



Grade 7 to 9 Teacher Resource

# GeminAI Rising

Supporting Healthy Social  
and Emotional Learning Competencies

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# Transforming Classrooms Transforming Lives

Led by the Tobacco, Vaping, and Cannabis Program and supported by a multidisciplinary group of health professionals and partners of Alberta Health Services and in consultation with teachers and students across the province, this resource supports students across a continuum of wellness.

## Protective Factors Towards Resilience

GeminAI Rising is a cooperative learning experience designed to help young people build resilience by developing protective factors. Protective factors lessen the likelihood a young person will experience a health risk or problem.

There are 3 categories of protective factors:

1. **SUPPORTS** - Such as connection to safe and caring adults who can protect youth from risk.
2. **SITUATION** - Building and belonging to safe environments that can offset risk, and learning how to address sources of stress, risk, and harm including social, industry, and media influences.
3. **SKILLS** - Learning social competencies (how to cope and self-regulate), manage emotion, make decisions, solve problems, think critically, and refuse tobacco and like substances when they're offered or advertised to them. Self-regulation (coping) tools can give all students (including those who've been exposed to trauma and toxic stress) with the ability to create calm, connect with others, and think clearly to help them respond wisely to the influences in their lives.

Equipped with tools and confidence to respond with strength, students are better prepared to face life choices and challenges, including influences that contribute to nicotine and like substance use.

# What is GeminAI Rising?

GeminAI Rising is an online game students play cooperatively in the classroom. Teachers then guide students through a series of 5 lessons designed to help young people build social emotional skills, healthy relationships, and healthy environments and situations: These are protective factors that can help young people avoid nicotine and like substance use.

Research shows that the strongest approach to tobacco and like substance prevention is not to offer health and substance information, but instead to focus on building social competence skills. The program aims to build 5 domains of social competence: problem-solving, decision-making, critical thinking (media literacy), self-concept, and coping skills. These outcomes also align with the current Alberta Program of Studies.

## Storyline

The youth-selected apocalyptic storyline includes themes of artificial intelligence (AI), technology attempting to take control of the earth, and children being held captive by a fictional, futuristic AI in a containment unit or holomorphic room disguised to look like an ordinary school classroom. These story elements were chosen by young people in our focus groups because they're uniquely engaging.

It's possible that some students will find these themes unsettling. In addition, students who have experienced trauma may need extra support.

## Stress and Trauma

Experiences of trauma and toxic stress change the way our brain and body react to the world. When young people are exposed to repeated, significant, or chronic stress their brains and bodies are set on 'high alert' for potential threats. They learn to "live much of their lives in survival mode and respond to the world as a place of danger."<sup>1</sup> All young people need skills, supports, and situations that can protect them from harm and help them to respond to life events and cope in healthy ways, without using substances like vaping products, nicotine, and cannabis.

**For additional support refer to Alberta's trauma-informed practice:**

<https://www.alberta.ca/trauma-informed-practice.aspx>

1 "Trauma-Informed Practice." *Alberta.ca*, <https://www.alberta.ca/trauma-informed-practice.aspx>.

# Classroom Learning and Delivery

## WEB-BASED LEARNING ENVIRONMENT

GeminiAI Rising transforms the ordinary Alberta classroom into an exciting virtual learning environment (VLE): a fun engaging way for students to safely build, practice, and reflect on new knowledge and skills.

## COOPERATIVE LEARNING

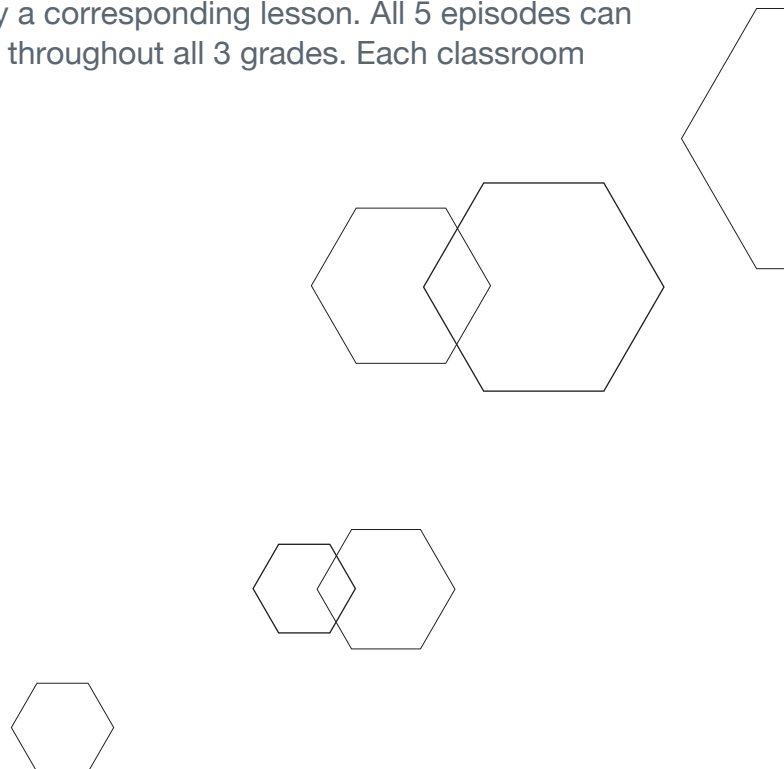
Students play cooperatively through an online game, interacting with characters and storyline in small groups of two or three students. Students play together through a series of 5 learning episodes—facing challenging virtual situations and using school technology to solve puzzles, handle dilemmas, and make decisions together with their classmates.

## CONNECTED TO CURRICULUM

Designed for delivery by teachers in schools, GeminiAI Rising offers concept-based learning fulfilling outcomes of the Alberta Program of Studies for Health and Life Skills and connects well to content from other subjects including social studies, physical education, and environmental education.

## DELIVERY

Teachers can roll out GeminiAI Rising according to the needs of their class. Students play through game episodes, which are followed by a corresponding lesson. All 5 episodes can be played in each grade and may be repeated throughout all 3 grades. Each classroom experience will be unique.

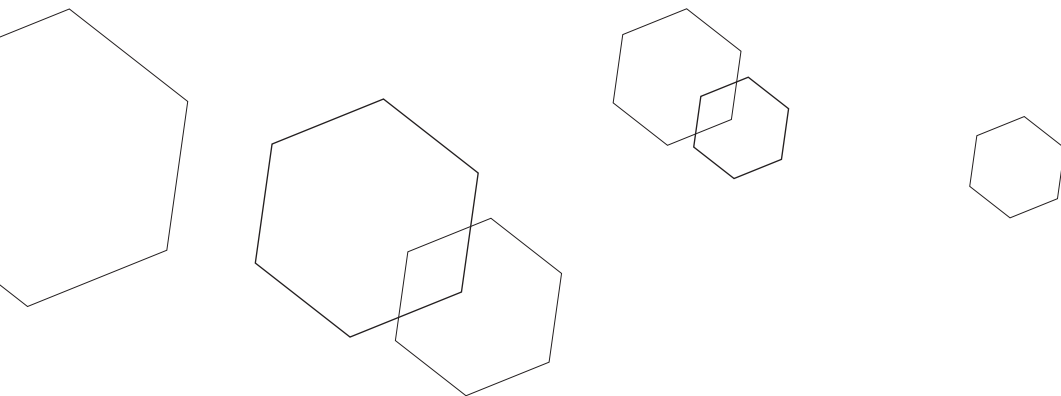


# Lesson Overview

Evidence shows that interventions providing multiple lessons over a longer period can be more effective to support young people in making healthy decisions.

Ideally as the program is delivered to each of the 3 grades, the student will develop new insights/learnings.

The lessons are designed to be flexible. They can be used in whole or in part, alongside the VLE or as a stand-alone. Teachers are welcome/invited to adapt the instructional activities based on the learning goals, classroom context, and other factors.



# GEMINAI RISING: SCOPE AND SEQUENCE OF THE SOCIAL COMPETENCIES AND LESSON OBJECTIVES

## EPISODE 1: AWAKENING

### **Social Competency:**

- Personal Coping Skills

### **Indicators of the Social Competence:**

- Identify and use strategies to support well-being.
- Respond to situations by actively choosing to control thinking patterns and behaviour.

### **Objectives for the Lesson:**

1. Students will demonstrate how thoughts are related to emotions.
2. Students will describe why coping skills are important.
3. Students will evaluate their own coping skills.

## EPISODE 2: CHOICES

### **Social Competency:**

- Decision-Making

### **Indicators of the Social Competence:**

- Identify what they know and what they need to clarify a problem.
- Evaluate the impact each of their possible solutions would have to help them decide on the best option.

### **Objectives for the Lesson:**

1. Students will apply a decision-making model to specific situations.
2. Students will evaluate alternatives and their consequence.

## EPISODE 3: PERCEPTION

### **Social Competency:**

- Critical Thinking/Influence

### **Indicators of the Social Competence:**

- Question and analyze evidence behind assertions or assumptions.
- Reflect upon and evaluate reasoning behind thoughts, beliefs, or actions.
- Considered, discussed, and outlined the pros and cons of different perspectives when examining influence on behaviour, personal values, and worldview.

### **Objectives for the Lesson:**

1. Students will identify sources of influence and analyze associated messages or assertions.
2. Students will identify personal values and beliefs and be able to explain/understand how they relate to actions or behaviours.

## EPISODE 4: CREATION

### Social Competency:

- Problem-Solving

### Indicators of the Social Competence:

- Demonstrate an approach to problem solving that handles challenges with creativity, flexibility, and approach challenges with creativity, flexibility, and determination.
- Demonstrate flexibility, compromise, and value the contributions of others to develop positive working relationships.

### Objectives for the Lesson:

1. Students will describe how a growth mindset can contribute to effective problem-solving.
2. Students will practice and reflect on how effective various collaborative approaches are (including respectfully disagreeing, compromising, or negotiating).

## EPISODE 5: REVOLUTION

### Social Competency:

- Self-Concept

### Indicators of the Social Competence:

- Demonstrate optimism, flexibility, and resilience when adapting to new situations and transitions.
- Recognize personal strengths and areas for growth. Engage in self-acceptance through self-compassion.

### Objectives for the Lesson:

1. Students will reflect on their own ability for resilience and identify any related goals.
2. Students will be able to express their own personal strengths.
3. Students will reflect on their own perceived inadequacies and generate statements of self-compassion.

# Social-Emotional Learning

Alberta Education’s K–12 Instructional Supports include a comprehensive resource on social-emotional learning to “develop students’ knowledge, attitudes, and skills to manage emotions, build healthy relationships, set goals, and make decisions”.<sup>1</sup>

## For additional support refer to:

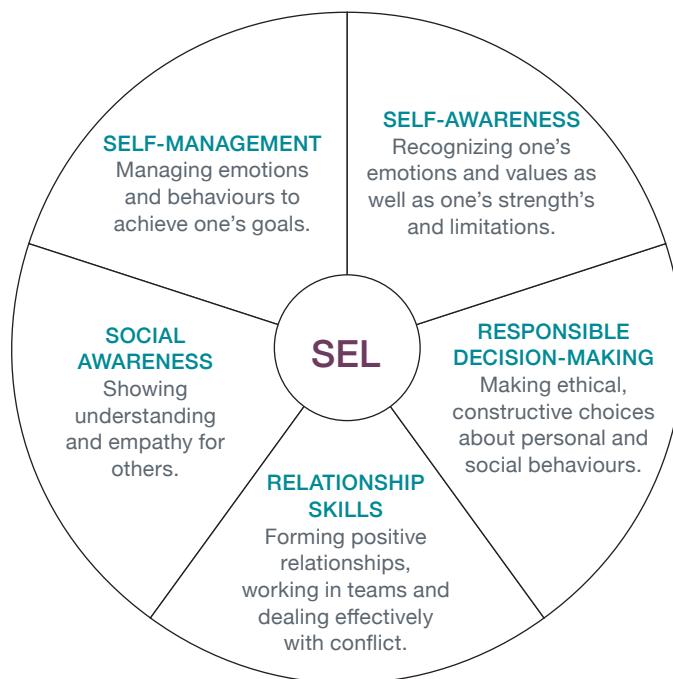
Government of Alberta (2020). Social-emotional learning.

<https://www.alberta.ca/social-emotional-learning.aspx>

## WHY IS SOCIAL-EMOTIONAL LEARNING (SEL) IMPORTANT TO ACADEMIC AND LIFE SUCCESS?

Emotions and relationships impact the ability to learn as well as how youth use what they learn in school, work, family and community contexts. Development of the 5 social-emotional competencies (see diagram below) allows children and youth to calm themselves, form friendships, resolve conflicts, make healthy decisions, contribute to their school and community, and resist harmful peer pressure.

Five core skills that socially and emotionally competent children and youth possess have been defined by Collaborative for Academic, Social and Emotional Learning (CASEL).<sup>2</sup>



1 Government of Alberta (2020). Social-emotional learning.  
<https://www.alberta.ca/social-emotional-learning.aspx>

2 Alberta Health Services, “Mental Health Screening & Early identification, Children, Tertiary & Acute Care, Addiction and Mental Health”, May 2013

# Alberta Education Health and Life Skills Program of Studies

## PROGRAM RATIONALE AND PHILOSOPHY

The specific competencies identified in the GeminAI Rising Teacher Resource are central to the philosophy and general outcomes of the Alberta Program of Studies for Health and Life Skills. The foundation for the K–9 Program of Studies is 3 general outcomes: Wellness Choices, Relationship Choices, and Life Learning Choices.

At all grade levels, the focus is on decision-making, critical reflection, coping skills, and self-awareness. Seeking out reliable information is emphasized, as are the overall goals of supporting resiliency and self-efficacy.

Students in grades 7–9 explore the decision-making process more deeply, providing a basis for personal decision-making related to challenges and choices they face.

## GENERAL AND SPECIFIC OUTCOMES

### Grade 7

General Outcome	Specific Outcome	Description (Students will...)	Social Competency Focus	Episode #
Relationship Choices	R–7.1	analyze how thinking patterns influence feelings.	Personal Coping Skills	1
Life Learning Choices	L–7.3	differentiate between choice and coercion in decision-making for self and others.	Decision-Making/ Critical Thinking	2
Relationship Choices	R–7.8	analyze the potential effects of belonging to a group, team, or gang.	Influence/Critical Thinking	3
Relationship Choices	R–7.7	evaluate and personalize the various styles of conflict.	Problem-Solving	4
Wellness Choices	W–7.11	identify characteristics of resiliency.	Self-Concept	5

## Grade 8

General Outcome	Specific Outcome	Description (Students will...)	Social Competency Focus	Episode #
Relationship Choices	*R-8.1	*describe characteristics of persistent negative feeling states.	Personal Coping Skills	1
Life Learning Choices	L-8.3	identify components of ethical decision-making and apply these concepts to personal decision-making.	Decision-Making	2
Relationship Choices	R-8.8	describe and explain the positive and negative aspects of conformity and dissent as they relate to people in a group or on a team.	Influence/Critical Thinking	3
Relationship Choices	R-8.7	develop and show strategies that promote peaceful relationships.	Problem-Solving	4
Wellness Choices	W-8.11	identify and develop personal resiliency skills.	Self-Concept	5

## Grade 9

General Outcome	Specific Outcome	Description (Students will...)	Social Competency Focus	Episode #
Relationship Choices	R-9.1	identify appropriate strategies to foster positive feelings/ attitudes.	Personal Coping Skills	1
Life Learning Choices	L-9.3	use decision-making skills to select appropriate risk-taking activities for personal growth and empowerment.	Decision-Making	2
Relationship Choices	R-9.8	analyze skills needed to maintain individuality within a group.	Influence/Critical Thinking	3
Relationship Choices	R-9.7	refine personal conflict management skills.	Problem-Solving	4
Wellness Choices	W-9.11	use personal resiliency skills.	Self-Concept	5

Alberta Education. (2002). *Health and Life Skills K-9 Program of Studies*. Edmonton, Canada: Alberta Education. Retrieved from <https://education.alberta.ca/health-and-life-skills/program-of-studies/>

# Indigenous Ways of Knowing

First Nation, Métis, and Inuit people have a holistic view on wellness. Land-based learning, oral traditions, and intergenerational connection is key for many Indigenous people. Additionally, for many Indigenous people, tobacco is viewed as a sacred plant; thus awareness of this is important when discussing commercial tobacco and addiction.

Throughout the lesson plans, being mindful that the points below can support an inclusive environment of mutual respect:

- For Indigenous people, looking at wellness in a holistic way involves a balance of physical, mental, emotional, and spiritual well-being.
- “Wellness from an Indigenous perspective is a whole and healthy person expressed through a sense of balance of spirit, emotion, mind and body. Central to wellness is belief in one’s connection to language, land, beings of creation, and ancestry, supported by a caring family and environment.” (Elder Jim Dumont, Definition of Wellness)
- In First Nations, Métis, and Inuit worldviews, well-being is achieved through living a balanced life across all aspects of our being: spirit, mind, heart, and body.
- Part of healthy well-being: a spiritual practice and a sense of humour through language and laughter.
- Through stories, the oral tradition provides an understanding of the importance of living a balanced life in harmony with nature.

## **For additional support refer to:**

Walking Together – First Nations, Métis, and Inuit Perspectives in Curriculum

[Walking Together \(learnalberta.ca\)](https://www.learnalberta.ca)

Traditional Tobacco Use Video - [AHSChannel - YouTube](#) (also found in Grade 4 lesson of Academy for Tobacco Prevention website)



# Game Set-up

## STEP 1: TEACHERS

The game session is controlled from the teacher's computer and displayed to the class through a SMART Board® or projector (referred to as the teacher's GAMEBOARD).

### REGISTRATION SET-UP

1. Ensure the computer is running the latest version of the Google Chrome browser.
2. Check that your device is connected to the internet/Wi-Fi to be used.
3. Type [www.GeminAIrising.ca](http://www.GeminAIrising.ca)
4. Select 'ADMIN'.
5. The 'ACCOUNT REGISTRATION' page will open. Required fields are:
  - email address
  - password
  - school postal code
6. Select "REGISTER". The next screen will open the LOG IN page.
7. Register your class. Required fields are:
  - class name (should be descriptive and unique as the game progress is tracked by this class ID)
  - Student Count (# of students taking part).
8. Select "Add Class", then Click on the Class name on the left side of the screen.
9. Once the class is registered, a GAME ID (in green) is generated. (The students will need this game ID to sync their devices.)
10. Once student devices are set up, select "01 Awakening" and "Chapter. 01" to begin the episode.

### DEVICE SET-UP

1. Ensure the game is open only once on the device (only 1 Google tab open).
  - Hovering near the top of the screen will reveal NAVIGATION controls.
  - Hovering near the bottom of the screen will reveal VIDEO controls.
2. Select FULL SCREEN MODE (for best gameplay experience).
3. Turn on AUDIO as game uses sound cues.
4. Disable SLEEP MODE. (To prevent being kicked out of the game and having to re-enter their GAME ID to re-join.)

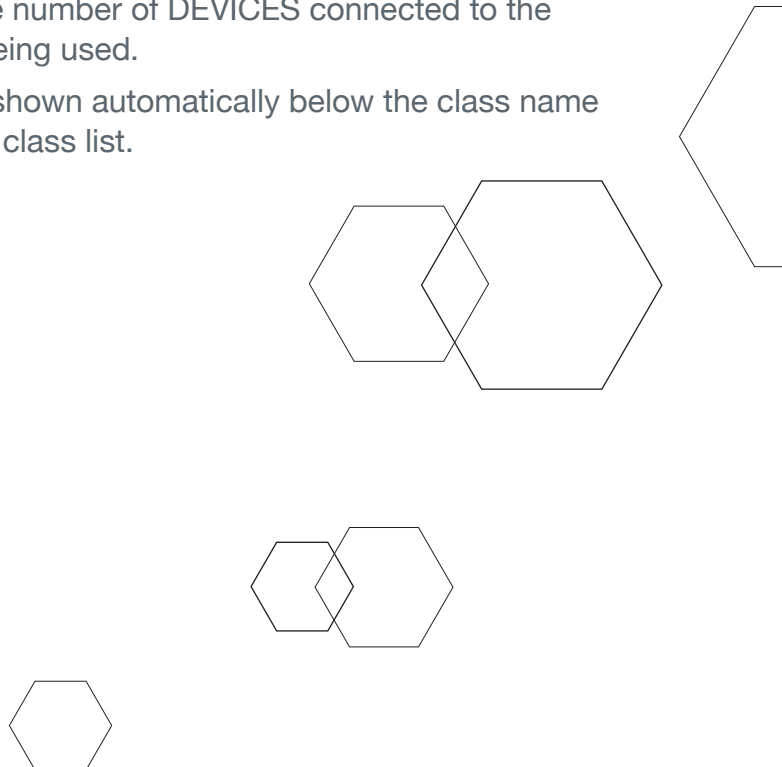
## STEP 2: STUDENTS

1. Organize students into groups of 3 or 4 per device.
2. Ensure the group DEVICE is a Chromebook, tablet, or computer.
3. Ensure the device is running latest version of the Google Chrome browser.
4. Check that the device is connected to the internet/Wi-Fi to be used.
5. Ensure the game is open only once on the device (1 Google tab).
  - Hovering near the top of the screen will reveal NAVIGATION controls.
  - Hovering near the bottom of the screen will reveal VIDEO controls.
6. Select FULL SCREEN MODE (for best gameplay experience).
7. Turn on AUDIO as game uses sound cues.
8. Disable SLEEP MODE. (To prevent being kicked out of the game and having to re-enter their GAME ID to re-join.)
9. Enter URL [www.GeminAlrising.ca](http://www.GeminAlrising.ca)
10. Enter GAME ID (to sync the devices).
11. Select PLAYER.
12. Enter GAME ID given by teacher.
  - A loading screen will show followed by message that their device has been connected.
13. Student DEVICE is now ready.

## STEP 3: ONCE STUDENTS ARE SET-UP - TEACHER

Before beginning the episode, confirm that the number of DEVICES connected to the gameboard is the same as the total devices being used.

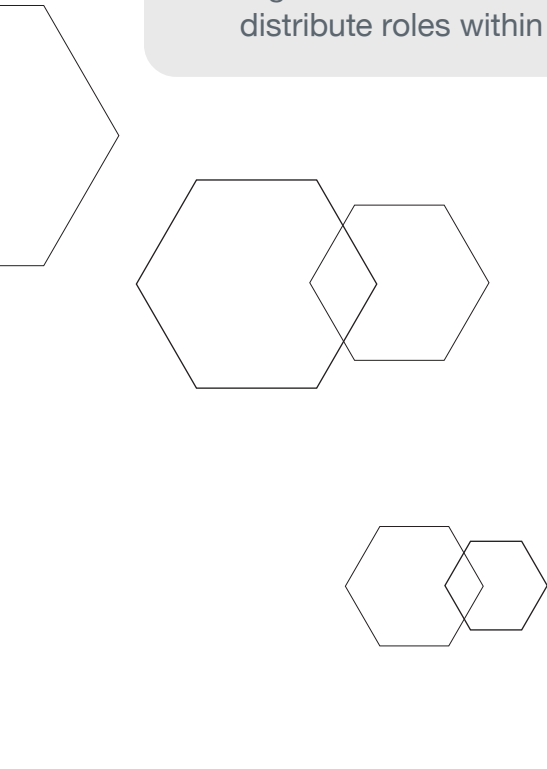
- The number of connected devices is shown automatically below the class name after you've selected a class from the class list.



# Gameplay

1. Select an Episode and Chapter (in sequential order). Once all student devices are connected, select an episode from the list, and then select a challenge or chapter. The introductory video segment for that chapter will begin to play.
2. Watch the video segment on the teacher game-board. A video plays introducing the characters, situation, and background leading into each challenge.
3. Play through the challenge in small groups on student devices when prompted. (Once the video has played through, student devices will prompt groups to begin game-play.)
4. Results display once the game timer of the challenge is complete, challenge results will be displayed. (Click 'CONTINUE' at the bottom right of the game board screen to move on.)
5. A challenge outcome video will play followed by a narrative outcome video, and then the set-up video for the next challenge/chapter.
6. Watch the episode resolution video, a resolution video will play concluding the episode and the episode will show as complete on the game dashboard.

- ✓ **Check in with students regularly** to confirm they are comfortable, engaged, and feel part of their group. Encourage students to communicate and work together to make decisions (e.g., decide how they'll take turns with devices or distribute roles within groups).



# Troubleshooting Gameplay

Gameplay is meant to be a seamless experience, with little intervention from the teacher: However, the game may have to be stopped or restarted due to classroom disruptions or technical difficulties.

<b>If a student device disconnects...</b>	Re-load the URL <a href="http://www.GeminiARising.ca/device">www.GeminiARising.ca/device</a> on the student's device, followed by the game ID (green code). If the device re-joins during a challenge, the student must wait until the next challenge to re-join.
<b>If the teacher's computer is re-booted...</b>	Log in to the dashboard and navigate to the episode and challenge where you were interrupted to begin a new game session of the challenge that was interrupted. Students must refresh their device's browser and re-sync to the game board with the game ID.

## **If the game is otherwise behaving erratically, for example:**

- the game board shows the wrong number of devices connected
- you can't sign in with your password
- the game results are wrong
- the total number of devices aren't showing on the game board

## **THEN, ...clear the browsing data and do a manual restart:**

1. Refresh the game board browser.
2. Refresh all student device browsers.
3. Re-sync student devices with the gameboard.
4. Navigate to the most recent challenge on gameboard to resume game play.





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