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# **GAME STORYBOARD**

## **14-16**

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## INTRODUCTION

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This document is the Game storyboard for students in age group 14 – 16 years old created within the project Augmented reality and new media against online promotion of unhealthy foods (ANEMELO).



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## 1. CMS, GAME STRUCTURE, AUGMENTATIONS AND EFFECTS

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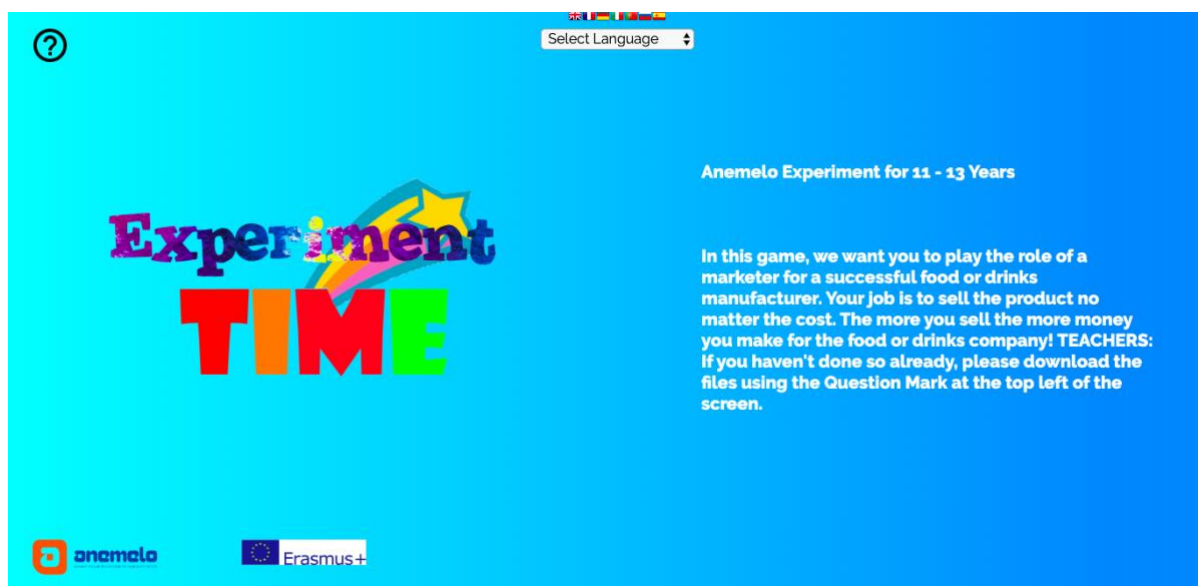
### 1.1 CMS

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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

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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:

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- 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.

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### 1.3 AUGMENTATIONS

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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 classroom. 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.

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### 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.]

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## 2.1 MARKETING

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### 2.1.1 KNOWLEDGE QUESTION (Q1)

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[A new text appears]

The product choice is visible all the time.

In order to sell our product, we need to spread the word and make kids crave it. That is your job as marketing directors. As experts in the field, please tell us what you think Marketing is?

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

- A. Any communication that helps customers recognize and buy our product.
- B. A paid message that presents our product in a positive light.

[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! You are true marketing directors!

Fun fact: When youngsters watch cartoons with snack ads interruptions, they eat 45% more snacks than youngsters watching non-food ads. That’s how powerful marketing is.

[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

Hmmm. I guess you’re not 100% focused yet. But it’s an honest slip up you made. You chose the description for advertising. That’s the most visible part of marketing. But there is more to marketing than just ads.

Marketing is: Any communication that helps customers recognize and buy your product.



---

### 2.1.2 STRATEGY QUESTION (Q2)

---

[A new 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 and make your first decision for the company. We want you to start an advertising campaign. What is the best strategy to do this?

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

- A. Give a lot of information so that customers can decide whether to buy our product or not?  
B. Only tell the customers the good parts about our product?

[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.]



Wake up! No! You are losing us money! Don't make them think! Remember your job is to make us money! You should tell the customers only the good parts about our product. Youngsters 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! This will make us so much richer as a company!

## 2.2 IMMERSION

### 2.2.1 KNOWLEDGE QUESTION (Q3)

A new text appears.

The product choice is visible all the time.

As you know like no other: simple advertising is a good start but not enough. We need to get youngsters to engage with our product. How would you suggest we do this?

[A new text appears]

A. Engage parents and teachers so they can engage youngsters?

B. Let youngsters play branded 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.

Really? 14-16 is an age where youngsters look at other youngsters for advice, like for instance vloggers. You should know better as experts.



The way to engage youngsters is to let youngsters play branded games that show the good sides of our product, without them understanding that this is advertisement. Youngsters 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: Youngsters are more likely to think a product is good for them after playing a branded game.

---

### 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 youngsters to be happy, but it's us who should make them happy. Youngsters who feel bad want to feel good, so we help them to feel good - and in return they start loving our products even more.

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 your youngsters! Perfect! Unhappy youngsters are the perfect customers!





## 2.3 PERSONALIZATION

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### 2.3.1 KNOWLEDGE QUESTION (Q5)

---

[A new text appears

The product choice is visible all the time.]

So far we've thought about youngsters in general. Now we should get to know our potential customers personally. How is this done?

[A new text appears

A. We spy on youngsters and then use this information to contact them more effectively?

B. We ask youngsters what they want and who they think they are?

[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 youngsters are our potential customers. The next thing is to decide what we do with this information?

A new text appears

A. We use the information to predict whether youngsters are interested in our product and then persuade them to buy it?

B. We use the information to manipulate those who are not interested in our product anyway?

[If the class chooses “A”:

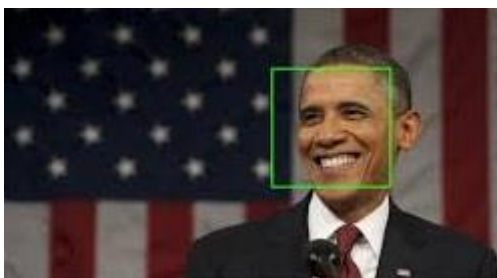
Slightly hysteric sounds are released.

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 youngsters 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 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 extract money from. Remember, this is a serious company.

We use the information we collect on youngsters to predict whether they are interested in our product and then we try to persuade only those to buy our product.

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

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## 2.4 FOOD AND DRINKS AS REWARD

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### 2.4.1 KNOWLEDGE QUESTION (Q7)

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A new text appears

The product choice is visible all the time.

Enough about marketing and selling. Let’s talk about the product. One of the big motivators for customers in choosing what to consume is the release of dopamine. What does dopamine do?

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! Great insight! Dopamine also plays a major role in learning.

Fun fact: Dopamine is a very important factor anyway for youngsters in how they make decisions, much more than for adults."

[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 is much more than that! It is not only released as a reward but for instance also when expecting a reward. If the experience of consuming our product matches the expectation, and dopamine is released, youngsters learn that our product is important to them besides being enjoyable. Dopamine thus makes youngsters feel that our product is enjoyable and important.



---

### 2.4.2 STRATEGY QUESTION (Q8)

---

A new text appears.

The big question is: how do we get our product to trigger dopamine in youngsters?

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 your business whether youngsters 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 evoke the release of 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

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### 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 the effect of an action unpredictable.

B. Help people brag about their actions.

[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.]

As true Master of Communication you know that customers love variable rewards. You know customers get bored if they know what they'll get.





Fun fact: The creators of companies like Facebook and Instagram understood from the beginning that they are exploiting a vulnerability in human psychology. That's why they themselves as parents allow their own children only very limited access to technology

[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]

That's really not very good. You miss a basic vulnerability in the human mind that we need to exploit. We're here to make money, remember. Money.

What you should do is use the fact that customers love variable rewards. Customers get bored if they know what they'll get. They are excited when they wait for Likes and comments. We can't afford bored customers."

---

## 2.5.2 STRATEGY QUESTION (Q10)

---

[A new text appears]

As a company we understand youngsters and know how to make and keep them interested in our product. We pretend we are their friends by offering them games to play, social media communication and personalised messages. Now, some people say that youngsters should have access to the internet, without being accompanied by an adult. What do you think?

[A new text]

A. Youngsters have a right to use the Internet without adult interference?

B. We should pretend to be friends with all youngsters and spy on them as much as possible?



[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 our customers? We cannot find them anymore. This is bad, very bad.

We should always keep an eye on our customers and engage them when they are the most open. We must pretend to be friends of all youngsters and be with them as much 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 our youngsters, even when they think they are among themselves. Money will keep flowing in! Thanks to you!

---

## 2.6 CHANGING THE METABOLIC SYSTEM

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### 2.6.1 KNOWLEDGE QUESTION (Q11)

---

A new text appears

The product choice is visible all the time.

We tell people that youngsters themselves are to blame if they gain weight. Consuming our product has nothing to do with that. How do we do this?

[A new text appears.]



A. We finance lot's of campaigns telling people to consume our product in moderation but these youngsters just do not listen?

B. We tell everybody that it's not about sugar or fat or salt in our product but about weak youngsters taking in too much calories and exercising too little?

[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 shift responsibility is to blame the victim: We tell everybody that it's not about sugar or fat or salt in our product but about weak youngsters taking in too much calories and exercising too little.

[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.]

It seems likely that, by adding the right ingredients to our product we can change the biological system of children and make them want it all the time even when they do not need it. If that was possible, should we do it?

[A new text appears]

A. In the end, we want youngsters to be fat and craving for our product?

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

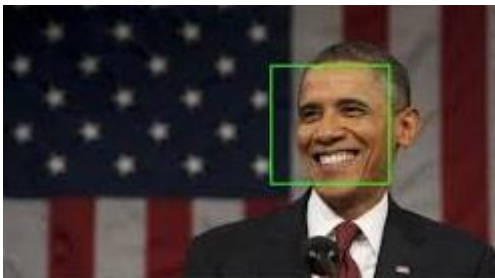




- Angry eyes



- 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.

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

This could have been you.

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## 2.8 EVALUATION

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### 2.8.1 INFOGRAPHIC

---

[Everything disappears.]

[A dynamic infographic appears under the text:]

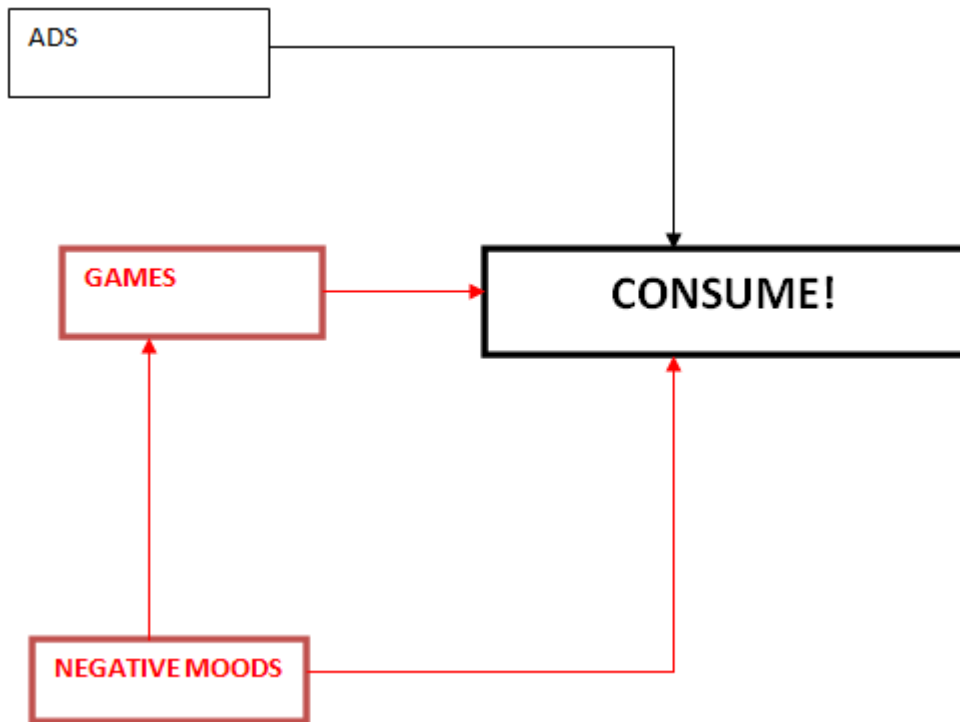
This is how you get hooked to junk food:

Step 1:



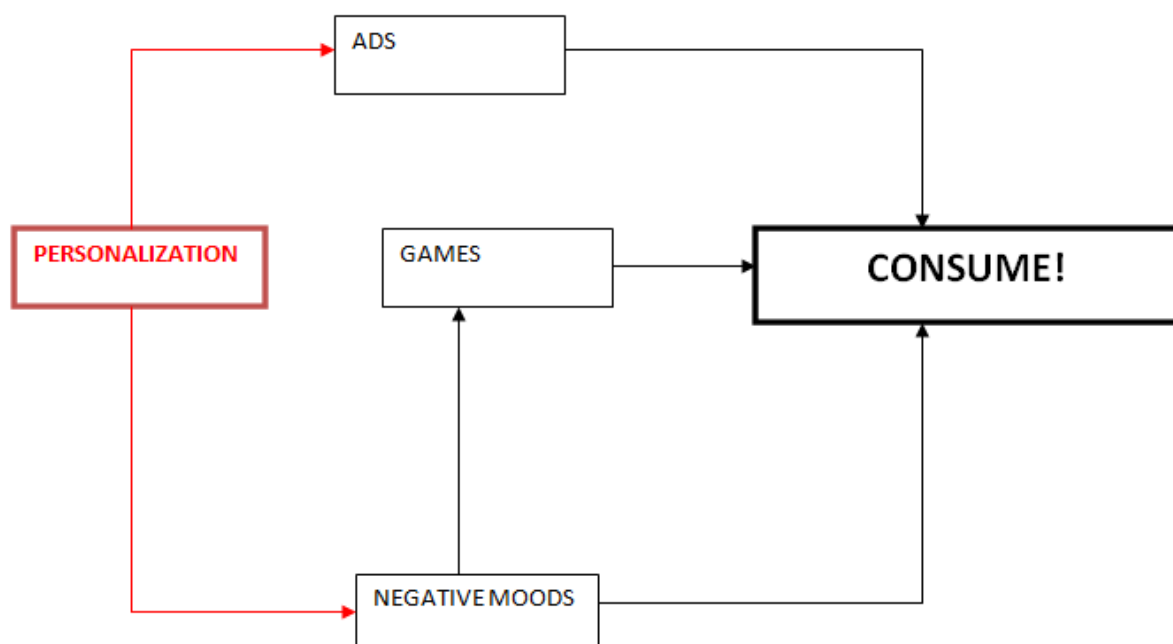
Step 2:



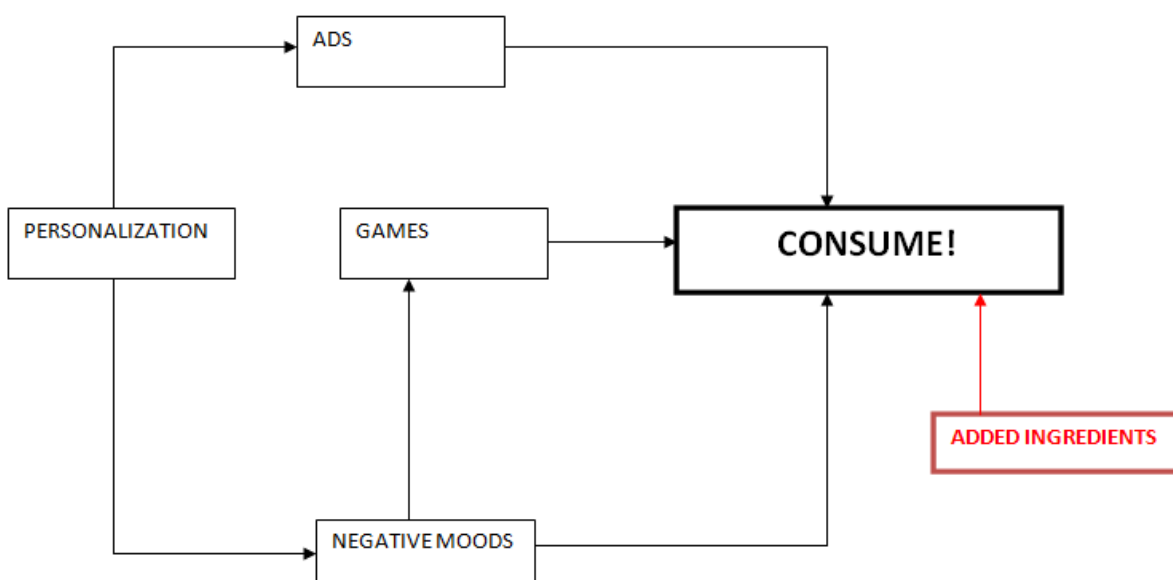


Step 3:





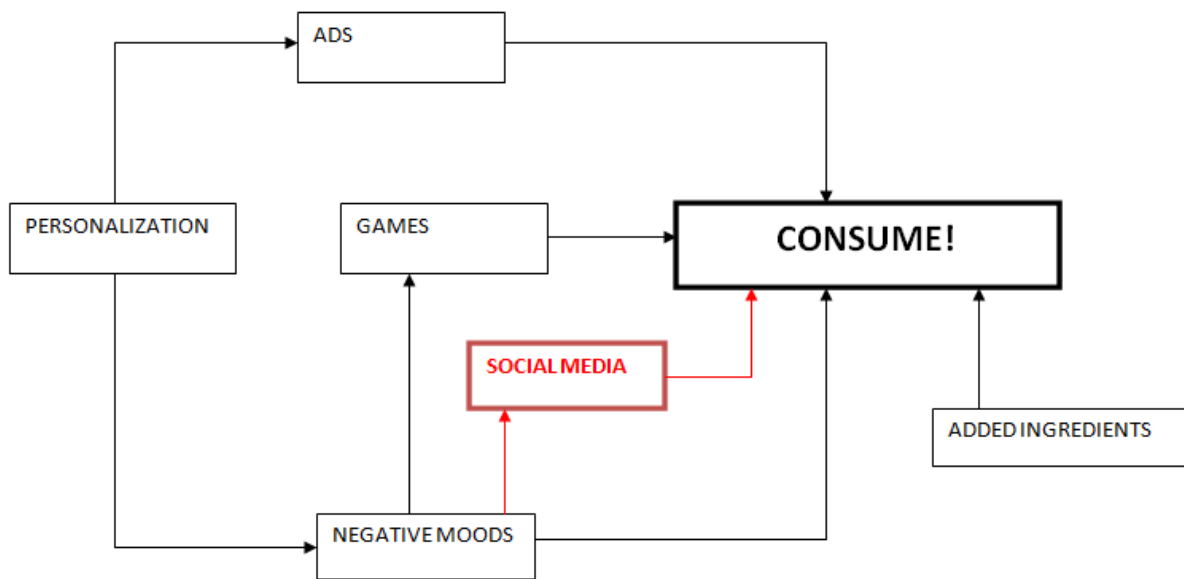
Step 4:



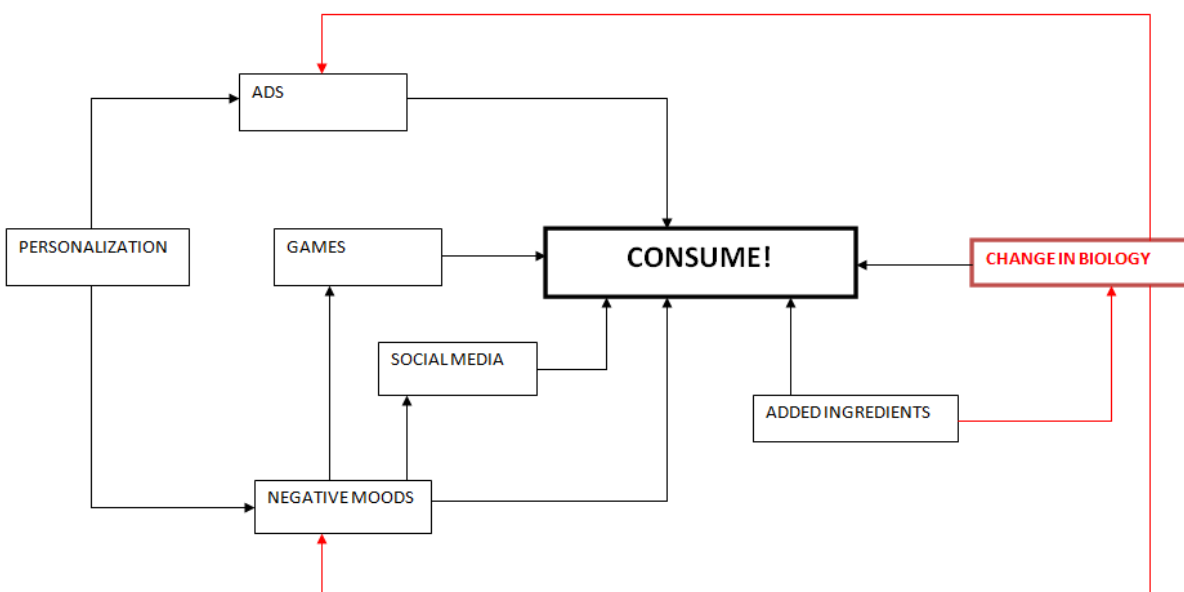
Step 5:

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Step 6:



## 2.8.2 KNOWLEDGE SCORE

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[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.]

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## 2.9 THE END OF THE GAME

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

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

