the understanding.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor conducts an open conversation about the topic.	Those students that want to share are encouraged to do so.

30	Video game exercise – Topic emotional management. The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
20	Lunch breaktime	
Students understanding: Learning about emotional management.		
<u>Module 3</u>		
Goal: Further the understanding of emotional management.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Further the understanding of emotional management.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
10	Video game exercise – topic emotional management continued The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
15	Open discussion of why emotional management is important.	Those students that want to share are encouraged to do so.
15	The tutor talks about what they are going to do tomorrow and how it is connected to the next section which is the videogaming session.	The students listen and asks questions if needed.
Students understanding: Learning about emotional management.		
<u>Module 4</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Social/communicative skills and emotional management.
Goal: Free time, the students get to play a videogame together that relates to what activity is planned for the following day. This is done so they get to know each other better on a platform that they are comfortable with, and they can relate their virtual leisure activity with a real life leisure activity.		To remember: each tutor has to be present and help if some of the groups are in a stand still.

Topic/main idea: Let the students get to know each other better through videogaming and being able to relate it to a real life activity.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play the game that relates to the following day.	The students play the game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Relating a virtual activity with a real life activity.		

Thursday:

<u>Module 1</u>		
Goal: Commuting to Mjölfnir MMA.		To remember: Each tutor has to be present and have the bus plans ready.
Topic/main idea: The tutor and the students take the bus together to Mjölfnir MMA.		Tools and items to use: Bus tickets.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game (If there is time for it, depending on bus schedule) – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors take the bus to Mjölfnir MMA with the students.	The students take the bus to the Mjölfnir MMA.
Students understanding:		
<u>Module 2</u>		
Goal: Commuting to Mjölfnir MMA and receiving a briefing and presentation from one of the employees at Mjölfnir MMA.		To remember: Making sure to control the noise levels of the students in the bus.
Topic/main idea: Commuting to Mjölfnir MMA and receiving a briefing and presentation from one of the employees at Mjölfnir MMA.		Tools and items to use: Bus tickets or card.
Teaching methods:		
Min:	What do we do:	What do the students do:
15	An employee from the Mjölfnir MMA presents the rules and regulations of the place and its story. Additionally explains why physical activity is important for emotional wellbeing.	Students listen.
60	Light training at Mjölfnir MMA. The tutor and students experience a light training session.	Students have a light training session.

20	Lunch breaktime	
Students understanding: Learn about martial arts.		
<u>Module 3</u>		
Goal: Participation in light training sessions and games.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Participation in light training sessions and games.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
60	Light training and games at Mjölfnir MMA. The tutor and students experience a light training session and participate in games.	Students take part in the exercise.
Students understanding: Learn about martial arts.		
<u>Module 4</u>		
Goal: Take the bus back to our classroom and reflect on the day.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Take the bus back to our classroom and reflect on the day.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	We take the bus back to our regular classroom.	Taking the bus back.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework.	The students reflect on their day and share what they have reflected upon if they want.
Students understanding: Reflect on the day.		

Friday:

<u>Module 1</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors ask the students to continue their PowerPoint presentation and help those in need of help.	The students continue with their PowerPoint presentation.
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 2</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Social/communicative skills and emotional management.
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	The tutors ask the students to continue their PowerPoint presentation and help those in need of help.	The students continue with their PowerPoint presentation.

20	Teamwork game The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Students take part in the game and the winners picks a videogame to play in the last module.
20	Lunch breaktime	
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 3</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	The tutors ask the students to continue creating their PowerPoint presentation. The tutor helps the kids that need help.	The students continue to make their individual PowerPoint presentation but are encouraged to help each other and converse over what they want to include.
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 4</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: Let the students get to know each other better through videogaming.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:

40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Week 3- Leisure education

Monday:

<u>Module 1</u>		
Goal: Introduction to what leisure and leisure awareness is.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Start off with a quick game, followed by a presentation of leisure awareness.		Tools and items to use: Penns and paper, computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation and lectures about leisure awareness.	The students listen to the presentation.
10	The tutor asks each student to discuss in pairs about leisure awareness.	The students discuss about the previous presentation in pairs.
Students understanding: Learning about leisure awareness.		
<u>Module 2</u>		
Goal: Further the understanding of leisure and leisure awareness.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Let the kids openly discuss the topic and then using a videogame to further the understanding.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor conducts an open conversation about the topic.	Those students that want to share are encouraged to do so.

30	Video game exercise – Topic leisure awareness The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
20	Lunch breaktime	
Students understanding: Learning about leisure awareness.		
<u>Module 3</u>		
Goal: Further the understanding of leisure awareness.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Further the understanding of leisure awareness.		Tools and items to use: Penns and paper, computers.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
10	Video game exercise – topic leisure awareness continued The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
15	Open discussion of why Leisure awareness is important	Those students that want to share are encouraged to do so.
15	The tutor talks about what they are going to do tomorrow and how it is connected to the next section which is the videogaming session.	The students listen and asks questions if needed.
Students understanding: Learning about leisure awareness.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together that relates to what activity is planned for the following day. This is done so they get to know each other better on a platform that they are comfortable with, and they can relate their virtual leisure activity with a real life leisure activity.		To remember: each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Let the students get to know each other better through videogaming and being able to relate it to a real life activity.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:

40	The tutor logs in on each computer so the students can play the game that relates to the following day.	The students play the game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Relating a virtual activity with a real life activity.		

Tuesday:

<u>Module 1</u>		
Goal: Going to Reykjavik escape room.		To remember: Each tutor has to be present and have the bus plans ready.
Topic/main idea: The tutor and the students take the bus together to Reykjavik escape room.		Tools and items to use: Bus tickets.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game (If there is time for it, depending on bus schedule) – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors take the bus to Reykjavik Escape with the students.	The students take the bus to Reykjavik Escape.
Students understanding:		
<u>Module 2</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Leisure awareness and Leisure resources
Goal: Going to Reykjavik escape room and receiving a briefing and presentation from one of the employees at Reykjavik Escape.		To remember: Making sure to control the noise levels of the students in the bus.
Topic/main idea: Going to Reykjavik escape room and receiving a briefing and presentation from one of the employees at Reykjavik Escape. Then there will be created 2 groups of tutors and students, and they take part in two games of Reykjavik Escape rooms.		Tools and items to use: Bus tickets or card.
Teaching methods:		
Min:	What do we do:	What do the students do:
15	An employee from Reykjavik Escape presents the rules and regulations of the place it story. Furthermore, how it is used as a leisure activity.	Students listen.

60	Reykjavik Escape room. The tutor and the students get divided into two groups and participate in an escape room together.	Students take part in the exercise.
20	Lunch breaktime	
Students understanding: Learning to work together and enjoy the Reykjavik Escape experience.		
<u>Module 3</u>		
Goal: Try to escape the rooms		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Try to escape the rooms.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
60	Reykjavik Escape room. The groups change rooms and try to escape.	Students take part in the exercise.
Students understanding: Learning to work together and enjoy the Reykjavik Escape experience.		
<u>Module 4</u>		
Goal: Take the bus back to our classroom and reflect on the day.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Take the bus back to our classroom and reflect on the day.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	We take the bus back to our regular classroom.	Taking the bus back.

20	The tutor asks about what the students think of how the day went and gives the students their homework.	The students reflect on their day and share what they have reflected upon if they want.
Students understanding: Reflect on the day.		

Wednesday:

<u>Module 1</u>		
Goal: Introduction to what leisure resources and restraints is.		To remember: Each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Start off with a quick game, followed by a presentation of leisure awareness.		Tools and items to use: Penns and paper, computer.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
20	The tutors show a PowerPoint presentation and lectures about leisure resources and restraints.	The students listen to the presentation.
10	The tutor asks each student to discuss in pairs about the presentation.	The students discuss about the previous presentation in pairs.
Students understanding: Learning about leisure resources and restraints.		
<u>Module 2</u>		
Goal: Further the understanding of leisure resources and restraints.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Let the kids openly discuss the topic and then using a videogame to further the understanding.		Tools and items to use: Penns and paper, computer.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	The tutor conducts an open conversation about the topic.	Those students that want to share are encouraged to do so.

30	Video game exercise – Topic leisure resources and restraints The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
20	Lunch breaktime	
Students understanding: Learning about leisure resources and restraints.		
<u>Module 3</u>		
Goal: Further the understanding of leisure resources and restraints.		To remember: Each tutor has to be present and set up the fixed place in the videogame.
Topic/main idea: Further the understanding of leisure resources and restraints.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
10	Video game exercise – Topic leisure resources and restraints continued The tutor explains the exercise and lets the students experience the exercise.	Students take part in the exercise.
15	Open discussion of why Leisure resources and restraints is important to know about.	Those students that want to share are encouraged to do so.
15	The tutor talks about what they are going to do tomorrow and how it is connected to the next section which is the videogaming session.	The students listen and asks questions if needed.
Students understanding: Learning about leisure resources and restraints.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together that relates to what activity is planned for the following day. This is done so they get to know each other better on a platform that they are comfortable with, and they can relate their virtual leisure activity with a real life leisure activity.		To remember: each tutor has to be present and help if some of the groups are in a stand still.
Topic/main idea: Let the students get to know each other better through videogaming and being able to relate it to a real life activity.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:

40	The tutor logs in on each computer so the students can play the game that relates to the following day.	The students play the game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Relating a virtual activity with a real life activity.		

Thursday:

<u>Module 1</u>		
Goal: Commuting to a laser tag arena.		To remember: Each tutor has to be present and have the bus plans ready.
Topic/main idea: The tutor and the students take the bus together to a laser tag arena.		Tools and items to use: Bus tickets.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game (If there is time for it, depending on bus schedule) – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors take the bus to a laser tag arena with the students.	The students take the bus to Reykjavik Escape.
Students understanding:		
<u>Module 2</u>		
Goal: Going to Reykjavik escape room and receiving a briefing and presentation from one of the employees at the laser tag arena.		To remember: Making sure to control the noise levels of the students in the bus.
Topic/main idea: commuting to a laser tag arena and receiving a briefing and presentation from one of the employees at Reykjavik Escape. Then there will be created 2 groups of tutors and students, and they take part in three to four games of laser tag.		Tools and items to use: Bus tickets or card.
Teaching methods:		
Min:	What do we do:	What do the students do:
15	An employee from the laser tag arena presents the rules and regulations of the place and its story. Furthermore, how it is used as a leisure activity.	Students listen.
60	Laser tag (2 matches without communication). The tutor and the students get divided into two groups and participate in a laser tag match.	Students take part in the exercise.

20	Lunch breaktime	
Students understanding: Having fun playing laser tag.		
<u>Module 3</u>		
Goal: Laser tag match.		To remember: To help the kids and to set up the rules.
Topic/main idea: Laser tag match.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
60	Laser tag (2 Matches with communication). The groups change rooms and try to escape.	Students take part in the exercise.
Students understanding: Having fun playing laser tag.		
<u>Module 4</u>		
Goal: Take the bus back to our classroom and reflect on the day.		To remember: To help the kids escape the room, rather than doing all the riddles ourselves.
Topic/main idea: Take the bus back to our classroom and reflect on the day.		Tools and items to use: Positive attitude.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	We take the bus back to our regular classroom.	Taking the bus back.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework.	The students reflect on their day and share what they have reflected upon if they want.
Students understanding: Reflect on the day.		

Friday:

<u>Module 1</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. Kids are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	The tutors ask the students to continue their PowerPoint presentation and help those in need of help.	The students continue with their PowerPoint presentation.
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 2</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	The tutors ask the students to continue their PowerPoint presentation and help those in need of help.	The students continue with their PowerPoint presentation.
20	Teamwork game – The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Students take part in the game and the winners picks a videogame to play in the last module.

20	Lunch breaktime	
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 3</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: To make a PowerPoint presentation about what they have learned.		Tools and items to use: Penns and paper, Computer for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	The tutors ask the students to continue creating their PowerPoint presentation. The tutor helps the kids that need help.	The students continue to make their individual PowerPoint presentation but are encouraged to help each other and converse over what they want to include.
Students understanding: Using what they have learned and make a PowerPoint presentation to express themselves and what they have learned.		
<u>Module 4</u>		
Goal: This day is about the students making their PowerPoint presentation.		To remember: Each tutor has to be present and help if the students need help.
Topic/main idea: Let the students get to know each other better through videogaming.		Tools and items to use: Penns and paper, computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last game of the day.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they

		will play one more match of their chosen game.
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Students understanding: Getting to know each other through gaming.

Week 4- Outro

Monday:

<u>Module 1</u>		
Goal: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.		Tools and items to use: Penns and paper. Computer.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	Designing the 2-day parent/family member/friend visit – The tutors tell the students that they together are going to design the details of the 2-day parent/family member/friend visit	The students help design the 2-day parent/family member/friend visit
Students understanding: Give the students the responsibility and agency.		
<u>Module 2</u>		
Goal: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.		Tools and items to use: Penns and paper.
Teaching methods:		

Min:	What do we do:	What do the students do:
20	Working together game – The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Participate in the game.
10	Designing the 2-day parent/family member/friend visit – The tutors tell the students that they together are going to design the details of the 2-day parent/family member/friend visit	The students help design the 2-day parent/family member/friend visit
20	Lunch breaktime	

Students understanding: Give the students the responsibility and agency.

Module 3

Goal: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.	To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
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Topic/main idea: Enjoying the remaining of the time together with the students co-creating the 2 days of parent/family member/friends visit.	Tools and items to use: Penns and paper. Projector, PowerPoint presentation.
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Teaching methods:

Min:	What do we do:	What do the students do:
20	Lunch breaktime	
20	Designing the 2-day parent/family member/friend visit – The tutors tell the students that they together are going to design the details of the 2-day parent/family member/friend visit	The students help design the 2-day parent/family member/friend visit
20	Icebreaker/Getting to know each other/Working together game – The tutor explains the rules of the game and conducts the game.	Participate in the game

Students understanding: Give the students the responsibility and agency.

Module 4

Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.	To remember: Each tutor has to be present and help if some of the students have technical issues.
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Topic/main idea: let the students get to know each other better through videogaming.		Tools and items to use: Computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last match of a game.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Tuesday:

<u>Module 1</u>		
Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		To remember: Each tutor has to be present.
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		Tools and items to use: Penns and paper. Computer.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	Finishing PowerPoint presentation – The tutors help the students with finishing their PowerPoint presentation.	The students finish their PowerPoint presentation.
Students understanding: Enjoying the last week together.		
<u>Module 2</u>		
Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		To remember: Each tutor has to be present.
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Working together game – The tutor explains the rules of the game and divides the students into 3 groups. The winner of the game gets to choose what game is to be played in the last module.	Participate in the game.
20	Finishing PowerPoint presentation – The tutors help the students with finishing their PowerPoint presentation.	The students finish their PowerPoint presentation.
20	Lunch breaktime	
Students understanding: Enjoying the last week together.		
<u>Module 3</u>		

Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		To remember: Each tutor has to be present.
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation.		Tools and items to use: Penns and paper. Projector, PowerPoint presentation.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
20	Finishing PowerPoint presentation – The tutors help the students with finishing their PowerPoint presentation.	The students finish their PowerPoint presentation.
20	Icebreaker/Teamwork/Teambuilding game – The tutor explains the rules of the game and conducts the game.	Participate in the game
Students understanding: Enjoying the last week together.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: Let the students get to know each other better through videogaming.		Tools and items to use: Computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.
20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last match of a game.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Wednesday:

<u>Module 1</u>		
Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		Tools and items to use: Penns and paper. Computer.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	Rehearsal of PowerPoint presentation – The tutors listen to the presentations and give tips to improve the performance and the presentation itself.	The students finish their PowerPoint presentation.
Students understanding: Better performance skills of the presentation and learning to take constructive criticism.		
<u>Module 2</u>		
Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		To remember: Each tutor has to be present.
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	Rehearsal of PowerPoint presentation – The tutors listen to the presentations and give tips to	Participate in the game.

	improve the performance and the presentation itself.	
20	Lunch breaktime	
Students understanding: Better performance skills of the presentation and learning to take constructive criticism.		
<u>Module 3</u>		
Goal: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		To remember: Each tutor has to be present.
Topic/main idea: Enjoying the remaining of the time together with the students finishing their PowerPoint presentation and rehearsal for their PowerPoint presentation.		Tools and items to use: Penns and paper. Projector, PowerPoint presentation.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	Rehearsal of PowerPoint presentation – The tutors listen to the presentations and give tips to improve the performance and the presentation itself.	The students finish their PowerPoint presentation.
Students understanding: Better performance skills of the presentation and learning to take constructive criticism.		
<u>Module 4</u>		
Course students: Leisure gamers – adolescents (13-16 years) struggling with excessive videogame usage		Theme of the week: Outro
Goal: Free time, the students get to play a videogame together, so they get to know each other better on a platform that they are comfortable with.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: let the students get to know each other better through videogaming.		Tools and items to use: Computers for each student.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	The tutor logs in on each computer so the students can play their chosen game.	The students play their chosen game.

20	The tutor asks about what the students thinks of how the day went and gives the students their homework. If there is time, the kids are allowed to play one last match of a game.	The students reflect on their day and share what they have reflected upon if they want. If there is time, they will play one more match of their chosen game.
Students understanding: Getting to know each other through gaming.		

Thursday:

<u>Module 1</u>		
Goal: The first day of the 2 days parent/family member/friends visit. Additionally, a professional presents the positive and negative aspects of videogaming.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: The first day of the 2 days parent/family member/friends visit. Additionally, a professional presents the positive and negative aspects of videogaming.		Tools and items to use: Penns and paper. Computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students and parent/family member/friend to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students and guests participate in the game.
30	Professional presentation about the positive and negative aspects of gaming – A professional performs a lecture about the positive and negative aspects of gaming	Listen to the presentation.
Students understanding: Let the family members and friends learn more about gaming.		
<u>Module 2</u>		
Goal: The first day of the 2 days parent/family member/friends visit. Additionally, a professional presents the positive and negative aspects of videogaming.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: The first day of the 2 days parent/family member/friends visit. Additionally, a professional presents the positive and negative aspects of videogaming.		Tools and items to use: Penns and paper. Computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:

20	Questions to the professional lecture and an open discussion about the topic – The tutor, guest and students can openly discuss the topic.	Share their opinion on the topic.
20	The 2-day parent/family member/friend visit – Follow the schedule that the students have co-designed.	Conduct the schedules as they have co-designed.
20	Lunch breaktime	
Students understanding: Give the students the opportunity to feel responsible and show agency.		
<u>Module 3</u>		
Goal: Enjoying the remaining of the time together with the students co-conducting the 2 days of parent/family member/friends visit.		To remember: Each tutor has to be present and help let the students take authority and agency designing the 2 days of parent/family member/friends visit
Topic/main idea: Enjoying the remaining of the time together with the students co-conducting the 2 days of parent/family member/friends visit.		Tools and items to use: Penns and paper. Projector, PowerPoint presentation.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	The 2-day parent/family member/friend visit – Follow the schedule that the students have co-designed.	Conduct the schedules as they have co-designed.
Students understanding: Give the students the opportunity to feel responsible and show agency.		
<u>Module 4</u>		
Goal: Free time, the students get to play a videogame together with their parent/family member/friend.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: Free time, the students get to play a videogame together with their parent/family member/friend		Tools and items to use: Computers for each student and guest.

Teaching methods:		
Min:	What do we do:	What do the students do:
60	The tutor logs in on each computer so the students and their parent/family member/friend can play their chosen game.	The students play their chosen game.
Students understanding: Getting to know each other through gaming.		

Friday:

<u>Module 1</u>		
Goal: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		To remember: Each tutor has to be present and help if there are any difficulties with the presentations.
Topic/main idea: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		Tools and items to use: Penns and paper. Computer and projector.
Teaching methods:		
Min:	What do we do:	What do the students do:
10	Waiting for the students to arrive.	Students arrive and wait until everyone has arrived or until the 10 minutes are done. The students are allowed to be on their phone in this time.
20	Icebreaker game – The tutor explains the rules of the game and conducts the game.	The students participate in the game.
30	PowerPoint presentation – The tutors and parent/family member/friend listen to the presentations.	The students perform their PowerPoint presentation.
Students understanding: Giving the kids the opportunity to showcase what they have learned and their opinions on videogaming.		
<u>Module 2</u>		
Goal: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		To remember: Each tutor has to be present and help if there are any difficulties with the presentations.
Topic/main idea: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		Tools and items to use: Penns and paper.
Teaching methods:		
Min:	What do we do:	What do the students do:
40	PowerPoint presentation – The tutors and parent/family member/friend listen to the presentations.	The students perform their PowerPoint presentation.
20	Lunch breaktime	

Students understanding: Giving the kids the opportunity to showcase what they have learned and their opinions on videogaming.		
<u>Module 3</u>		
Goal: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		To remember: Each tutor has to be present and help if there are any difficulties with the presentations.
Topic/main idea: The students perform their PowerPoint presentation in front of their parent/family member/friend and tutor.		Tools and items to use: Penns and paper. Projector, PowerPoint presentation.
Teaching methods:		
Min:	What do we do:	What do the students do:
20	Lunch breaktime	
40	PowerPoint presentation – The tutors and parent/family member/friend listen to the presentations.	The students perform their PowerPoint presentation.
Students understanding: Giving the kids the opportunity to showcase what they have learned and their opinions on videogaming.		
<u>Module 4</u>		
Goal: Free time, those who want to leave can leave and those who want to stay can stay. Additionally, computers are available if they want to game.		To remember: Each tutor has to be present and help if some of the students have technical issues.
Topic/main idea: Free time, those who want to leave can leave and those who want to stay can stay. Additionally, computers are available if they want to game.		Tools and items to use: Computers for each student and guest.
Teaching methods:		
Min:	What do we do:	What do the students do:
60	Free time.	Free time.
Students understanding: Let the kids and their family/friends enjoy the last hour of the course together.		

Games

Here are some examples of the games that can be used in the course. This is not a final draft of the game in which this course will use, but suggestions to show the nature of the games.

Icebreaker games (Making it easier to express themselves)

Song contest:

The participants are divided into three groups. then the conductor chooses a theme of song, For example “Icelandic Eurovision songs”. Then the conductor plays 2-3 seconds of a song within the theme they have chosen, and it is up to the participants to sing what comes next of the song. To get the point, the group must be quick in realizing what the song is and to keep singing the song. This is done because it can be difficult for the game conductor to know which group was first at singing, so therefore the point is given to those who can continue singing the song. Furthermore, the conductor should ask each group not to hold back and those who give their performance the most energy can earn extra points.

The discussion:

The participants are asked to stand in a single row. Then the conductor has prepared some fun questions like “are marvel movies overrated?”. The participants are told that there will be some questions and if you agree you must move to the right side of the room and if you disagree you must move to the left side of the room. After each question is asked and the participants have moved to whatever side, the participants are asked to argue why they picked their side, and an open discussion should take place.

Teambuilding games (Getting to know more about each other)

The snowball game:

Each participant gets handed out a sheet of paper and a pen. Then they write their name onto the sheet of paper and crumple it until it looks like a little snowball. Then the first round of the “snowball fight” begins with everyone throwing the snowballs at each other, counting each hit. However, it is against the rules to pick up the same snowball you just thrown twice in a row. After 1-2 minutes of the snowball fight, the participants should have one snowball each in their hands. Those who have not managed to get a snowball will then pick one of the loose snowballs on the floor or take a snowball from a participant who has two snowballs. When everyone has a snowball the controller of the game asks a simple personal question. An example would be “what’s your favourite food?”. Then, they open the snowball and finds the person with their name on the snowball and ask the said question and write the answer

on the snowball. After everyone has answered and written down the answer, the second round of a snowball fight begins with the exact same rules. After that round is completed, another personal question is asked and the same set of events that previously occurred, occurs again. This goes on until there have been 3-4 rounds of snowball fights and question rounds. In the end each participant introduces their current snowball, stating the name and answers that are written on their current snowball. When everyone has been introduced there can be a round where everyone states their score of the snowball 5 fight, however the score is just a gimmick to make the game more interesting.

The circle

The participants are asked to form a big circle. The conductor of the game explains that now each participant should think of a physical movement that represents their personality. Then the game begins with one randomly chosen participant stating his/hers name and making their move. Then moving clockwise, the next person is told to say the name of the previous person and make their movement, and after that saying their own name and make their own movement. The game continues like that, with each participant having to state every previous name and make every previous movement before saying their own name and making their own movement. This will make it especially difficult for those who are last, and therefore it is encouraged that the other participants help those who are last if they forget a name or movement.

Teamwork games (Learning to work together)

Entanglement

The party gets divided into groups of 4-5 people. Then one of the people in the group is chosen to stand aside and turn around so the person cannot see the group. The rest of the group then stands in a circle holding hands. Their task is not to tangle themselves as much as possible without breaking the lock of hands. When they are satisfied with their entanglement, the person asked to stand aside is now tasked to untangle the group without breaking the locked hands. The group that is first untangled wins.

Land og by (Danish for country and city)

This game I learned in my young years in Denmark. It begins with dividing the participants into groups of 2 or 3. Then each group gets a piece of paper where they would draw a table. Then they come up with 3-8 categories (The first to categories are always country and city, the other categories are flexible) which they insert in the first row of the table. For the first column they put in the word letter and the last column of the table they put in score. Now the conductor of the game says a letter and each group must find a word for each category that starts with said letter. When one group has completed every category with a word, they yell stop, and every other group must put down their pen. Then the conductor asks the groups what they had written for each category. If they have an incorrect word put in or nothing, they get 0 points for that category. If they have a correct word in a category, they will receive 5 points. If they have a word in a category that no one else has and is correct, they receive an extra 5 points in that category. The first team to finish and yell stop gets an additional 10 points if all their answers are correct. Then they put the sum of all the points from each category and write it in the score section. This can go on for multiple of letters, and when the game is finished, they calculate a sum of all their points, with the highest score to win the game. I have created an example of how it could look like:

<u>Letter</u>	<u>Country</u>	<u>City</u>	<u>Actor</u>	<u>Movie</u>	<u>Food</u>	<u>Score</u>
A	Afghanistan	Amsterdam	Angelina Jolie	American dream	Apple	
T	Turkey	Tallinn	Tom holland	The Terminator	Tiki masala	

Videogame exercises

In this section I will explain how each videogame exercise is designed.

Communicative skills

This exercise is designed to teach the teenagers of the importance of communicating when working with others. The exercise will take use of a first person shooter game called counter strike, where two teams of five players play against each other and try to eliminate the player on the opposing team. For the first two rounds the players of team one is muted so there can be no communication, whilst the other team are encouraged to communicate and strategize. For the next two rounds it is going to be vice versa. Then there will be a quick discussion phase where each student gets to express how it felt to have no communication in their team versus being able to communicate and strategize.

Emotional management

For this exercise the teenagers will play a video game called Getting over it with Bennet Foddy, which is known in the gaming community to be the most frustrating game to play. Each student will get the chance to try and beat the game but will certainly fail and become frustrated. Then the tutor asks each student to stop playing and instead think of how they are feeling. To become aware of their emotional state. Then the tutor will present some breathing exercises to calm oneself, and then they get another go at the game. The kids will certainly not beat the game, since the game is infamous for almost being unbeatable, but the focus will be on the kids acknowledging their frustrating state and then being aware of how breathing exercises can calm them down.

Leisure awareness

For this exercise the teenagers will play a puzzle game (a game where the player is face with various puzzle and cognitive challenges) called portal. Here the player will be playing the game after the tutorial and asked to complete the puzzle, unaware of what the various buttons and environmental settings do. This will certainly be a difficult task. Then each plays the tutorial part and are asked to complete level, which is going to be a lot easier being aware of what each thing does. This symbolises the importance of being aware.

Leisure resources and restraints

This exercise is going to take use of a roleplaying game called Middle earth: Shadow of war (most roleplay games are viable for this exercise). Throughout this game, the hero gains

various loot items (items that can be collected in the game to improve the various stats of the main character) which will make him stronger. For this exercise, the game will be fixed at a certain point where our character has a lot of loot collected, which means he is rather strong compared to regular enemies. Then the students will play as said hero and fight against a boss enemy (a boss enemy is a stronger enemy which is often presented through the main story). However, the tutors will have stripped the hero of all the loot he has collected, so he becomes a lot weaker, thus the enemy boss will be extremely difficult to beat. This will symbolise the restraints that people have to face when trying to find leisure. After everybody have tried to beat the boss (I expect no one will beat him), then they get another try, but with all the loot, which symbolises the leisure resources.

Indoor days and out of house connections

A quick explanation of how the indoor and out of house experiences are connected.

Week 2:

Monday – Tuesday: The teenagers are going to play a roleplay video game on Monday, which connects to the Tuesday LARP (Live action roleplay) event.

Wednesday – Thursday: The teenagers are going to play the UFC video game, which is a fighting Mixed martial arts fighting game, which connects to the Thursday event of going to Mjöllnir and learning about mixed martial arts.

Week3:

Monday – Tuesday: The teenagers will be playing a puzzle videogame (puzzle video games are games where you complete mental puzzle) on Monday, which connects to the following day of solving the puzzles in Reykjavik Escape (A company that creates fun escape rooms challenge).

Wednesday – Thursday: The teenagers will be playing a first person shooter game on Wednesday, which connects to the following day of playing laser tag, which is a shooting game in using laser tech.