

# Unit 8: Ethical and Current Issues in Esports

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## Delivery guidance

### Approaching the unit

Learners will bring a great deal of knowledge to this unit through their experiences as players and spectators of esports. It is likely that learners will already be keeping abreast of current issues in esports and engaging with a range of different forms of media. Learners may also be aware of the range of issues that affect participation in esports and could well have been involved in initiatives to address some of these. All this prior experience and knowledge can be used in this unit and learners should be encouraged to discuss and share their first-hand experiences of a range of current and topical esports issues.

As this unit covers current and topical issues in esports, teachers and learners should keep up to date with developments within the esports industry. Every opportunity should be taken to enable learners to explore issues as they emerge as this will keep the content relevant and current. There should be plenty of room for discussion and sharing of ideas in the delivery of this unit and learners should investigate a wide range of topical issues and examine these in detail.

The delivery of this unit lends itself to debate and learners will enjoy considering issues from different perspectives and presenting evidence-based arguments. Debates will inevitably lead to differing opinions being presented and learners should be respectful of the views of others, even if they don't always agree.

To complete this unit, learners will need access to a range of research materials, which will predominantly consist of sources of information from the internet. Learners will also need access to different forms of media that cover esports.

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

- Discussions e.g. class and small group discussions about how the media positively and negatively effects esports.
- individual or group presentations e.g. proposing a new initiative to increase participation in esports.
- case studies e.g. how a player has been affected by media coverage.
- debates e.g. exploring an issue from different perspectives.

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

You should aim to involve local employers in the delivery of this unit by inviting them as:

- guest speakers
- members of the audience for learner presentations
- contributors to case study material
- providers of work experience for learners

## Summary of unit

Learning aim	Key content areas	Assessment approach
<b>A</b> Explore ethics in esports	<b>A1</b> Ethical values <b>A2</b> Methods to uphold ethical values in esports <b>A3</b> Influences affecting ethical values in esports	This unit is assessed through a Pearson Set Assignment.
<b>B</b> Explore the impact of the media on the esports industry	<b>B1</b> Different forms of media <b>B2</b> The positive and negative effects of media on esports	
<b>C</b> Understand issues affecting the esports industry and explore strategies or initiatives to promote esports	<b>C1</b> Issues affecting esports and participation in esports <b>C2</b> Strategies and initiatives to promote esports	

## 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 all three learning aims, the main sources of evidence are likely to be written reports, online content, webpages or presentations that form part of a digital portfolio. However, learners could also present their evidence as a video or podcast. Centres should allow learners to generate different types of evidence in line with their strengths and interests. Learners should incorporate in-depth research from a range of sources and provide examples and case studies to illustrate their points.

## Delivering the learning aims

For learning aim A, learners should explore how ethical values such as fairness and integrity apply to esports by reflecting on personal experience and industry examples. They should assess the role of the organisations and stakeholders that uphold these values and explore the methods they use to ensure this occurs. Learners should research and present industry-based examples and case studies to support their findings. Learners should engage in debate where they explore ethical issues in esports such as toxicity, gambling, globalisation and appropriateness of game content. They should examine such issues from different perspectives and present evidence and case studies to support their

arguments. Learners should engage in discussion to investigate the complexity of a range of ethical issues and how they apply to esports.

Learning aim B requires learners to explore how media impacts the esports industry. They should engage with different forms of esports media such as TV, magazines, streaming platforms, podcasts, blogs and social media. Learners should find and present examples of where media has had a positive impact on esports through broadcasting and raising awareness, for example. They should also find examples of how media has had a negative impact by exploring areas such as equality, punditry and sponsorship. Learners might present their findings through case studies or presentations. Discussions should also be encouraged to explore these issues in detail. Learners should also examine the role that social media plays in the esports industry and explore the social media accounts of different players and teams to see how interactions are managed.

For learning aim C, learners should examine the key issues that affect participation in esports. The unit content lists a range of topical issues, but learners should also explore new and emerging issues. Debates would be a good way of engaging learners in this learning aim and they should consider issues from different perspectives and present a range of viewpoints. Learners should investigate initiatives that have been put in place to remove barriers to participation and improve the reputation of esports e.g. the work of AnyKey. Learners should also suggest and justify original ideas that could potentially remove barriers to participation. There are opportunities to raise the profile of esports within the centre through this learning aim and learners could deliver an event aimed at challenging the misconceptions apparent in esports. This event could be aimed at parents, employers and managers and could quash stereotypes and misconceptions and promote the benefits of esports by referring to case studies and examples.

## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

<b>Unit 8: Ethical and Current Issues in Esports</b>
<p><b>Introduction</b></p> <p>Begin with a group discussion identifying a range of topical issues in esports at the present time.</p>
<b>Learning aim A – Explore ethics in esports</b>
<ul style="list-style-type: none"> <li>Assign learners an ethical value e.g. fairness, responsibility and they should explore what the value means and why it is important to participating and officiating in esports. Learners share their findings with each other and discuss the importance of these values. What happens when these values are not upheld? What other values are important to participating and officiating in esports?</li> <li>Assign learners an esports organisation or body to explore and they should research the methods used by this body to ensure that ethical values are upheld in esports. Learners might explore the role of national government, Global Esports Federation (GEF), Esports Integrity Commission (ESIC) etc. Learners in pairs should prepare and deliver a short presentation that shows how their allocated organisation or body contributes to the upholding of ethical values in esports by giving examples of their work.</li> <li>Learners should research and find details of any initiatives that have been put in place to address the following issues in esports: racism, bullying, gender equality, participation and underrepresented gamers and groups. For each issue, learners should identify one initiative or campaign and explore how successful it was in achieving its aims.</li> <li>Assign each pair a debate topic and one learner prepares an argument in favour of the statement whilst the other prepares an argument against it. Learners should each present three points supported by examples to support their arguments. Possible debate topics could be: Have technological developments in society have made it harder to uphold ethical values? Is toxicity a major problem for the esports industry?</li> <li>Learners should research the key influences that affect ethical values in esports e.g. politics, globalisation, gambling. For each aspect, they should provide an example of where ethical values have not been upheld because of these influences.</li> </ul>
<b>Learning Aim B: Explore the impact of the media on the esports industry</b>
<ul style="list-style-type: none"> <li>Learners should find examples of the different media outlets that are involved in the esports industry e.g. TV channels, streaming sites, newspapers, magazines, social media, apps, podcasts and blogs/vlogs. Learners should then create their 'Top 5 Most List of Most Popular Esports Media Outlets'.</li> <li>Learners should write a proposal for the broadcast of an esports TV show. The show is aimed at people who are new to esports aged 15-25 years old. It aims to increase participation in esports and will feature information and news about the esports industry. Professional esports players will also give demonstrations of in-</li> </ul>

game skills and techniques. The show should capture a global audience. Learners' proposals should cover the timings, content, viewing platform to ensure that it will be age appropriate and target a global audience.

- Learners should research the following questions and find evidence to support their findings:
  1. What is the gender split of male and females working in the esports industry?
  2. Are there any pay differences between males and female employees in the esports industry?
  3. Does the esports industry lack female role models?
- Learners should explore the social media pages of three different esports players. How might the interactions and feedback on these sites effect the players' personal life and wellbeing in both positive and negative ways?

### **Learning Aim C: Understand issues affecting the esports industry and explore strategies or initiatives to promote esports**

- Learners should organise a conference at the centre called 'Challenging Perceptions'. The event should aim to deal with issues that affect the reputation and popularity of esports and encourage more people to participate. Learners should work in pairs and be given statements to research and explore such as: *The lack of esports education makes it difficult for young people to enter the industry* or *Young people are not safe online when playing esports*. Learners should provide evidence, examples and case studies to counter the statement they have been given and challenge the perception. When learners have delivered their presentation, they should take questions and discuss issues that arise.
- Learners should explore existing initiatives that have been implemented by governments and other bodies and organisations to promote participation in esports e.g. Stand Up, Speak Up; Fit Got Real, AnyKey. What issue did the initiative address? How did it do this? Was it successful? Learners should share and discuss their findings with each other.
- Learners should create their own 2-minute elevator pitch. An elevator pitch is a brief speech that one can use to outline an idea or argument and to convince another person of their position. Learners' elevator pitches should be aimed at educating stakeholders such as parents, teachers and employers about the benefits of esports.
- Learners should generate an original idea for an initiative that addresses a current esports issue or misconception. The initiative that learners propose should detail appropriate actions that could be taken to enable more people to participate and progress in the esports industry. Learners should present their initiatives to each other and discuss issues that arise.

## Details of links to other units

Pearson BTEC Level 3 Internationals in Esports:

- Unit 1: Introduction to Global Esports
- Unit 5: Enterprise and Entrepreneurship in the Esports Industry
- Unit 6: Health and Wellbeing for Esports Players
- Unit 17: Nutrition for Esports Performance
- Unit 19: Esports Law

## Resources

<https://www.esportsintegrity.com/>

[www.liebertpub.com/doi/10.1089/qlr2.2019.2357](http://www.liebertpub.com/doi/10.1089/qlr2.2019.2357)

[www.stories.uq.edu.au/momentum-magazine/2019/ethics-of-esports/index.html](http://www.stories.uq.edu.au/momentum-magazine/2019/ethics-of-esports/index.html)

[www.esportbet.com/ethics-and-sportsmanship/](http://www.esportbet.com/ethics-and-sportsmanship/)

[www.esportcodeofconduct.com/](http://www.esportcodeofconduct.com/)

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