



GOALS AND AMBITION MEAN EVERYTHING

ABOUT THE...

GAME 7



CHARACTER BUILDERS

WE'RE HERE TO DISTRACT, DISPUTE, AND INSPIRE.
WE WILL **DISTRACT** YOU FROM YOUR CURRENT STORY,
DISMANTLE YOUR CURRENT BELIEF SYSTEMS,
AND **INSPIRE** YOU TO CHANGE YOUR MIND,
WHICH WILL INSPIRE YOU TO CHANGE YOUR **LIFE**.

WE DO THIS THROUGH MOTIVATIONAL SPEAKING, PERSONAL **DEVELOPMENT**,
MENTORING, TUTORING, AND PERSONAL **TRAINING**.



WWW.GAME7EVEN.COM



GOALS AND AMBITION MEAN EVERYTHING

TABLE OF CONTENTS

Meet the Team	pg 1 - 3
Where to Find Us	pg 3
The Problem	pg 4
Our Philosophy	pg 5-7
Origination and Overview	pg 8 - 11
Mission and Outlook	pg 11 - 13
Programs and Services	pg 13 - 15
Donations	pg 16



GOALS AND AMBITION MEAN EVERYTHING

MEET THE TEAM

Malcolm Evans is an educator and mentor with expertise in math, mindset, and mentorship. He is a New Jersey native and a proud NJ SEEDS alum, was a 2x All-State football player at the Peddie School in NJ, and played at La Salle University and Howard University. After undergrad at Howard University, he was an Executive Team Leader at Target, followed by a brief stint as a logistics manager for Hughes Network Solutions. Soon after that, he discovered his true calling of teaching and taught in Washington, DC for over a decade, but he has taken things to the next level and now educates people in schools and businesses around the country! His Bachelor's Degree is in Supply Chain Management, and he has a Master's Degree in Curriculum and Instruction as well, with a focus on Urban Education. In addition, Malcolm is a, Dr. Eric Thomas and Associates, certified public speaker. His primary aim is to help people discover their best selves!

Dr. Marcus Mason is a father, mentor, and entrepreneur with over 10 years of experience working with youth and adults. Marcus provides a client-centered approach while utilizing Adlerian Theory and Cognitive Behavioral Therapy as working modalities. Marcus is a two-time alumna of Bowie State University. Earning his Bachelor of Science in Child and Adolescence Studies and Master of Arts in Counseling Psychology. Marcus earned his doctoral credentials at Drexel University, majoring in Educational Leadership and Management. Marcus is a Licensed Clinical Professional Counselor approved to practice in the state of Maryland by the Maryland Board of Professional Counselors and Therapists. He runs his own private practice named Minds In Motion Therapeutic Services, LLC, where he provides psychotherapy and mentoring services for an array of clients. Marcus' primary goal is to impact minority lives through movement and working on self-care while acknowledging positive and negative emotions.





GOALS AND AMBITION MEAN EVERYTHING

MEET THE TEAM

Kendall Gaskins is a native of New Jersey. Youngest of three, he graduated from NJ SEEDS, and he received a full academic scholarship to attend the Woodberry Forest School in Virginia. During his time there, Kendall earned varsity letters in football, basketball and baseball. Kendall received a full football scholarship to attend the University of Richmond where he was 3x all conference and 2x All American player while earning his Bachelor's Degree in Sociology. From Richmond, Kendall played 4 years in the NFL with the Bills, Giants, Titans, and 49ers. After his football days, Kendall spent time as an assistant principal of the Perry Innovation Center (elementary school) in Grand Blanc, Michigan. He also served as an assistant varsity coach for both the football and basketball teams at Grand Blanc High School. Kendall is passionate about helping people become their best selves while connecting with people and hearing their stories.

Brandon Gallman is a father, entrepreneur, and professional with over 10 years of supply chain experience in the private sector. Since graduating with a Bachelor's of Business Administration with a focus in Supply Chain Management from Howard University, Brandon has contributed to the success of several multinational companies such as L'Oreal USA, Lidl US (Schwarzgruppe), and currently Amazon LLC, where he serves as a Sr. Sourcing & Procurement Manager. Spanning multiple time zones and continents, Brandon has utilized his ever-evolving procurement skill set and keen negotiation tactics to aid in the launch of two new physical store formats in the US (Lidl & Amazon Fresh). Throughout his life's journey, Brandon has created lasting connections which have served as the inspiration for his most recent challenge; sharing some of the personal and business tools necessary to succeed as a member of "Corporate America" or as a trailblazing entrepreneur in today's climate. Brandon joins Game 7 as its General Manager with intentions of contributing to the constant evolution of the brand by delivering a value-adding business mindset and providing insight into how successful businesses remain successful.

Kyle Phillips is a man with a fascination for capturing imagery that began when he just a little boy and was later cultivated. After losing his father, who was also an amateur photographer, Kyle decided to embark on his photography journey. He aimed to capture life through the "eye" of his deceased father by using his old equipment. Little did Kyle realize that he was soon find his true calling. As a published photographer who is best known for his abstract vision and tonal imagery, Kyle portrays a novel of words in a single photo. As an African American photographer, Kyle aims to capture the traditions, feelings, and stories of those who he encounters. He has worked and learned from some of the world's top wedding and model photographers in the industry, in addition to shooting weddings and portraits for countless clients. Kyle is a New Jersey native who relocated to Washington, DC to attend Howard University, and after graduating with a Supply Chain Management degree, he embarked on career by working for Coca-Cola and DC Public Schools; where he has earned many regional achievements.



GOALS AND AMBITION MEAN EVERYTHING

MEET THE TEAM

Mikael Yisrael is an experienced educator, entrepreneur, policy analyst, DEIJB thought-leader and practitioner, and admissions expert. Mikael is from Harlem, NY and attended the Peddie School via the Oliver Scholars Program. Mikael is a graduate of Cornell University with a Bachelor of Science in Policy Analysis and Management and received his Master of Science in Higher Education from Drexel University. Mikael has focused his studies and professional work on the connections between health, family and social welfare, consumer policy, and education. His experiences have taught him, as it pertains to a student's academic profile, not to conflate schooling with education nor evaluate content without appropriate context. In fact, he believes it is imperative to be cognizant of all cross-sectional factors—including but not limited to societal, personal, and other external elements—that may influence a student's educational environment and overall experience. Mikael is a servant-leader and has been an educator and administrator across all levels P-16. Having witnessed and experienced how access to a quality education changes lives, Mikael aspires to apply his knowledge and experience to the intellectual, social, and moral development of humanity.

WHERE TO FIND US

THESE ARE
CLICKABLE
LINKS!



WWW.GAME7EVEN.COM



WWW.GAME7EVENSHOP.COM



[@GAME7EVENCB](https://www.instagram.com/@GAME7EVENCB)



[@GAME7EVEN](https://www.facebook.com/@GAME7EVEN)



[@GAME7EVEN](https://www.youtube.com/@GAME7EVEN)



GOALS AND AMBITION MEAN EVERYTHING

THE PROBLEM

Truancy and Trauma:

Many students are missing school due to suspension. Many students are missing school due to trauma. Many students are in school, but performing far below what they're capable of due to unresolved trauma.

Out-of-school suspension remains a widespread practice:

2.5 million students were suspended in SY 2017-18, a year in which students lost more than 11 million days of instruction due to out-of-school suspensions. The slow pace of reductions in the use of suspensions for Black students, compared to Hispanic students, also points to a need for more equitable school discipline practices. Previous research has found that nearly half of Black-White disparities in exclusionary discipline can be explained by the differential treatment of Black and White students within the same schools, pointing to the power that schools have to affect meaningful change by implementing equitable practices within their buildings. In 2018, the suspension rate for White students was 3.8%, Hispanic students 3.6%, Black students 7.8%, and students with disabilities 8.5%.

Trauma:

At least 1 in 7 children have experienced child abuse and/or neglect in the past year, and this is likely an underestimate. In 2019, 1,840 children died of abuse and neglect in the United States. Each day, more than 1,000 youth are treated in emergency departments for physical assault-related injuries. In 2019, about 1 in 5 high school students reported being bullied on school property in the last year. 8% of high school students had been in a physical fight on school property one or more times a year. Each day, about 14 youth die from homicide, and more than 1,300 are treated in emergency departments for violence-related injuries. The impact of child traumatic stress can last well beyond childhood. In fact, research has shown that child trauma survivors may experience:

- Learning problems, including lower grades and more suspensions and expulsions
- Increased use of health and mental health services
- Increase involvement with the child welfare and juvenile justice systems
- Long-term health problems (e.g., diabetes and heart disease)



GOALS AND AMBITION MEAN EVERYTHING

OUR PHILOSOPHY

Connection Before Correction:

Our philosophy at Game 7 is to turn your mess into a message by connecting before you correct. We believe that once you know why, then you can find out how. Relationship building is often a task left on the side, something people do sporadically and not consistently, but not at Game 7.

Social Connection Theory:

When researchers refer to the concept of social connection, they mean the feeling that you belong to a group and generally feel close to other people. Scientific evidence strongly suggests that this is a core psychological need, essential to feeling satisfied with your life.

Humans are a profoundly social species; our drive to connect with others is embedded in our biology and evolutionary history. It begins at birth, in our relationship with our caregiver—and the effects of this relationship seem to reverberate throughout our lives. When we're cared for as children, we're more likely to have healthy, secure attachments as we get older.

Social connections are sometimes called “social capital” for good reason: They are a valuable resource in life, creating moments of positivity and fun, supporting us through good times and bad, and exposing us to new ideas and new people. If we cultivate healthy connections, the research promises a longer, happier, and more prosperous life. Social connections are tied up with other keys to well-being. Cultivating gratitude, empathy, altruism, compassion, and forgiveness will not only enhance your personal well-being but also benefit your relationships at work and at home.



GOALS AND AMBITION MEAN EVERYTHING

OUR PHILOSOPHY

Mindfulness:

Mindfulness involves focusing your awareness on the present moment. It means paying attention to your sensations, feelings, thoughts, and environment in the here-and-now with an attitude of acceptance.

Some of the potential benefits of mindfulness include lowering stress, decreasing depression, improving memory, and strengthening your relationships, among other things.

In a large-scale review of more than 400 previous studies, mindfulness was identified as an effective mental health practice for helping almost all people improve their physical and psychological well-being.

Mindfulness in Education:

Scholarly research finds that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, strengthens compassion, and confers a host of other benefits. Below is a summary of research findings on the benefits of mindfulness particularly relevant to educators.

Numerous studies show improved attention, including better performance on objective tasks that require an extensive concentration span. Mindfulness is associated with emotion regulation across a number of studies. Mindfulness creates changes in the brain that correspond to less reactivity, and better ability to engage in tasks even when emotions are activated.

People randomly assigned to mindfulness training are more likely to help someone in need and have greater self-compassion. Mindfulness reduces feelings of stress and improves anxiety and distress when placed in a stressful social situation



GOALS AND AMBITION MEAN EVERYTHING

OUR PHILOSOPHY

Trauma Responsive:

Trauma informed takes trauma into account as a treatment plan is developed. Trauma responsive seeks to anticipate the potential existence of trauma so that its aftermath can be appropriately addressed at all levels of an organization.

Knowledge and awareness of trauma is a necessity, but in order to fully meet the needs of people who have experienced trauma and adversity, a more significant level of responsiveness to those needs must be achieved.

Culturally Affirming:

Treating others' culture and experiences with respect and high regard. Cultural affirmation centers racial consciousness, supports the development of positive self-concept, and affirms the lived experiences of marginalized racial and ethnic groups

Sports Integration:

Life is a competition, and that's how we frame it because competition is a root of the human race, everyone understands it



GOALS AND AMBITION MEAN EVERYTHING

ORINATION AND OVERVIEW

In 2016, I was just coming into my own as an **educator**. It was my 4th year as an educator, but I had just become **confident** enough in myself that I would be able to successfully juggle all of the duties of a teacher in **Washington, DC**, and still be able to teach at a high level. You know, you have class, meetings, extracurricular programs, more meetings, emails, professional development, and all the other things that come along with being a teacher in modern times. It seemed like the thing that I did the least was teaching. However, **I fell in love with teaching**, but I did not expect that it would happen this way.

From 2016-2018, I taught a group of 9th – 11th grade **students** that will forever be close to my heart. See, I teach math, and math is not high on most people's comfort list. According to Dr. Kelly McGonigal of Stanford University, data shows that the two biggest fears of the general public are **public speaking and math**. Being a math teacher having to face the two biggest fears of the general public, on a daily basis, was a tall task in itself, however, it was so much more difficult because my students would never remain quiet when I taught...like literally, never! I would ask them to quiet themselves, repeatedly, but to no avail. Then, one day, my frustration reached a peak, and I decided to stop the math lesson and to give them a **life lesson**.

I spoke to them about **opportunity** and how they were wasting their opportunity to **learn**. I emphasized that you never know when the opportunity of a lifetime will show up, and I highlighted the fact that the opportunity of a lifetime only lasts for the lifetime of the opportunity. I taught them about **character** and **respect**, and how words don't show respect if there's no supporting actions behind them. Then, I stopped. Every student was absolutely locked in! No eyes were wandering, there were no side conversations, there were no distractions, there was only a collective unit of students, staring me directly in my eyes, with their ears wide open. So I asked them, **"how come everyone is quiet now?"** I was greeted with responses along the lines of, "Mr. Malcolm, you always say that you don't care about math, but you care about us, and this is the first time that you told us **why**."



GOALS AND AMBITION MEAN EVERYTHING

ORIGINATION AND OVERVIEW CONT.

From that day forward, whenever I got frustrated due to the misbehavior, I would stop the math lesson and give them a **life lesson**. The **results** were always the same; math lessons would be loud, and life lessons would be silent and **engaged**. By the end of my time at this school, my students were continuously urging me to switch careers and become a **motivational speaker and a therapist**, I was leading weekly, social-emotional learning based restorative circles with staff, and school social workers, teachers, and administrators often came to me when there was a student in need who was not responding to the adults in his or her immediate environment. **I heard my students** telling me to become a motivational speaker and therapist, and I saw that faculty and staff were leaning on me for things that I thought should be for the counselors and therapists, **but I did not listen** to these messages until I moved on to a new school.

The new school, a middle school in Washington, DC was home to a wealthier student population and had far less, “**at risk**” students, so I thought that my experience may be a bit different. I came into this school with the plan to **mentor** students and the principal was on board with it from day one. However, I never started a program. Then, I noticed the same things happening again. Students were talking, distracted, and rarely had their math as the number one priority in class, just like my previous school. Then, the life lessons started again, and the students started to gravitate toward me and lean on me in **times of need**. This was the first time that a student told me that my words **saved her life**, a moment that I will never forget. In addition, I learned that my messages were needed by the masses, **not just students who look like me**. I taught and mentored students of all different races, cultures, and backgrounds, and they all were sure to urge me to continue to share my stories and lessons with them.

But then, one day, my algebra lesson was observed by the principal and his **feedback** was, “Malcolm, I didn’t bring you here for math. I brought you here for your **ability** to cultivate and maintain **relationships**, and to get the most out of our students. Your lesson was good, but I know that you can get **more** out of these students. There is no reason why they all should not be engaged throughout the entire lesson. **What are you going to do about it?**”



GOALS AND AMBITION MEAN EVERYTHING

ORIGINATION AND OVERVIEW CONT.

Little did he know, this would be the push that changed my life, the beginning of a **paradigm** shift.

That day, I went home and came up with the idea for **Game 7** and started the program the next week. I met with kids **everyday** for an hour before school. The group grew so large that students were sitting on chairs, desks, and standing, with no extra room remaining. We would have lessons on character, health, financial literacy, **breaking the cycle**, personal education, and so much more. The residuals from the program were great because the principles learned in the morning started to bleed into the classroom. In addition, I started to find myself **speaking at faculty meetings** and sharing my message with adults too. I found myself in meetings with parents being called to calm students I never even met before, and so many other things throughout the building, all due to the **relationships** I was able to establish through my messages. However, I did not feel complete and knew that I could do more with **Game 7**.

Then, unexpectedly one day, **Kendall** was asked to go speak at a high school and talk about his **NFL** experience, and he reached out to **Justin**, an administrator, and me, a teacher, for help with what he should speak about. We took some time to figure out how to approach it, and that day, **Game 7** went to the next level. Kendall, Justin, and I came together as a team and created the **Game Day** program and we never looked back.

We started out working with schools in DC, then some students in Maryland, ventured out to Michigan, Philadelphia, and the list continued and continues to **rise**.

Game 7 came about from a frustrated teacher, a frustrated administrator, and a professional athlete who is now a teacher, who all wanted to give more to their students and peers. We chose not to complain, we chose not to wait, but we chose to **create**. We help people learn about learning and teach them how to turn their nightmares into **dreams**, because a dream is only a nightmare until you chase it. We do this by teaching, speaking, competing, and **inspiring** growth through personal development and social-emotional learning.



GOALS AND AMBITION MEAN EVERYTHING

ORIGINATION AND OVERVIEW CONT.

I've taught students in grades K-12, taught young adults seeking their GED, led therapeutic groups with kids and adults, taught professional development sessions, coached and trained countless athletes, and it's all come to this. With the invaluable support of Kendall, Justin, Kyle, Brandon, and Marcus, I'm Malcolm and this is **Game 7**, Goals and Ambition Mean Everything!

Malcolm L. Evans
CEO

MISSION

We teach educators how to **connect** and **lead** students who come from different backgrounds than they do. We use a combination of social-emotional learning and pedagogical best practices to improve instruction and **learning**.

We help educators construct and maintain a **language** and a **process** that will equip them with the tools necessary to find fulfillment, followed by leading them to inspiring students to do the same. The **7** pillars of our organization are based off social-emotional learning core competencies, which are self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

GAME 7 PILLARS

- 1 - MINDSET
- 2 - HOLISTIC HEALTH
- 3 - FINANCIAL LITERACY
- 4 - DREAMS AND PURPOSE
- 5 - CHARACTER AND LEADERSHIP
- 6 - TEACHING, LEARNING, AND EDUCATION
- 7 - RELATIONSHIP BUILDING AND MAINTENANCE



GOALS AND AMBITION MEAN EVERYTHING

MISSION

CONT.

We help school **leaders** improve student **behavior** without adding additional stress to teachers.

We help **administration** improve teacher **retention** without going over budget.

We help **educators** reduce their stress from school without reducing their effort.

We help **teachers** find time for **planning** without taking away time from their friends and family.

We help teachers **eliminate burn out** without having to switch careers.

We help teachers **increase their income** without having to switch careers.

We help teachers **improve student discipline** without depending on administration.

We help teachers **inspire students** to be more self-directed without falling off scope and sequence.

We help teachers find **time** to keep up with administrative tasks without taking time away from their friends and families.

We do all of this for **coaches**, **players**, and **managers** too.

Best of all, we come in and show you how to use our unique **curriculum**!



GOALS AND AMBITION MEAN EVERYTHING

OUTLOOK

We believe that goals and ambition mean everything. No matter what has happened to you or what you're going through, you will **persevere** if your goals and ambition mean everything to you. No goals, no ambition, no commitment, no growth, no results.

PROGRAMS AND SERVICES

We work with numerous schools, businesses, and organizations, speaking to, and teaching them according to our **Game 7 pillars**. Our participants are students, student-athletes, faculty, staff, friends, families, and individuals from age 5 - 50+.



"**Game Day**" consists of keynote speeches, panel discussions, impact sessions, and character building activities.

At the conclusion of Game Day, you will receive a **case conceptualization** including a mixed methods approach and analysis of major themes and patterns (student and staff related). Qualitative data gained throughout the day during researcher interviews is analyzed to provide feedback. Researchers also take notes on major themes and patterns of the school and school culture. Quantitative data from staff and student surveys responses will also be utilized in data analysis. Full scope case conceptualization is provided within 72 hours including data, interventions, and next steps.

In addition, a social media package including a group photo, action photos, and video content from your Game Day. Content to include Game 7 Members and students/staff.


This is great for students, faculty, staff, families, and school culture. In addition to schools, "Game Day" events are fluid and great for businesses, athletic teams, jails, and prisons.



GOALS AND AMBITION MEAN EVERYTHING

PROGRAMS AND SERVICES



"Game 7 Academy" offers social-emotional, learning based tutoring and mentorship. We emphasize learning over education, and utilize a holistic approach with emphasis on self-awareness, self-management, social awareness, relationship skills, responsible decision making, and the Game 7 Pillars. 

CURRICULUM CONTENT ON PAGES 13 AND 14!



At "Minds In Motion Therapeutic Services", we tailor each session to the client's psychological needs both mentally and emotionally. We also work to implement new and innovative coping skills for all clients. We particularly support the idea of movement as self-care. Through movement the body begins to release a number of chemicals such as dopamine, endorphins, and/or serotonin, depending on the movement. These releases support growth and positivity in the mind of each client through tough life circumstances.

Our goal is to support each client's psychological growth, holistically, while providing new and innovative techniques that are utilized after therapy has concluded. You do not have to be fit, work out regularly, or be flexible to engage in MIMTS. You just need to come with an open mind and let us support your path in life.

Theory modalities utilized in sessions include:

- Adlerian Theory
- Cognitive Behavior Therapy
- Person-centered Approach
- Play Therapy
- Psychotherapy

**ASK US ABOUT OUR MIMTS
WELLNESS SESSIONS**



GOALS AND AMBITION MEAN EVERYTHING

PROGRAMS AND SERVICES

GAME 7 FRONT OFFICE

"Game 7 Front Office" is a service focused on the development of professional skills, including resume building, interview skills, business plans, and more.



"Goal Line" takes athletes to the next level by providing them with rigorous physical training, accompanied by social-emotional learning, with the ultimate goal to promote neurogenesis, neuroplasticity, and the development of myelin. Essentially, we strengthen your mind and body and teach you what's going on inside of yourself as you grow. We emphasize social-emotional instruction because people work more intensely, consistently, and for a longer duration when they understand what's going on.



"Game 7 Shop" is where you can purchase everything Game 7. T-shirts, hoodies, sweaters, jackets, it's all here!



GOALS AND AMBITION MEAN EVERYTHING

DONATIONS

Game 7 is not a nonprofit organization, however, we are open to receiving donations to go towards helping schools, teams, and organizations.

If you would like to donate to Game 7, here is what you can do:




You can purchase a Game Day package for a school or organization.

"Game Day" consists of panel discussions, impact sessions, holistic health improvement, effort improvement, and competition. This is great for students, faculty, staff, families, and school culture improvement and maintenance. In addition to schools, "Game Day" events are fluid and great for businesses, athletic teams, jails, and prisons.



You can purchase a tutoring session or program, or a mentorship session or program for students and/or a school or organization.

"Game 7 Academy" offers social-emotional, learning based tutoring and mentorship. We emphasize learning over education, and utilize a holistic approach with emphasis on self-awareness, self-management, social awareness, relationship skills, responsible decision making, and the Game 7 Pillars. 

CURRICULUM CONTENT ON FOLLOWING PAGES!



You can purchase clothing for people who are in need.

Please email Malcolm@Game7even.com if interested