prakticum

APPENDIX B: COURSE CONTENT

There's no magical ingredient but a very simple mindset.

Björn Nylund, sport coordinator at Yrkesinstitutet Prakticum

Karl Ögland, remedial teacher at Yrkesinstitutet Prakticum

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INTRODUCTION

As we're the first ones trying to bring e-Sports to the schools in Finland we have already some experience of it. It can be described both working uphill and at the same time be out of a quagmire, everyone thinks it's interesting but no one can give us any feedback.

The goal is to bring it, the e-Sport mindset, to every interested educational organization in Finland, no matter if it's a Swedish or Finnish speaking school. Therefor we write this documentation in a common language.

Björn Nylund

Björn is working as sport coordinator at Yrkesinstitutet Prakticum, he's responsible for the school's sport profiling and school sports. He has served as coach of various sports in 25 years and at different levels. Besides his work in school he also school coaches for the Finnish Handball federation. Since 21.1.2016 Björn also coaches the P98 national handball team.

Björn is **not** a gamer and has never been

Karl Ögland

Karl is working as a remedial teacher at Yrkesinstitutet Prakticum. He has used games in education since 2012, since 2013 Minecraft and last school year he had a project how to learn Economics through World of Warcraft. Karl is also mentor in a Minecraft project financed by the Finnish Board of Education, the project is called LärKraft,

Karl has been a gamer since 1984.

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THE MINDSET

Why again?

Ultimately, everything is based on your - the teacher or trainer's – attitude, therefor we can't repeat this enough times. Stop look at the details, it is not important whether this is or isn't a sport for you. For our target audience, the students, it's a sport and that's what matters! Moreover, it's just that little detail we use in our course content.

Okay, so it's a sport.

Shouldn't you also begin to behave like a sportsman now?

Sweden

In the beginning of April 2016 we went on a field trip to Arlandagymnasiet, one of the two first schools in Sweden to use e-Sport in education. The Swedes solved it easily, smoothly and splendidly – it's a mindset – it's a sport. And because it's a sport we can use the curriculum for special sports [1].
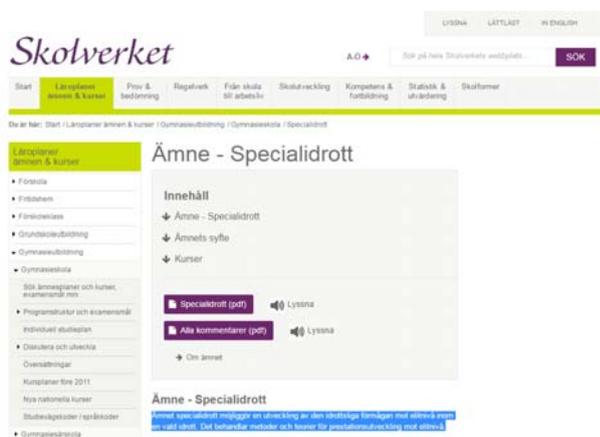
In Sweden, all (young) top athletics can apply for high school sports and national sports schools, you are accepted on school grades but also on how clever you are in your sport. With that said, they are only looking for a few ones with the possibility to become an e-Sport professional.

COURSE CONTENT?

Remember the mindset? It's a sport. *It's a sport as any other sport.*

It's a sport like ice-hockey, football, rugby or sailing. You get a high school education with a focus on your sport. Therefor you also learn the same subjects as the other athletics. In the curriculum for special sports it says (rough translation) [1].

The subject of special sports allows the development of the sporting ability to the elite level in a chosen sport. It deals with the methods and theories of performance development towards the elite level.

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Finland

We have documented all our experience and as we don't want to repeat ourselves, we refer now to the "previous documentation", so please have a look at this two documents if you need to refresh *our* thoughts

- e-Sport Yrkesinstitutet Prakticum
- Appendix A e-Sport Yrkesinstitutet Prakticum

In the first documentation we wrote how to connect e-Sport to a vocational curriculum, and the free elective courses that will strengthen the professional role (4.1 and 4.2). That gives us an opportunity to offer 10 points = 200 lessons during three years.

When we introduced this course to our students we estimated one third will be lessons in school and two thirds will be gaming from home (never the less, it's counted as school days). With all facts on hand, the result is reversed.

An academic year is about 40 weeks divided into five periods and over three years you're approximately 120 weeks in school. Of these 120, it's 96 weeks of classroom and 24 weeks of work experience.

LESSON #1

We have an open mindset where we see opportunities rather than difficulties. If we believe that we succeed, we will also succeed.

EDUCATION

Teachers usually loves the word 'education' (Swedish: fostran). That's what we now will do, and we're about to use the key-word 'e-Sport' to achieve some good education. Our goal is not to educate a few professionals, instead we want to educate youth with an athletic mindset that understands how important it really is to be in physical good condition when we're more using computers in everyday life (work as gaming).

With a wider education, we believe we will at least get good e-Sport ambassadors but also a fair chance to pan for one or more grain of gold...

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CONTENT

We do have 200 lessons to fill with something, but what? When we tried to figured out what e-Sport really is and what we should educate, we wanted to have a profile. How does a e-Sport professional look like? So we asked the Swedish president of Svenska e-Sports föreningen (SESF) Magnus Jonsson (September 2015) and he replied with a key fact. Gamers have one thing in common: You have to be able to stay focus during very long periods (of time). The question is, how to get there?

According to Jonsson, research has shown that physical activity not only strengthens the body muscles but also mental abilities. According to the Swedish national sports association (Svenska riksidrottsförbundet) regular physical exercise (especially the young) increased well-being, self-confidence, better concentration and increased learning ability.

Also, research has shown that the brain is working very much at night to handle the information that you received during the day. So if you are not resting properly (during night), what you have learned during the day (work or gaming) would be wasted as the brain has no time to take in the information properly.

Therefor it's an advantage if e-Sportsmen don't just play a lot, but also engage in regular physical activity as it provides better conditions to get better in the game.

In most games you're also competing as a team, then it's also important in addition to knowledge of the game, also to be a good team player. You need communication skills, clear ways of doing that and also be able to listen to others, your ego can't be bigger than your team. Here it is necessary to have a clear way to communicate, to listen to others in the team and that it is working to strengthen the team and not just himself as an individual.

How do we use 200 lessons most wisely?

We thought the best way we could support our students was with training opportunities and strengthen them as a team. Then it's not more complicated as you "only" have to be sports coordinator or physical education teacher to give the proper education. However, there are some important things to remember.

- This is a student with bad experiences of school sport
- Most often, they have been bullied in the changing rooms
- They should not become elite athletes
- They have never been interested in training before

200 lessons sound much but it is not. 120 weeks and two lessons each week is 240 lessons. Keep in mind, we have also promised them to gaming and get points even for this. Suddenly we have too much course content to a limited course time. We believe physical exercise is vital, therefor we provide morning training at gym once a week. After training we give them breakfast and during that, have group discussions.

When you have school days this training is mandatory, during the periods of work experience you instead are obligated to do training in game. Of course, they do play as a team during three years and that's also school days. It is a difficult equation, where the invested time, both for students as a teacher, is much greater than the payment of the course credits or salary is.

But as a course content this is not enough, our students won't listen to us if we not connect it to the e-Sport world. Therefor we have to use lecturer on the course topic, these ones usually have two important tasks: talk (share) their experiences and confirm us teachers.

Collaboration partners

The following organizations or persons are our sounding board and without their help we would never have come this far, so thank you guys!

- 100k eSports http://100koo.org/
- ENCE eSports http://www.ence.fi/
- Mikko Meriläinen http://mikkomerilainen.com/
- SEUL ry http://seul.fi/
- Team Menace http://www.team-menace.com/

We are also in contact with the Swedish e-Sport Association (Svenska e-Sports föreningen, SESF) as every input has proven to be important. www.sesf.se

"The Prakticum way"

This is only one way to do it, see it as inspiration and not as an answer key.

This first year we have only had a rough sketch how to solve our project, and despite what many thinks, we have not had any lesson plans but instead a clear vision. We have also tried to connect e-Sport to other courses, so the students have a red thread during their education such as language, computers and more. When you're gaming, you're also automatic train the key competences of lifelong learning – and that part is something we both will develop and use much more during the next year.

A day only have 24 hours, it should be divided into three parts:

- 8 hours of sleep
- 8 hours of work (school) and
- 8 hours of leisure.

As we want our students to be able to use those 8 hours of leisure to its maximum, we have given them training rights during school hours. Every two lesson (once a week) contain one part of physical training and one part of theory [2] (together with breakfast).

One important thing: the sport is very young so there's not very much of the basic sportsmanship in this sport. Therefor we – the educators- have to start from the very beginning and moderators to different topics, while students take turns to act as the secretary.

Course content (roughly) 2016-2017

WEEK 1-8

Introduction to physical exercise, how to use the gym machines, the importance of nutrition and sleep. We're also going to dress them up as a team with training/match cloths. We're also try to offer either season tickets to the swimming hall or pedometers.

Our students also have to decide what games we (they) should play, communicate and collaborate why and where to start with the goal to form teams. We also have to decide what communication platform we're about to use. Some kind of team building is needed. They will also have to set roughly goals with their gaming.

We'll try to get Mikko Meriläinen as the first lecturer, talking about gaming and wellbeing.

We also want them to start make a training diary, in the beginning because we want to keep track on them but also so they have something to compare with later on. But also, we'd like our students to keep track of their gaming time with a tool as http://pelipaivakirja.fi where you, among other things, also can add what mood you were in, have you taken breaks from gaming and are you sleeping enough.

WEEK 9-16

Now the students should be familiar to the machines in the gym, therefor they now have a school task, put together their own training schedule. They have to take photos of every machine they want to use, set a goal of numbers and repetitions.

Most likely there have been some conflicts, either in game or in classroom, therefor now it's the time to start with the code of conduct [2] and the topics of

- Who is an e-Sportsman?
- Rules for a better e-Sports; student democracy, constitution, etc.
- Ethical rules for players; rules applicable in this course and during training sessions.
- Ethical rules for organizers; rules applicable in our school's e-Sport course and at competitions.
- Support for the players, organizers and parents; How do you (students) want us (the school) to inform the third part (your parents).
- How to become a better e-Sportsmen?

During this period, we'll try to get someone from the Finnish e-Sport federation (SEUL) as a lecturer.

Every in game training should follow up with a team evaluation, students share a document (google drive) and take turn as secretary. They will have to set goals and report if they have fulfilled them. If not, they have to write down why.

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WEEK 17-24

Monitoring and evaluation of the students own (physical) training program with eventual necessary adjustments. We now have to repeat the importance of nutrition and sleep, but also introduce a new important skill; ergonomics.

Because the students have put down notes and evaluate their gaming, we now have to look for an in-game mentor that could give some tip to practice. We believe we could buy this service from one of our collaborating organizations as their teams might be able to share their experience with us and maybe have use of this as well.

We'll also try to get one lecturer from a Finnish e-Sport organization, like Mikko Sohlman or Juha Kurppa (ENCE eSports). We now need an experience former gamer talk with our students so they understand they're on the right track.

If the responsibility to arrange our school tournament Insomnolence17 lays on the e-Sport course, then we have to start with this by now.

WEEK 25-32

Monitoring and evaluation of the students own (physical) training program with eventual necessary adjustments. Following up with the training diary's and how the in-gaming goes. In game coaching

We're now going to talk about cheating and doping, and invite the local police to talk about drugs (and laws).

In the appendix A we refer to six important building blocks to use when you lay the e-Sport foundation, we have now one block missing; mental coaching.

To be prepared for the unexpected, how do you do that? Is it possible? Might be a lecturer from the air force, a former fighter pilot for example or air traffic controller. We're looking for a person with a stressful work who has to be prepared for anything.

WEEK 33-40

Monitoring and evaluation of the students own (physical) training program with eventual necessary adjustments. Start with mindfulness with the teams.

We also have to try to "tie the bag together" and evaluate this year together with the students. Hand in reports from all of the teams and short essays from all participants.

Possible lecturer from the league systems; either www.seul.fi or www.fel.gg.

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[1] The Swedish curriculum for special sports (Ämne – Specialidrott), 23.5.2016

http://www.skolverket.se/laroplaner-amnen-och-kurser/gymnasieutbildning/gymnasieskola/spe?tos=gy&subjectCode=SPE&lang=sv

[2] Swedish E-Sports Code of Conduct

Twelve Swedish esports organizations have worked together for over a year to develop Swedish E-Sports Code of Conduct. It contains the code of ethics for e-sports events at all levels, for both players and organizers. http://www.respectallcompete.se/koden/