

AGING PERSPECTIVES: WALK IN THEIR SHOES. A ROLE-PLAY SIM FOR BUILDING EMPATHY.



WALK IN THEIR SHOES

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NAVIGATION MENU

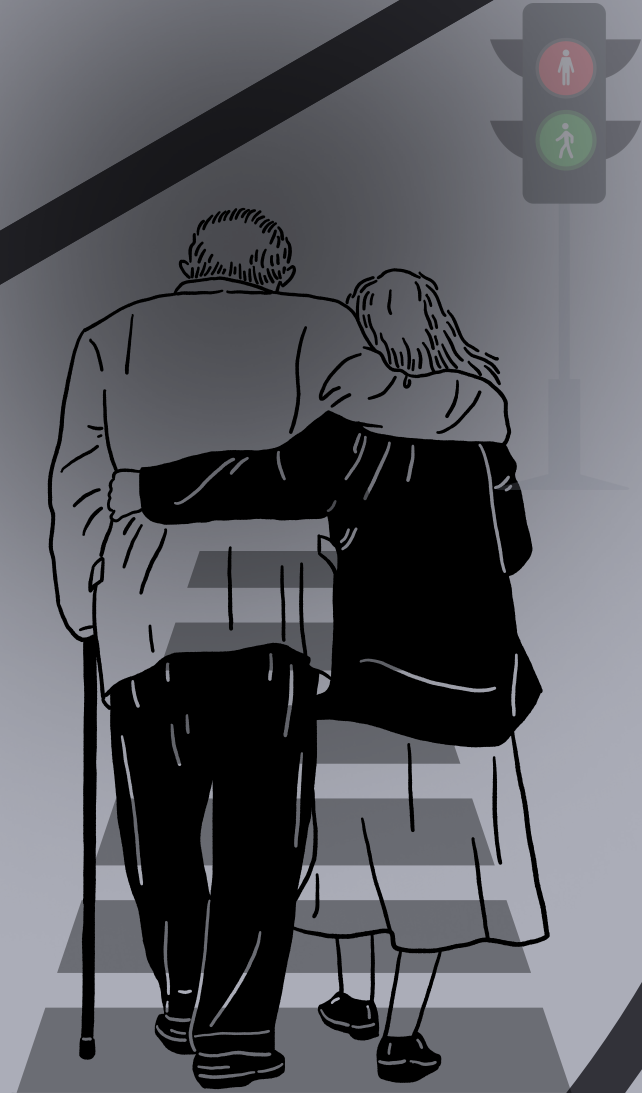
YOU ARE ELDERLY NOW

INSTRUCTIONS FOR OLDNESS

CHARACTER SELECTION

BUTTON LAYOUT

CREDITS



THE DIFFICULT CROSSWALK



SHOT #1

SCENE SETTING: A crosswalk near the bus stop. The light turns green, and the elderly Hispanic woman needs to cross the street to reach the bus stop in time.

CAMERA SHOT: The character's movement is slow, reflecting mobility challenges. The countdown timer for the crosswalk ticks down quickly, adding stress..

SPECIAL FX: A heartbeat sound effect that grows louder as the timer counts down, to convey the character's anxiety.



SHOT #2

GRAPHICS: Cars waiting at the intersection and pedestrians moving quickly around the elderly character.

PERSPECTIVE: The screen shows a first-person view of the crosswalk from the elderly person's perspective. The light changes and has to navigate the street.

USER ACTION: Click "Ask for Help" to simulate interacting with someone nearby.

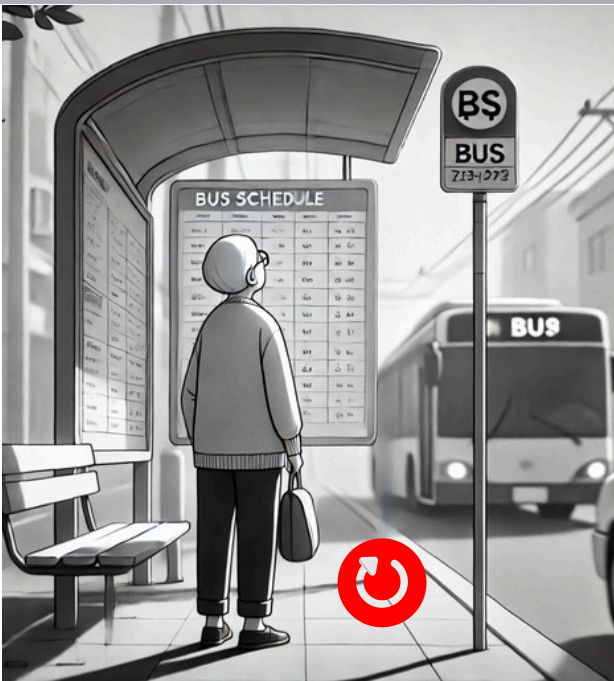


SHOT #3

TEXT ELEMENTS: "You need to cross the street, but you're not as fast as you used to be. The light is already counting down. What will you do?"

INTERACTIVE ELEMENTS: The student can click to make the character move forward, but the movement is intentionally slow to simulate limited mobility.

THE DIFFICULT BUS STOP



SHOT #4

There are several signs showing different bus routes to CAUCASION FEMALE.

VISUAL DETAIL: Multiple bus signs with tiny text, positioned slightly far from the camera to make clear that it's challenging to read.

SOUNDS: A muffled loudspeaker voice announcing bus arrivals, mixed with street noise to illustrate hearing difficulties.

ACTION: The option for the student to click a **button** to “repeat announcement,” but still hear it with reduced clarity.



SHOT #5

ACTION: The student can **click** on the blurry bus schedule to try to zoom in and read it.

ACTION: A “Help” **button** is available, which provides a pop-up with clearer information about the bus routes.

DIALOGUE: If the student **clicks on the blurry text**, they receive a prompt: “The text is still hard to read. Maybe asking for help would be a good idea?”



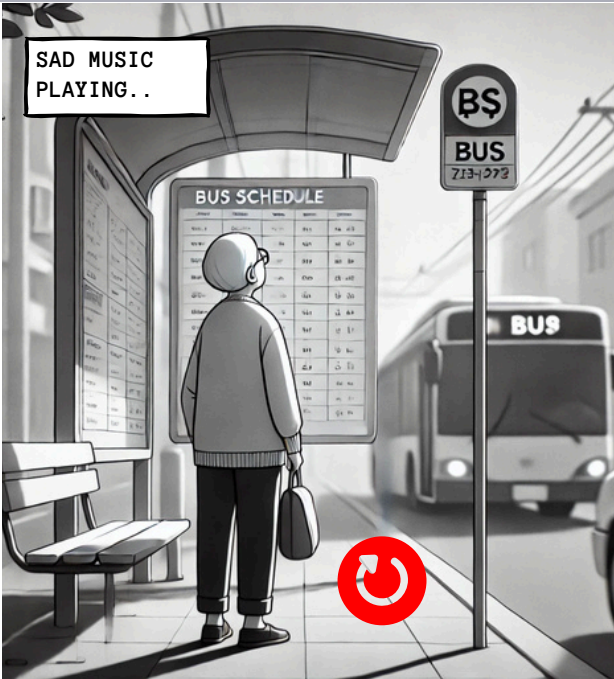
SHOT #6

ACTION: Navigation arrows let the student look around the bus stop area.

DIALOGUE: “You’re trying to figure out which bus to take, but the signs are tough to read, and you’re not sure if you heard the announcement correctly. What do you do?”

ACTION: If they press “Ask for Help,” a character appears on screen, offering guidance on which bus to take.

DIFFICULT BUS STOP DETAIL

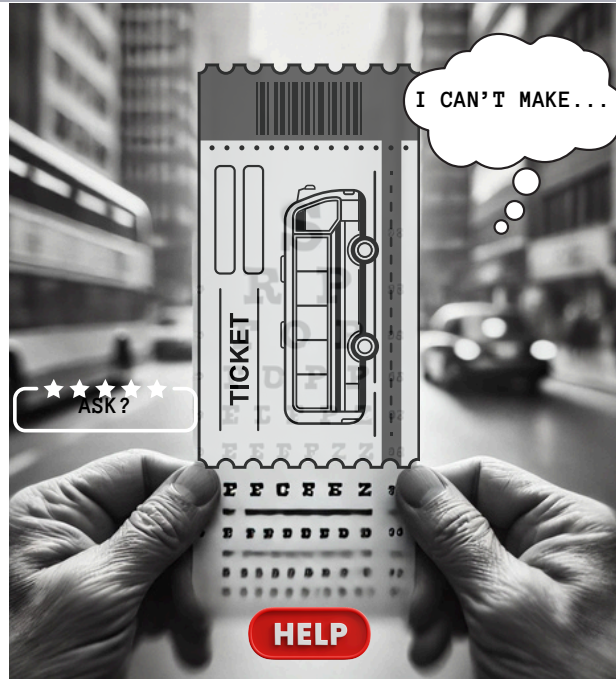


SHOT #4

SPECIAL FX: Blurring Effect on the bus schedule text.

MUSIC: A soft and melancholic background music to convey the feelings of confusion.

VISUAL DETAIL: The camera starts with a wide shot, then zooms to focus on the small text on the bus schedule.

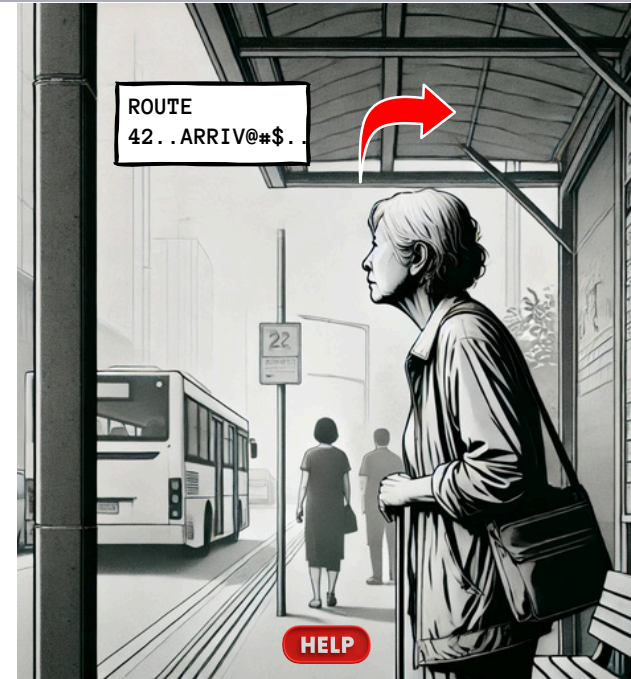


SHOT #5

VISUAL DETAIL: The screen will have blurred edges, representing impaired vision.

DIALOGUE: "I can't make out the numbers. Maybe I should ask someone for assistance."

FEEDBACK: If the student clicks on the blurry text, they receive a prompt: "The text is still hard to read. Maybe asking for help would be a good idea?"



SHOT #6

SOUND FX: Muffled "Route 42... arriving... minutes." (intentionally unclear)

VISUAL DETAIL: The bus stop is busy, the background figures are muted and out of focus.

ACTION BUTTON: When the "Help" button is clicked, a passerby appears in focus, with a friendly smile.

THE DIFFICULT BUS RIDE



SHOT #7

TEXT ELEMENTS: "You're trying to get on the bus, but are having trouble getting up the stairs. What do you do?"

CAMERA SHOT: Third person shot as they struggle and go slow while other people get on and off fast.

USER ACTION: Click "Ask for Help" to simulate interacting with someone nearby.



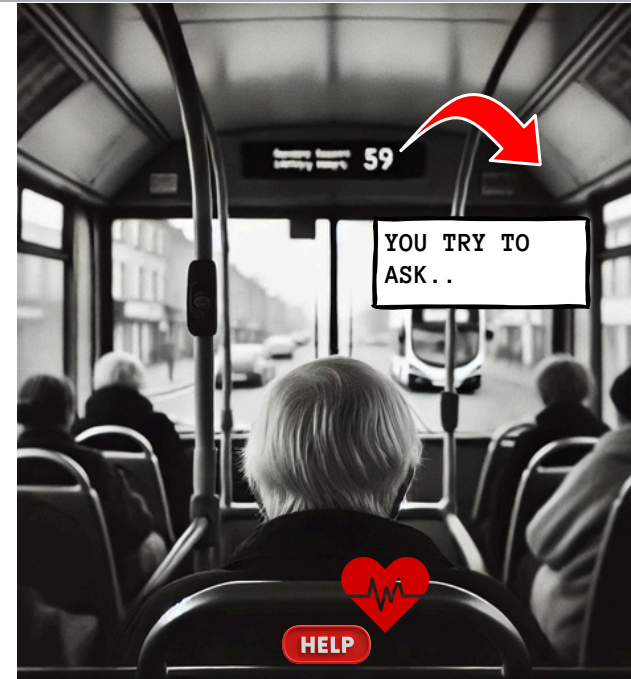
SHOT #8

TEXT ELEMENTS: "You think your stop is coming up but you didn't hear the speaker, and can't see outside very well. What do you do?"

DIALOGUE: A bus announcement is heard, but it's muffled and difficult to understand.

SPECIAL FX: Muffling Effect on the loudspeaker sound to simulate hearing loss. Heart beats louder.

DIALOGUE: "I still can't hear the announcements..."



SHOT #9

TEXT ELEMENTS: "You try to ask someone for help but they don't hear you very well, what do you do?"

SOUND FX: Muffled loudspeaker announcement saying, "Route 42... arriving... minutes." (intentionally unclear) Heart beats even louder

USER ACTION: Click "Ask for Help" to simulate interacting with someone nearby.

THE DIFFICULT RIDE DETAIL



SHOT #10

TEXT ELEMENTS: the African American male has internal thoughts such as "Is this the right route?" to convey uncertainty or frustration.

SOUND FX: Soft rumbling of the bus engine, muffled conversations. Faster heart beat.

VISUALS: Blurred views through the bus window, with details of passing buildings hazy and hard to recognize.



SHOT #11

TEXT ELEMENTS: "I can't tell what stop is coming up and if it's mine or not. Maybe I should ask someone for assistance."

SPECIAL FX: Highlight confusion and sense of uncertainty. Blurred signs outside the window. Very fast heart beat louder than all other FX.

CAMERA SHOT: First-person, slightly shaky to suggest anxiety.



SHOT #12

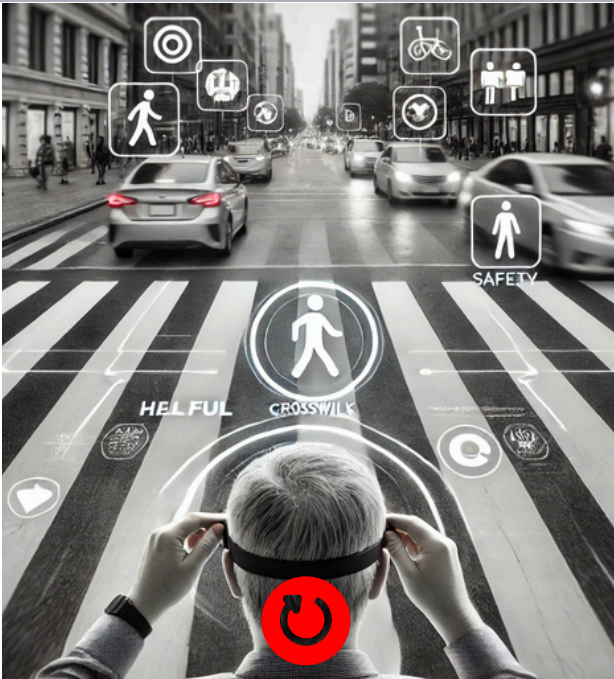
USER ACTION: Click "Ask for Help" to simulate interacting with someone nearby.

CAMERA MOVEMENT: Subtle left-to-right panning as they look around.

DIALOGUE with Passerby: "Do you need some help with the bus schedule?"

USER ACTION: Click "YES" and end up at correct stop, click "No, I'm alright," and end up lost in bad part of town.

BONUS: THE VR/AR ASSISTED ELDERLY 2



SHOT #16 HYPOTHETICAL

KEY ACTIONS: The elderly person uses discreet AR glasses to view crosswalk

DIALOGUE: "Look at all these helpful alerts!"

USER ACTION: Click "Turn" to view the world differently



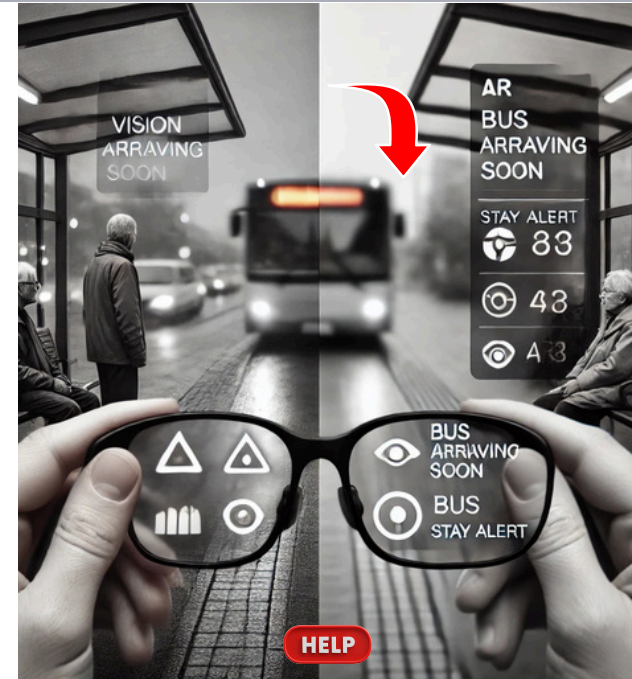
SHOT #17 HYPOTHETICAL

SOUND FX: Car noises, people noises, clearer

VISUALS: Digital overlay showing translated text and schedule info.

SPECIAL FX: Split screen to show vision without assistance on left and with AR assistance on Right

USER ACTION: Click "Ask for Help" to simulate interacting with someone nearby.



SHOT #18 HYPOTHETICAL

INTERACTIVE ELEMENTS: The student can click the arrow to see how the elderly vision is enhanced

Visuals: Left side of screen blurry, right side has AR assisted tech!

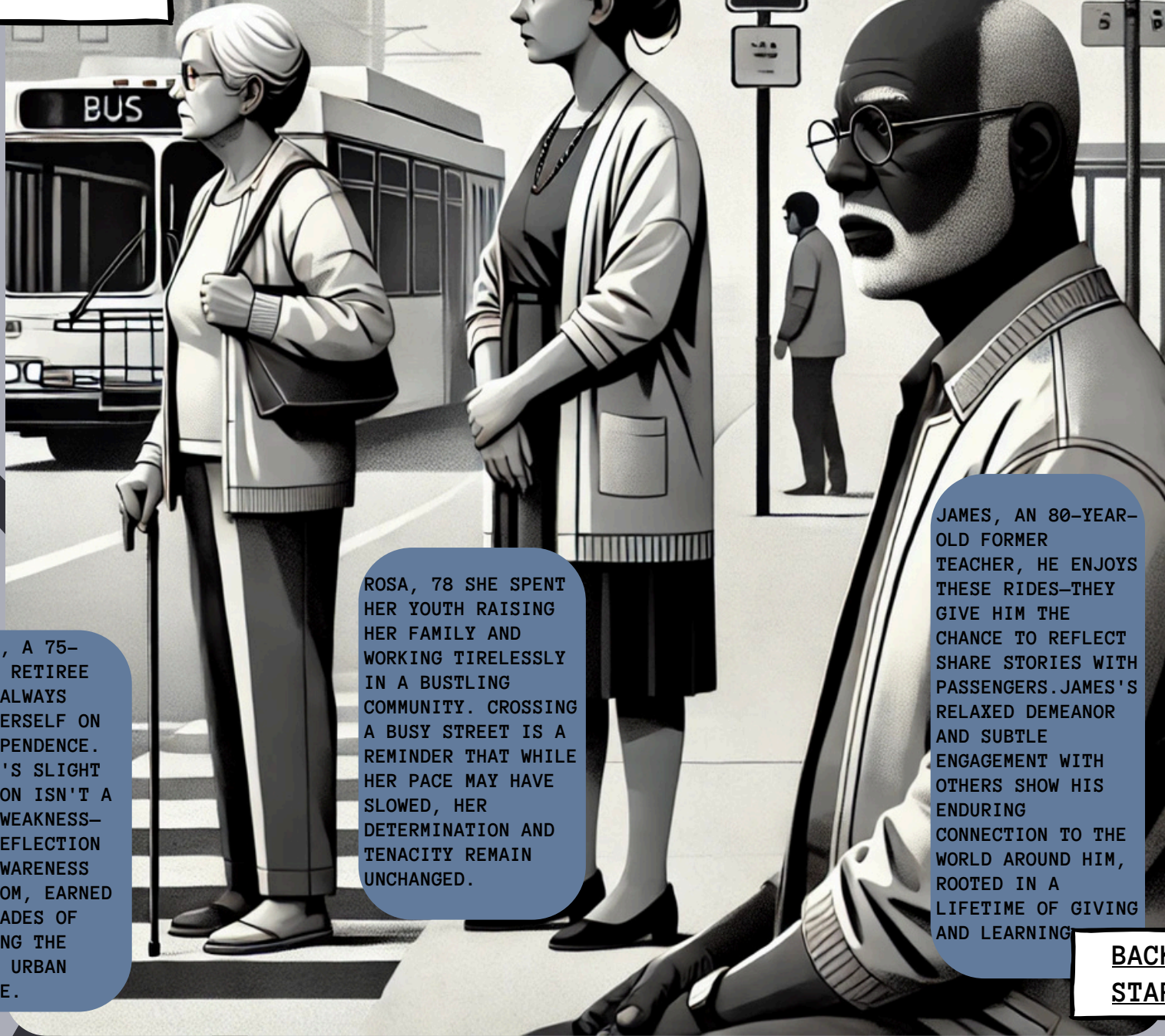
THANK YOU FOR PLAYING!



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CHARACTER
CHOICE PAGE

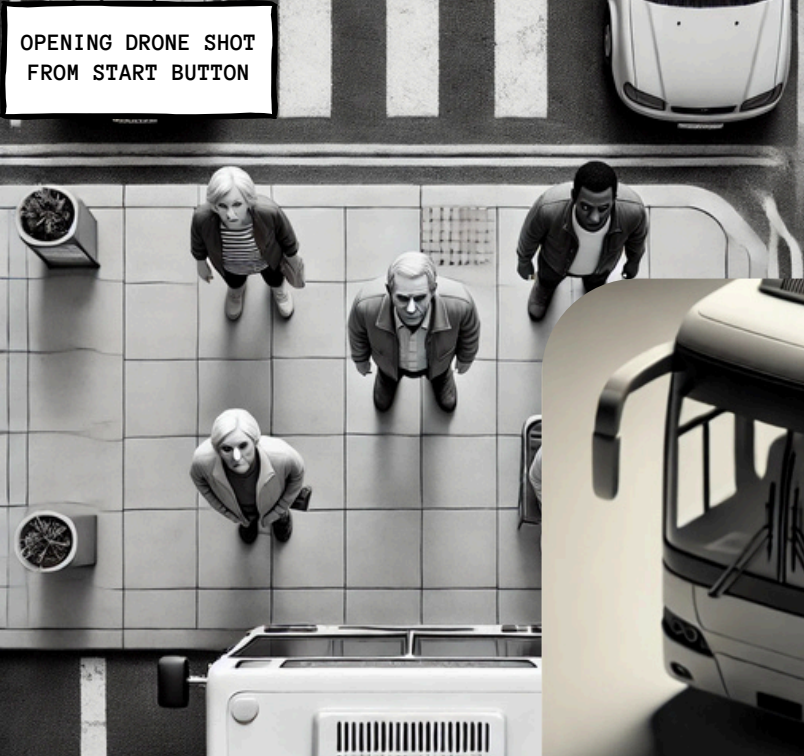


MARGARET, A 75-YEAR-OLD RETIREE SHE HAS ALWAYS PRIDED HERSELF ON HER INDEPENDENCE. MARGARET'S SLIGHT HESITATION ISN'T A SIGN OF WEAKNESS—IT'S A REFLECTION OF HER AWARENESS AND WISDOM, EARNED OVER DECADES OF NAVIGATING THE CHANGING URBAN LANDSCAPE.

ROSA, 78 SHE SPENT HER YOUTH RAISING HER FAMILY AND WORKING TIRELESSLY IN A BUSTLING COMMUNITY. CROSSING A BUSY STREET IS A REMINDER THAT WHILE HER PACE MAY HAVE SLOWED, HER DETERMINATION AND TENACITY REMAIN UNCHANGED.

JAMES, AN 80-YEAR-OLD FORMER TEACHER, HE ENJOYS THESE RIDES—THEY GIVE HIM THE CHANCE TO REFLECT SHARE STORIES WITH PASSENGERS. JAMES'S RELAXED DEemeanOR AND SUBTLE ENGAGEMENT WITH OTHERS SHOW HIS ENDURING CONNECTION TO THE WORLD AROUND HIM, ROOTED IN A LIFETIME OF GIVING AND LEARNING.

[BACK TO
START](#)



OPENING DRONE SHOT
FROM START BUTTON



PAN TO THE BUS STOP
OR YOUR ENVIRONMENT
ON MAP

PAN TO YOUR
CHARACTER
CHOICE



BACK TO
START

THE SIMULATION I DESIGNED IS ENTITLED AGING PERSPECTIVES: WALK IN THEIR SHOES AND ADDRESSES ALL STAKEHOLDERS WHILE WITHIN THE TIME AND BUDGET CONSTRAINTS FOR SEVERAL REASONS. THE AUDIENCE WILL BENEFIT FROM AN IMMERSIVE, ENGAGING GAME THAT COMPLEMENTS THE CURRICULUM BEYOND TRADITIONAL READING AND INTERVIEWS WITH ELDERLY INDIVIDUALS. THE FIRST-PERSON ROLE-PLAY, ENHANCED BY ELEMENTS LIKE BLURRED VISION, INCREASED HEART RATES, AND OPTIONS TO REQUEST ASSISTANCE, OFFERS AN EMPATHETIC EXPERIENCE THAT ALIGNS WITH LORENA'S GOAL OF FOSTERING UNDERSTANDING FOR THE ELDERLY. IT ALSO RESPECTS SUZIE'S DESIGN TOOL LIMITATIONS, AS DETAILED FACIAL EXPRESSIONS AREN'T ESSENTIAL FOR COMMUNICATING THE CORE LEARNING OBJECTIVES, MEETING ADAM'S PREFERENCE FOR A STRUCTURED, SCAFFOLDED LEARNING EXPERIENCE.

TO MANAGE DEVELOPMENT WITHIN TIME AND BUDGET CONSTRAINTS, I PROPOSE SIMPLE BLACK-AND-WHITE GRAPHICS, SIMILAR TO A SKETCH ARTIST'S STYLE, WITH RED SIGNALING BUTTONS TO GUIDE PLAYERS. THE GAME IS DESIGNED WITHIN A SINGLE 3D ENVIRONMENT THAT ACCOMMODATES FOUR SCENARIOS, KEEPING DEVELOPMENT TIME MANAGEABLE. THE INCLUSION OF THREE DIVERSE CHARACTERS, WITH KNOWLEDGE BLURBS AND REFERENCES AFTER EACH SCENARIO, SHOULD SATISFY SMES LIKE JOHANNA AND LORENA. EACH STORYLINE EMPHASIZES EVERYDAY CHALLENGES FACED BY THE ELDERLY, ENSURING EMOTIONAL RESONANCE AND ALIGNMENT WITH THE PROJECT'S CORE OBJECTIVE.

SEVERAL MULTIMEDIA PRINCIPLES GUIDED MY DESIGN CHOICES. THE PERSONALIZATION PRINCIPLE IS APPLIED THROUGH CONVERSATIONAL, FIRST- AND SECOND-PERSON LANGUAGE, WITH POLITE SPEECH AND CONTRACTIONS. PRE-TRAINING IS INTRODUCED ON THE TITLE SCREEN, WHERE STUDENTS MUST SELECT THE "INSTRUCTIONS FOR OLDNESS" BUTTON BEFORE BEGINNING GAMEPLAY. THE SEGMENTING PRINCIPLE IS ALSO INCORPORATED, AS THE GAME IS SELF-PACED. PLAYERS START BY CHOOSING A CHARACTER FROM A DESCRIPTION ON THE CHARACTER INTRODUCTION SCREEN, INITIATING GAMEPLAY WITH A THIRD-PERSON DRONE VIEW THAT TRANSITIONS TO A FIRST-PERSON PERSPECTIVE. THIS STRUCTURE PROMOTES ACCESSIBILITY AND ENGAGEMENT, OFFERING AN INTUITIVE AND IMPACTFUL LEARNING EXPERIENCE.