Gaming Concepts
STREAMING
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.*

Lessons

1. Rules of Engagement
2. Getting Started
3. So You Want to Become a Streamer
4. Hardware Needed to Stream
5. Software Needed to Stream
6. Ethical Dilemmas of Livestreaming
7. The Basics of Script Writing
8. Reflection and Feedback
9. Listening With Purpose
10. Finding Your Why
11. Staying Safe While Streaming
12. Career Connection: Careers In Streaming

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

1. Creating Intros and Outros
2. Branding and Streaming Persona
3. Imposter Among Us
4. File Management and Data Storage
5. Creating a Show Schedule
6. Choosing Discipline
7. What Not to Do
8. Categories of Streaming
9. Researching a Stream
10. Can I make a Living as a Full-Time Streamer

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UNITS

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

1. Who Is Your Audience?
2. Managing Perfection
3. Jazz It Up With Overlays
4. The Basic Tools of OBS
5. Streaming to Live Platforms
6. Good, Bad, and the Ugly of Social Media
7. Streaming Environment
8. Mobile Streaming
9. Career Connection: Technical Support

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

1. The Business of Streaming
2. Chat Overlay and Chat Moderation
3. Finding Balance
4. Growing Your Community
5. What the Stats Say
6. Figuring Out Failure
7. Sponsorships, Partnerships, and Affiliates
8. Diverse Perspectives in Esports
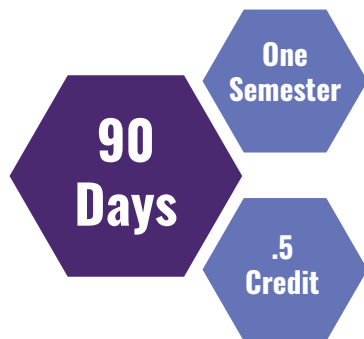9. Speaker: Esports in College

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UNITS

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.

Lessons

1. The Benefits of Physical Health
2. Constructive and Destructive Criticism
3. Supporting Self-Esteem
4. Analyzing Past Streams for Ways to Improve
5. Keeping Your Sanity While Streaming
6. Editing Streaming Content
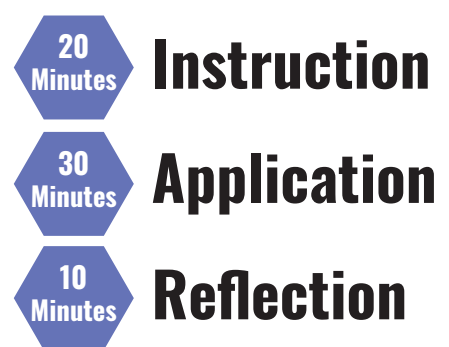7. Career Connection: Social Media Manager

Course Length

90 Days

One Semester

.5 Credit

Lessons

47 Lessons

1-3 Days

Three Sections

Daily Breakdown

20 Minutes — **Instruction**

30 Minutes — **Application**

10 Minutes — **Reflection**

Standards Addressed

Speaking and Listening

SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL1A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL1B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL1C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL1D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

SL4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Standards Addressed

ISTE 7

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

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.

Navigating the Curriculum

Gaming Concepts is filled with articles, videos, student activities, and links to engage learners and make teaching fun!

Streaming can be used as a turn-key curriculum beginning on page one and going day-by-day through the Table of Contents to the end. More experienced listening and speaking or streaming instructors might pick and choose lessons as a resource to supplement their own curriculum. The authors have grouped the lessons into units for ease of navigation through the curriculum. However, facilitators are encouraged to utilize the lessons in the order that best meets the needs of their students.

Gaming Concepts: Streaming gives students, who are interested in esports and streaming, the opportunity to plan, research, reflect, edit, and practice writing and streaming in a public speaking context.

Many people see streaming as turning on their cameras and talking about whatever comes to mind. Professional streamers know that there is a lot of work that goes on behind the camera before any streaming takes place. *Gaming Concepts: Streaming* ensures students learn those skills.

Watching other streamers to get ideas of what to do and not to do is also valuable to new streamers. Don't be afraid to have "purposeful" streaming time or days where students view other streamers (both novice and professional) either as a class or individually and reflect on what students learn from watching. Although many streaming opportunities are built into the lessons, another way to use "purposeful" streaming is to have students practice streaming and editing their own streams.

Journaling is an effective way to ensure students understand the application of what they have learned in every day life, and will improve their ability to organize run of show and script writing. Try to encourage journaling even when facing resistance, potentially modifying the frequency or length to fit their classroom's needs. Journaling and reflection take time and repetition for its benefits to become apparent, and many students begin to enjoy and look forward to journaling after it has been well established. It is recommended to place the "Journal Prompts" in a prominent place where students have access to it every day.

Who Is Your Audience?

Lesson Overview: Whether making a school presentation to peers, interviewing with a potential employer, or trying to build followers for a stream, it is important for the person presenting to be aware of who will be receiving the information. In the world of streaming, this information gathering is called "Audience Analysis Metrics" and can be important for not only building viewership, but also ad placement, and determining the best content for the audience the streamer is trying to reach.

Audience analysis requires a presenter to identify the prospective audience and adapt the content to the audience's interests, level of understanding, and attitude. In this lesson, students will consider the topic for their stream and write an audience analysis for the viewers they think they will most likely engage.

Standards Addressed:

SL1	ISTE 2
SL1A	ISTE 5
SL1C	ISTE 6
SL1D	

Materials Needed:
Article: [Audience Analysis: Definition with types and uses](#)
Worksheet: Audience Analysis
Worksheet: Run of Show Audience Analysis

Day 1 Journal Prompt (*5 min.*): What made you and your partner choose the stream topic that you did? Was it difficult to decide on a topic with your partner? What made it difficult or easy? Many times it is easy to work with people who share similar demographics, attitudes, and lifestyles as we do. If you have little in common with someone you need to work with, what can you do to create connections that might improve collaboration?

Who Is Your Audience?

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

Day 1: (55 min.)

Say the following or paraphrase: Whether making a school presentation to peers, interviewing with a potential employer, or trying to build followers for a stream, it is important for the person presenting to be aware of who will be receiving the information. In the world of streaming, this information gathering is called "Audience Analysis Metrics" and can be important for not only building viewership, but also ad placement, and determining the best content for the audience the streamer is trying to reach. Audience analysis requires a presenter to identify the prospective audience and adapt the content to the audience's interests, level of understanding, and attitude. In this lesson, you will consider the topic for your stream and write an audience analysis for the viewers you think you will most likely engage.

Article: Have students join into partners of two and read the Audience Analysis: Definition with types and uses silently to themselves or together as partners.

After reading the article, have the partners collaboratively determine the definitions of the three types of audience analysis. Each partner should write the collaborative definition on their own worksheet titled "Audience Analysis" in their Student Companion. (Possible definitions are below.)

Demographic Analysis: Collecting and analysing broad characteristics about groups of people and populations such as age, race, sex, income level, employment, location, homeownership, and level of education.
Psychographic Analysis: The study of population groups according to their interests, beliefs, values, opinions, goals, likes and dislikes to understand what influences their consumer behavior.
Situational Analysis: Focuses on the situational factors related to the audience that is gathered including: physical environment, audience size, prior knowledge, and interest level.

Have groups take turns sharing their Audience Analysis definitions aloud to the class. Students can add to or revise definitions if they hear something from another group that they like.

Lesson continues on next page...

INSTRUCTOR NOTE: One of the objectives of this lesson is for students to learn how to initiate and participate in collaborative discussions. While observing students during the lesson, take special note of groups who are not discussing and encourage them to dive deeper or propel the discussion forward by asking questions, trying to make connections, or summarizing what the other partner stated.

Who Is Your Audience?

Again with their partner, have students choose a streaming topic that they would both like to create. (If student partners cannot agree, they may have to compromise.) Once partners agree on their topic, have them complete the "**Audience Analysis**" worksheet for their desired audience.

Read or paraphrase the following NEW audience information to the students: Surprise! There was a mix-up in marketing, and your stream topic was accidentally advertised to "Moms Against Gaming and Esports" (MAGE). This group of moms whose average age is 35-45 years old has been known to champion topics such as limiting gaming for anyone under 18 to just seven hours per week, trying to keep esports teams out of schools, and trying to ban any first-person eliminator games for anyone under 18 years old. The average education of these women is anywhere from high school graduate to professional degree. Although they are quite diverse, they have one thing in common, their dislike for their children playing video games! Your producer thinks that this could be a sticky situation, but it also might be a chance to enlighten some very influential people about the positive aspects of gaming. Can your group create an informative, engaging run-of-show to change their minds?

Working again as partners, have students develop a second run-of-show on the "**Audience Analysis**" worksheet in their Student Companions for this new target audience. Students should try to keep their same topic stream, although it may need to be slightly modified to fit the assignment. For example, the first topic might have been "Streaming on Twitch: 10 Tips For Beginners," and to fit the assignment it might change to "How Starting a Stream on Twitch Benefits Young People." (In addition, although working together, students should write in their own Student Companions.)

After students finish their second run-of-show on the "**Audience Analysis**" worksheet, the instructor should lead them in the following discussion:
How did changing your audience change your run-of-show?
What was the most difficult challenge you had when modifying your run-of-show?
Did working with a partner make this process easier or more difficult? Explain your answer.
Is it beneficial for a streamer to try to engage an audience who isn't generally drawn to the streamer's typical type of programming? Why or why not?

ADDITIONAL ACTIVITY

Have students create a list of advertising campaigns that cater to different audiences with the same product. Below are several examples:
• McDonald's targets families, emphasizing affordability and convenience for children and parents. They also run campaigns focusing on young adults and teens, highlighting trends and promoting a social atmosphere.
• Coca-Cola showcases fun and social experiences for young adults and teens. They also launch campaigns during festive seasons that emphasize family gatherings and the joy of sharing.

Who Is Your Audience?

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

Day 2: (55 min.)

Student partners will use the simple run of show notes from the "Audience Analysis" worksheet to focus on one topic and create separate 3-5 minute streams for both the audience they chose together and for the audience the instructor described (MAGE).

Partners will plan the stream together; however, each partner should fill out the "Run of Show Audience Analysis" worksheet from their own Student Companion. Partners should decide which partner will fill out the "Run of Show Audience Analysis" for the audience that they chose together and which partner will fill out the "Run of Show Audience Analysis" for the audience the instructor described (MAGE). While filling out the run of show, partners should think about if one or both partners want to be on-camera.

After filling out the "Run of Show Audience Analysis," students should record their two streams designed for different audiences using the platform suggested by the instructor.

After students are finished, use the following prompts to encourage discussion. (If there is enough time after students are finished, ask groups to volunteer to show both of their videos prior to the discussion.)
What were some of the differences between the videos you created for your chosen audience versus the audience described by your instructor?
Was one of the videos more difficult to create than the other? If so, why do you think it was more difficult?
Describe some of the discussions that you had with your partner as you were creating the run of show for each audience. How were they similar or different?
Can you think of examples from media or advertising that have different campaigns for the same product depending on the audience they are trying to reach? (Think about the Super Bowl Halftime Show, colleges advertising to traditional versus non-traditional students, social media advertising campaigns, etc.)

Day 2 Journal Prompt (5 min.): Think about the streams you have done in the past. Are there any that you can retool for a different audience? Give at least one example of a prior stream you have done and why it would be a good topic for a different audience. Explain three modifications to the run-of-show that you would have to make for the topic to appeal to a different audience.

Audience Analysis

Directions: After getting into pairs, read the article titled "Audience Analysis: Definition with types and uses" given to you to by your instructor silently to yourself. Once you and your partner have both finished the selection, collaborate and provide definitions for the following terms for Audience Analysis. Each partner should complete their own worksheet.

Demographic Analysis

_____

_____

_____

Psychographic Analysis

_____

_____

_____

Situational Awareness

_____

_____

_____

Directions: With a partner, choose a stream topic you would like to create together. If you are having a hard time agreeing on a topic, you may have to compromise. After choosing a mutual topic, answer the Audience Analysis questions about the audience you hope to capture.

Stream topic you would like to create: _____

What is the average age of the audience you are trying to target? _____

What is the gender of the audience you are trying to target? _____

What is the average educational background of the audience you are trying to target?
_____

What is the average income of the audience you are trying to target? _____

How relevant is your topic to your target audience? Explain examples.
_____

Audience Analysis

How much does the target audience already know about your topic? How do you know this?

_____
_____

Explain the objective for your stream.

_____
_____

Directions: Based on your topic and your target audience, sketch out a brief run-of-show for a 15-minute stream.

0-4 min. (Introduction of streamer and topic) _____
_____
_____

4-8 min. (First topic) _____
_____
_____

8-9 min. (Audience interaction) _____
_____
_____

9-13 min. (Second topic) _____
_____
_____

13-15 min. (Wrap-up/Call to action) _____
_____
_____

Directions: Your instructor will now read to you a **NEW** target audience. Record the **NEW** Audience Analysis metrics below and on the next page.

Stream topic you would like to create: _____

What is the average age of the audience you are trying to target? _____

What is the gender of the audience you are trying to target? _____

What is the average educational background of the audience you are trying to target? _____

What is the average income of the audience you are trying to target? _____

Audience Analysis

How relevant is your topic to your target audience? Explain examples.

_____

_____

How much does the target audience already know about your topic? How do you know this?

_____

_____

Explain the objective for your stream.

_____

_____

Directions: Based on your topic and your **NEW** target audience, sketch out a **NEW** brief run-of-show for a 15-minute stream, making changes based on your **NEW** Audience Metrics.

0-4 min. (Introduction of streamer and topic) _____

_____

_____

4-8 min. (First topic) _____

_____

_____

8-9 min. (Audience interaction) _____

_____

_____

9-13 min. (Second topic) _____

_____

_____

13-15 min. (Wrap-up/Call to action) _____

_____

_____

Find Out More!

Gaming Concepts Streaming 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.

Want to talk more about Gaming Concepts?

Visit
generationesports.com/schedule-a-call