Broadcasting and Commentary in Technology and Gaming

This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://learn.k20center.ou.edu/educator-resource/2319?rev=17770)

Time Frame   30 minutes

Essential Question(s)

- What role do broadcasting and commentary play in the STEM career cluster?

Summary

In this College 2 Career Forum, students participate in a session about broadcasting and commentary in technology and gaming. Prior knowledge of commentary used in technology and gaming is gathered before students explore different types of commentary. Students discuss the qualities needed to hold a career in broadcasting or commentary in technology and gaming, then practice casting an Esports event. Students summarize their learning by reflecting on their new knowledge of commentary in technology and gaming.

Learning Goals

- Identify skills related to broadcasting and commentary in technology and gaming.

Attachments

- 3-2-1 - Broadcasting and Commentary.docx
- Lesson Slides - Broadcasting and Commentary.pptx

Materials

- Broadcasting and Commentary Slides (attached)
- 3-2-1 handout (attached)

5 minutes

Engage

Use the attached **Broadcasting and Commentary Slides** to guide the activity. Review the lesson objectives on **slide 4** and move to **slide 5**. Introduce students to the I Used to Think...But Now I Know strategy. Tell students to think about what casting is as it relates to technology and gaming. Provide a minute for students to think of a response, then tell students to share their response with a partner. Ask for a few volunteers to share their responses and tell students as they progress through the session they will learn more about the role casting plays in technology and gaming.

5 minutes

Explore

Move to **slide 6** and tell students there are two categories that aspects of casting can be classified into, play-by-play and color. Tell students play-by-play is giving a running commentary on what is happening within the match/game, while color is providing more detailed explanations about why specific plays happened – knowledge of the game is key for this style. Read the five characteristics of casting on slide 6 and tell students to think if each characteristic fits under the category of play-by-play or color. Tell students to hold up one finger for play-by-play and two fingers for color as the characteristics are read. Read each characteristic on **slides 7-10**, and pause to poll students on the category the characteristics fit into. Clarify any misconceptions about each characteristic. Move to **slide 11** and explain how both esports and professional sportscasters are similar in commonly using dual casters. On the left are Joe Buck and Troy Aikman (NFL casters), on the right are Michael "KiXSTAr" Stockley and Parker "Interro" Mackay (Rainbow 6 Siege casters). Move to **slide 12** and explain how casters use notes to add background knowledge about each player and match. On the left are soccer notes from the 2016-2017 Manchester City roster. The included information is previous clubs, season stats, place of birth, and date of signing. On the right, are caster notes from a DOTA 2 match. The included information is the previous team's picks and bans. The information gives viewers information on how the match might play out based on past matches.

Characteristics of Casting Answers

- Usually during stoppage in play - Color
- Generates Hype - Play-by-Play
- Provides a more detailed explanation of specific plays - Color
- Gives a running commentary on what is happening during the match - Play-by-Play
- Fills missing gaps in commentary - Color

10 minutes

Explain

Move to **slide 13** and tell students as they watch the video about casting, they should look for skills that are needed to be successful at casting in the technology and gaming world. Play the video then ask for students to talk to a partner about the skills that are good for casting. Ask for several volunteers to share their thoughts. Move to **slide 14** and point out the qualities that students have mentioned, and elaborate on any skills not shared by students. Move to **slide 15** to showcase a clip of Parker "Interro" Mackay explaining how Michael "KiXSTAr" Stockley evolved the pro league scene for Rainbow 6 Siege as a caster.

5 minutes

Extend

Pass out the attached **3-2-1** handout to each student. Move to **slide 16** and tell students to scan the embedded QR code with a personal device such as a phone. Introduce students to the 3-2-1 strategy. Tell students they should look for three key characteristics of the casters that enhanced the match, two questions they have about casting, and one skill they have that transfers directly to casting. After the video, have students talk to a partner about the questions, then ask for volunteers to share their thoughts. Move to **slide 17** and tell students how they can get into casting, then move to **slide 18** and review the salary ranges for casting. Note each of the pay levels for casters and how some are not the norms and are mostly for the love of the game.

5 minutes

Evaluate

Move to **slide 19** and tell students to think about their knowledge of casting now. Ask for volunteers to share their thoughts about technology and gaming casting after the session and have a discussion about the role of casting in technology and gaming.

Research Rationale

Students who attend college after graduation and complete a four-year degree enjoy greater job satisfaction and better quality of life post-graduation, and college graduates have significantly better opportunities for upward career mobility and earning a living wage (Okerson, 2016). Studies have shown that adolescents experience different barriers in career development, dependent on location, that may lead to higher rates of unemployment (Turner & Conkel, 2010). By making resources and support accessible to students at school, educators can lessen the future wage and job opportunity gaps for the generation of students they teach (Turner & Conkel, 2010).

Resources

- *File:circle-icons-microphone.svg*. Wikimedia Commons. (n.d.). Retrieved June 22, 2022, from https://commons.wikimedia.org/wiki/File:Circle-icons-microphone.svg
- K20 Center. (n.d.). 3-2-1. Strategies. https://learn.k20center.ou.edu/strategy/117
- K20 Center. (n.d). I Used to Think, but Now I Know. Strategies. https://learn.k20center.ou.edu/strategy/137
- Okerson, J. R. (2016). Beyond the campus tour: College choice and the campus visit (Doctoral dissertation). Retrieved from http://publish.wm.edu/etd/1463413085/
- Turner, S. L., & Conkel, J. L. (2010). Evaluation of a career development skills intervention with adolescents living in an inner city. Journal of Counseling & Development, 88(4), 457-465.