

# Inside *The Business of Games...*

## Lesson 4: The Target Audience

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### Essential Question

Who is your audience?

### Prototype as sell-able game

Now that your team has given some general thought to the game it wants to build, one of the first strategic decisions the team needs to figure out is **how** it is going to sell the game.

### Virtual Money

Your class should create "virtual dollars" and a virtual budget. Potentially, the class could have a "game festival." Finished games would be available for play and purchase using a virtual economy established by the class marketers. Teams would tally the sales and determine success.

Consider working with an economics teacher, math teacher, or business leader in your community to establish the virtual economy.

While virtual economies can become very complex, for the scope of this course keep your virtual economy simple. Are you curious about how virtual economies function in games, and how they are impacting games played online? Game designer Jesse Schell of Schell Games helps to explain it.



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### Description

Students determine how to create a virtual economy.

**Standards Alignment:** College and Career Readiness standards for Reading Informational Text and Writing, grades 9 - 10.

### Notes/Lesson Plan

Your students can build and sell its game by using a website called [The Game Crafter.com](#). Here individuals can have copies of games they have design printed on demand and sold to the people who want them. Most games built through this site cost about \$30.

By using this site students will have built a game that anyone can buy. If the game is fun and people want to buy it, the group could actually make real money.

### Assignments

[The Marketing Survey](#)

Activity

Add Assignment

### The Marketing Survey

#### Description

The team should review the survey it created in Lesson 3. As the marketer, it is your responsibility to lead this discussion.

Make any necessary revisions to the survey. Then use the questionnaire to gather and compile the data. Once compiled, the team must meet and determine if adjustments are needed to its game design.

#### Instructor Note

Coach the team through both the creation of the questions and the decision about using or not using the data.

Use applicable rubrics for assessment.

Question 1:

Upload your survey results here as PDF or Word document.

Choose Files No file chosen

Save