

Unit 6: Health and Wellbeing for Esports Players

Delivery guidance

Approaching the unit

As this is an introductory unit, it is not assumed that learners will have any previous knowledge of health, wellbeing and fitness. Learners will share their knowledge of health, wellbeing and fitness through their own experiences or what they already know or understand health, wellbeing and fitness to be in relation to esports from a physical, social and psychological perspective.

Encourage learners to research and learn about the relationship between esports performance and a healthy lifestyle. They should look at the national benchmarks and indicators of good health and develop an understanding of why the government and national bodies are prioritising this area of the esports industry, it's effect on performance and general health.

Learners should investigate and experience methods of health and wellbeing assessment for esports players and for themselves, be able to interpret and understand these assessments and provide recommendations for strategies and activities to improve health, wellbeing and fitness.

To complete this unit, learners will need access to a range of fitness and health testing equipment and research materials which could include sources of information and tools on the internet, journals or magazines, and books.

You can use a range of delivery methods in this unit, such as:

- discussions, e.g. class and small group discussions
- individual or group presentations, e.g. micro-teach presentations / sessions based on research findings
- case studies and guest speakers illustrating the importance and the impact of health, wellbeing and fitness for esports players and skills needed for client consultation
- videos, e.g. TED talks, health experiments, esports documentaries and panel discussions
- Practical activity and day trips, e.g. physical activity sessions, psychology workshops, visits to hospitality centres / conferences, team building exercises & challenges.

Group work is an acceptable form of delivery, but you must ensure that each learner produces sufficient evidence on their own for assessment.

You can involve local employers in the delivery of this unit by inviting them as:

- guest speakers, coaches, trainers
- contributors to case study material
- providers of work experience for learners e.g. in delivering health and wellbeing strategies to the community.

Summary of unit

Learning aim	Key content areas	Assessment approach
A Examine the importance of physical, social and psychological wellbeing for esports players	A1 Different types of physical activity A2 Benefits of participating in physical activity A3 Reasons for providing physical activity A4 Demographics of esports players	This unit is assessed through a Pearson Set Assignment.
B Explore how physical fitness and psychological wellbeing affect the performance of esports players	B1 Types of physical fitness for an esports player B2 Benefits of physical fitness to support the performance of an esports player B3 Signs and symptoms of poor physical fitness and wellbeing	
C Monitor health and wellbeing of esports players	C1 Monitoring health C2 Monitoring wellbeing C3 Strategies to improve health status	

Assessment guidance

This unit is assessed using a Pearson Set Assignment (PSA). The assessment is set by Pearson and is taken under controlled conditions before it is marked by teachers. Set assignment units are subject to external standards verification processes common to all BTEC units. Learners are permitted to resit set assignment units during their programme. Sample PSAs are available on the Pearson website.

For learning aims A and B, the main source of evidence is likely to be a written report about the health benefits to esports players of participating in different physical fitness activities. However, learners could also use written plans to produce a video report or vlog.

For learning aim C, learners will be presented with a case study in the PSA. This case study will provide a range of health and wellbeing measurements for an esports player. Learners will need to evaluate the validity of these measurements and make recommendations to improve the health status of the player in the case study.

Delivering the learning aims

For learning aim A, introduce the topic by asking learners to share their understanding of health, wellbeing and fitness along with researching and discussing initiatives for health, wellbeing and fitness. Learners will need to experience and explore different types of physical activity and the associated benefits to participating in physical activity for esports players. Guest speakers such as performance coaches or personal trainers could also give first-hand experience of their work and the impact on performance. Learners can also be given simulated scenarios to monitor the impact on their own gameplay, for example simulating tiredness through progressive muscle relaxation and monitoring their in-game performance compared to their in-game performance after completing a short burst of physical activity.

Learners can then discuss the impact of this and the links to physical, psychological and social wellbeing along with the financial and environmental benefits. Learners should conclude this learning aim by researching, discussing and developing their understanding of the different types of esports players and consider differentiated strategies to support each type.

For learning aim B, learners should gain an understanding and experience of the different types of fitness and how each type of fitness can be tested and how to compare results to normative data. Learners will explore benefits of physical fitness to support the performance of an esports player and should discuss these in detail along with how this applies to improving performance. Learners will also need to develop an understanding of the signs and symptoms of poor physical fitness and wellbeing, case study examples can support this. Learners should also consider the social impact of poor physical fitness and wellbeing of the individual alongside the physical and psychological impact.

For learning aim C, learners should gain an understanding and experience of health monitoring assessments and questionnaires. In order to do this they will need the specialist testing equipment alongside the test protocols and normative

data which can be found online. Learners should be introduced to a variety of measures of wellbeing and lifestyle indicators and discuss the advantages and disadvantages of these measures and which type of esports player they may be more relevant to. Validity and reliability need to be considered when conducting and measuring health, wellbeing and fitness.

Learners should use normative data to compare case study test results with benchmarks and interpret the data to make judgements against population norms. Finally, learners will need to use the data collected and their interpretation of the data to suggest strategies to improve the health status of esports players. They should provide recommendations to improve players' health status making links to physiological and psychological factors. In addition to using case studies, learners could also carry out health and wellbeing tests on each their peers.

Getting started

This provides you with a starting place for one way of delivering the unit.

Unit 6: Health and Wellbeing for Esports Players
<p>Introduction</p> <p>Begin with a group discussion or quiz to explore what learners already know about health, wellbeing and fitness.</p>
Learning aim A – Examine the importance of physical health, social and psychological wellbeing for esports players
<ul style="list-style-type: none"> • Individual student task – what is meant by 'Health, Wellbeing & Fitness?' • Teacher presentation showing the definitions and meanings of key terminology. • Ask learners to collaborate in small groups to come up with examples of different activities that they are aware of to improve each area. Ensure that these aren't purely physical and that learners are facilitated to research and create activities to cover physical health, psychological and social wellbeing. • Learners could plan and deliver different types of short physical activity sessions with a reminder to cover all aspects of health, wellbeing and fitness within their sessions (physical, psychological, social) back to the class and these could form the basis of group discussions. Which physical characteristics link esports and physical exercise together? Which psychological and social characteristics link traditional sport and esports together? • Learners should justify how their sessions covered all three key aspects of health. How did their planned activities support physical health, psychological wellbeing and social benefits / development? • A useful exercise here would be to create two differing simulated environments, one to mimic late night gaming e.g. through progressive muscle relaxation, mindfulness, sleep techniques etc and then set learners an immediate gaming challenge e.g. monitor their performance and record gameplay stats for the next 5 minutes along with how they felt. • Secondly conduct a short burst of physical activity that increases heart rate and blood flow e.g. a short 5-10 minute circuit, a brisk walk or climbing stairs and put learners into the same gameplay situation and ask them to monitor performance, their feelings and then discuss the difference. • Group discussion - Did they perform better in a tired state? Did they perform better after exercise in an energised state? Discuss the long term impact of this on physical health and psychological wellbeing. • Group research task to find benchmarks for physical activity levels in the UK for different age groups. Followed by a group discussion about the guidelines in relation to each age group. Ask learners to self-assess against the guidelines for their age group and reflect on their current levels of physical activity. Learners could be set the additional task of recording a log of their physical activity from the last week to see how it compares.

- Following the self-reflection and activity log, the tutor can facilitate a discussion and ask learners to set themselves / their peers targets for next week. Learners should explore the reasons for providing physical activity for esports players. Learners should recall the guidelines for different age groups and link to the different categories of esports players and subsequently plan a session / weekly plan to target a specific age group.
- This provides a unique opportunity for learners to engage with local employers and the community to plan and deliver health, wellbeing and fitness plans and activities to gain work experience to a range of people e.g. care homes, primary schools, secondary schools, NHS, local hospice and incorporate physical activity, wellbeing and esports / virtual / augmented reality.

Learning aim B – Explore how physical fitness and psychological wellbeing affect the performance of esports players

- Tutor to introduce the new topic and lead a discussion on the importance of physical fitness for an esports player. This can be followed by a marketplace activity, individual or group task to research definitions and examples of each type of physical fitness and how to test each component e.g.
 - Aerobic endurance – 3-minute step test / Bleep Test / Cooper Run
 - Muscular endurance – 1min push up / sit up
 - Flexibility – Sit and reach
 - Muscular strength – 1 Rep Max / Handgrip, Agility – Illinois agility test
 - Balance – Stork Balance Test
 - Coordination – Alternate wall toss
 - Reaction Time – Ruler Drop
- Learners should practice and experience these tests and following correct test protocols e.g. through a circuit of each test and recording results against normative data. The following equipment is recommended to be able to conduct these tests:
 - Step, stopwatch, copy of the bleep test and cones.
 - Exercise / Yoga mats
 - Sit and Reach Box
 - Bench press, weights / Handgrip machine
 - Cones
 - Blindfold / eyes closed
 - Tennis Balls
 - Ruler
- To follow on from the testing learners could come up with their own examples of the benefits of physical fitness and this can be supported through tutor facilitation and discussion of the key benefits and examples of how this applies to esports performance. Once learners have explored the benefits they should also develop an understanding of the signs and symptoms of poor physical fitness and wellbeing. Case study examples can be used here to create client overviews for learners to assess and identify any signs or symptoms of poor physical fitness and wellbeing. The impact of this on social wellbeing should also be considered. Drawing on their knowledge of strategies from Learning Aim A and through research, learners should create suggestions of how to support and develop physical fitness and wellbeing through strategies and activities available in your local area such as local sports, physical recreation, outdoor activities, physical education and physical fitness activities.

Learning aim C – Monitor health and wellbeing of esports players

- You could begin by introducing the components of health that are monitored and learners can research the test protocols and find the appropriate normative data. Learners could also download examples of health screening / physical activity readiness questionnaires (PAR-Q) and discuss their appropriateness to esports players. As a follow on, learners could create their own health screening questionnaires and conduct with a peer.
- Learners should be introduced to measures of wellbeing and should practice and complete the WEMWBS and interpret results (the higher the score the better).
- As a result of the test learners can discuss or use role play to explore the other methods of measuring wellbeing such as one-to-one discussions and lifestyle indicators along with the advantages and disadvantages of some of these methods. Which ones would they prefer? Which ones are they more comfortable with? Which ones would suit different types of esports player (as identified in learning aim A)?
- Prior to conducting tests, the tutor could give an overview or presentation on the importance of validity and reliability. Students could research the terminology and explain the difference. For each test to be conducted, learners should analyse the test protocols and make notes on what they can do to ensure the testing process produces valid and reliable results such as creating a stable and consistent environment, warming up before being tested, recalibrating equipment after each test, indoor / outdoor testing, footwear, weather, how clothing could affect results e.g. shoes on or off for sit and reach / height and weight, repeating the test three times and taking an average compared to first time results.
- Learners should practice and experience these tests e.g. through a circuit of each test / working in pairs or small groups and record their results against normative data for the following tests:
 - Blood pressure.
 - Heart rate monitor: radial/carotid pulse.
 - Hip-to-waist ratio.
 - BMI calculation.
 - Bioelectrical impedance.
 - Health screening questionnaire
- To be able to conduct the tests the following equipment is recommended:
 - Blood Pressure Machines
 - Heart rate monitor
 - Tape Measures
 - Scales and Height Measure
 - Bioelectrical impedance machine
- Following the testing procedure learners should analyse and interpret the validity and reliability of the selected methods used and considering how they may change the procedure to improve validity and reliability if they were to re-do the tests. Learners should report the results of health and wellbeing screening to the esports player in an

effective manner, analysing the strengths and areas for development and providing strategies to improve.

Details of links to other units

Pearson BTEC Level 3 Internationals in Esports:

- Unit 8: Ethical and Current Issues in Esports
- Unit 15: Esports Coaching
- Unit 16: Psychology for Esports Performance
- Unit 17: Nutrition for Esports Performance

Resources

Videos

[Video: Mental health and esports discussion panel - British Esports Association](#) Panel Experts talk about mental health and esports.

www.ted.com

Online videos of short talks (18 minutes or less) covering a wide range of topics – useful to demonstrate communication skills to learners.

Websites

www.britishesports.org

British Esports Association website including a variety of sources of information and resources. A few example links are listed below:

<https://britishesports.org/advice/8-tips-esports-players-wellbeing-performance/>

[Keeping fit and healthy: Exercise, sleep and dietary advice for esports players - British Esports Association](#)

[Mike "Gegan" Ellis Sports Profile: 'After exercise, I have much better gaming sessions with less tilt' - British Esports Association](#)

www.differencebetween.net

Useful article drawing comparisons between sport and esports:

[Difference Between eSports and Sports | Difference Between](#)

www.topendsports.com

A range of testing protocols and normative data can be found here e.g.

[Fitness Test List \(topendsports.com\)](#)

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.