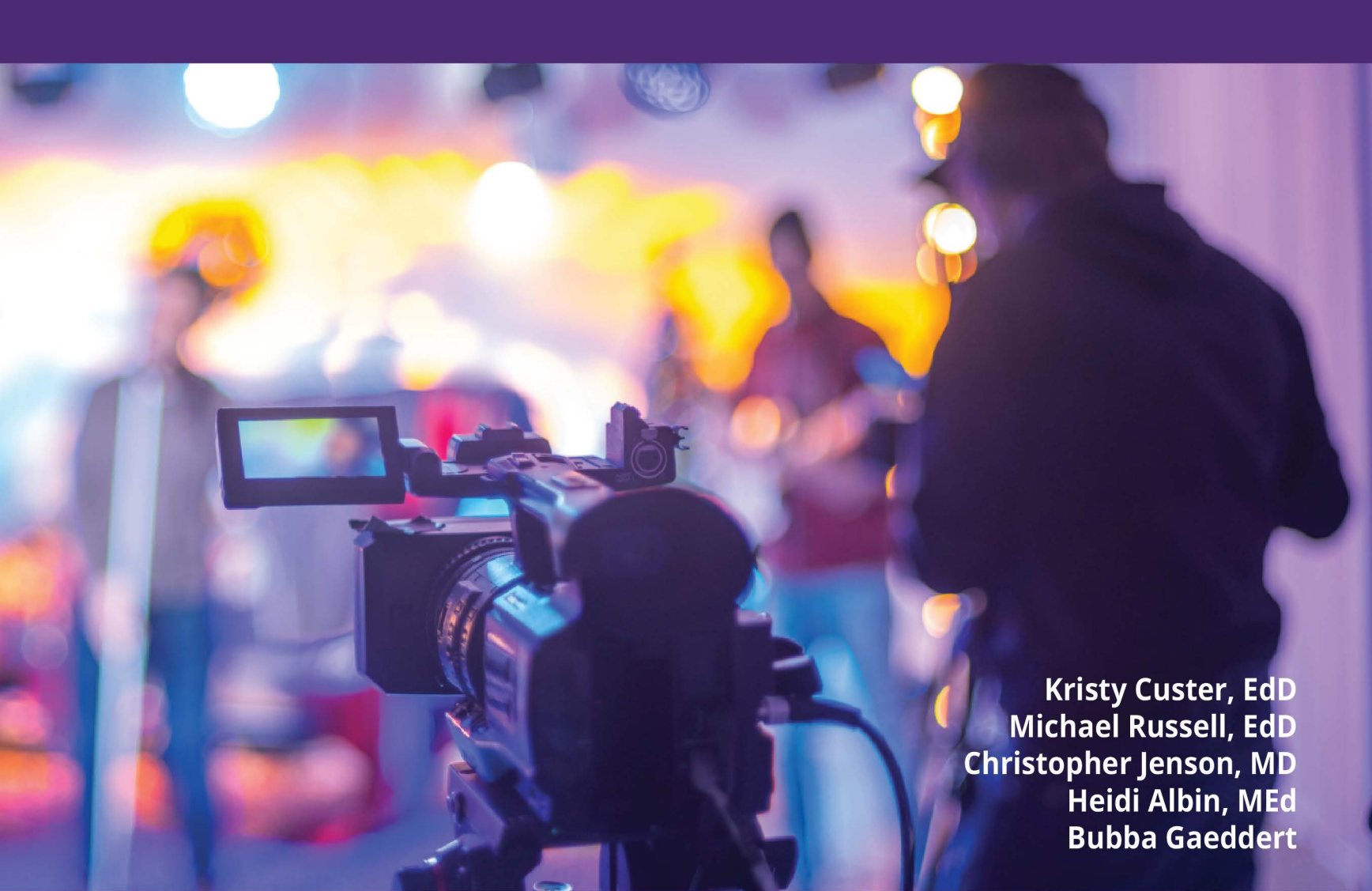




Gaming Concepts SHOUTCASTING SAMPLE



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**Mental
Health
Moments**



**GENERATION
ESPORTS**

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UNITS

LEVEL 1: Intro – Streamers will explore the rules for class, receive an introduction to types of streaming content, review community guidelines, and determine their “why” for streaming.

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2. Shoutcasting 101
3. The Language of the Live Environment
4. Shoutcasting Lingo
5. Equipment Needed
6. Setting the Scene
7. Introducing OBS
8. Shoutcasting: Run of Show
9. OBS Practice
10. Growing Pains
11. News! True or False?
12. Timing is Everything
13. Prep for Success
14. Speaker: Esports in College
15. Career Lesson: Training, College, and Salary

LEVEL 2: On Air Personality – Streamers will begin researching content, developing a practice routine, scheduling, promoting, and learning how to measure the success of their streams.

Lessons

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2. Professional Persona
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LEVEL 3: *Live From...* – Streamers will learn about the equipment required to make a successful stream, how to manage expectations, which streaming platforms are most conducive to their needs, and how to use media to enhance their streams.

Lessons

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1. Shoutcast Interview
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LEVEL 4: *Know the Audience* – Streamers will learn how to engage with their audience, keep a positive attitude, moderate chat while streaming, and offer a variety of perspectives over subject matter. In addition, streamers will learn how to manage their streaming business by analyzing revenue opportunities, growing their viewership, establishing partnerships, and setting goals.

Lessons

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1. Additional Roles in Shoutcasting
2. Using Images to Support Production
3. Advanced OBS with Multiple Cameras
4. Online vs. Live Events
5. Lighting
6. Your Image to Portray
7. It's All About Image
8. Shot Sequence
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LEVEL 5: Content Crafting – Streamers will learn healthy ways to receive constructive feedback about their content creation. They will then develop the skills to assimilate this feedback by carefully analyzing their previous streams for editing.

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1. Navigating Team Conflicts
2. Factors to Consider
3. The Business of Esports
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6. Ethics of Advertising in Esports and Shoutcasting
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8. Production Functions: Part 2
9. Integrity in Shoutcasting
10. Speaker: The Business of Esports and Journalism

BONUS ROUND – Additional resources to ensure success!

Lessons

Page #

1. Resources – Website Links
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Shoutcasting Roles

Lesson Overview: Creating a great shoutcast requires skilled professionals filling a variety of roles. These roles can be, but are not limited to, the following: play-by-play caster, host, desk analyst, color caster, interview specialist, observer, camera operator, lighting technician, and sound specialist. Each person filling these roles needs to have adequate knowledge of not only their position, but also have awareness of the other roles required to complete a successful shoutcast. In this lesson, students will gain an understanding of the different roles and learn how the roles contribute to the overall viewer experience. Students will review shoutcasting content and will apply the skills they have learned in OBS to create a video montage of shoutcasters in several of the roles listed above. For this lesson, students will focus on the play-by-play caster, host, color caster, and observer.

Standards Addressed:

- ARPB01.01
- ARPB01.04.06
- ARPB01.05
- ARC05
- ARC05.04.02
- ARC09.03
- ARC09.03.02
- ARC10
- ARC10.02
- ISTE 1
- ISTE 3
- ISTE 4
- ISTE 6

Materials Needed:

- Worksheet: Shoutcasting Roles Checklist
- Worksheet: Shoutcasting Roles Rubric

Journal Prompt (5 min.): Out of the shoutcasting roles you researched today, which role did you enjoy most? Conversely, which role did you find least enjoyable? Provide two examples for each prompt, utilizing complete sentences.



Shoutcasting Roles

INSTRUCTOR NOTE

If Google Slides is not the presentation software of choice for this class, students or the instructor will need to locate a tutorial video to guide students through this process with the chosen presentation software.

Journal:
5 min.

Directions: This lesson is designed to be taught over three days.

Day 1: (55 min.)

- Say or paraphrase the following: *In this lesson, you are going to research the following roles: play-by-play caster, host, color caster, and observer. (Refer back to the previous lesson “The Language of the Live Environment” if you have questions about the responsibilities of each role.) During the lesson, you are going to search for videos that help you understand each role in shoutcasting, while also looking for shoutcasters that you personally relate to. This could mean you like the tone of voice, excitement level, humor, observation style, or the amount of information each caster brings to the production. You are trying to find ideas to help you perfect your own style. Focus on finding shoutcasting professionals who excel in the game title you have chosen to research for this course. After you locate your first video, you will begin a Google Slide presentation and format it to play videos. After finding explanation and example videos for each of the roles, you will then conduct more research to add written information to each of your slides, as well as information for you to narrate over the slides. You will combine the video and written information on the slides with your audio narration to produce an OBS video showcasing your delivery of the presentation. Use the following instructions and information to create your Google Slides presentation. (These instructions are also included in your Student Companion.)*
- The following instructions are provided for creating a presentation in Google Slides. Specifically, how to add and clip video from YouTube and embed that video into Google Slides. This presentation will keep students organized and allow them to keep their resources in one central location. *See **Instructor Note** on this page.
 - Students will begin by creating a Google Slides Presentation. Student presentations must include a title slide and contain enough material to create a five minute video that students will share with the instructor at the conclusion of the lesson. Instruct students to use the “Shoutcasting Roles Rubric” in their Student Companions as a guide for their video and presentation.

Day 1 continued on next page

Shoutcasting Roles

INSTRUCTOR NOTE

The “Mute Audio” function found in the “Format Options” section is useful for students as they perform the observer role for shoutcasting. The observer role is primarily focused on following the gameplay. By muting the audio, students can share their thoughts about the observer role without having to speak over the actual shoutcasters, and it allows students to start practicing their own shoutcasting skills if they choose to commentate on gameplay in the video.

Journal:
5 min.

Day 1 continued

- Before students begin searching for videos, demonstrate the following steps for placing video clips in Google Slides listed below. (The “Shoutcasting Roles Checklist” in the Student Companion also contains these instructions):
 - Click “Insert” located in the menu at the top left of the Google slides presentation page.
 - Select “Video” from the list of options.
 - Students will receive the option to insert a video from YouTube or Google Drive. Instruct students to select YouTube.
 - Students will see a search bar at the top. Demonstrate how to insert the name of the video or URL into the search bar. (A list will populate, select the desired video from the list.)
 - A blue box will appear around the video, select “Insert” at the bottom right of the selection box. The selection box will then disappear and the video will appear on the presentation slide.
 - When the video box is selected, a menu titled “Format options” will appear on the right-hand side. Under “Format Options,” it will display the words “Video Playback,” a preview box of the selected video, options for activating the video, “Start at” and “End at” boxes, and a mute audio option.
 - Most videos that the students find to place in their presentation are going to be lengthy. The “Start at” and “End at” feature allows students to isolate critical moments in these longer videos.
 - Students simply have to select a timestamp in the video when they would like it to start and when it should end. For example: “Start at: 1:00 min.” and “End at: 2:15 min.”
 - The video clip is now embedded in the slide and can be moved or resized. This process can be repeated for the rest of the videos in the presentation.
- Students will use the remaining time in Day 1 to begin researching and locating videos from YouTube that highlight professionals in each of the roles explained earlier in the lesson: play-by-play caster, host, color caster, and observer. Students will have additional time during Day 2 to locate videos.
 - Instruct students to keep their video resources bookmarked until they are placed in the presentation.

Shoutcasting Roles

Day 3 Journal Prompt:

Did your opinion of which role you enjoy most in shoutcasting change over the course of this lesson? If so, which role are you most interested in right now? What characteristics of that role do you feel are most important? Do you see yourself exhibiting the same characteristics as others in that role? Remember to use complete sentences for your journal response.

Journal:
5 min.

Day 2: (60 min.)

- At the beginning of Day 2, remind students that the goal of the lesson is for them to gain a greater understanding of the primary roles in shoutcasting, expand on prior knowledge of OBS, and apply a new skill in the form of video clipping to enhance greater audience engagement.
- Have students reference the “Shoutcasting Roles Checklist” worksheet in their Student Companion for instructions and expectations.
- Students will have the entirety of Day 2 to research and locate their video resources. If students find sufficient resources before the end of Day 2, they may begin work on producing the video presentation.
- There is no journal entry for Day 2.

Day 3: (55 min.)

- Students will have all of Day 3 to finish their research and create their videos. The video presentation must include their face and the presentation they have prepared over the course of this lesson. Students will create their video presentation using OBS. If students have questions or have trouble utilizing OBS, they can refer back to the earlier lessons in this course and previous instructions in their Student Companions that cover OBS and inserting a presentation into OBS. Remind students to refer to the “Shoutcasting Roles Checklist” and “Shoutcasting Roles Rubric” in their Student Companions.
 - An Intro and Outro are included as part of the rubric for this lesson. These two items are considered part of the five minute time requirement for the video. The intro can simply be a brief introduction of the student and the title slide. Video outro can include a wrap-up slide and a statement from the student about which role they most enjoyed researching in this lesson.
- Students who finish their videos early may use the remainder of the class period to view videos made by their other classmates.

Shoutcasting Roles Checklist

Directions: For this presentation, you are going to find videos that explain the roles of play-by-play caster, host, color caster, and observer, as well as professional examples of each of these roles. After you locate your first video, you will begin a Google Slide presentation and format it to play videos. After finding explanation and example videos for each of the roles, you will then conduct more research to add written information to each of your slides, as well as information for you to narrate over the slides. You will combine the video and written information on the slides with your audio narration to produce an OBS video showcasing your delivery of the presentation (similar to the videos you made for your “Timing is Everything” video and your job video in the previous lesson. Use the following instructions and information to create your presentation.

Checklist:

- View the “Shoutcasting Roles Rubric” in your Student Companion for requirements and scoring information.
- Create a Google Slides presentation that includes the following components:
 - Title Slide
 - Embedded videos that explain the roles of a play-by-play caster, host, color caster, and observer.
 - Written information explaining the roles of a play-by-play caster, host, color caster, and observer.
- Use the same method you used for creating previous slide presentation videos in OBS to present your slide presentation and a video of you narrating your presentation.
 - The OBS video should include a brief intro and outro.

Instructions for inserting a video clip into Google Slides:

- Open a Google Slides presentation (or another presentation software directed by your instructor).
- Click “Insert” located in the menu at the top left of the page.
- Select “Video” from the list of options.
 - You will receive the option to insert a video from YouTube or Google Drive. Select YouTube.
 - You will see a search bar at the top. Insert the name of the video or URL that you located earlier in the lesson into the search bar.
 - A list will populate and you will select the video that you located earlier in the lesson.
 - A blue box will appear around the video and you will select “Insert” at the bottom right of the selection box.
 - This should bring you back to your presentation. On the right-hand side, a menu titled “Format Options” will appear. Under “Format Options,” it will display the words “Video Playback,” the video you have selected, options for activating the video, “Start at,” and “End at,” and a mute audio option.
 - Most videos that you find to place in your presentation are going to be lengthy, most being 20-60 minutes long. The “Start at” and “End at” feature allows you to isolate critical moments in these longer videos.
 - You simply have to select a timestamp in the video when you would like it to start and when it should end. For example: “Start at: 1:00 min.” and “End at: 2:15 min.”
- Repeat this process for each of your embedded videos.
- NOTE:** The “Mute Audio” function found in the “Format Options” section is useful for you as you perform the observer role for shoutcasting. The observer role is primarily focused on following the gameplay. By muting the audio, you can share your thoughts about the observer role without having to speak over the actual shoutcasters, and it allows you to start practicing your own shoutcasting skills if you choose to commentate on gameplay in the video.

Shoutcasting Roles Rubric

Directions: Find an example of each of the following shoutcasting roles: play-by-play caster, host, color caster, and observer. The rubric below should be used as you prepare your “Shoutcasting Roles” presentation. Refer to the “Shoutcasting Roles Checklist” in your Student Companion.

CATEGORY	Needs More Work	Meets Expectations	Exceeds Expectations	Comments/ Suggestions
Overall Time	3-4 Minutes	4-5 Minutes	5-6 Minutes	
Individual Topic Times (Minimum 1 minute per topic)	Inadequate time was spend on each topic	Topics were explained but the presentation either exceeded or did not meet the time requirements.	Topics were explained adequately and time conditions were met	
Presence	Speaker is awkward, does not maintain eye contact, and says “um” a lot	Speaker is professional and maintains eye contact, little use of the word “um”	Speaking is natural and flows smoothly, appropriate eye contact, it is evident that the speaker practiced	
Topics Covered	1	2-3	4	
Intro/Outro (0:30 seconds each)	Intro or Outro Only	Intro and Outro included, but time goal not met	Intro and Outro included and time goal met	

Working with a Team

Lesson Overview: Much of the time, teamwork is viewed as a means to “divide and conquer.” This is particularly true for student projects in the K-12 space. However, HOW we divide and conquer is fundamentally important to our overall success as a team. This certainly holds true in shoutcasting, where a lot of behind-the-scenes effort will determine the likelihood of success for a given shoutcast. All members need to do what is best for the production team for a shoutcast to go smoothly. For that to happen, participants need to discuss their individual talents, strengths, and weaknesses openly and honestly. This transparency allows the group to determine how to cover for each other, maximizing the best strengths and simultaneously minimizing potential weaknesses. This lesson takes time to apply those principles and model positive teamwork practices.

Standards Addressed:

- ARPB01.01
- ARPB01.03.02
- ARPB01.04
- ARC05
- ARC05.04
- ARC05.04.02
- ARC07
- ARC09.03
- ARC09.03.01
- ARC09.03.02
- ARC10.01.01
- ISTE 1
- ISTE 3
- ISTE 7

Materials Needed:

- Worksheet: Project Responsibilities

CASEL 5 STANDARDS ADDRESSED:

- CASEL 1 Self-Awareness
- CASEL 3 Social Awareness
- CASEL 4 Relationship Skills

Journal Prompt (10 min.): What are some of the challenges you might experience when sharing what skills you are good at and what skills you need help with? Can you have these types of conversations without making it a reflection on your overall self-worth as a person? Provide suggestions for you and your peers.



Mental Health Moment (Pairs with specific content):

1. Explore and reflect upon current practice patterns for assigning roles and responsibilities in group settings.
2. Investigate how discussing personal strengths and weaknesses regarding work-related skills can be invaluable to a team's overall performance.

Working with a Team

INSTRUCTOR NOTE

You might find value in pushing students to consider how **INDIVIDUAL** strengths and weaknesses ultimately determine **GROUP** success.

The goal is for students to understand their first choice for a role may not be the best option for the team. Rather, it's a matter of where they offer the best value and cover the most tasks with confidence.

Journal:
10 min.

Directions: (50 min.)



Mental Health Moment

Students will explore how they form work partnerships, assessing their current ability to maximize strengths and minimize weaknesses in work relationships.

- At the start of class, ask students to form small groups of 3-4 participants. Students will work through an exercise and discuss their findings as a group.
- Refer students to the worksheet “Project Responsibilities” where they will work together to plan a presentation on a better way to do a task of their choice. Ask students to complete all parts of Part One.
- Instruct the groups to raise their hands when they are done with Part One to check in with the instructor.
 - After doing a brief checkin to make sure topics are appropriate for the class, ask students to answer the following questions and be prepared to share (consider having these on a whiteboard or projected):
 - How did your group divide up the work?
 - What did you do to maximize group member strengths?
 - Did you address weaknesses within the group? As talented as you all are, it's likely you need help in some areas. How will you cover for each other?
 - Does everyone in your group have a similar personality? Is that important to consider for communication? Explain your thoughts.
 - Explain to students that they need to have answers to the questions above within the time limit you set so they may participate in a class discussion.
- When time has expired, have each small group share their answers:
 - Point out overlapping/common strategies, as well as unique approaches.
 - List these strategies where the class can read them.
 - Ask students to identify one advantage and disadvantage for each strategy that was listed.

Continued on next page

Working with a Team

NOTABLE QUOTABLE

Coming together is a beginning. Staying together is progress. And working together is success.

~ Henry Ford

Journal:
10 min.

Continued:

- Next, have groups revisit the worksheet “Project Responsibilities.” Groups should now complete **Part 2** of the instructions.
- Once students are done with Part 2, they should feel more confident about their groups. Ask students to use the remaining time to create a 3-5 minute video that showcases the best way to maximize team performance. Specifications and requirements for the video are listed under “Group Project” on page 2 of the “Project Responsibilities” worksheet.
- **NOTE:** One class session may not be enough time to complete the video requested. As such, consider devoting a second day of class time and assign a due date for the video.

Standards Addressed

Journalism and Broadcasting Pathway Pathway Knowledge and Skills

ARPB01.01 - Examine and summarize career opportunities in journalism and broadcasting to build an understanding of opportunities in the pathway.

ARPB01.01.01 - Analyze various careers in media companies, including radio and television stations, newspapers and magazines, video production houses, and Internet news outlets.

ARPB01.01.02 - Summarize the roles of journalism and broadcasting in society today using knowledge and history of journalism and broadcasting.

ARPB01.01.03 - Distinguish between different forms of media and their specific applications.

ARPB01.01.04 - Explain the value having a broad general knowledge base; and awareness of cultural, regional and diversity issues adds to a journalism and broadcasting career.

ARPB01.02 - Demonstrate writing processes used for various journalism media to build a base of skills for a career in the field.

ARPB01.02.01 - Define the terminology associated with journalism.

ARPB01.02.02 - Demonstrate how to cultivate sources for stories.

ARPB01.02.03 - Demonstrate how to obtain information to use in writing a story.

ARPB01.02.04 - Develop written stories for print and broadcast.

ARPB01.02.05 - Demonstrate how photographs support the development of stories.

ARPB01.02.06 - Employ knowledge of the similarities and differences among editorial, feature and news writing styles.

ARPB01.03 - Demonstrate writing processes for broadcast media to build a base of skills for a career in the field.

ARPB01.03.01 - Define the terminology associated with television broadcasting.

ARPB01.03.02 - Analyze how to develop a complete television project.

ARPB01.03.03 - Analyze how to develop a complete radio project.

Standards Addressed

Journalism and Broadcasting Pathway Pathway Knowledge and Skills

ARPB01.04 - Demonstrate the ability to plan and deliver a broadcast production to exhibit readiness for completing key production functions.

ARPB01.04.01 - Analyze the elements of a newscast production.

ARPB01.01.02 - Summarize the roles of journalism and broadcasting in society today using knowledge and history of journalism and broadcasting.

ARPB01.04.02 - Analyze individual announcing competence.

ARPB01.04.03 - Identify wardrobe suitable for on-camera appearances.

ARPB01.04.04 - Analyze production functions.

ARPB01.04.05 - Demonstrate promoting productions.

ARPB01.04.06 - Analyze how image capturing and graphics design support the development of electronic presentations.

ARPB01.04.07 - Distinguish amongst various musical radio formats.

ARPB01.05 - Demonstrate knowledge and understanding of technical support related to broadcasting in order to enhance productions.

ARPB01.05.01 - Examine equipment and its function.

ARPB01.05.02 - Examine production activities.

ARPB01.05.03 - Explain how to run a board shift.

ARPB01.05.04 - Examine set design principles and practices.

Standards Addressed

Journalism and Broadcasting Pathway Pathway Knowledge and Skills

ARPB01.06 - Examine and summarize business issues related to journalism and broadcasting to gain awareness of factors that influence programming, content and distribution.

ARPB01.06.01 - Analyze the business and economic factors that influence programming, content, and distribution.

ARPB01.06.02 - Explain the use of promotional materials, standard public service announcements, commercial/ads, press kits and advertising tags.

ARPB01.07 - Examine and summarize ethical and legal issues related to journalism and broadcasting to build awareness of various issues affecting conduct of employees in this pathway.

ARPB01.07.01 - Identify ethical responsibilities for individuals in journalism careers.

ARPB01.07.02 - Demonstrate professional conduct that follows a professional code of ethics.

ARPB01.07.03 - Investigate how the First Amendment, Freedom of Information Act, libel, slander, and copyright laws affect journalism and broadcasting.

ARPB01.07.04 - Investigate what constitutes plagiarism and invasion of privacy.

ARPB01.07.05 - Explain legal responsibilities associated with the use of public airwaves and station operation as required by federal governmental agencies.

ARPB01.07.06 - Explain how ethical responsibilities relate to the degree of influence the media has on individuals.

Standards Addressed

ISTE 7 Standards

Empowered Learner - Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Innovative Designer - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Creative Communicator - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Global Collaborator - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

CASEL 5 Standards (Collaborative for Academic, Social, and Emotional Learning)

Self-Awareness - The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.

Self-Management - The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

Social Awareness - The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts.

Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

Responsible Decision-Making - The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

Find Out More!

Gaming Concepts Shoutcasting is one of five resource bundles that can fit either semester or year long courses for STEM or CTE elective classes. They can also be scaled easily for after-school programs or integrated into existing classes.

The vertically aligned, STEM.org accredited and California A-G (suitable for B) approved series integrates esports with digital citizenship, college and career readiness, and mental wellness using integrated Mental Health Moments lessons.



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