

# RESPONSIBILITY: PLAYER ROLES AND CONDUCT

**LESSON OBJECTIVE** – To gain a deeper understanding of individual in-game role responsibilities - to raise awareness of team obligations and the importance of responsible conduct.

**LESSON OUTCOMES** – To be able to define individual/team responsibilities, provide examples of responsible conduct and to recognise the importance of maintaining player/team integrity.

## REQUIREMENTS FOR LESSON:

<b>TIME</b>	30-45 Minutes
<b>MATERIALS</b>	Pens/paper for students.
<b>SLIDES</b>	(Provided)
<b>SLIDE 1</b>	RESPONSIBILITIES – PLAYING YOUR PART
<b>SLIDE 2</b>	TEAM INTEGRITY – HONOURABLE COMBAT
<b>SLIDE 3</b>	RESPONSIBILITIES - RESPONDING RESPONSIBLY
<b>SLIDE 4</b>	IN-GAME SCENARIOS



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# LESSON GUIDE

## **STEP 1: INTRODUCTION**

Introduce the group to the title, and the outcomes and objectives. Ask the group to discuss what behaviours players should be aware of and how these can affect gameplay and team integrity. You can prompt discussion by asking the following points:

- What do you think about players who cheat and try to put off opponents, why is this not good for the team?
- Why do you think that some players give up easily? What effect does this have on the team?
- Why is behaving responsibly important to the game?
- What do you think about teams that mock and disrespect opposing players after winning/losing?

## **STEP 2: RESPONSIBILITIES – PLAYING YOUR PART**

**Show Slide 1 to group.**

- Ask the group to think about what roles are required to form an effective team and to identify these roles - tank, utility, damage, synergy/team cohesion.
- Discuss each role and ask the group to write down what they see as the main duties of each role. Ask the group to consider what these roles bring to the game, how they contribute to the team's strategy and why they are important?
- When discussing each role, ask around the group for input from players who are familiar with, or regularly play this role to help the group understand more about how this role is played.
- Discuss the different roles and as a group draw up an agreed list for each one that details the main duties/responsibilities.
- Finally, ask the group to rank the list in order of importance, number one being the most important.



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### **STEP 3: TEAM INTEGRITY – HONOURABLE COMBAT**

**Show Slide 2 to the group.**

- Ask each group member to write down examples (at least 2) of when they had felt let down or disappointed with a teammate's behaviour or performance (see notes).
- For each example ask the group to write down how it affected them personally, how they think it affected the team.
- Then ask the group to look at the examples and to identify the ones that they feel would have the most negative impact on a game. Rank these with number one having the most impact.

#### **NOTES:**

You can prompt the group by asking them to think about examples where they have experienced teammates who:

- Ignore team strategy.
- Lose their temper when mistakes are made.
- Will not admit mistakes and blame others.
- Don't communicate effectively with the rest of the team.
- Disrespect or mock opponents.
- Give up easily.
- Try to disrupt the game.

### **STEP 4: RESPONSIBILITY - RESPONDING RESPONSIBLY**

**Show Slide 3 to group.**

- Discuss with the group how we can learn to respond to situations responsibly rather than getting carried away with emotional responses. Ask the group to consider the obligations and responsibilities of every player to perform their role, to maintain the integrity of the team, and how they can respond productively in challenging situations.
- Ask the group how they could respond to the following scenarios pro-actively to avoid unnecessary conflict, support teammates and maintain team performance.



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## STEP 5: IN-GAME SCENARIOS

Show slide 4 to group.

### SLIDE 4

- A teammate has failed a task and is blaming other players for their own mistakes. They have started to lose their temper and are threatening to quit the game.
- You have successfully won a match convincingly and one of your team starts to disrespect /mock the losing team. Another team member joins in and the situation begins to escalate into personal/abusive comments.
- A teammate is actively trying to disrupt the game using banned activities such as flaming or griefing. They are unresponsive and refuse to communicate.
- A teammate is constantly becoming frustrated and is venting verbally, saying whatever they feel, being rude to everyone and creating a hostile environment.

### EVALUATION

Ask group members to identify three specific roles and three of the duties or responsibilities specifically associated with that role.

Ask group members to identify three examples of irresponsible or unacceptable behaviour and how the team could effectively respond.



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