

# The Global Kids Guide To Presenting In Teen Second Life

Including discussion of the following various approaches:

The Live Video Stream

The Live Radio Show

The Virtual Lecture

The Virtual Performance

The Interactive Experience

Physics-free Presentations





## The Live Video Stream

With the live video stream, an audience in TSL watches a virtual video screen projecting the live video stream from a real world location. The speaker is most likely not aware of the TSL audience and has little to no interaction with them. This is ideal for bringing a real-world conference or lecture into TSL.

### **Responsibilities**

**Global Kids:** promotion, documentation, in-world video management.

**Presenter:** Provide video capture and stream url.

**Presenter/Audience interaction:** Minimal to none.

For example, below is musician Talib Kaleb presenting at the Global Kids annual youth conference in New York City, streamed onto Global Kids Island.



Below is the president of the MacArthur Foundation, Jonathan Fanton, announcing their new \$50 million Digital Media And Learning Initiative at the Museum of Natural History, streamed onto Global Kids Island.



Video streams from TSL can be broadcast in the real world by projecting a computer viewing Second Life onto a screen. The two approaches can be combined to create two simultaneous streams. For example, below the youth at the Global Kids annual conference watched teens on Global Kids Island in TSL projected onto a screen. Meanwhile, teens on Global Kids Island watched a virtual screen showing the stage of the real-world conference. And, as a result, they each watched each other watching themselves.



## The Live Radio Show

An audience in TSL listens to the voice of the presenter, most often being spoken into a computer or a telephone. Meanwhile, the audience sits in a virtual auditorium and comments live on a public text-chat backchannel.

### Responsibilities

**Global Kids:** Promotion, documentation, stage development, in-world audio management.

**Presenter:** Speak into either computer or telephone.

**Presenter/Audience interaction:** GK can pose questions to the presenter as raised by the audience through their public chat. In addition, a presenter can present from the Global Kids office and watch the public chat live, responding in real time.

For example, Gita Zomrodi from American Jewish World Service presented to Camp Global Kids participants about the Save Darfur campaign. She spoke into an online radio broadcast that was streamed into the island. Teens posed questions in the public chat which were sent to Gita who then responded.



## The Virtual Lecture

The Virtual Lecture is like the Live Radio Show except an avatar representing the speaker sits or stands on a stage, often alongside the avatar of an interviewer. The speaker may or may not be controlling the avatar. The audience experience is similar to the Live Radio Show, however the audience now has something animated to look at and has an enhance sense of occupying the same space with the presenter.

### Responsibilities

**Global Kids:** Promotion, documentation, stage development, in-world audio management, create and dress representation of the speaker in avatar form, criminal background check, prepare speaker with basic SL skills (walking and talking).

**Presenter:** Provide visual reference material, learn basic SL skills (walking and talking), be prepared to talk and type at the same time, and speak into either computer or telephone.

**Presenter/Audience interaction:** The presenter can read the public chat backchannel if they choose and see the number and make-up of the audience. Speaker can throw objects into the crowd.

For example, a potential presidential candidate (former Democratic governor of Virginia, Mark Warner) came to the main grid of Second Life to give attention to his campaign.



## The Virtual Performance

The Virtual Performance is like the Virtual Lecture except the avatar representing the speaker stays on the stage but does more than just sit in a chair or stand behind a podium. Instead, they created something more visually informative and compelling. Traditional PowerPoints can be projected onto a virtual screen, including 2D images, text, videos and sound. Non-traditional PowerPoints can be used as well, using 3D screens or animated objects, like a floating hippo, that can be made to appear and disappear with a click. Presenters can also perform on the stage as they would in the real world, such as live music, dance, or theater.

### Responsibilities

**Global Kids:** Promotion, documentation, stage development, in-world audio management, create and dress representation of the speaker in avatar form, criminal background check, prepare speaker with basic SL skills (walking and talking), oversee the creation of the presentational material, and test run the presentation.

**Presenter:** Provide visual reference material for avatar and presentation material, learn basic SL skills (walking and talking), be prepared to talk and type at the same time, speak into either computer or telephone, be available for a test run.

**Presenter/Audience interaction:** The presenter can read the public chat backchannel if they choose and see the number and make-up of the audience. If the presenter uses objects or performs actions that require immediate audience feedback, the response is immediate (e.g. clapping after a song ends, or selecting items from list).



For example, Suzanne Vega performed live, both through audio and with an avatar playing a guitar on a stage.



Barry Joseph and Rafi Santo of Global Kids used a PowerPoint like presentation to show photos, video, and bullet-pointed text in a talk about Camp Global Kids.





## **The Interactive Experience**

Get rid of the stage. Force the audience to stand and move.  
Erase the physical barriers between speakers and audience.  
Mix-it up. Talk during a dance party. Turn it into a game.  
Engage your audience in an activity.

### **Responsibilities**

**Global Kids:** Promotion, documentation, stage development, in-world audio management, create and dress representation of the speaker in avatar form, criminal background check, prepare speaker with basic SL skills (walking and talking), advice on interactive experiences and their use in an SL-environment, oversee the creation of the presentational material and format, and test run the presentation.

**Presenter:** Provide visual reference material for avatar and presentation material, learn basic SL skills (walking and talking) and more advanced skills (making objects appear, changing one's outfit, etc.), be prepared to talk and type at the same time, speak into either computer or telephone, be available for a test run. Much more time and resource intensive than other formats, both during preparation and execution.

**Presenter/Audience interaction:** The level of interaction is high, as defined by the specifics of the activity.

For example, rather than just show photos or simply talk about how Camp Global Kids was run, Rafi and Barry ran a sample workshop from the program in which audience members were required to stand on a platform that represented their relationship with a controversial statement. During this demonstration, Rafi created the platforms during the talk, posed the questionable statement "Growth is good for Second Life," and facilitated the debate, all through the public text chat; meanwhile Barry, speaking through a live audio stream, analyzed the structure of the workshop and explained how each part was used during the summer program.



The summer camp produced a teen-developed maze against child sex trafficking. To raise awareness about both the issue and the maze, the teens developed their own teach-in on the subject, incorporating quizzes and prizes throughout as a means to both engage the teen audience and increase knowledge retention.



## Physics-free Presentations

Physics-free Presentations refers not just to the fact that a speaker could give their talk while flying, but that the virtual world offers its own methods for engaging an audience that would be impossible to conceive of in the real world. Don't reproduce real settings in SL but leverage the affordances of a virtual world to create something new. These events are harder to produce, scale and modularize for re-use, but their potential impact is strongest since it leverages the unique aspects of the environment.

### Responsibilities

**Global Kids:** Promotion, documentation, stage development, in-world audio management, create and dress representation of the speaker in avatar form, criminal background check, prepare speaker with basic SL skills (walking and talking), advice on interactive experiences and their use in an SL-environment, oversee the creation of the presentational material and format, and test run the presentation.

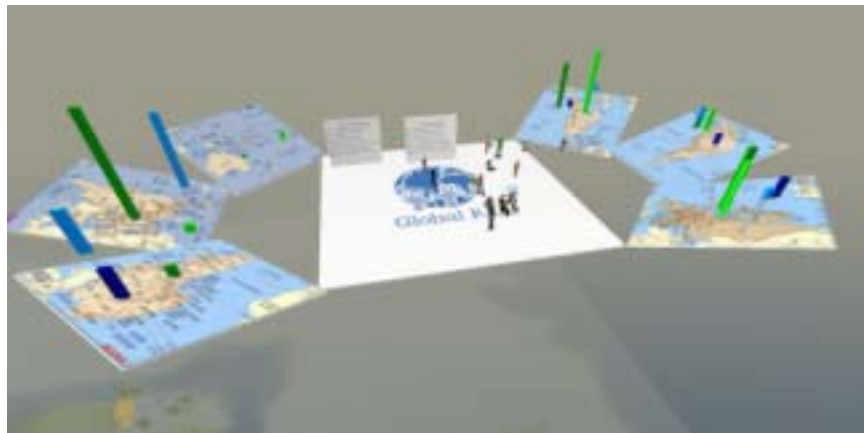
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One aspect to leverage in SL is the ability and interest in **role-playing**. For example, props, costumes and sets were created in Camp Global Kids within a challenging competition to educate teens about how developing nations compete with one another to lower their standards to attract the business of international corporations.



Another aspect is the increased **mobility** of the audience. In a presentation about global inequality, teens were led across floating platforms displaying the various continents; teens were challenged to place boxes representing the various levels of wealth and population, which were then compared with boxes representing the correct counts.



Finally, teens in SL are most interested in **building** things. Hold a contest in which participants build things; the presenter(s) can then comment on the builds, raise related issues, and act as judges.