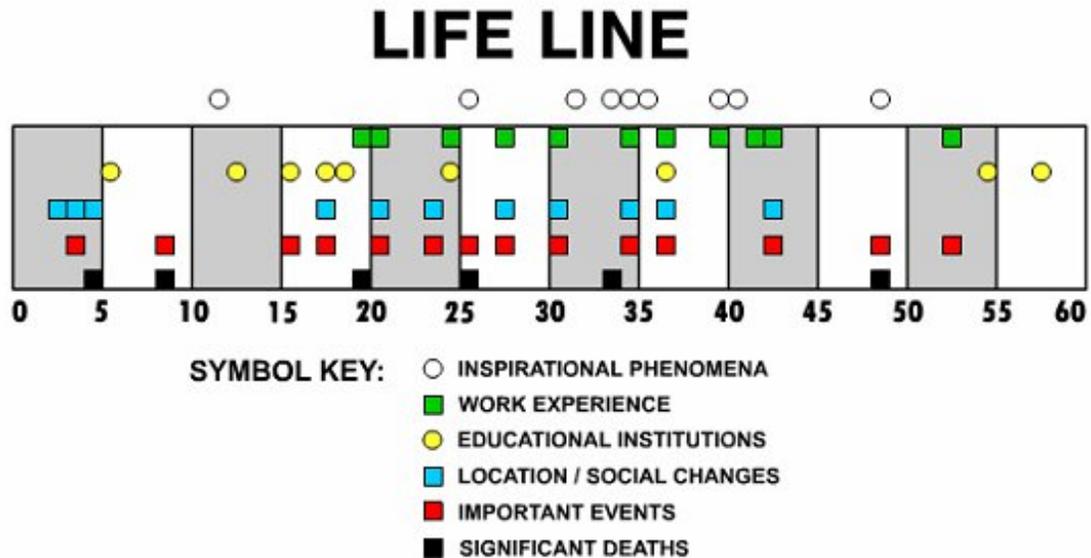


MY LIFE AS A GAME

I have organized, diagrammed and visualized the key learning experiences of my life into six subject areas that had the greatest impact on my emotions and daily activities. My writings and other media are cataloged and connected to these activities and events, organized in layers, pertinent to my theme of “Artademia.”



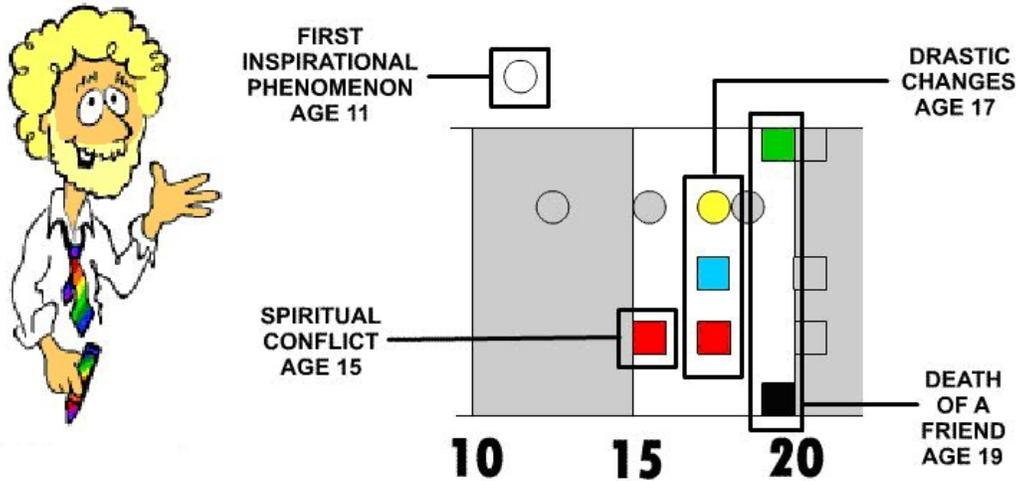
As an interactive game, the initial run through the life reveals no names of people, and provides minimal descriptions. Game designers construct hierarchical skill “levels” in which to play. I prefer the terms “overlay” and “underlay,” since my life is about layers of information, which can be animated, rather than skill levels. Contained on the first Overlay are SCENARIOS. Overlay two includes detailed CHARACTER attributes, with varying visibility.

Overlays three, four and five are HUMOR, DANGER and DREAMS, which can be turned on or off. These are all based on true events in my life and in the lives of those I have encountered. The learning outcomes are contained in Comedy Construction, Conflict Resolution, Overcoming Fear, Visualization of Archetypes, and a few Surprises

Overlays six, seven and eight are DRAWINGS, DIALOGUE, and MUSIC, exhibiting my observations and learning outcomes in Startooning, Characterization, Funetiks, Poetry, Lyrics, and Original Music portfolios.

These have evolved over several years and are now being used in my own classes to teach the Twelve Principles of Animation and the Cartoon Laws of Physics, which can be strategically embedded or connected, throughout this virtual world of my Autobiography.

KEY LEARNING EXPERIENCES



The Matrix that ties all this information together is based on the investigative practice of “Link Analysis,” which I learned from my brother, the former Chief Investigator of the State Crime Commission. This framework is composed of underlays nine, ten and eleven: DESIGN, SEQUENCE and RELATIONSHIPS. These are built in 3D software, providing objects at specific locations in space, animated cameras, variable perspectives, alternative timing, and multiple interactions.

Overlay twelve, my Reality Grid, contains the actual LOCATIONS of my life. These include photos, videos, drawings and models of the places I’ve lived, the businesses in which I’ve been employed, the schools I’ve attended and the historical or ethereal worlds of all the dead souls that have transferred their knowledge to me. It is my hope that this will be useful to anyone involved in MCVR, “Making the Curriculum a Virtual Reality.”

Each of the short stories of my life is visualized and constructed as a learning adventure, selectable by various criteria, and connected to the mindscape of my autobiography, but separate from it. Upon completion of each scenario, the player may return to the main course, traveling again through the entire sequence, or individual scenarios, with new tools and skills.

INSTRUCTIONAL DESIGN

My initial “Startooning” drawing instruction program, for grade school students, has evolved into many related programs for various age groups. They are collectively called “Star Arts,” the name of the original video program I did for the State Board of Education. The five subject areas are Visual Arts, Language Arts, Social Skills, Math & Music, and Business. The focus of the business and the creation of products are all about Arts Education - ARTADEMIA at Work.

