THE FUSE CUP

International School Esports Competition

School Info Pack Australia 2023

CONTENTS

APAC International School
Esports Tournament

The Federation of United Schools Esports (FUSE) Cup
is a nationwide network of schools connected in providing young
students with an opportunity to participate in a safe, supportive and
structured international esports competition while developing positive
gaming behaviours and digital wellbeing.

Our chosen games are age appropriate and do not include any violent
content whatsoever. We believe the esports in schools should avoid first
person shooters. The games used in The FUSE Cup can be seen on
page 7.

We run three aged competitions at the same time. A Year 5&6 division, a Year
7&8 division and a Year 9& 10 division competition. Schools may elect to
register for either division or all division competitions. Schools may register
more than one team per age group. Registration fees are applicable per
team per competition.

Our region is broken up into divisions by country and then divided up
into smaller regions. Schools can elect to compete in a face to face
battle against other neighbouring schools or will be be placed into or
online competitions depending on the number of schools in their
location. These events are run each term to determine the regional
finalists who then progressed and competes at a Championship event.

Covid 19 precautions are always in place and prioritised for The Fuse Cup.
At our live events we focus on personal hygiene and provide solutions as
required, to align with up to date government mandated policies. We can
restructure competitions to compete online if required.

From Aug 2020, we are officially launching The FUSE Cup Division
within the APAC region making The FUSE Cup the only competitive
oceanic esports tournament tor younger gamers

The FUSE Cup Values

Joining an organised and structured esports team or league is not about playing more video games, in fact, it often leads to a better understanding of balanced gaming. It is very different to playing at home alone or online.

The FUSE Cup provides school students with a face to face, safe, competitive and challenging esports opportunity while also promoting concepts such as Digital Wellbeing, Inclusion and Values.

Being part of a team and learning how to contribute towards a common goal is a valuable life skill. This is an important aspect of participating in The FUSE Cup which students gain insight into.

There are 4 overarching values to The FUSE Cup that are our pillars and are in place to ensure that everyone involved enjoys a positive and safe experience. These values are paramount to promoting and establishing positive gaming habits for younger gamers.

It is important that coaches, players and parents are made aware of these values and that they help promote discussions around ethical esports during school training sessions, at home and during any FUSE Cup events.

Players who breach these rules will be subject to our Behaviour Management process as outlined on page 08.

Integrity

Integrity is at the core of The FUSE Cup. It is a foundational value that is important in many aspects of life. Players must develop personal integrity and self-respect, this means not using any negative self-talk when things don't go to plan. They must show respect for their opponents, their schools and the rules of the competition at all times.
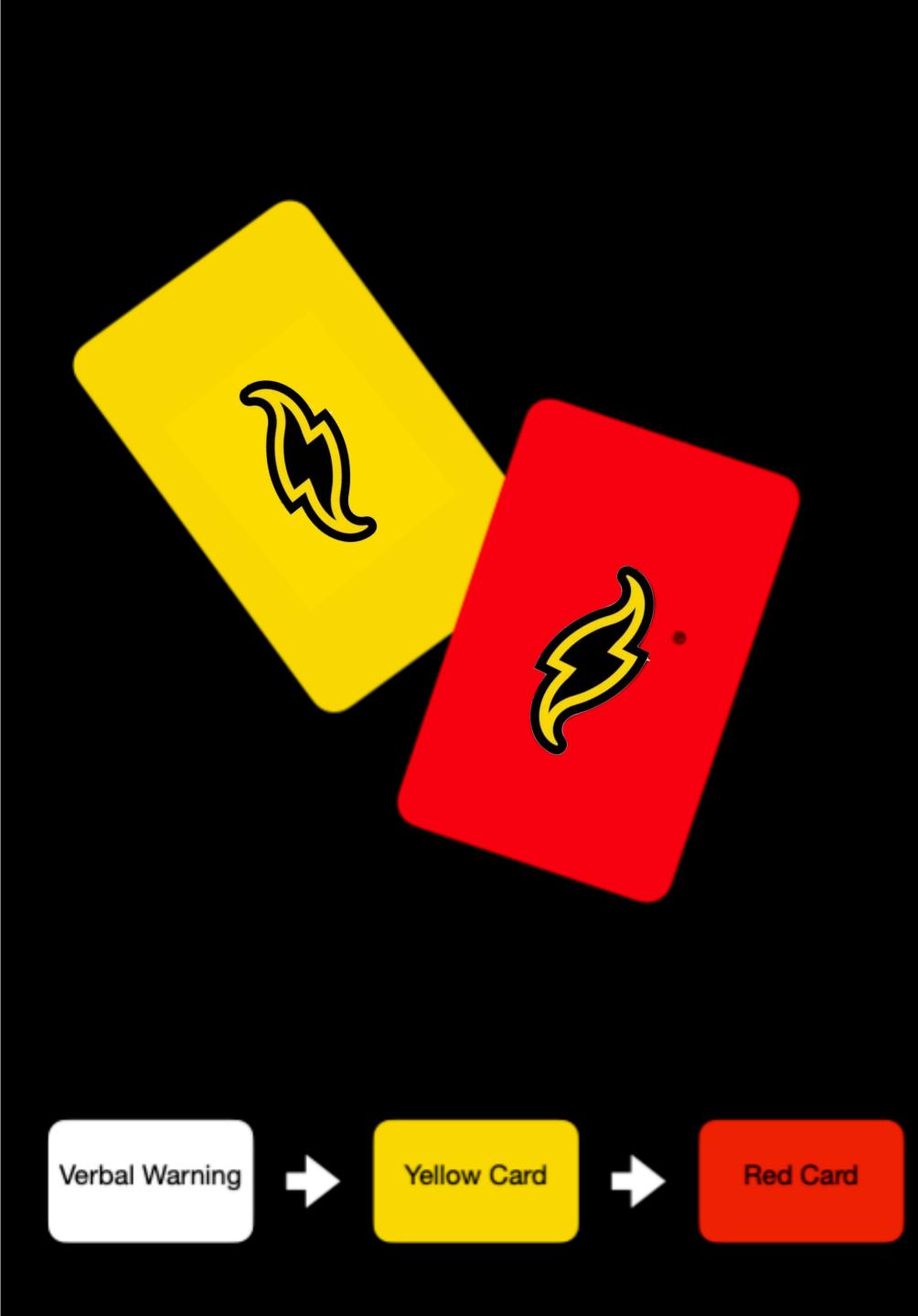
Strength

It's totally normal to be upset and disappointed when things don't go to plan. We get it. However, how we handle that disappointment is really important and can help us develop strength of character and resilience. It is therefore important that all players deal with their disappointment positively during all training and competitive situations.

Inclusion

Gaming is for absolutely everybody and can be used as a tool to bring people together. By being open and Including everybody, players learn how to conduct themselves and how to Interact positively with other players, Specifically during game play. It is a FUSE Cup requirement that all players acknowledge each other and wish one another "Good Luck" at the beginning of a competitive game which is then repeated at the end of the game with "Good Game".

Teamwork

Encouraging your teammates and showing team spirit and pride adds to the atmosphere of any event. Team captains play a huge role in ensuring their teammates are connected and support each other throughout the heats, semi-finals and finals. Learning to be an effective and encouraging team member is another vital life skill.

Behaviour Management

Just like in all other sports, outlining behavioural expectations for players, ensuring transparency and consistency and outlining the process for when positive behaviour is not displayed, are all vital aspects in applying a fair behavioural management process.

Rather than reinvent yet another new system for players and coaches to learn, we are applying a well known and very familiar system that is used in Football, the world's most popular sport.

Step 1 - Verbal Warning
In the first instance, any player who displays any behaviour that Is not in line with the expectations outlined in the "Player Expectations" document or that are in contrast to the league values of Integrity, Strength, Inclusion and Teamwork will receive a verbal warning.

Step 2 - Yellow Card
The next step in the behavioural process is a Yellow Card. This may be issued for repeated negative behaviour after a verbal warning. A player may be issued a Yellow Card in the first instance without a verbal warning i player behaviour is deemed serious and offensive.

Step 3- Red Card
This is the final step in the Behaviour Management process. If a player has been given a yellow card and continues to behave inappropriately ie in a manner that is not reflected by The FUSE Cup Values or in contrast to the expectations outlined in the "Player Expectation" document, they will be issued a Red Card. This card signifies an instant disqualification for the offending player and may carry a team-based penalty, if outlined by The FUSE Cup.
A red card may also be issued immediately in the case of any extreme behaviour which ray include, but is not limited to, any forms of violence, racism, sexism, homophobic comments or taunts or negative comments based on the religious views of others. If a Red Card is issued, The FUSE Cup team will forward an incident report to the representative school within 48 hours.

Verbal Warning ➡ Yellow Card ➡ Red Card

Digital Wellbeing

In a world of increasing digital demands and distractions for students, the need to develop digital wellbeing has never been so strong.

The FUSE Cup is committed to using esports as a method of assisting students in understanding the need to practice ways to monitor their screen time in an attempt to live a balanced healthy lifestyle.

It is for this reason that our competitions focus not only competitive esports gameplay, but actively apply useful digital resources and structured methods to promote the development of digital wellbeing.

The FUSE Cup is proud to be official partners with Kids Helpline, arguably Australia's best-known counselling service for young people.

The partnership focuses on developing positive gaming habits and a deeper understanding of digital wellbeing for younger gamers. Furthermore, this partnership integrates new and existing Kids Helpline resources into The FUSE Cup competitions around the nation and provides counselling services directly to young gamers.

We are also pleased to be consulting with experts in student wellbeing who are working closely with our qualified and experienced education team.

The development of our Digital Wellbeing resources and embedding these into every FUSE Cup competition are, and will continue to be a major focus for our organisation.

Items:

Console - Nintendo Switch

Accessories - additional Joycon controllers, charging station, grips & micro SD card (16GB minimum)

Year 5&6, Year 7&8 Live and Online Games:
Just Dance 2023, Mario Kart Deluxe 8, Rocket League

Online subscription

Year 9&10 Live and Online Games:
Super Smash Bros. Ultimate, Mario Kart Deluxe 8, Rocket League

Online subscription

Resources 2023

Schools participating in The FUSE Cup will need the resources shown on the left. Schools who have a large student uptake may wish to purchase additional Nintendo Switch consoles to meet the student demand.This allows more students to play at once and makes the team selection process easier. Additional micro SD card storage is also required to save the Just Dance 2023 songs offline. It is a 6.5GB download which requires an initial wifi connection.

Year 5&6 and Year 7&8 Competition Games for 2023
- Just Dance 2023
- Mario Kart Deluxe 8
- Rocket League

Year 9&10 Competition Games for 2023
- Super Smash Brothers
- Mario Kart Deluxe 8
- Rocket League

Please note that schools all schools participating in our online competitions will require the following.
- Nintendo Online subscription
- Access to Microsoft Teams and wifi connection.

Please check with your network administrators to ensure your switch is set up to access the internet.

Esports and the General Capabilities within the Australian Curriculum

Literacy
Visual Knowledge
This element involves students understanding how visual information contributes to the meanings created in learning area texts.
Students interpret still and moving images, graphs, tables, maps and other graphic representations, and understand and evaluate how images and language work together in distinctive ways in different curriculum areas to present ideas and information in the texts they compose and comprehend.

Numeracy
Using fractions, decimals, percentage, ratios and rates
This element involves students developing an understanding of the meaning of fractions and decimals, their representations as percentages, ratios and rates, and how they can be applied in real-life situations.
Students visualise, order and describe shapes and objects using their proportions and the relationships of percentages, ratios and rates to solve problems in authentic contexts.

Using spatial reasoning
This element involves students making sense of the space around them.
Students visualise, identify and sort shapes and objects, describing their key features in the environment. They use symmetry, shapes and angles to solve problems in authentic contexts and interpret maps and diagrams, using scales, legends and directional language to identify and describe routes and locations. In developing and acting with numeracy, students:
1. visualise 2D shapes and 3D objects
2. interpret maps and diagrams.

Critical and Creative Thinking
Generating ideas, possibilities and actions
This element involves students creating ideas and actions, and considering and expanding on known actions and ideas.
Students imagine possibilities and connect ideas through considering alternatives, seeking solutions and putting ideas into action. They explore situations and generate alternatives to guide actions and experiment with and assess options and actions when seeking solutions. In developing and acting with critical and creative thinking, students:
1. Imagine possibilities and connect ideas
2. consider alternatives
3. seek solutions and put ideas into action.

Reflecting on thinking and processes
This element involves students reflecting on, adjusting and explaining their thinking and identifying the thinking behind choices, strategies and actions taken.
Students think about thinking (metacognition), reflect on actions and processes, and transfer knowledge into new contexts to create alternatives or open up possibilities. They apply knowledge gained in one context to clarify another. In developing and acting with critical and creative thinking, students:
1. think about thinking (metacognition)
2. reflect on processes
3. transfer knowledge into new contexts.

Personal and Social Capability

Self Awareness

This element involves students developing an awareness of their own emotional states, needs and perspectives.

Students identify and describe the factors that influence their emotional responses. They develop a realistic sense of their personal abilities, qualities and strengths through knowing what they are feeling in the moment, and having a realistic assessment of their own abilities and a well-grounded sense of self-knowledge and self-confidence. Students reflect on and evaluate their learning, identify personal characteristics that contribute to or limit their effectiveness and learn from successes or failures. In developing and acting with personal and social capability, students:

- recognise emotions
- recognise personal qualities and achievements
- understand themselves as learners
- develop reflective practice.

Self Management

This element involves students developing the metacognitive skill of learning when and how to use particular strategies to manage themselves in a range of situations.

Students effectively regulate, manage and monitor their own emotional responses, and persist in completing tasks and overcoming obstacles. They develop organisational skills and identify the resources needed to achieve goals. Students develop the skills to work independently and to show initiative, learn to be conscientious, delay gratification and persevere in the face of setbacks and frustrations. In developing and acting with personal and social capability, students:

- express emotions appropriately
- develop self-discipline and set goals
- work independently and show initiative
- become confident, resilient and adaptable.

Social Management

This element involves students interacting effectively and respectfully with a range of adults and peers.

Students learn to negotiate and communicate effectively with with others; others; work work in teams, positively contribute to groups and collaboratively make decisions; resolve conflict and reach positive outcomes. They develop the ability to initiate and manage successful personal relationships, and participate in a range of social and communal activities. Social management involves building skills associated with leadership, such as mentoring and role modelling. In developing and acting with personal and social capability, students: communicate effectively

- work collaboratively
- make decisions
- negotiate and resolve conflict
- develop leadership skills.

Ethical Understanding

Reasoning in decision making and actions

This element involves students reasoning when making decisions and acting ethically.

Students consider the consequences of and reflect on ethical action. They analyse the reasoning behind stances when making ethical decisions and evaluate the intended and unintended consequences of actions in an increasing range of scenarios . Students articulate understandings of a range of ethical responses in social contexts. In developing and acting with ethical understanding, students:

- reason and make ethical decisions
- consider consequences
- reflect on ethical action.

Intercultural Understanding

Recognising culture and developing respect

This element involves students identifying, observing. describing and analysing increasingly sophisticated characteristics of their own cultural identities and those of others.

Students move from their known worlds to explore new ideas and experiences related to specific cultural groups through opportunities provided in the learning areas. They compare their own knowledge and experiences with those of others, learning to recognise commonalities, acknowledging differences between their lives and recognising the need to engage in critical reflection about such differences, seeking to understand them. Students recognise and appreciate differences between people and respect another person's point of view and their human rights. In developing and acting with intercultural understanding. students:

- investigate culture and cultural identity
- explore and compare cultural knowledge, beliefs and practices
- develop respect for cultural diversity.

Interacting and emphasising with others

This element involves students developing the skills to relate to and move between cultures through engaging with different cultural groups, giving an experiential dimension to intercultural learning in contexts that may be face-to-face, virtual or vicarious.

Students think about familiar concepts in new ways. This encourages flexibility, adaptability and a willingness to try new cultural experiences. Empathy assists students to develop a sense of solidarity with others through imagining the perspectives and experiences of others as it they were their own. Empathy involves imagining what it might be like to 'walk in another's shoes' and identifying with others' feelings, situations and motivations. In developing and acting with intercultural understanding, students:

- communicate across cultures
- consider and develop multiple perspectives
- empathise with others

THE

FUSE

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