EAIE

Esports as Accelerator for Social Inclusive Education

LESSON

CSS BATTLE ROYALE

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CODEARTS SOLUTIONS

CSS BATTLE ROYALE

CSS Battle Royale is a visual coding tournament in which learners reproduce target designs using HTML and CSS only. Each round develops precision, layout reasoning and creativity while rewarding efficient solutions and clear explanation of the techniques used.

Subject and level

VET front-end learners working with modern CSS, including positioning, transforms, gradients, pseudo-elements, responsive sizing and visual composition.

Connection to curriculum

The activity supports styling, responsive interface construction and interpretation of visual specifications. It reinforces the box model, selectors, positioning and maintainable CSS while encouraging learners to evaluate both visual accuracy and code economy.

Didactic and pedagogic considerations

Immediate visual feedback makes experimentation highly accessible. Short rounds allow repeated cycles of hypothesis and adjustment, while solution sharing demonstrates that the same visual target can be achieved through different valid strategies.

Time estimate

2 hours

CSS BATTLE ROYALE

Group size

10-20 students

Overall introduction to exercise

Learners complete a sequence of increasingly complex visual targets in a browser-based editor. Points are awarded for similarity, responsive behaviour and understandable code, with optional bonuses for elegant or reusable solutions.

The competition creates energy, but the final comparison is collaborative. Students explain techniques to one another and identify which CSS properties provided the greatest control, turning visual trial-and-error into explicit technical knowledge.

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Exercise as presented to the students

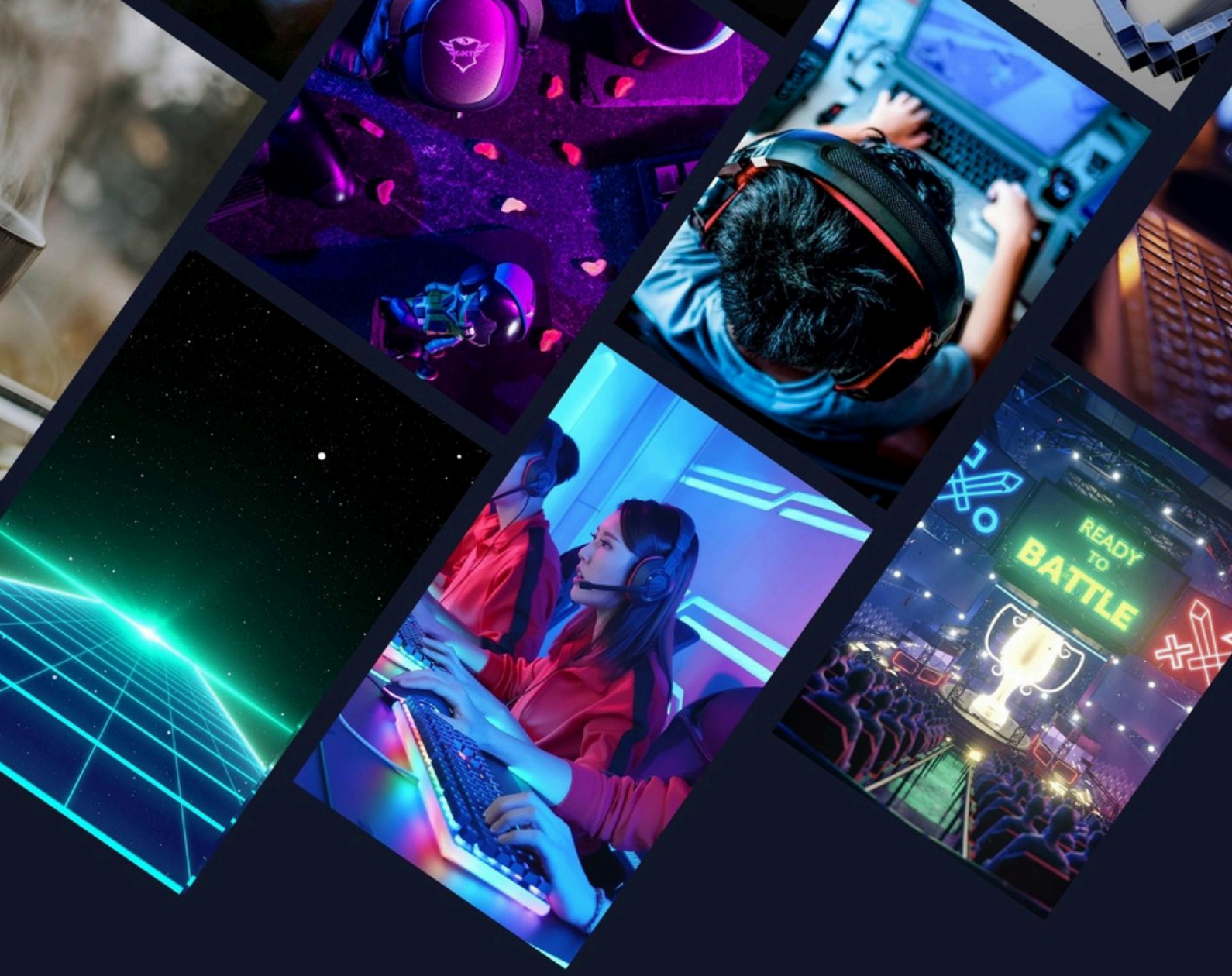
The teacher began with a short live demonstration showing how a circle, triangle and layered shape could be built with simple div elements, pseudo-elements and transforms. Students then opened individual CodePen workspaces and received the first target image, with images and external frameworks explicitly prohibited.

Round one focused on alignment and sizing, while round two introduced overlapping shapes and z-index. The third target required gradients and pseudo-elements, and the final target added a small responsive requirement so that the composition remained centred when the viewport changed.

After each round, students had two minutes to inspect a neighbour's result and ask how one effect had been achieved. The teacher circulated with hint cards covering position, transform, border-radius, box-shadow and background layers, but hints reduced the available bonus points and were therefore used selectively.

The final scoring considered visual similarity, responsive behaviour, code readability and economy rather than line count alone. Top solutions were projected and their authors explained one technique that others could reuse. Alternative approaches were deliberately compared to show that CSS often allows several correct implementations.

The session ended with students revisiting their first solution and refactoring it using something learned from a peer. This made improvement visible within a single lesson. The activity strengthened spatial reasoning, experimentation and confidence while turning CSS from a passive styling topic into an engaging problem-solving exercise.



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