

Project number: 2017-1-UK01-KA201-036769

Project title: Augmented reality and new media against online promotion of unhealthy foods (ANEMELO)

Page | 1



GAME STORYBOARD

11-13

Version: 1.2

Date: 15/08/2019

Authors: Beata Staszyńska-Hansen, Onno Hansen-Staszyński (Ezzev Foundation)

The content in this document only reflects the views of the project responsible. The European Commission is in no way responsible for any use that may be made of the information it contains.

Co-funded by the
Erasmus+ Programme
of the European Union



INTRODUCTION

This document is the Game storyboard for students in age group 11 – 13 years old created within the project Augmented reality and new media against online promotion of unhealthy foods (ANEMELO).



Table of ContentsIntroduction.....	2
Table of Contents	3
1. CMS, game structure, augmentations and effects.....	5
1.1 CMS.....	5
1.2 Game structure.....	5
1.3 Augmentations.....	6
1.4 Effects and engagement (juice).....	7
2. Game scenario.....	9
2.1 Marketing.....	10
2.1.1 Knowledge question (Q1).....	10
2.1.2 Strategy question (Q2).....	11
2.2 Immersion.....	13
2.2.1 Knowledge question (Q3).....	14
2.2.2 Strategy question (Q4).....	15
2.3 Personalization.....	16
2.3.1 Knowledge question (Q5).....	17
2.3.2 Strategy question (Q6).....	18
2.4 Food and drinks as reward.....	20
2.4.1 Knowledge question (Q7).....	20
2.4.2 Strategy question (Q8).....	21
2.5 Social media as reward.....	24
2.5.1 Knowledge question (Q9).....	24
2.5.2 Strategy question (Q10).....	25
2.6 Changing the metabolic system.....	27
2.6.1 Knowledge question (Q11).....	27
2.6.2 Strategy question (Q12).....	29
2.7 Grande finale.....	31



2.8 Evaluation.....	34
2.8.1 Infographic	34
2.8.2 Knowledge score.....	37
2.9 The end of the game	38



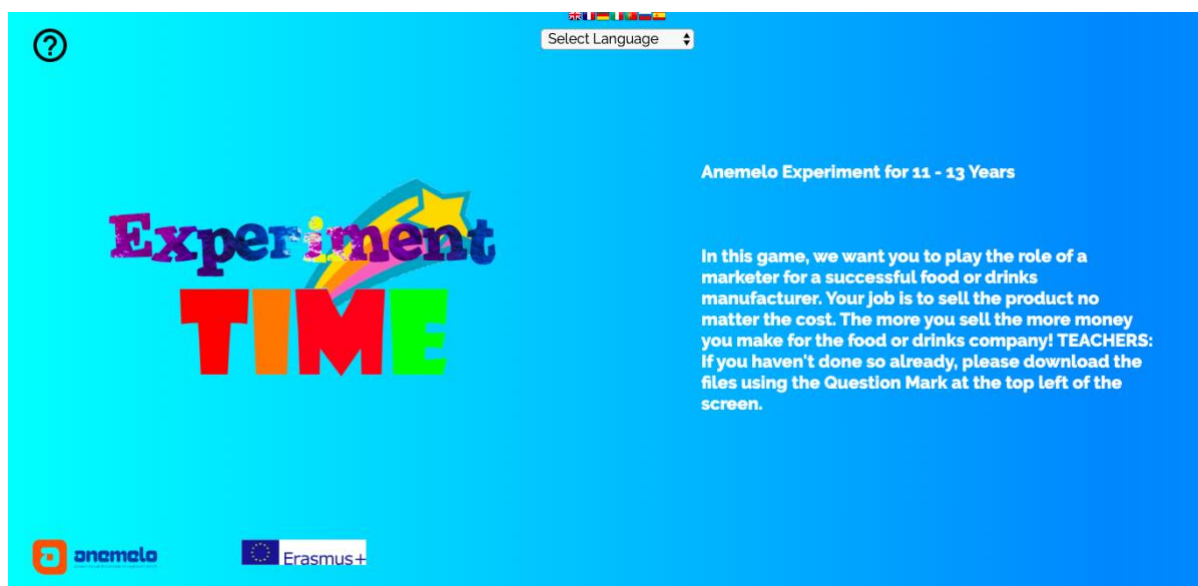
1. CMS, GAME STRUCTURE, AUGMENTATIONS AND EFFECTS

1.1 CMS

Before the game can be played, the files can be downloaded from the games CMS by the teacher:

- 6 video files, shot horizontally, according to specs that are to follow in a separate document
- Lesson Plans

This can be done via the Experiment Time page using the question mark that appears at the top left of the screen.



1.2 GAME STRUCTURE

The game consists of the following parts:

- An introduction – in which the students in the class are introduced to the role they are supposed to play in the game (marketing directors), their purpose in the game (up the sales); they then choose a product to work with;
- 3 indicators:

The content in this document only reflects the views of the project responsables. The European Commission is in no way responsible for any use that may be made of the information it contains.

Co-funded by the
Erasmus+ Programme
of the European Union



- Wrong answer indicator; This keeps score of all the wrong answers given.
- Money indicator; This increases with every correct answer (giving the fast food company more money).
- Health indicator; This starts as 100% on the indicator and decreases with every correct answer, showing that with every correct answer given (money going up) the health of the target group goes down.
- 12 questions – there are six topics, corresponding to the Handbook: marketing, immersion, personalization, food and drinks as reward, social media as reward, and changing the metabolic system. Each of the topic is structured in the same way:
 - A knowledge question, testing whether the students understand what the topic is about
 - A strategic question, testing whether the students understand which good practice exists to up the sales; the

The questions are linked to a money score indicator (for every wrong answer given, the score goes down; for every right answer given the score goes up), a wrong answers given score indicator (for every wrong answer given, the score goes up) and an image representing the target group that is changed after every answer (temporarily after each wrong answer given, and then permanently; permanently after each right answer given).

- A grande finale in which the students are displayed in the camera stream output undergo all permanent augmentations and the wrong answer score is changed into a right answer score.
- Evaluation in which a dynamic infographic is displayed and in which the knowledge score is linked to an evaluation in text.

1.3 AUGMENTATIONS

There are basically two kinds of graphical elements in the game:

- Augmentations;
- Juice (see 1.4).

Augmentations are applied first to an image that has been uploaded to the CMS. The image is being changed after each answer given by the students in the class room. It is changed first temporarily and then permanently after a wrong answer and permanently after a right answer.



This means that whatever the answers, in the end the image is changed always in the same way, by means of permanent augmentations that add up to a final image. Wrong answers only lead to a temporary additional augmentation in between. By means of face tracking functionalities a face should be recognized– and these faces should then be augmented.

The permanent augmentations are then also applied as Augmented Reality to person playing the game in the class during the grande finale: the same six permanent augmentations are applied but this time to the person playing the game represented in the camera screen that is displayed on a large screen in front of the class. By means of face tracking functionalities a face should be recognized within any live stream – and this face should then be augmented.

1.4 EFFECTS AND ENGAGEMENT (JUICE)

After every class room decision an immediate reaction in graphics and sound must be produced by the game – so-called “juice”. The juice and the fact that students can see the person who is playing the game on the screen will keep them engaged, but not forever.

All answers given should lead to an immediate reaction by the game:

- The choice of a product leads to:
 - An image of the product throughout the game that increases in size based on a correct answer and decreases in size based on an incorrect answer;
- The choice of a question answer leads to:
 - A slightly irritating sound (as a result of a wrong answer) or a slightly hysteric sound (as a result of a right answer);
 - A confused AR image (as a result of a wrong answer) or a slightly hysteric AR image (as a result of a right answer). This appears as AR over the players face;
 - A text message;
 - A change in the size of the product image;
 - A change in the money score indicator;
 - A change in the wrong answers given score indicator;
 - A change to the health indicator
 - A change to the target group image



- An AR mask, either confused (incorrect answer given) or happy (correct answer given).

As a general rule sounds and images have to be outrageous for age group 11-13 and very distinct for age group 14-16. See document: VISUALS AND SOUNDS POINTERS FOR THE ANEMELO GAME.



2. GAME SCENARIO

The teacher asks if the class is ready to start.

[The class indicates that it is ready.]

A text appears on a big screen in front of the class. Loud music accompanies the text.

3... 2... 1...

[Sound of a serious explosion.]

[A camera registers the player of the game. They will probably laugh, wave or be silly.]

[Text appears above the steam of the player:]

You have been chosen to help our company to sell our food and drinks. We need your advice because you know how to talk to kids. And you have so much experience online.

Are you ready?

[The class indicates that it is ready.]

[Text appears:]

Please choose which food or drinks you want to help us sell

- A. Soft Drinks
- B. Fastfood hamburgers
- C. Chocolate snack

[The class chooses]

[The screen is now split in three parts]

On the left part of the screen the product chosen appears.

On the right part an image of the target group appears.



Also a money score indicator appears.

And a Health score indicator appears.

And a wrong answers given score indicator appears.

On the central part of the screen the player is visible, as seen in the camera stream output. The stream is from now on displayed in colour.

All the other game elements, including the superimposed texts, will be displayed in color. This enhances their visibility and noticeability.

The product choice augmentation is will grow in size with every right answer to questions given throughout the game. The reason behind this is to show that, if done right, the product is more important than the staff members.]

2.1 MARKETING

2.1.1 KNOWLEDGE QUESTION (Q1)

[A new text appears]

The product choice is visible all the time.

In order to sell something to kids, you have to make them aware of how good it is. We call this marketing. Do you think marketing is the same as showing advertisements?

[A new superimposed text appears as a layer over the students in the class room as seen in the camera stream output.

The indication of the progress of the game still indicates: 1/12.]

- A. It's so much more. It's anything that helps kids recognize and buy our product.
- B. It's exactly the same. It's enough to show advertisements to get kids to buy our product.

[The class chooses.]



[If the class chooses “A”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as a layer over the player in the class room as seen in the camera stream output.

The money score indicator goes from “0” to “1”.

A new text appears

Yes! Marketing is so much more. It is for instance, how our product looks, how much it costs and how many people buy it.

[If the class chooses “B”:

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as a layer over the player in the class room as seen in the camera stream output.

The money score indicator shows clearly that the score stays at “0”.

A new text appears

No... Marketing is so much more. It’s for instance, how our product looks, how much it costs and how many people buy it.

Marketing for kids is: anything that helps kids recognize and buy our product.

2.1.2 STRATEGY QUESTION (Q2)

[A new superimposed text appears as a layer over the player in the class room as seen in the camera stream output.



Also an indication of the progress of the game appears: 2/12.]

OK, let's get to work. It's time to make your first decision. The company needs us to start an advertising campaign. How shall we do it?

[A new text appears as a layer over the player in the class room as seen in the camera stream output.

- A. Shall we give a lot of information so that kids can decide whether to buy our product or not.
- B. Or shall we tell kids only the good parts about our product and be silent about the rest?

[If the class chooses "A"]

Slightly irritating sounds are released.

A confused image appears on the central part of the screen

The target group image temporarily gets all wrinkly.



The money score indicator goes down.

The wrong answers given score indicator goes from "0" to "1".

A new superimposed text appears as a layer over the students in the class room as seen in the camera stream output.]

That's not right... we don't want to make these kids think! Remember: you need to help us make money! You should tell kids only the good parts about our product. Kids will think it is real information anyway. Make them happy!



The target group image gets a permanent big, fake smile.



[If the class chooses “B”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as a layer over the students in the class room as seen in the camera stream output.

The image of the class’ product choice becomes bigger.

The target group image gets a permanent big, fake smile.



The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “0”.

A new text appears as a layer over the students in the class room as seen in the camera stream output.

Yes! You are fantastic! You are helping us make so much money!

2.2 IMMERSION



2.2.1 KNOWLEDGE QUESTION (Q3)

A new text appears.

The product choice is visible all the time.

We want kids to feel really good about our product. We want the product to be part of their lives so that they keep on buying it. How should we do this?

[A new text appears]

A. Let the parents and teachers try our product so they'll tell their children it's great.

B. Let the kids play games that show the good sides of our product.

[The class chooses.]

[If the class chooses "A":

Slightly irritating sounds are released.

A confused image appears on the central part of the screen.

The money score indicator shows clearly that the score stays at "X".

A new text appears.

Kids your age start to listen less to their parents' and teachers' advice. So that won't work.

The way to engage kids is to let them play games that show the good sides of our product, without them understanding that this is advertising. Kids just want to have fun! Let them have it!

[If the class chooses "B":



Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen.

The money score indicator goes from “X” to “X+1”.

A new text appears as a layer over the students in the class room as seen in the camera stream output.]

You are bosses! We knew it! Yes!

Fun fact: Kids are more likely to think a product is good for them after playing a game with the product in it.

2.2.2 STRATEGY QUESTION (Q4)

[A new text appears]

Now that we have established that games will help us sell our product, we need to get kids to play our game and to do this, engage them when they are most open to playing. When are kids most willing to play?

[A new text appears]

A. Kids are most open to play games when they are happy and carefree.

B. Kids are most open to play games when they are bored or frustrated.

[If the class chooses “A”

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as a layer over the students in the class room as seen in the camera stream output over the classroom.

The target group image temporarily makes a mad face.



The money score indicator goes down.

The wrong answers given score indicator goes from “X” to “X+1”.

A new text appears

Why did you choose this option? We want kids to be happy, but it's us who should make them happy. Kids who feel bad want to feel good, so we help them to feel good with our product. They will be grateful that we make them happy when they are sad or bored.

The target group image gets an angry face.

[If the class chooses “B”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as a layer over the students in the class room as seen in the camera stream output.

The image of the class' product choice becomes bigger.

The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “X”.

A new text appears]

You know kids very well! Perfect! Unhappy and bored kids are the perfect customers!

2.3 PERSONALIZATION



2.3.1 KNOWLEDGE QUESTION (Q5)

[A new text appears

The product choice is visible all the time.]

The next thing we want to do as marketers is get to know these kids. How should we do this?

[A new text appears

A. We spy on kids

B. We don't spy on kids and simply ask them if they are interested in our product.

[The class chooses.]

[If the class chooses "A":

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The money score indicator goes from "X" to "X+1".

A new text appears]

You are so right! We don't care what kids think they are interested in. They are lying most of the time anyway. We care about what they do in their spare time to find out if they are interested in our product. And spying is the best way to find this out.

[If the class chooses "B":

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.



The money score indicator shows clearly that the score stays at “X”.]

A new text appears

Now you are being naive! Do you think kids are honest about what they want or even who they are? Nobody is honest online. Everybody writes that they are happy or interested in something but in reality, they're not.

The best way to find out if kids are interested in our product is by spying on them to see what they like, click, watch, open and search for, and then use this information to get them interested in our product.

2.3.2 STRATEGY QUESTION (Q6)

A new text appears

So now we know which kids want to buy our product. The next thing is to decide what we do with this information.

A new text appears

- A. We use the information to persuade those kids to buy our product.
- B. We use the information to manipulate those who are not yet interested in our product to make them interested in it anyway.

[If the class chooses “A”:

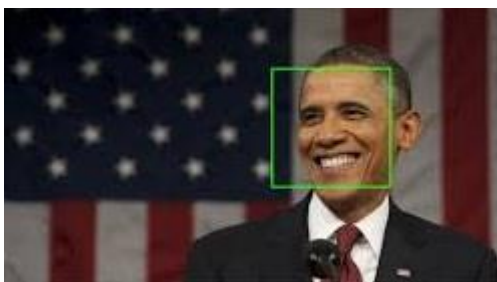
Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The image of the class' product choice becomes bigger.

The target group image gets a face recognition box around their face.





The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “X”.

A new text appears

Spot on! Some kids are just a waste of time. We are only interested in those kids who might like our product.

Fun fact: Just by spying on a person’s Facebook Likes we can understand whether kids already drink alcohol or take drugs, whether they are male or female, what religion they are, and what cultural background they have.

[If the class chooses “B”

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The target group image temporarily gets arrows shot at their heads, but all arrows miss.



The money score indicator goes down.

The content in this document only reflects the views of the project responsables. The European Commission is in no way responsible for any use that may be made of the information it contains.



The wrong answers given score indicator goes from “X” to “X+1”.

A new text appears

We love your ambition, but this is throwing away money. We spy on people to select only those who we could take money from. And only those kids are of interest to us. We leave the others in peace. Remember, this is a serious company that wants to earn money.

The target group image gets a face recognition box around their face.

2.4 FOOD AND DRINKS AS REWARD

2.4.1 KNOWLEDGE QUESTION (Q7)

A new text appears

The product choice is visible all the time.

Enough about marketing and selling. Let’s talk about our product. One of the big motivators for kids in choosing what to eat or drink is a chemical called dopamine. Do you know what effect dopamine has on kids?

A new text appears

- A. Dopamine makes kids feel that our product is enjoyable and important.
- B. Dopamine makes kids feel ultimate bliss when consuming our product.

[The class chooses.]

[If the class chooses “A”:

Slightly hysteric sounds are released.



A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The knowledge score indicator goes from “X” to “X+1”.

A new text appears.]

Indeed! Well done!

Fun fact: Dopamine is also very important for how you learn. If kids think our product is good then they’ll get dopamine. And then, if our product it actually is good, kids get dopamine again and learn that our product is both enjoyable and important.

[If the class chooses “B”:

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The money score indicator shows clearly that the score stays at “X”.

A new text appears

Dopamine does give a kind of bliss, but it is much more than that! You get dopamine not just as a reward but also when you think you’ll get a reward. This is how kids learn. If they think our product will be good and then it actually is good, they learn that our product is both enjoyable and important.

2.4.2 STRATEGY QUESTION (Q8)

A new text appears.

The big question now is: how can our product produce dopamine for kids?

A new text appears



- A. Make our product as healthy as possible.
- B. Add more salt, sugar or fat to our product.

[If the class chooses “A”

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The target group image temporarily gets waving hair reacting to wind or a ventilator.



The money score indicator goes down.

The wrong answers given score indicator goes from “X” to “X+1”.

A new text appears]

It’s none of our business whether kids are healthy or not. This is a company, not a hospital! You need to make us money, remember.

Healthy food is not very effective to produce dopamine. Fat, sugar and salt do the job!

The target group image permanently gets fatter.





[If the class chooses “B”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The image of the class’ product choice becomes bigger.

The target group image gets fatter.



The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “X”.

A new text appears]

This is so clever! It’s none of our business whether youngsters are healthy or not. You have only one goal and that make us money. And that’s what you are doing! You make us so proud!



2.5 SOCIAL MEDIA AS REWARD

2.5.1 KNOWLEDGE QUESTION (Q9)

A new text appears

The product choice is visible all the time.

There is a trick that social media use to get the attention of kids. This trick resembles something that one-armed bandits use to keep gamblers engaged. Do you know what trick this is?

[A new text appears]

- A. Make sure kids don't know what to expect when they post something.
- B. Give kids something to talk about.

[The class chooses.]

[If the class chooses "A":

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part as seen in the camera stream output.

The knowledge score indicator goes from "X" to "X+1".

A new text appears.]

You got it! Kids get bored when they know what to expect. They love the thrill of not knowing how many likes or comments their posts will get.

Fun fact: The creators of companies like Facebook and Instagram understood this from the start. That's why they themselves as parents allow their own kids only very limited time on social media.

[If the class chooses "B":



Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The knowledge score indicator shows clearly that the score stays at “X”.

A new text appears]

We don't care whether kids have something to talk about. We're here to make money, remember. Money.

Kids love the thrill of not knowing how many likes or comments their posts will get. This trick keeps them interested. All the time.

2.5.2 STRATEGY QUESTION (Q10)

[A new text appears]

You see, we can get very close to kids. We know how to deal with them and make money. Now some people think that us adults shouldn't spy on kids online. What do you think?

[A new text]

A. Kids have the right to be online without any adults spying.

B. As a company we should pretend to be friends with all kids, even if our company is run by adults.

[If the class chooses “A”

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The target group image gets a companion: an executive director.



The money score indicator goes down.

The wrong answers given score indicator goes from “X” to “X+1”.

A new text appears.]

Now what? Where are the kids? We cannot find them anymore. This is bad, very bad.

We should always keep an eye on the kids and try to communicate with them when they are the most open. We must pretend to be a kid’s friend and spend as much time with them as possible.

The target group image gets a companion: an executive director.



[If the class chooses “B”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The image of the class’ product choice becomes bigger.

The target group image gets a companion: an executive director.





The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “X”.

A new text appears.]

Genius stuff! Always keep close to the kids, even when they think they are among themselves. Money will keep flowing in! Thanks to you!

2.6 CHANGING THE METABOLIC SYSTEM

2.6.1 KNOWLEDGE QUESTION (Q11)

A new text appears

The product choice is visible all the time.

We tell people that kids themselves are to blame if they get fatter. Consuming our product has nothing to do with that. Genius, right? How do we do this?

[A new text appears.]

A. We tell kids to only consume our product in moderation and wisely. But kids just don't listen and do whatever they want.



B. We tell kids and their parents and teachers that it's not about sugar or fat or salt in our product. We tell them kids themselves just eat and drink too much in general and are too lazy to exercise.

[The class chooses.]

[If the class chooses "A":

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The knowledge score indicator shows clearly that the score stays at "X".

A new text appears.]

Naturally, we do a bit of this. But that's not how it works, and you should know that.

The best way to not be blamed ourselves is to blame the victim: we tell everybody that it's not about sugar or fat or salt in our product. We tell them kids just eat and drink too much in general and are too lazy to exercise.

[If the class chooses "B":

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The knowledge score indicator goes from "X" to "X+1".

A new text appears.]

You really know how to tell a story. Fantastic!

Fun fact: big independent organizations say the same thing as us. How did you do that?



2.6.2 STRATEGY QUESTION (Q12)

[A new text appears.]

What if it was possible to change the way the bodies of kids work by adding the right ingredients to our product. What if we could change the biological system of kids and make them want our product all the time, even when they do not need it. Should we do that?

[A new text appears]

A. In the end, we want youngsters to be fat and asking for [our product] all the time.

B. In the end, we want youngsters to be healthy and to look great.

[If the class chooses “A”:

Slightly hysteric sounds are released.

A slightly hysteric image appears on the central part of the screen as seen in the camera stream output.

The image of the class’ product choice becomes bigger.

The target group image becomes permanently very fat and gets bad teeth.





The money score indicator goes up.

The wrong answers given score indicator shows clearly that the score stays at “X”.

A new text appears as seen in the camera stream output.]

It’s not about these kids. It’s about us. It’s about money. We were right to choose you to help our company sell our product. You really know how to talk to kids. Well done! We bow before you!

[If the class chooses “B”

Slightly irritating sounds are released.

A confused image appears on the central part of the screen as seen in the camera stream output over the classroom.

The money score indicator goes down.

The wrong answers given score indicator goes from “X” to “X+1”.

A new superimposed text appears as a layer over the students in the class room as seen in the camera stream output.]

It’s not about these kids. It’s about us. It’s about money. We were wrong to choose you to help our company sell our product!



The target group image becomes permanently very fat and gets bad teeth.



2.7 GRANDE FINALE

[The screen is no longer split in three parts. It splits in two.

The left part of the screen disappears.

On the right part the image of the target group as uploaded to the CMS disappears.

The money score indicator disappears.

The wrong answer score indicator disappears.

The health score indicator disappears.

On the central part of the screen (now the left part) the player is visible, as seen in the camera stream output.

The player is now augmented in the same way their target group was augmented:

- A permanent big, fake smile.

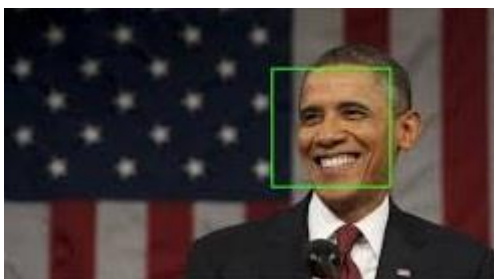




- Angry eyes



- A face recognition box around their face.



- They get fatter.





- They get very fat and get bad teeth.



A text appears in the place of the product choice augmentation - superimposed above the students:

You did this not only to kids like you. You also did this to yourself! Fantastic job! You are now ready to consume our product whenever we want you to consume it. You are ours now!

The wrong answers given score indicator very clearly changes into a right answer score indicator.

The image of the target group as uploaded to the CMS reappears but is now as a healthy and happy kid.

The content in this document only reflects the views of the project responsables. The European Commission is in no way responsible for any use that may be made of the information it contains.



A text appears above the image of the changed target group:]

This could have been you.

2.8 EVALUATION

2.8.1 INFOGRAPHIC

[Everything disappears.]

[A dynamic infographic appears under the text:]

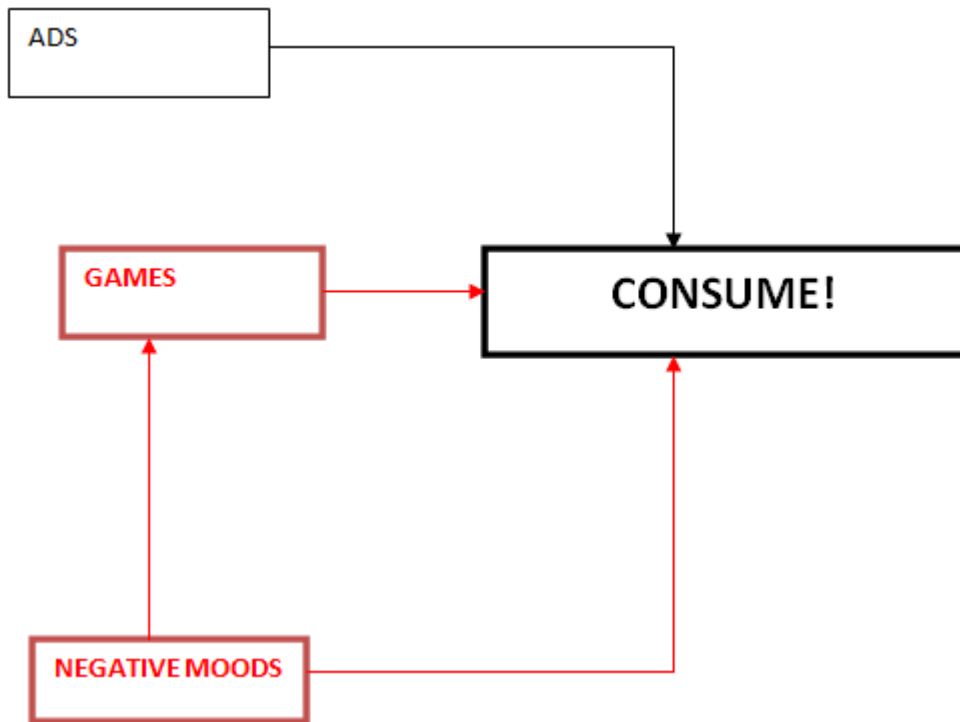
This is how you get hooked to junk food:

Step 1:



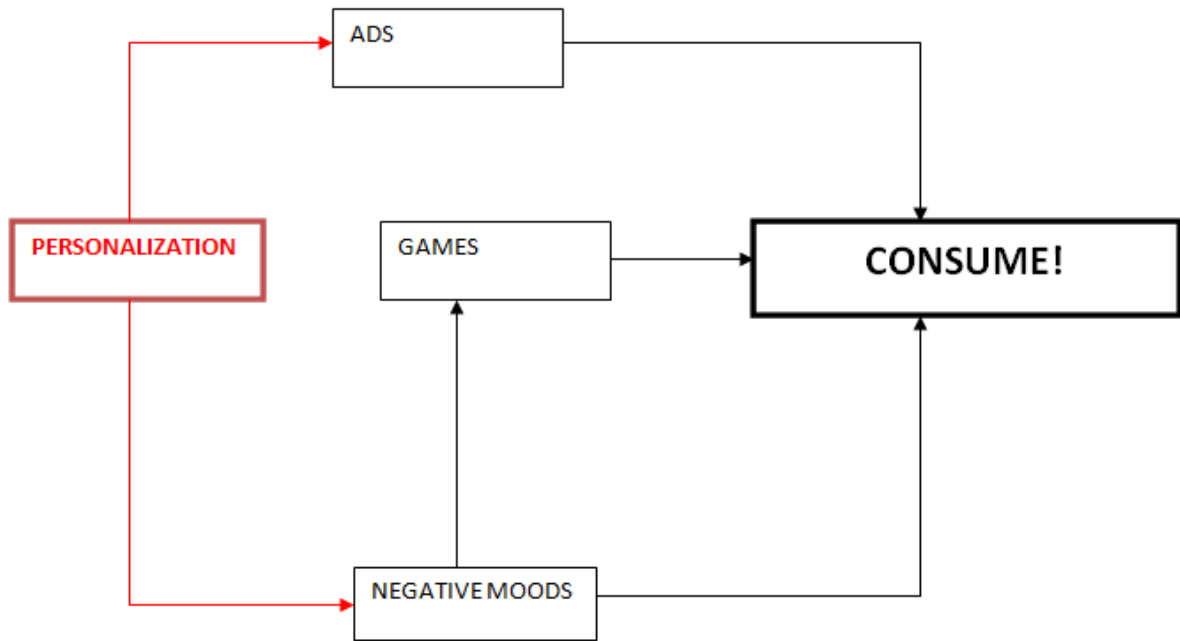
Step 2:



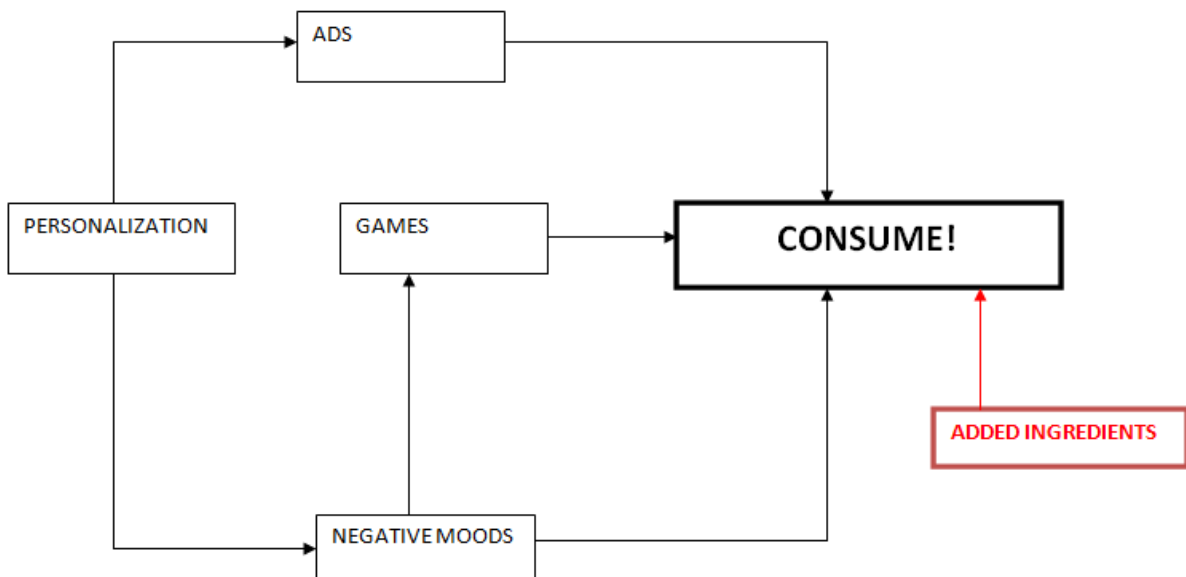


Step 3:





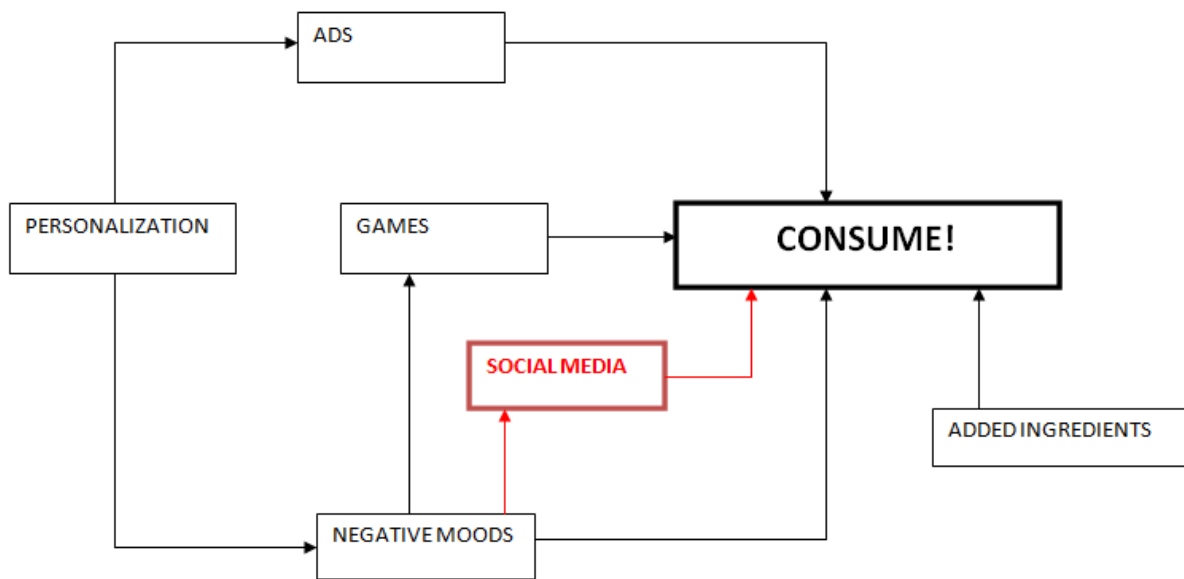
Step 4:



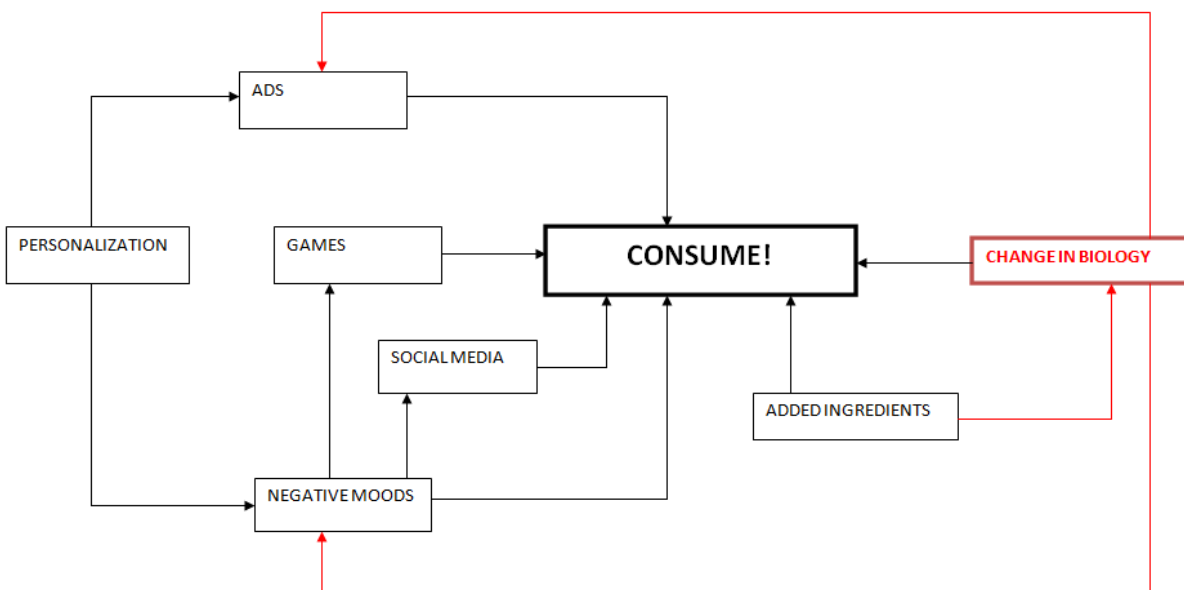
Step 5:

The content in this document only reflects the views of the project responsables. The European Commission is in no way responsible for any use that may be made of the information it contains.





Step 6:



2.8.2 KNOWLEDGE SCORE

The content in this document only reflects the views of the project responsables. The European Commission is in no way responsible for any use that may be made of the information it contains.



[The infographic disappears. Now the knowledge score is displayed again and triggers a reaction.]

[If the score is 0, 1 or 2:

Text:]

Your level of knowledge could be improved. It would be good to ask your teacher to fill in the blanks you have. This will help you better understand how people try to steer you.

[Image: An adolescent appears with black glasses on, all the time bumping into walls and objects.]

[If the score is 3 or 4:

Text:]

Your level of knowledge is quite good. Still, it would be good to ask your teacher to fill in the blanks you still have. This will help you to even better understand how people try to steer you.

[Image: An adolescent appears with glasses on – the glasses are black at the bottom and transparent at the top – from time to time bumping into walls and objects.]

[If the score is 5 or 6:

Text:]

Your level of knowledge is impressive. You are ready to discuss with your teacher how people try to steer you.

[Image: An adolescent appears with normal glasses on, dancing between walls and objects.]

2.9 THE END OF THE GAME



[Everything disappears. Only a text becomes visible on the screen:]

Now it's time for a good talk with your teacher.

