BTEC **Esports**

Centre Guide to delivering esports at Level 1

Introduction

What is esports?

Esports (or electronic sports) is a term used to describe competitive video gaming.

It's different from standard video gaming in that esports is competitive (human-vs-human) and usually has an engaging spectator element to it, like traditional sports.

How can it be delivered at level 1?

Esports can be delivered at level 1 by changing the context of the units within our Vocational Studies qualifications.

These units can also be used together to create 3 different projects

Project One
DM6: Designing an Interactive Presentation 40 Digital Media
IT6: Using Digital Communication Technologies 40 IT
AD8: Designing a Product 40 Art and Design
B7: Branding a Product 40 Business
B9: Presenting a Business Idea 40 Business
SP12: Keeping Active and Healthy 40 Sport

Project Two
DM6: Designing an Interactive Presentation 40 Digital Media
B7: Branding a Product 40 Business
AD8: Designing a Product 40 Art and Design

Project Three
B7: Branding a Product 40 Business
B9: Presenting a Business Idea 40 Business

Centre guidance

The following units have been adapted to be delivered in an esports learning context

Suggested units for esports delivery and assessment

Unit Title
AD8: Designing a Product
B7: Branding a Product
B9: Presenting a Business Idea
DM6: Designing an interactive Presentation
IT6: Using Digital Communication Technologies
SP12: Keeping Active and Healthy

Unit: AD8: Designing a Product

Introduction to unit:

Learners are introduced to the ideas and processes behind design and to a variety of different types of design work by artists and designers.

Learners can discuss what they think 'design' is and what are their experiences of design.

The tutor can explain about the nature of design – from everyday products to super-expensive 'designer' pieces.

The tutor can share information about this unit with learners so that they know what they will be covering and what they will need to achieve.

Suggested time: about 2 hours.

Activity: Exploring design in the environment

Learners can explore the environment around them to identify products that have been designed.

This could be in the school/learning environment or at home (or pairs/small groups could be allocated a different environment e.g. home, school, on the street, in a shop, online etc.)

Learners visit online apparel and esports team stores to identify further examples of products that have been designed for gamers such as clothing, packaging, peripherals etc.

This can be followed by a whole-group discussion on the products they found and what they think of their design in terms of use, effectiveness, look etc.

Suggested time: about 2 hours.

Activity: Famous designers

The tutor can share with learners some famous designers and/or designer/makers – have learners heard of any of them? Do they know anything about them?

How can they use their influences to design esports products?

Learners can research an allocated person/people to find out what their most famous design/s is/are and any other relevant or interesting information about them. They can create a presentation for the rest of the group to share their findings.

Suggested time: about 4 hours.

Activity: Good and bad design

The tutor can share with learners some examples of bad design

https://www.lucidpress.com/blog/11-hilarious-examples-of-bad-design

Alongside some examples of very successful design

https://www.architecturaldigest.com/gallery/most-successful-product-designs-bic-pen-swingline-stapler-parsons-table-ikea-billy-bookcase

And the group can discuss what makes a design successful versus unsuccessful.

Suggested time: about 2 hours.

Understanding the brief

Tutors give learners an example client brief for a design project and facilitate a group discussion about how to pick out key information from it. Learners can work on their own or in small groups to read through the brief and extract the pertinent information.

They will need to identify:

• what the brief is asking for

• the theme of the brief

• areas of research

• any restrictions or constraints, i.e. size, shape or materials

• timescale and deadline for the brief

• who the design is for

The tutor can discuss with learners why each element is important and what the implications might be if any are ignored or overlooked.

Suggested time: about 2 hours.

Activity: Working with a client

Learners can work in pairs to role play a client and designer.

The tutor can provide each learner with an imagined client brief for a new esports design (Game, logo, jersey, etc).

Learners will then take it in turns to role play in their pairs – one learner as the client and the other as the designer.

The client will share their brief and the designer must ask relevant questions to ensure they understand all elements. The designer might benefit from having a pre-prepared form on which to record the answers.

Learners swap roles and after the role play, each designer can share their understanding of the brief and each client can give feedback on how well they thought their designer built rapport and interpreted the brief.

Suggested time: about 4 hours.

Activity: Introduction to the assignment brief

Learners are introduced to their assignment brief, as pre prepared by the tutor. Some examples could be: graphic design, fashion design or product design. Learners can extract the pertinent information from their given brief, including:

• Research artists, designers, gamers and influencers

• Gather inspirational source material

• Interpreting the theme and purpose

• Understanding the requirements e.g. size, shape, media and materials to be used

• Understanding deadlines set and how to plan work to meet the deadlines

Suggested time: about 4 hours.

Activity: Generating ideas

Learners explore practical ways to generate ideas for their design work in relation to the assignment brief. Tutors introduce a variety of techniques to generate ideas from market research, observation, the internet, social media, Youtube, Twitch, influencers, etc.

Learners begin to explore practical ways to generate ideas for their design work in relation to the assignment brief, including techniques to generate ideas from:

• market research

• observation

• the internet

• TV

• magazines etc.

• graphic design - Stream layouts, logos

• fashion design - Raven.gg, Gamers Apparel, 100 Thieves

• product design - Dell Alienware, Razer, Logitech G

Suggested time: about 2 hours.

Activity: Researching ideas

Tutors support learners in carrying out meaningful research that will generate and develop ideas for their designs, based on their esports assignment brief.

This may include investigating the work of artists, designers and craftspeople in response to the set brief and how the change for each organisation, company or item.

Learners can begin to gather inspirational source material and document their research in sketchbooks, digital portfolios or similar. Research evidence should be supported with learners' annotations, notes or discussions with tutors.

Suggested time: about 4 hours.

Activity: Materials, techniques and processes

Learners can explore a range of materials, techniques and processes to develop initial ideas. The materials, techniques and processes used in this exploratory stage will largely be determined by the nature of the assignment brief that is aimed at the esports ecosystem and the type of design that is being targeted.

Again, findings, thoughts and notes can be recorded in the learners' scrapbook or portfolio.

Suggested time: about 2 hours.

Activity: Developing and refining

Tutors support learners as they continue to develop and refine their designs. This may involve them carrying out additional research, contacting esports companies and organisations, exploring further themes and additional materials, producing rough sketches and further samples in response to problems identified by the client, themselves and tutors.

This work should focus on the refinement of ideas in relation to the design challenge set, based on feedback from tutors or peers. Learners' development of ideas could be evidenced by annotations, labelling work or taking part in discussions on work produced or producing further planning pages.

Suggested time: about 4 hours.

Activity: Test pieces

Learners could present their design(s), test pieces and samples to an audience, gaining feedback from the tutor and peers. Depending on circumstances, learners could present individually to the tutor/group or as part of a carousel activity working in small groups.

Suggested time: about 4 hours.

Activity: Review and refinement

Learners should review the work they have produced to this point. The review should include:

• what they have produced and why

• how it relates to the original brief

• what research they carried out

• what materials, techniques and processes they explored

• how they developed and refined their designs

• what problems they faced during the project and how they overcame them

• what they have learned about design and how they will use this in the future.

Suggested time: about 2 hours.

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

A local games store wants you to design a new logo for their esports division that can be used for promoting their brand but also looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the logo and also an alternative use for the product once their campaign finishes (for example, it can be used in another form).

You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

A local amatuer esports team wants you to design a t-shirt for an annual event in the town hall that looks eye-catching and fun.

They will present you with a brief that explains their key requirements and timescales. They would like at least three designs for the t-shirt and also an alternative use for the product once their campaign finishes (for example, it can be used in another form). You should respond to the client brief and keep all your research and design attempts in a logbook or other portfolio.

Unit: B7: Branding a Product

Introduction to unit:

Tutors can ask learners to identify any brands they are familiar with, and the tutor can have some well-known examples ready to share as well.

Learners can discuss the impact that branding has on them; what their opinion is regarding specific brands and why that might be e.g. designer brands, luxury brands, budget brands etc.

Learners can discuss the uses and importance of branding and look at different brands, logos and straplines that they might be familiar with, considering the message that each is trying to give about the product. The tutor can share information about this unit with learners so that they know what they will be covering and what they will need to achieve.

Suggested time: about 2 hours.

Activity: Branding

Learners can explore branding as a concept, understanding that branding is defined as: a distinguishing symbol, mark, logo, name, word, sentence or a combination of them that companies use to distinguish their product from others in the market.

Learners explore the branding of their place of education, for example college/school esports logo.

Learners explore how branding makes a product or concept stand out from competitors. Razer as a concept across different commodities, for example Razer gaming laptops and desktops through to webcams and microphones.

Suggested time: about 2 hours.

Activity: Logos

Tutors give the definition of branding and lead learners to explore different brands, logos and straplines, for example the 2012 Twitch logo incorporated a chatbox emblem into its logo. This was inspired by the "TV screen" from the original Twitch logo. The company claimed it's their mascot called Glitch.

The tutor can discuss with learners that a logo is a 'recognisable and distinctive graphic design, stylised name, unique symbol, or other device for identifying an organisation.' And that the features of a logo – its colour, shape and design make it stand out from competitors and specific to the target market, e.g. for toys for children the logo should have bright colours and a design that will attract children.

Tutors give the definition of branding and lead learners to explore different brands, logos and straplines, for example the 2012 Twitch logo incorporated a chatbox emblem into its logo. This was inspired by the "TV screen" from the original Twitch logo. The company claimed it's their mascot called Glitch. Learners could play a logo quiz (there are lots online) to see how many logos they can name. Once learners have named each logo they can suggest 3 words that they associate with that logo/product (e.g. FaZe Clan – Content creators, pro team, mainstream). Are they 3 words that learners think the company would be happy or unhappy about?

Suggested time: about 2 hours.

Activity: Straplines

The tutor can help learners to understand that a strapline is a short, easily remembered phrase used by an organisation so that people will recognise it or its products.

The tutor could announce the strapline of esports organisations, games or companies (e.g. British Esports Association – Promote, Improve, Inspire.)

https://www.playbuzz.com/charlotteg12/can-you-identify-these-supermarket-slogans

How many do learners know? Discuss with learners why organisations, games or companies have these straplines – what is the point of them?

Can learners identify any other straplines from famous brands? They could do a matching activity to match the strapline to the brand.

Can learners come up with their own straplines for: their school, an online shop or business, a made up business, a famous brand?

Suggested time: about 2 hours.

Activity: Consideration of the target market

Tutors can discuss with learners what is meant by a 'target market' in branding/advertising terms and learners can explore different target markets for different products. They can discuss the basic needs and wants of different target markets, for example teenagers, working adults, new businesses or start-ups etc. and how businesses need to consider their target market when creating a logo and strapline for a product.

Learners could look specifically at the branding of businesses that target different markets (e.g. an apparel shop, high-end electrical retailer, sportswear, niche product (e.g. stream deck) etc.) and explore how the branding (including logo, strapline, colours, style etc.) has been developed with the target market in mind.

Suggested time: about 2 hours.

Activity: Features of branding for promoting products

In pairs or groups, learners explore how branding impacts on advertising to gain a particular market share. For example, learners could source different types of advertisement footage, such as mobile phones, games consoles, games and hardware for consumers, consoles and PC's, or food and health products. The message that the brand gives out and why this is effective, for example high price – high quality, low price – high quality, low price – low quality.

Suggested time: about 2 hours.

Activity: Logo design and straplines

Learners explore the factors to consider when deciding on colour and design of logos and the impression they give to the target audience, for example Xbox® – green with a picture of a control button, PlayStation® – white with a distinctive design, Fnatic – orange and black with a distinguishing logo using the opposite colour, British Esports Association - British colours, lion logo).

Learners work individually, in pairs or in groups to explore the logo for their place of education, discussing the use of colour and design and how this distinguishes it from other places of education. In groups, learners design a new logo for their college esports team.

Learners explore straplines of different products and, in groups, produce an expressive strapline for their place of learning which captures the essence of the place.

Suggested time: about 6 hours

Activity: Developing a branding presentation

Learners must be able to present their ideas to others. The tutor can explore with learners, presentation software (e.g. powerpoint etc.) that can be used, looking at the pros and cons of each option.

Learners can discuss what the presentation needs to do/be e.g. share their process and final ideas in an interesting, informative way.

The tutor can support learners to:

• write and organise their slides for the presentation in a logical order

• illustrate what has been considered in its development

• use presenter notes to support delivery

• use appropriate graphics and transitions

Suggested time: about 6 hours.

Activity: Practicing a branding presentation

Working in groups, learners can practice presenting their brand, explaining the development process and justifying their choice of design for the logo and strapline.

Suggested time: about 6 hours

Activity: Reviewing and refining a branding presentation

Learners can receive feedback from the tutor and their peers, and undertake a self-review in order to refine and improve their presentation.

Suggested time: about 8 hours

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are asked by the manager of a new business to design a brand for a new product, a wireless keyboard that is designed for high-performance esports gameplay.

You need to carry out some research into similar products and branding on the market as well as who the product is targeted at. You are expected to create a brand with a logo and strapline for the product and present this, with reasons for your choices, to the business's management.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

Your manager has another new product that needs to be branded. This is a headset that is designed for high-quality audio feedback and has full capability to be used with all gaming platforms.

Unit: B9: Presenting a Business Idea

Introduction to unit:

The tutor can share with learners a number of different people/businesses who are all now successful, but initially struggled to get their idea accepted. There are plenty of examples online, including:

https://www.fastcompany.com/90217870/4-famous-failures-that-became-massive-successes

https://www.entrepreneur.com/article/272710

Discuss with learners how it might feel to have your idea turned down. Do learners have any experience of trying to persuade someone of something (a parent, teacher, friend?) how did they persuade them? Was it successful? Why was that? Learners can consider why a presentation for a new business might be important and what it might have to be/do/look like to stand a chance of succeeding. The tutor can share information about this unit with learners so that they know what they will be covering and what they will need to achieve.

Suggested time: about 2 hours.

Activity: Business ideas for products and services

Choose a product within the esports ecosystem and ask learners, in pairs, to write down everything they can think of about the product, eg. different types and styles of keyboards, mechanical, wireless, ergonomic, multimedia. Learners share ideas by placing sticky notes on a chart in the classroom until every group is complete and all the characteristics of the product are covered.

Divide learners into groups and give each group a product or service. In groups, learners free associate ideas for the product or service. They investigate how customers would use the product or service, whether there are alternatives, what makes the product/service unique, its benefits, disadvantages and price. The groups then present their findings to their peers. Their peers and tutor ask questions on anything not covered by the presenting group about the product or service.

Tutors emphasise how important it is to know your product or service well, in order to present it effectively.

Suggested time: about 2 hours.

Activity: Successful and unsuccessful business ideas

The tutor can share with learners some unsuccessful products – there are some ideas here:

https://www.rd.com/list/hilarious-inventions-that-failed-spectacularly/

Discuss with learners the reasons why these inventions failed.

Now share some very successful products – some ideas can be found here:

https://www.livescience.com/33749-top-10-inventions-changed-world.html

Discuss with learners why these products were/are successful.

Can learners identify some key elements of a successful product?

Suggested time: about 2 hours.

Activity: How to present a product

Working in pairs or small groups, learners can be allocated a successful product. This might be a world-changing invention or a more recent innovation e.g. VR or software, mobile phone or Xbox.

Learners must 'present' their product to the class as if they'd never heard of it and you were selling it to them.

Suggested time: about 2 hours.

Activity: Products and services

The tutor can discuss with learners the difference between a product and a service and share examples of successful businesses that offer a service rather than an actual product e.g. technology (e.g. Razer), financial (e.g. paypal or visa), health & wellbeing (e.g. Gscience), events (e.g. LEC or LCS)

Learners can focus on a specific allocated company and identify (maybe by completing a proforma) questions such as:

• What does the company offer/what is it used for?

• Who are the target audience?

• What is the unique selling point (USP) of the service?

Learners can share their thoughts with the group, and then discuss and common elements that make all of the featured businesses successful.

Suggested time: 2 hours.

Activity: Presentation skills

Tutors show appropriate footage on good and bad presentations eg. Dragons' Den, and learners discuss the presentation skills and techniques used. How they can take their esports brand and ideas to industry professionals and have their business idea taken seriously.

Suggested time: 2 hours.

Activity: Presentation aids

Learners can explore different ways to present including the use of appropriate tools, props, facts and figures etc.

Consideration of the audience:

• Tone of voice

• Clarity of verbal communication

• Maintaining eye contact with audience

• Not to read directly from notes

Learners can be shown relevant clips from Dragons' Den of similar, that show effective (and ineffective) use of presentation aids.

Suggested time: 2 hours.

Activity: Developing a business idea

Learners will have to develop an idea for a new esports product or service or a way to improve an existing product or service.

Learners can work in small groups to discuss:

• Ideas that already have for a new product/service

• Things that exist that they think could be changed or improved upon

• Things that annoy them about a current product/service that they think could be made better

Learners can note down all of their ideas at this stage.

Suggested time: 2 hours.

Activity: Developing a business presentation

In pairs, learners begin to consider their own business presentation.

Learners will present an idea for a new esports product or service, or for an improvement to an existing product or service.

Learners may need direction from the tutor to narrow down their area of focus and to consider what idea they might use going forward.

Once learners have settled on their business idea, they can discuss and make a note of:

• Key features of the product - what it is, what it is used for

• Who are the target audience?

• Benefits of the business idea to the target audience

• The unique selling point (USP) of the product or service compared with similar products or services

• Consideration of costs – to make/produce, to the customer

Suggested time: 4 hours.

Activity: Using financial information in a business presentation

Learners can further explore the importance of financials in a business presentation. The tutor can show Dragons' Den type clips that show people presenting the financials in the right/wrong way to support discussion.

Learners can do a matching activity for words such as income, expenditure, profit, loss, net, projection etc. to ensure they understand the meanings of each.

Suggested time: 2 hours

Activity: Building a business presentation

Learners can start to build their own presentation, thinking about the format, details, financials etc. They can begin preparing a draft presentation, along with speaker notes.

Learners can practise the presentation, revising and refining as necessary, as well as preparing for possible questions about the business idea that may come from the audience.

Suggested time: 4 hours.

Activity: Practicing a business presentation

Learners can practice presenting their business idea to their peers. Peers are given the opportunity to ask questions with learners answering attempting to further convince peers of the business idea.

Peers could ask questions to expose any holes in the presentation, and complete a peer observation form, citing areas of weakness to improve.

Suggested time: 4 hours.

Activity: Reviewing a business presentation

Learners identify their own product/service/new efficient procedure and make a mind map of their investigation into the features of the esports business idea. Learners can evaluate their performance in order to develop and improve the presentation as necessary.

Suggested time: about 2 hours

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked to present an idea to the manager of your centre that a local gaming event between local teams would be a good business opportunity for the organisation and it could grow further. You will need to prepare for the presentation by gathering information on the key features of the idea as well as the benefits to the centre and the potential target audience. You have been given a 5 minute window to present this idea to the manager, so you need to practise your presentation and use the appropriate skills and techniques to get your ideas across clearly.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You need to convince a local esports team that your business idea for a new gaming venue is worth consideration. You must ensure that you gather as much information about the features of the business idea as possible and use appropriate skills and techniques when presenting your idea.

Unit: DM6: Designing an Interactive Presentation

Introduction to unit:

Learners can discuss presentations: ones they have experienced, what their job is, what they should and should not be/look like to be successful.

The tutor could show learners a range of different presentations and they can discuss the good and bad points of each. Are there any golden rules for a 'good' presentation? And things to avoid? The tutor can share the unit outline with learners so that they understand what they will be required to do to meet the end requirements.

Suggested time: about 2 hours.

Activity: Software packages

Learners are introduced to two or more different software packages and the different types of presentation content they can be used to produce. They spot how many different types of content have been used (e.g. text, images, video, sound, animation) and why.

Learners vote for the most effective presentation and the software package used to create it.

Suggested time: about 2 hours.

Activity: Design and content styles

Learners can explore different design and content styles (e.g. formal, informal, humorous) by watching clips of different presentations with different design styles and content.

Learners can identify the style and audience each one was aiming for, consider their appropriateness to the audience, and purpose.

Learners can discuss the various factors to consider when creating an interactive presentation for a specific audience e.g. purpose of the presentation (to persuade, to inform, to update), appropriate methods of communicating, use of software packages, what esports brand are they aiming their content at, etc.

Suggested time: about 2 hours.

Activity: Presentation structure

Learners explore how to present slides in an appropriate sequence (introduction, topics in a logical order, conclusion). An activity on presentation structure uses sets of five or more prints of presentation slides and asks learners to work in small groups to put them in the most logical sequence. They will then discuss the reasons for their choices.

Suggested time: about 2 hours.

Activity: Creating bullet points

Learners can be given a paragraph (or more than one) and must identify (by underlining or highlighting) the key information.

Learners must then summarise this key information, turning their original paragraph/s into simple bullet points that could be used on a presentation slide.

Suggested time: about 2 hours.

Activity: Sharing information

In pairs, learners are given basic info about the esports ecosystem by the tutor. They then have to communicate this information to the rest of the group. The rest of the group have to then answer questions on the information they have been given. The group then discuss and peer review the strengths and areas for improvement in the communication..

Suggested time: about 2 hours.

Activity: Staring to plan a presentation

The tutor can introduce to learners the idea of planning and delivering their own presentation, and learners can start to think about what their presentation might be about but has to be a topic that covers an aspect of esports.

Depending on the circumstances, the tutor might give learners relatively closely defined parameters or it may be appropriate to leave the content and style up to the learners.

The tutor should share relevant information such as how long the presentation will be, who it's for, what software and/or tools will be available and any basic rules that must be followed (appropriate content etc.)

Learners can begin to think about their presentation, maybe producing a mind map or similar 'first thoughts' document.

Suggested time: about 2 hours.

Activity: Generating content

The tutor can guide learners in how to source suitable images, videos and sound effects using Creative Commons sites.

Learners can explore these sites to find any relevant content for their own presentation.

Suggested time: about 2 hours.

Activity: Using different media

Learners can take part in a practical task to take their own photographs, create their own assets and record short video clips or sound clips.

Learners can practice photographing, filming and audio-recording each other and begin to consider if any of this form of media will be suitable for their own presentations.

Suggested time: about 2 hours.

Activity: Making presentations more interesting

Learners can explore how to generate and use various elements to enhance their presentations.

These can include:

• Simple graphs

• Transitions and animations

• Hyperlinks

• Automatic and manual playback of sounds and video

• Controlling timing of slides, movement and animations

• Any other interactive elements.

Learners can consider if and how any of these elements might be used in their own presentations.

Suggested time: about 4 hours.

Activity: Presenter notes

The tutor can discuss with learners the use and importance of presenter notes.

Leaners can explore the way/s that they think they might best use presenter notes in their presentation e.g. on the screen, as hard copy, alongside the slides on printed pages, written as a full script, bullet pointed, flash cards etc.

Learners could work in pairs or small groups to practice presenting a couple of slides, using different types of presenter notes to help them, in order to see which they found most appropriate.

Suggested time: about 2 hours.

Activity: Communication skills for presenting

The tutor could show learners some short clips of poor presenting. Learners can discuss what made the presentation less effective and engaging. They can then think about the communication skills that are needed to successfully deliver an effective and engaging presentation. E.g. tone of voice, clarity of verbal communication, maintaining eye contact with the audience, not reading directly from notes, smiling etc.

Learners can work in small groups to practice presenting from pre-prepared slides or notes, trying to communicate effectively throughout.

The tutor might also discuss the use of a mobile clicker and any other tools that can make the presentation a little easier to deliver.

Suggested time: about 2 hours.

Activity: Developing a presentation

Learners can continue to plan and develop their own presentations.

The tutor can support them to ensure they:

• Have an appropriate number of slides

• Select appropriate design styles and templates for slides such as: font type, size, colour

• Manage transitions between slides

• Use animation in their slides

• Have considered their audience and suitability of content

• Are meeting the requirements of the presentation brief

Suggested time: about 4 hours.

Activity: Practicing and refining a presentation

Learners can refine their presentations, including a practice run where their peers give feedback to help make the presentation more effective and engaging.

Suggested time: about 4 hours.

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The assignment should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a clear period of time and number of hours in which to complete the activity.

Suggested scenario

You will produce a five-minute presentation on your favourite esports team or genre. You can focus on a genre of esports, for example racing or real-time strategy, or you can focus on one particular esports title. The presentation must be interactive and embed at least three different types of media.

You will firstly need to gather information for your presentation and select the key areas of content you want to include. You should then draft your presentation, working out the number of slides you need and choosing the media you want to embed. You also need to decide on the design and style of the slides, for example colour, font type and size. You should then produce a final version of the presentation, running through the timings, making sure the embedded media content works and practise delivering it. You will then present it to a group, talking through your slides, communicating clearly and using the embedded media content.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You will produce a five-minute presentation on your favourite genre of esports competition, embedding at least three types of media. You can focus on a genre of esports, for example first person shooter or massive online battle arena, or you can focus on one particular esports title.

Unit: IT6: Using Digital Communication Technologies

Introduction to unit:

Tutors introduce the unit by looking at the features of digital communications – what do learners know so far? What forms of digital communication do they use? Why and how? Pros and cons of digital communication? What digital communications are used in the esports industry?

Learners can discuss as a group and main thoughts can be recorded and questions/concerns listed for reference through the course. Discuss the types of information and how they are used and presented, e.g. Discord and how you can use mass video calling for gaming or meetings The tutor can share information about this unit with learners so that they know what they will be covering and what they will need to achieve.

Suggested time: about 2 hours

Activity: Digital communication overview

The tutor can provide an overview of the main digital communication technology this unit will look at, including social media, webinar and email.

The tutor could provide learners with statements including a definition/description of each, features, main uses, pros, cons, history (date invented/first used), interesting facts (e.g. how many of each type of message is sent per day) etc. and learners have to allocate the correct statement for each of the three types of digital communication.

The group can discuss the various factors to consider when selecting a digital communication technology e.g. who they are communicating with, for what purpose, what is the intended outcome etc.

Suggested time: about 2 hours

Activity: Security and safety

Learners can discuss and research security and safety issues relevant to using digital communication technologies.

They could find out about:

• Security threats resulting from the use of digital communication technologies, e.g. cyber- bullying, phishing, malware etc.

• Methods of protecting against security threats, e.g. regular updates, anti-virus software, firewalls, safe practices etc.

• Importance of safeguarding personal information and methods of protection e.g. what and what not to share, data protection etc.

• Online gaming clients e.g, Battlenet, Steam and protection methods and procedures

• Health and safety working practices and how to stay safe when gaming online. Learners could create a poster to be placed on the classroom walls to remind them of the issues.

Suggested time: about 4 hours.

Activity: Social media for social use

Working in pairs or small groups, learners could be given an influencer, content creator or gamer who uses social media in a specific way or for a specific (social) reason. They could do some basic research (maybe finding the answers to set questions) and share this with the group.

The group can discuss the use of social media websites, e.g. Facebook®, Twitter®, Google+™, blogs, forums etc. for social use.

Suggested time: about 2 hours.

Activity: Social media for business use

Working in pairs or small groups, learners could be given examples of esports businesses that use social media effectively to promote their business interests (e.g. launch a new product, advertise an event etc.). They could do some basic research (maybe finding the answers to set questions) and share this with the group.

The group can discuss the use of social media websites, e.g. Facebook®, Twitter®, Google+™ for business use.

Suggested time: about 2 hours.

Activity: Posting on social media

Learners plan and create content (e.g. images) for a series of social media posts on business pages specified by tutors to promote an esports business or interest. They consider and discuss different types of information and appropriateness for the audience. Learners present their postings to the group and discuss their suitability and potential effectiveness. They discuss alternatives and potential future postings on Facebook and email.

Suggested time: about 4 hours.

Activity: Introduction to email

The tutor can lead a discussion on the use of email and email providers e.g. Gmail™, Hotmail®, Outlook etc.

Learners can consider when email might be an appropriate method of communicating and what the pros and cons of email might be.

The tutor could provide some examples of effective and less effective emails and discuss what makes them so.

Learners can define or match the correct description for terms such as CC, BCC, out of office, signature, read receipt, mailing list, attachment and any other email-specific terminology.

Suggested time: about 2 hours.

Activity: Writing an email

Learners could practice writing an email, including using appropriate language and tone.

They could practice:
• Adding an attachment
• Using CC and BCC appropriately
• Adding a signature
• Using out of office, read receipt and other appropriate features.

Suggested time: about 4 hours.

Activity: Video conferencing tools

The tutor can lead a group discussion on online conferencing tools e.g. Skype®, Google hangouts, Zoom, Microsoft Teams, Discord etc. What are learners' experiences of these tools? What have been the positives and negatives of using these methods to communicate?

Learners could explore the different platforms/companies providing video conferencing, including costs, what is included in the price, USP etc. and can create a short pitch to 'sell' their allocated method of video conferencing to the rest of the group.

Suggested time: about 2hours.

Activity: Using video conferencing

The tutor can share the 'golden rules' of using video conferencing, e.g. use of microphone (pros and cons of headphones), camera, background, light source etc.

Learners can consider when they have experienced these golden rules being broken and/or followed to good effect – what impact did it have on the effectiveness of the overall webinar?

The group can also discuss the difference between using video conferencing for social and business use – how might expectations and conduct be different for the different settings?

Suggested time: about 2 hours.

Activity: Video conferencing practice

Learners can have a go at running their own video conferencing session. They can set it up, invite others, host, start, manage and end the session with their peers.

Each learner (or in pairs/small groups) can take turns at running their own short session, with support from the tutor and feedback from peers.

Suggested time: about 4 hours.

Activity: Business uses of digital communication technologies

A visiting or online speaker from an esports business could talk to learners about how they and their business use different digital communication technologies effectively.

Suggested time: about 2 hours.

Activity: Digital communication quiz

Learners can complete a quiz on the features and terminology used in different digital communication technologies used within the esports ecosystem.

Suggested time: about 2 hours.

Activity: Review – Suitability of methods of digital communication

Learners discuss the activities they completed using various digital communication technologies and consider the suitability of each method for different purposes.

Learners discuss how technologies differ and how appropriate and relevant they are to different situations.

Suggested time: about 2 hours.

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You have been asked at your college to organise a LAN (Local Area Network) esports event. You are required to add information promoting the event on social media pages like Twitter, Instagram and LinkedIn. You should also send emails to your peers in other departments with attachments of information for the event. You need to allocate different roles during this event. You will organise an online meeting using audio-visual communications technology to discuss and agree details of the event to finalise the arrangements.

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

On another occasion, you are asked by your manager at a games developer to set up a poll on a social media website to find out a suitable date and time for your esports team to have a meeting using audio-visual communications technology. Once the time and date is agreed, you need to send an email to the team members to confirm the date and time for this online meeting to take place, and then have the online meeting at the agreed date and time. You need to attach a photograph that you previously took of the team and that you agreed to share and want to comment on with the rest of the team.

Unit: SP12: Keeping Active and Healthy

Introduction to unit:

Learners talk about their lifestyles – what activities they do, how and what they eat, and discuss their findings. They play 'true/false' with lifestyle advice/guidance facts and use them as a springboard for developing knowledge about active and healthy lifestyles.

Learners find statistics for online gaming and streaming to research the activities organised for different specific groups and collect information on government guidelines for physical activity, mental health and wellbeing, smoking, alcohol, healthy eating and healthy limits on video games. The tutor can share information about this unit with learners so that they know what they will be covering and what they will need to achieve.

Suggested time: about 2 hours

Activity: Importance of physical activity

Learners can share with the group the different reasons they participate in physical activity – what they feel they get from it and how it can help within the esports ecosystem.

The tutor can facilitate a group discussion on the benefits of physical activity and risks of leading a sedentary lifestyle e.g. chronic illnesses etc.

The tutor can discuss what it means to be 'healthy' and that it is not just physical but covers mental and social health too.

The tutor can discuss with learners that different groups of people might have different needs and might participate in physical activity for different reasons, including:

• Children and teenagers – meet friends, improve skills and confidence.

• Adults and older adults – keep active, health benefits and make friends.

• Pregnant women – help circulation and support easier pregnancy and birth.

• People with disabilities – improve confidence, keep active and healthy and make friends

Learners could be asked to interview an individual they know, who is physically active, to find out their reasons for participating and these can be shared with the group.

Suggested time: about 2 hours.

Activity: The role of the Government in keeping us healthy

Learners research physical activity and mental activity guidelines for different specific groups via the internet.

The tutor can discuss with learners the role of the Government in keeping people healthy.

Can learners think of any ways that the Government can do this?

The whole group can be split into two, and asked to debate a statement such as: 'it is the Government's job to put in place measures to make the esports industry healthier'

Each 'side' can debate if this is true (giving arguments for Government intervention) or if this is not true (and therefore it should be left to the individual to decide what they will or won't eat/do.)

Suggested time: about 2 hours.

Activity: Physical activity and mental activity for different individuals

Learners research people from different specific groups, as well as those involved in leading activities for these groups, to find out what the benefits of being both physically and mentally active are.

Learners can research physical activity guidelines for different specific groups via the internet.

They can consider who sets them and why. e.g. NHS, British Heart Foundation etc.

And then find out what are the guidelines for different groups - to include adults, children, teenagers, older adults, pregnant women and people with disabilities.

Suggested time: about 2 hours.

Activity: Smoking

Learners can explore smoking; looking at the history of smoking (how it was advertised as benefiting health originally) and trends in the number of people smoking over the years. They can consider the reasons why a person might smoke and explore the various chemicals in cigarettes.

Learners can also explore the risks of smoking, to include lung cancer, lung infections, heart disease, heart attack and stroke. As well as the effects smoking on esports performance, to include compromised breathing, chemicals affecting blood circulation and poor performance.

Suggested time: about 2 hours.

Activity: Alcohol

Learners can explore alcohol – the use of units, how many units are in different drinks and recommended units.

They can look at the physiological effects of alcohol in the short term, and reasons why people drink.

Learners can explore the potential long term effects of drinking too much, to include cancer, high blood pressure, depression, stroke, weight gain, stomach ulcers and liver disease.

As well as the effects of alcohol on esports performance, to include muscle cramps, risk of injury, poor performance, poor reaction time, dehydration and tiredness.

Suggested time: about 2 hours.

Activity: How to stop smoking and reduce alcohol intake

Learners can explore ways to stop smoking and reduce alcohol intake. Including:

• Smoking, e.g. support groups, helplines, nicotine patches and changing habits etc.

• Alcohol, e.g. small glasses, non-drinking days, low alcoholic drinks, keeping count of drinks, support groups, counselling etc.

Suggested time: about 2 hours.

Activity: How healthy is my community?

Learners can interview people from different specific groups (teenager, adult, older adult) to audit their lifestyle in terms of activity, smoking, alcohol etc.

Learners discuss reasons why people start smoking, play and an excessive amount of games, don't have healthy sleep schedules and play 'true/false' games with fact cards on these subjects.

The group can study the (anonymised) results to gain a general picture of activity, smoking and drinking levels amongst their wider community.

Suggested time: about 2 hours.

Activity: National and local initiatives

Learners can explore national and local initiatives that are aimed at improving the public's understanding, awareness of and ability to lead a healthier lifestyle whilst playing games, e.g. Change4Life, Gscience, local esports clubs etc. In pairs or small groups, learners could focus on one initiative, finding out all about it before reporting back to the wider group.

Suggested time: about 2 hours.

Activity: Local sports provision

Learners could visit local gyms, leisure centres and sports facilities to research the activities organised for different specific groups (Gamers, content creators, streamers) and how these facilities are contributing to improving the health of the local community. They can report their findings back to the wider group.

Suggested time: about 2 hours.

Activity: Healthy eating

The tutor can facilitate a discussion around healthy eating. Learners can consider why it is important to eat a balanced diet, what foods are more/less healthy etc.

Learners can play 'true/false' games with nutrition facts and figures and discuss their favourite foods, eating habits or food myths.

Learners should understand that diet plays a big part in controlling weight, preventing disease and boosting the immune system.

Suggested time: about 2 hours.

Activity: Food groups, sources and importance

Learners can explore the different food groups, sources and importance.

They should be aware of and understand the sources of essential nutrients, to include fat, carbohydrate, protein, vitamins, minerals and water, and their functions to include energy, growth and repair.

Suggested time: about 2 hours.

Activity: Healthy eating advice

Learners can be introduced to healthy eating advice, including the Eatwell Guide and food pyramid.

Learners can draw their own Eatwell Guide, ensuring they include the relevant food groups and suggested proportions of each.

Learners can also explore food labelling and the traffic light system, practicing 'reading' the labels, distinguishing more healthy from less healthy foods and identifying nutritional values.

Suggested time: about 2 hours.

Activity: 24 hour food diary

The tutor can introduce learners to the concept of calories and the fact that different groups (children, teenagers, adults, older adults) will have different calorific needs. Can learners research to discover the recommended daily calorie intake for each group?

Learners can create posters that show the energy balance, including the potential impact of consuming more or less calories than are being burnt.

Suggested time: about 2 hours.

Activity: Improving eating habits

Learners can explore ways to improve eating habits, including:

• Eating less or more food
• Eating less or more from different food groups
• Different eating times
• Preparation of food
• Planning meals

Suggested time: about 2 hours.

Designing a healthy menu

Learners can select or be allocated a specific esports personality for whom they must design a healthy eating menu.

This could be an imaginary person or someone from the group of their family also.

If they are using a real person, they could interview them first to find out their likes, dislikes etc.

Learners should be encouraged to use the Eatwell Guide/food pyramid, as well as their understanding of a healthy diet and calories to plan a day/few days' worth of menu.

Suggested time: about 2 hours.

Activity: Nutrition for esports performance

Learners could select or be allocated a famous esports person (e.g. a Pro Gamer, Streamer, Content Creator, Esports Personality) and be asked to find out about their diet.

Learners can share their findings with the group and a discussion about diet and esports; the fact that different esports will have different nutritional needs, the importance of optimal esports training and performance, energy levels and recovery etc

Suggested time: about 2 hours.

Activity: The importance of hydration

Learners can estimate how much and what they drink in a day.

How many are drinking water? How many are drinking the daily recommended amount?

The tutor can facilitate a discussion about the importance of hydration – including the dangers of being dehydrated.

Learners could select from a range of different statements to identify the correct positive and negative consequences of being adequately/inadequately hydrated.

Suggested time: about 2 hours.

Suggested Assessment Activity

The summative assessment activity takes place after learners have completed their formative development. The activity should be practical, be set in a realistic scenario and draw on learning from the unit, including the transferable skills. You will need to give learners a set period of time and number of hours in which to complete the activity.

Suggested scenario

You are working as a performance coach at an esports organisation. Your role is to give players or coaches on the team advice about activity levels, eating habits and general health.

Your manager has asked you to produce some new information resources for the coaches. You must firstly produce general information for new coaches on the team about how they can keep active and healthy. In addition, you must select an individual you have previously learned about (adults, children, teenagers, older adults, pregnant women and people with disabilities) and produce a specific 'keeping active and healthy' plan for them.

The plan should help bring about improvements in their activity levels, eating habits and general health. It should include recommendations for physical activity and a healthier lifestyle (including advice on smoking, alcohol and healthy eating).

You will need to carry out some research prior to presenting your recommendations

If a retake assessment is necessary, an alternative activity must be used. The following is an example of a retake assessment activity.

You should complete the above assessment activity producing general information for all new players on the team but selecting a different individual not previously selected and used in an assessment.

Support and further guidance

Can be found on our website, btec.co.uk/esports