Title: SYSTEM AND METHOD FOR AN ELECTRONIC GAME STRATEGY GUIDE (STRATEGY GUIDE)

Abstract: A system and method for an electronic, interactive multimedia strategy guide (strategy guide) that provides instruction and training on electronic games. The system comprises a graphical user interface that presents training information to user in a variety of media formats and from various perspectives, or points of view. The strategy guide may be linked directly to a game so that a user may suspend and resume play.
SYSTEM AND METHOD FOR AN
ELECTRONIC GAME STRATEGY GUIDE (STRATEGY GUIDE)

FIELD OF THE INVENTION

This invention relates generally to data processing systems, and more specifically, to a system and method for electronic, interactive multimedia strategy guides for electronic games.

BACKGROUND OF THE INVENTION

Electronic games create an artificial game world which has self-defining rules, objects, game space, and ways to win or lose individually, or as a team. Mastery of a particular game requires a game player to understand how to navigate through the game successfully and develop a strategy for mastering the game. "Strategy guides" provide readers with techniques for successfully mastering a game. A strategy guide may also provide background information about a game, which may be used by the reader to develop a strategy, or approach to mastering the game.

Conventional strategy guides explain how to navigate a game successfully and may provide background reference materials for a player to use in developing his or her own strategies, or to understand why their current approach to the game is unsuccessful. Generally, the author of a strategy guide studies a game from beginning to end, and the strategy guide begins its instruction by explaining the basic principles and objects of the game, and then steps through the game from beginning to end, indicating strategies for success along the way. Additional information indicating "hot spots" or clues, may also be provided. This "linear," i.e., from beginning to end, approach to solving a game is static and often fails to provide dynamic training principles that could be used to master key gaming skills.

Generally, the more interactive a training regime is, the more benefit it provides to the user. This is because interactive training regimes reinforce the concepts and skills that are being taught. Additionally, interactive techniques allow the user to become immersed in the training by utilizing multiple senses, such as sight, sound, and physical movement, simultaneously. Such interactive techniques respond to the user's input, providing real-time feedback.

However, conventional strategy guides generally interact with a user via a static interface that does not vary its presentation according to characteristics or input
of the user. Examples of conventional strategy guides include printed strategy guides, for example, in a PDF format, or in the form of FAQs. A user of such a strategy guide is unable to benefit from interacting with the strategy guide, for example, by utilizing multiple senses simultaneously. Further, linear strategy guides often fail to provide users with strategy information that presents more than one perspective. Since different players will respond differently to different training instructions, strategy and stimuli, the strategy guides which only present training information from a single perspective, or which present different perspectives but fail to allow a user to use multiple senses when reviewing training material, are not as effective as they could be. Additionally, conventional strategy often guides fail to allow a user to interact with a game segment in a manner that is analogous to the interaction the user would experience when actually playing the game. Thus, the user must transfer the skills taught by the strategy guide from one medium to another. During this transformation of learned skills to actual game play, the user may lose some of the learned skills. For example, the user may not have fully understood how to manipulate a game control device as illustrated in the strategy guide, unbeknownst to the user, and thus when trying to implement the skill during game play, the user is unsuccessful.

Accordingly, a need exists for a strategy guide that provides more meaningful instruction on game play.

SUMMARY OF THE INVENTION

In accordance with an embodiment of this invention, a method provides electronic game training information. The method includes providing a computer readable storage medium encoded with computer readable code that corresponds to multiple respective training sets, each respective training set corresponding to at least one electronic game skill area, wherein each respective training set includes computer code that can instruct a computer system to provide at least one animated display of at least a portion of the electronic game corresponding to a respective skill area, and wherein each respective training set includes computer code that can instruct the computer system to provide at least one graphical instruction on a skill that an electronic game user should practice to improve performance relative to the respective skill area.
In accordance with another embodiment of this invention, an apparatus for delivering electronic game training information is provided. The apparatus includes a computer readable storage medium encoded with computer readable code that corresponds to multiple respective training sets, each respective training set corresponding to at least one electronic game skill area, wherein each respective training set includes computer code that can instruct a computer system to provide a multimedia display of at least a portion of the electronic game corresponding to the respective skill area, and wherein each respective training set includes computer code that can instruct the computer system to provide graphical instruction on at least one skill that an electronic game user should practice to improve performance relative to the at least one game skill area.

In accordance with an embodiment of this invention, a method provides multimedia instructions on playing a computer-implemented game. The method receives user input indicating a critical segment for which a user would like to receive game instruction, and displays in at least one of a primary media window and a secondary media window, an audiovisual segment reflecting game play sequences for the critical segment. The audiovisual segments depict one or more points of view of a particular task of the game. Each point of view may be presented to the user with a different type of media.

In accordance with another embodiment of the invention, a graphical user interface for an electronic strategy guide includes a first zone to display multimedia information reflecting game play associated with a critical segment of the game and a second, interactive zone to display strategy information reflecting game play associated with the critical segment, wherein the display of the first and second zones is presented simultaneously and independently.

In accordance with another embodiment of the invention, a method to display an electronic strategy guide is provided. The method includes displaying a primary media window that provides a video of game play associated with a critical segment of a game, and contemporaneously displaying a secondary media window that provides additional strategy instruction related to the critical segment, wherein the secondary media window operates independently of the primary media window.

In accordance with another embodiment of the invention, a computer-readable medium including instructions to display an electronic strategy guide includes a first module to display a primary media window that provides a video display of game
play associated with a critical segment of the game, and a second module to contemporaneously display a secondary media window that provides additional instruction on the critical segment, wherein the secondary media window operates independently of the primary media window.

In accordance with another embodiment of the invention, a system provides electronic instruction on playing a computer-implemented game. The system includes a client that accesses a server including a program to display an electronic strategy guide to a user via a graphical user interface that simultaneously displays a primary media window and a secondary media window, both of which provide multimedia strategy instruction on a critical segment of the game, and where the primary and secondary media windows operate independently of one another.

BRIEF DESCRIPTION OF THE DRAWINGS

Figure 1 depicts an illustrative network suitable for practicing the invention.

Figure 2 depicts an illustrative relational database that stores strategy guide content.

Figure 3 depicts an illustrative layout of the strategy guide graphical user interface.

Figure 3A depicts an alternative illustrative layout of the strategy guide graphical user interface.

Figures 4-9 depict illustrative strategy guide entry screen displays reflecting various training sets for the game Tribes.

Figure 10 depicts an illustrative processing that is performed in the primary media window 300 to provide a multimedia display.

Figure 11 depicts an illustrative processing that is performed in the primary media window 300 to provide a multimedia display using a video streaming or other video download technique.

Figure 12 depicts an illustrative processing performed relative to a secondary media window 340 during navigation of a Flash map.

Figure 13 depicts a screen shot of a secondary media window content list.

Figures 14-17 depict additional screen shots of a secondary media window 340.

Figure 18 depicts an illustrative processing performed relative to a secondary media window 340 to view a training move sequence video.
Figure 19 depicts an illustrative processing performed relative to a secondary media window 340 to implement an interactive training game simulation.

Figures 20-28 depict various screen shots of media displayed in a secondary media window 340.

Figure 29 depicts an illustrative processing to display Prima Xtras to a user. Figure 30 depicts an illustrative screen shot of Prima Xtras. Figure 31 depicts an illustrative control flow of the strategy guide. Figure 32 depicts an illustrative control flow for Tomb Raider. Figures 33-42 depict annotated screen shots of an illustrative primary media window display for Tomb Raider. Figure 43A and 43B depict an illustrative process flowchart indicating the components of a strategy guide.

DETAILED DESCRIPTION OF THE PREFERRED EMBODIMENTS

This invention provides an interactive and dynamic multimedia electronic strategy guide (referred to herein as the strategy guide), which mutually reinforces training instruction through multiple, contemporaneous multimedia presentations. The strategy guide presents multimedia training information to a user from multiple points of view, simultaneously. The various information may be displayed in multiple windows, i.e. screen segments, that operate independently, in that the display of a particular screen segment does not depend on the display in another screen segment, although they relate to the same game. The strategy guide responds to user input and allows a user to practice control device operations necessary to achieve depicted movements. The strategy guide can imitate game play, allowing a user to experience an environment similar to that of the actual game when receiving training instruction. Therefore the strategy guide provides a useful and interactive training function, rather than passive instruction. The user controls the operation of the strategy guide.

Electronic games may either simulate real-world situations or create situations that have no real world corollary. The strategy guide seeks to develop skills appropriate to the game, just as a competitor in the real world seeks to develop skills appropriate to a challenge. The strategy guide thus depicts actual game segments in at least one of the multimedia windows that are used to present training instruction. The game segments may be recorded segments of game play that illustrate a particular sequence of moves that will be focused on in the training set. Thus, a developer of
the strategy guide performs and records a particular sequence of moves to illustrate a specific training instruction in the form of a video. This video may be accompanied by an audio or textual explanation of the video depiction, along with additional training materials that may be in a variety of forms, including, for example, audio, video, animation, or text.

The strategy guide is organized according to the major “critical segments” of a game. A “critical segment” refers to a section of the game which consistently requires mastery of a skill set, or an in-depth strategy, to succeed in the game. Critical segments of a game thus challenge the player’s skills. Different games have different skills that a successful player needs to learn and thus, the critical segments are different for each game. Similarly, a game may become more difficult at a particular juncture because of something else that occurs during that juncture, e.g., encountering a more skilled opponent. For example, a skier attempting success on a black diamond route must master traversing the terrain. In this case, strategies for understanding the terrain comprise a critical segment. Other games require a player to match an opponents’ skill. For instance, in basketball, a different skill is required to defend against a player who favors outside shots than against a player who favors driving to the basket. The critical segments would thus include assessing characteristics of the opponent and targeting moves accordingly.

The critical segments directly reflect the primary objectives of a game and the key secondary objectives needed to achieve them. Some critical segments are identified as essential; others simply promote mastery or heightened enjoyment of the game. For example, if an inherent aspect of a game’s design requires mastery of both offensive and defensive strategies to achieve the game’s primary and key secondary objectives, then both offensive and defensive strategies are identified as critical segments and will be the subject of one or more training set(s).

The strategy guide explains each of the critical segments and teaches a user how to master the game by focusing on strategies for mastering the game segments which relate to a critical segment, i.e., the game segments that require mastery to successfully achieve a primary or key secondary objective of the game. In one embodiment, a strategy guide provides a series of interactive training sets, which present strategies for mastering a critical segment. Each training set reflects at least one game “skill” or “skill area.” A “skill area” may refer to a location on a game field, or a particular “skill.” A skill area provides a context in which a particular skill
is valuable. The interactive training sets allow a user to direct navigation of the strategy guide. The strategy guide displays strategy information to a user in multiple formats and from multiple points of view, simultaneously.

A graphical user interface ("GUI") presents a training set that provides instruction and strategy information of game play in a variety of media. In one embodiment, the information is displayed concurrently in a primary media window, secondary media window, and includes a third media window, which displays "Prima Xtras." While each of these windows operates independently, display of information in one window calls the information that may be displayed in the corresponding window(s) and the Prima Xtras. Therefore, the display in one of the windows is not dependent on the display in the other windows. The displays are related in that, at any given time, they relate to the same training set and complement and amplify one another.

The primary media window displays the main audio/visual strategy guide information, the secondary media window supports and reinforces the training provided through the primary media window. The primary and secondary media windows may use a different type of audio/visual teaching tool, and the Prima Xtras are additional teaching tools that enhance and provide further support for both the primary and secondary media. The Prima Xtras are carefully selected downloads associated with the strategy guide and corresponding electronic game. In a present embodiment, the training sets are dynamic in that they may be navigated by a user in any desired order, discussed further below. The GUI integrates the navigation with the training set and supports cross-referencing and complimentary teaching among the primary and secondary media, and Prima Xtras.

The training sets may also allow a user to practice certain game skills. For example, the secondary media may mimic actual game play and allow the user to practice the skills that were illustrated in the primary media window. The strategy guides of this invention may be integrated with the playing of a game such that a user may suspend game play, initiate execution of a particular training set to receive instruction on a specific game task, and resume game play from the suspension point.

In a current embodiment of the invention, the strategy guide further allows a user to submit questions about aspects of game play that are illustrated in a training set.
After using a particular training set, a user may provide feedback on the training set. The feedback information is stored by the system and may be used by developers to alter aspects of the strategy guide in future releases.

In a present embodiment, the primary media window is the primary teaching vehicle in the strategy guide. It is a window in the GUI which displays multimedia training information, usually a video of video clips of game play, graphics and audio or textual narration to explain game strategy principles that are effective to master the critical segments.

The secondary media window is a secondary multimedia training vehicle that supports and reinforces the training provided through the primary media window. It presents supplemental training and strategy help that complements the strategy principles introduced in the primary media window. The secondary media window displays an interactive multimedia presentation which may also include audio or textual narration, that is activated and controlled by the user. The secondary media window may therefore provide, for example, detailed strategy information on how to manipulate the game controller to perform moves presented in the training video in the primary media window. The secondary media window also allows a user to practice a game sequence presented in the primary media window. The secondary media window may also include an interactive Flash map that depicts further details on a particular game segment.

In a current embodiment, the Prima Xtras section is activated using a separate tab on the GUI. When a user activates the tab, a pop-up window appears with a list of downloadable extras that either reinforce the specific strategy principles of a training set, provide additional information about aspects of game play, or relate to overall enjoyment of the game without necessarily providing additional game instruction. A set of Prima Xtras that are related only to a specific training set may also be provided. Prima Xtras include dynamically created HTML pages that mimic the design of the strategy guide. Alternatively, the Prima Xtras may be displayed in a third media window.

A point of view ("POV") refers to the various graphic views that are included in a game, and in each strategy guide. The POVs reflect the perspective from which both the game and the strategy guide are presented to a user. In a present embodiment, each strategy guide provides the user with training information from several POVs, some or all of which may be different from the POV presented in the
game. The POV of a strategy guide may be different from that of a game to provide the user with a more easily understandable perspective than that provided by the game. More specifically, the primary media generally illustrates the inherent POV of a game, i.e., the game player's POV, focusing on, for example, how the game player is to control a particular character. And the secondary media and Prima Xtras illustrate a strategic approach to the game from another perspective, or POV, for example, from a general to specific perspective showing how the player navigates the terrain where various hidden weapons have been stored, via, for example, a Flash map. The POVs may also include a 360 degree panoramic view of aspects of game play, such as, for example, a panoramic view of a particular scene, described further below. Or, the Prima Xtras may allow a user to automatically link to a downloadable file that may be executed. For example, a Prima Xtra may include a game save, a piece of code that indicates a point where game play was previously suspended. The code can then be used in conjunction with actual game play to enable the player to start the game at a point depicted in the primary and secondary media windows, without having to play all of the previous parts of the strategy guide. When a user begins game play in this manner, the user may or may not terminate execution of the strategy guide. For example, a user may continue game play in a window while the strategy guide executes in another window.

For example, for a particular game, video representing the actual game play and simultaneously showing the sequence of moves on the controller, e.g., quick sequences of core actions and their results, may be included in the primary and secondary media windows, respectively, and the Prima Xtras media may take the user directly to the game segment where the user can practice the depicted moves. Any of the windows may further include a display of three-dimensional objects or a panoramic view. Additionally, for example, an audio or textual narrative may explain what is occurring in the various screen areas.

The strategy guide multimedia elements are developed using a variety of video technologies. For example, the strategy guide movie display, i.e., the video displayed in the primary media window, is developed from playback of a video tape of actual game play. Due to the wide variations of systems that will be accessing these strategy guides and the varying speeds of Internet connections from user to user, the videos of actual electronic game play may be saved in several formats and displayed with a streaming or progressive download technology, such as, QuickTime™, Windows™
Media Player, or Real Player™. Prior to accessing the system, a user defines a preferred video streaming, or other download format, and download speed. Once the user has defined the format and download speed, an HTML document is created, including links to the appropriate movie files according to the user’s system specifications.

An Example: Tomb Raider 4: The Last Revelation ("Tomb Raider")

One of the essential tasks in Tomb Raider, i.e., one of the critical segments, is to defeat the toughest game characters that serve as opponents, i.e., enemies. To illustrate this critical segment, the video in the primary media window begins by explaining the crises that the toughest enemies create in game play. It shows video clips of Lara Croft, i.e., the main character of the game, being damaged, maimed and killed by each of the major enemies while the narration explains which of the enemies are the toughest (in this case, the Horseman, the Golden Eagles, the Ghosts, and the Bulls.) It then explains that the training set for the critical segment will teach the user how to overcome each adversary.

Then it fades out and the first "enemy" sequence fades in, in this case, the Horseman. Video clips of Lara running away from the Horseman, accessing a secret area and climbing to a safe place to knock the man off his horse are displayed. As Lara shoots at the Horseman, the narration explains the basic strategy and its positive and negative aspects. Eventually, the Horseman falls off the horse and Lara jumps down and rolls, flips, pulls out a shotgun, and starts jumping backwards as the narration explains the tactic for finishing off the Horseman. The Horseman dies, Lara picks up the Gem and the narration explains why she needs to pick it up. Each of these moves is depicted in the video. Then, the video fades out and the next tough enemy training sequence fades in and so forth for other enemies.

Each video training sequence uses both video clips and verbal instructions to train players on where to position their character in the game environment, what weapons to use, how to sustain the least amount of damage, and how to modify the strategy in other situations throughout the game. The video sequences may direct the user to access additional, related strategy help provided by the secondary media window and the Prima Xtras. They may also display overlays, arrows, screenshots, text, and other graphics as teaching aids.

Continuing with the Tomb Raider example, the secondary media window may include a Flash media display illustrating the correct controller firing sequences and
timing to achieve the moves depicted in the primary media window. The term "Flash," as used in this document, refers to a manner of displaying video, animation, text, static graphics, or interactive elements with a web browser, by using, for example, a Macromedia Flash™ player. In the secondary media window, a user may indicate the type of game controller being used (PC or Mac keyboard, Dreamcast, or Playstation, Nintendo 64, and other currently known or later developed computer game systems, such as, Xbox by Microsoft™ game pads), and may select a type of GUI display, wire-frame or solid.

Still continuing with the Tomb Raider example, the Prima Xtras related to the principles taught in the primary and secondary media windows may be downloadable "rough cut" video sequences of related game play, with informal "one take" audio commentary. The "rough cut" video sequences are segments of the video that may be broken down into strategic components. These segments may be further explained via "one take" audio, i.e., additional information indicating appropriate keystrokes for achieving the movements illustrated in the primary and secondary media windows. A downloadable screensaver may also be included as a Prima Xtra. An additional Prima Xtra may be a list of "cheat codes" which, when implemented by the user, give the character certain attributes that increase the character’s likelihood of success.

Figure 1 depicts an illustrative network suitable for practicing this invention. A client 110 and the strategy guide server 120 interact via network 130, such as the Internet. Both the client 110 and the server 120 include input and output devices, at least one processor, memory and storage. The client further includes a web browser 144, such as, Microsoft Internet Explorer™, or some other conventional web browser, and a game 148. While the game 148 is depicted as being loaded into memory, one of skill in the art will appreciate that the game is not necessarily loaded into memory 136 and may be stored on a storage medium such as a hard disk or a floppy disk. The memory of the server 120 includes a web server application 160, a database connector 164, HTML templates source code 165, and a video presentation application 168. The video presentation application may be, for example, a streaming application or a progressive download application. Database connector 164 is a table that includes pointers to database files of strategy guide content. Database connector 164 communicates with strategy guide database server 170 via strategy guide Network 174. The storage area of strategy guide server 120 includes strategy guide multimedia
data 178 and strategy guide at data 182, which together comprise a graphical user interface, described further below relative to Figure 3.

In a present embodiment, strategy guide database server 170 includes an SQL relational database 176, which includes strategy guide multimedia primary data 190 and strategy guide multimedia secondary data 192 (i.e., data displayed in the primary and secondary media windows, respectively), and Prima Xtras 196. Strategy guide content managers use front-end forms, such as Visual Basic forms to create records that support the creation of dynamically created web sites that can re-use HTML templates 165. When a user selects a link to a dynamic web page, the web server application 160 queries strategy guide database server 170, which returns the results to the web server application 160. The web server application 160 uses the results and the HTML template 165 to return a fully constructed HTML document to the user's web browser. For example, strategy guide records and movies may be maintained in two related tables, one that stores the records of existing strategy guides and serves as the main table, and another that stores records of corresponding videos based upon the bandwidth selection of the user. One of ordinary skill in the art will appreciate that network 100 may include additional or different components. For example, client 110 may not include an electronic game, or may include additional or different components. Or, client 110 may include the electronic game 148 in secondary storage 190 rather than memory 136.

Figure 2 depicts an illustrative relational database structure and contents of primary media, secondary media, and Prima Xtras. Primary media files are stored in Movies table 210, secondary media files are stored in Flash table 230 and Prima Xtras filed are stored in Xtras table 250. Flash table 230 may also include files reflecting panoramic views and associated audio narration, such as voice overs. In this example, if the user selects the 300K QuickTime™ version of the strategy guide, the web server will query the database to filter those records that have a 300K QT format, which in this case corresponds to records four through six of Movies table 210, records four through six of Flash table 230, and records four through seven of Xtras table 250.

When these records are returned to the web server, an HTML document that includes video hyperlinks to the filenames corresponding to the record numbers returned is constructed. This information is also reflected in the interactive files displayed in the secondary media window. Once the bandwidth preference has been set, the user can
navigate the dynamic web page and click in the appropriate areas of the GUI, described further below, to download the content.

Continuing with the example depicted in Figure 2, suppose the user makes a selection that corresponds to movie number one in movies table 210 at 300K in QuickTime™ format (mov1_300Kqt.mov). When the user clicks on the primary media window, the web browser makes a call to a web server running a server side application that delivers video content (in this case, QuickTime™ movies). The server transmits the video to the user. “Streaming” refers to a manner of delivering multimedia content in a steady and continuous flow of data. The user may view portions of the content as it is streamed. Overflow data will be stored in a local buffer for later viewing. While a file is being displayed, it may be simultaneously stored in a local system cache, or auxiliary memory storage, for later use. This is generally the case for QuickTime™ downloads. Thus, if the user desires to view the content later, the file can be accessed from the local cache. Similarly, if the user selects makes a selection that corresponds to file Flash2_300K.swf in Flash table 230, the web browser makes a call to a web server running a server side application that delivers the Flash file via, for example, a Macromedia Flash™ player. The Macromedia Flash™ files used in the secondary media window operate similarly to QuickTime™ downloads. For true streaming technologies like RealAudio/Video or Windows Media, subsequent requests to review movie content will initiate a new stream. Continuing with the example, if the user selects a Prima Xtra that corresponds to Flash3_300K.swf in Xtras table 250, the user is directed to a downloadable file that the user may activate.

The video may also be displayed using other downloads formats, such as, for example, progressive download, which provides output that appears to be streamed. In a progressive download technique, once an indicated number of packets of information have been downloaded, for example, to a user’s browser, play of the data stream begins and continues while additional packets are downloaded. QuickTime, for example, is an application that offers both streaming and progressive download formats.

One of skill in the art will appreciate that while this invention has been described relative to a client and server that communicate over a network, this invention may be implemented as a stand-alone system that is stored on a computer-
readable medium, such as a hard disk, CD, or floppy disk, and executed on a computer.

The primary and secondary media windows, and the Prima Xtras are displayed to a user through a graphical user interface (GUI) that incorporates, as much as possible, the look and feel of the game for which instruction is being provided. Figure 3 depicts an illustrative layout of a strategy guide GUI. The GUI includes a primary media window 300, which includes a video window 310, video navigation buttons 320 and a video navigation display 330, a secondary media window 340, global strategy guide navigation buttons 350 a...n, downloads 360, and logo branding 370. The video window 310 displays, for example, a segment of a game in the form of a movie that is the focus of a training set. The video navigation display 330 displays textual or graphical information related to a critical segment of a game. The video navigation buttons 320 a...n allow a user to navigate the display of video window 310, for example, to select a training set related to a specific critical segment.

The secondary media window 340 displays interactive multimedia training information in the form of, for example, a QuickTime™ download. Further details on secondary media window 340 are provided below relative to Figures 12-19.

Global strategy guide navigation buttons 350 a...n allow a user to select different features of the strategy guide, such as help 352 or setup 354, or to receive additional information on the strategy guide 356. Navigation buttons 350 a...n also include a link to the Internet or to an electronic game 358. Activation of the link, i.e., via a user selection, initiates execution of an Internet session, or the electronic game, respectively. By selecting the appropriate global strategy guide navigation button, a user can provide feedback on the strategy guide 359. The feedback selection 359 displays a data entry screen that is transmitted to an administrator of the system.

Downloads 360 allow a user to access Prima Xtras for a particular training set. Logo branding 370 corresponds to, for example, an advertisement logo for the strategy guide.

The GUI provides a multimedia display and therefore, it may incorporate, for example, sound and other design elements that mimic the look and feel of game elements. The built-in POV of a game makes some media types more applicable than others. For example, the primary media may be a video in one strategy guide and a graphical character animation in another.
A user navigates the strategy guide by selecting from the video navigation buttons 320, a particular training set which corresponds to a particular critical segment, or alternatively, a particular strategy related to a critical segment. For example, if a unique sequence of inputs is required to accomplish a set of moves, video window 310 may provide a video clip and secondary media window 340 may present a corresponding interactive Flash map that depicts the same strategies from a different POV. Via the secondary media window 340, a user may also select a particular POV from which to receive game instruction. The secondary media window may also depict a panoramic view of an environment, which may referred to as a “panograph.” This panograph may also be interactive, allowing a user to select objects included in the panoramic space to receive additional information about the object. The strategy guide may provide simultaneous verbal, written, and graphic instructions to train a user on a particular game task.

Figure 3A depicts an alternative layout of the strategy guide’s GUI. Figure 3A includes three media windows. The video window 330 and the multimedia window 340 correspond to the primary and secondary media windows 330 and 340, respectively, described above. The third window 380 includes several displays. First, the initial logo branding for the selected strategy guide is displayed in window 380. Then, the training set navigation buttons 320a...n, for example, are displayed in window 380. The user may select the training set navigation button that corresponds to a desired training set. Once a training set has been selected, the relevant data is made available to the primary and secondary media windows 330 and 340. In this alternative GUI, when a user selects a strategy guide navigation button, the GUI presents the selected information. When a user selects a Prima Xtra 360, the Prima Xtra is displayed in window 380, rather than in a separate pop-up window. This allows the user to view windows 330, 340, and 380 concurrently.

Figures 4-9 depict illustrative strategy guide entry screen displays reflecting various training sets for the game Tribes. These figures illustrate the various components of the GUI, including the primary media window 300, secondary media window 340, and Prima Xtras section 360. In each of Figures 4-9, the video window 310 depicts the entry screen to a “Heavy Offense” video and the video navigation display 330 provides text indicating the objective of the training set. By clicking in the appropriate area of the entry screen, a user initiates execution of the video.
Figure 10 depicts illustrative processing that is performed in the primary
text media window 300 to provide a multimedia display, using a software such as
QuickTime™. As depicted in Figure 10, when a user clicks on the primary media
window 300 (1010), the requested training set is retrieved from a web server (1014).
The web server transmits the file to the client (1018) and it is then loaded into local
client cache (1022). Once a sufficient amount of the program has been loaded into the

5 cache for play back to the user (1026), play of the video is initiated (1028) while the
remainder of the file is loaded into the cache (1030). Display of the video continues
until it is interrupted by the user (1034). The user may interrupt play of the video by
selecting appropriate boxes, such as, stop or pause. A user may also resume play back
of a video that was previously paused or stopped (1038).

Figure 11 depicts an illustrative processing that is performed in the primary
media window 300 to provide a multimedia display using a video streaming or other
download technique. When a user clicks on the primary media window (1110), the
requested training set is retrieved from the web server (1114). The web server sends a
stream of the data included in the file stream to the client (1118), which buffers the
information (1122). Once the buffer has received a specified amount of data (1126),
play of the video is initiated (1130) and continues while the remainder of the file is
buffered (1134). The video plays until interrupted by a user (1138), via, for example,
the user depressing a stop or pause key.

Figure 12 depicts an illustrative processing performed relative to a secondary
media window 340 during navigation of a Flash map. When a user clicks in the
secondary media window 340 (1210), secondary media content is downloaded from
the strategy guide web server (1214). A listing of the secondary media is then
displayed to the user (1218). Figure 13 depicts a screen shot of a secondary media
window content list. A user may select a variety of ways to view the display (1222),
including, for example, zoom (1226), with or without audio (video only) (1230), with
or without video (audio only) (1234), a play or re-play of a particular sequence
(1238), a different or alternate POV (1242), a magnification of a specific detail of an
aspect of the map display (1246), an audio help summary of a particular function
(1250), a video help summary of a particular function, a mouse-over (1254), or an
actual help selection that provide detailed help information (1258). Upon exiting the
map navigation training window, the user returns to the main strategy guide screen.
Figures 14, 15, 16, and 17 depict additional screen shots of secondary media window 340. Figure 14 depicts a screen shot of the icon that a user clicks to initiate loading of the secondary media (1210). Figure 15 depicts a display of the contents of the downloaded media. Figure 16 depicts various areas of the screen that respond to user selections to zoom (1226), toggle audio (1230), toggle display (1234), replay briefing (1238), and play and review map details (1246). Figure 17 depicts various areas of the screen that respond to user selections to view map detail (1246), change a POV, and receive voice-over strategy instruction (1250).

Figure 18 depicts illustrative processing performed relative to secondary media window 340 to view a training move sequence video. A training move sequence video provides instruction on manipulation of a game’s control devices to achieve moves depicted in primary media window 300. After a user has selected (from the primary media window 300) a training set to view (1810), the movie prompts the user to view a game controller demonstration in secondary media window 340 (1814). The user then selects the appropriate training move sequence video from secondary media window 340 (1822). The user then indicates the preferred control device (1826), either a control pad or the keyboard (1830), for receiving instruction. In a present embodiment, throughout the demonstration, the user may choose the following selections: screen toggle between a wire frame view or a full view (1834), customization of keyboard or button settings (1838), if applicable to the game or play/replay of demo (1842). If a user modifies keyboard or control pad button settings, the system saves the modified settings (1846). During the demonstration (1850), a user may select alternative moves to receive demonstration on, as desired. The user may also request an alternate move to receive instruction on (1854). Upon exiting the training move sequence video the user is returned to the main strategy guide screen.

Figure 19 depicts an illustrative processing performed relative to secondary media window 340 to implement an interactive training game simulation. An interactive training game simulation allows the user to actually play portions of the video game corresponding to a critical segment. The play occurs in the secondary media window 340. By allowing the user to practice in the secondary media window 340, the user can practice game skills without exiting the strategy guide and entering the actual video game to find the relevant critical segment. After a user selects a training set to view (1910), the game simulation corresponding to the training set
loads (1916). Because the training sets are organized according to critical segments of the game, the game simulation corresponds to a critical segment of the game that the user should practice to improve performance relative to the critical segment. Once the simulation has loaded, the user may select to implement either a basic simulation (1922) or an advanced simulation (1928). A basic simulation illustrates a sequence of moves the user should make to perform specific actions or game moves (1934). It simulates aspects of game play and presents them to the user such that the user may understand how to implement the simulated moves. For example, the game simulation may show a sequence of moves in slow motion so that the user can more easily understand how to transition from one move to the next. The simulation may illustrate also both the moves a player makes and the corresponding key strokes, or control pad actions necessary to make the depicted moves (1940). An advanced simulation further includes an interactive tutorial which allows a user to practice simulated training material. For example, if the advanced simulation indicates a sequence of keystrokes and illustrates the result of making such moves, the user may practice performing the indicated keystrokes to ensure that the user is understanding what the simulation is teaching. This increases the efficiency of the strategy guide and ensures that the user benefits from its use. After a simulation completes, the user is redirected to a home simulation screen in the secondary media window 340, from which a user may select an additional simulation to execute (1952).

Figures 20-28 depict various screen shots of media displayed in secondary media window 340.

Figure 29 depicts the processing to display additional downloadable training information in either a pop-up window, or a third media window, as described above. Such additional training material may be in the form of, for example, Prima Xtras, which may include downloadable training information displayed in a pop-up window or, training information displayed in an area of the display. In a present embodiment, to access such downloadable material, a user clicks on the associated tab (2910), which makes a call to a web server to retrieve from the appropriate database the Prima Xtras related to the current strategy guide (2914). The database returns the result to the web server (2918), which formats the web page and transmits it to client 110 (2922). The client 110 opens a browser window (2926), as depicted in Figure 30 (see below), listing the available downloads associated with the strategy guide for Tribes (2930). The user selects a hyperlink associated with a desired Prima Xtra (2934).
Once a Prima Xtra has been selected (2936), a File Transfer Protocol, FTP, file transfer is initiated and an ftp server is contacted (2940). Once a handshake has been established between the client and the FTP server, the file is downloaded to client 110 (2948). As described above, the Prima Xtras may be displayed in a separately activatable pop-up window, or in a third media window, or screen area.

Figure 31 depicts an illustrative control flow of the strategy guide. A user directs navigation of the system by selecting the strategy guide to view (3110). The GUI provides a series of pull-down menus and hypertext links that enable the users to make such selections. On the home page of the selected strategy guide, a user selects a preferred bandwidth for receiving strategy guide data (3118). Then, the user is directed to the strategy guide’s main page, or entry screen (3122), where the user selects a specific training set (3126). The user may also freely navigate the primary and secondary media windows and the Prima Xtras. While viewing a video (3130), for example, via the primary media window, a user may pause, resume, stop, forward, or rewind play of the video. When viewing Flash media (3140), for example, via the secondary media window, the user may access a help feature (3144) that provides the user with additional information about the strategy guide itself and the training set. The user may also download Prima Xtras by making an appropriate GUI selection (3150). The GUI further includes a feature that allows a user to provide feedback on the system (3160). Finally, a user may select additional interactive training material that provides additional training and strategy information (3170). The interactive training material may be in the form of, for example, an interactive tutorial that allows a user to practice moves depicted in video that was displayed in the primary media window.

While this illustrative control flow has been described relative to a particular embodiment, one of ordinary skill in the art will appreciate that this control flow is illustrative only and the actual flow of the strategy guide depends directly on the selections made by the user and may include additional capabilities while remaining consistent with the description. For example, the control flow may include a selection that allows a user to change setup options (See 354 of Figure 3).

An Illustrative Control Flow of Tomb Raider 4

Figure 32 depicts an illustrative control flow, including a critical path and optional paths, for the Tomb Raider game. It depicts the choices and a user may make and the possible paths of game navigation. The “critical path” reflects a path of game
navigation that provides the most efficient movements and actions that may be used achieve the secondary objectives needed to achieve the primary objective. The "optional path" reflects additional information and direction on other resources that are included in the game and that the user may want to access, but are not required to achieve either the secondary or primary game objectives. For example, the video in the primary media window may depict traversal according to the critical path and the secondary media window and depict an optional path of traversal. As depicted in figure 32, when the user enters the fountain room (3230), the user may or may not (optional path) divert to secret area 1 (3236) to activate a wall switch that will unlock a secret area later in the level. If the user stays on the critical path the user will proceed out of the fountain room, up a ramp, pry open two doors in the hallway (3218) to reach a hole in the floor (3210) which leads to the final beetle needed to progress through the game. After escaping safely with the beetle, the user proceeds back to the fountain room and exits to the previous level where the user can place the last beetle in its receptacle and receive the scarabe toy. The user then re-enters the fountain room, and using the scarabe toy is now able to access the rest of the level (3256), as well as the second secret area. The user may exit via a hole in the floor (3214), or by prying open the door (3218). If the user exits via the hole in the floor, the user enters a fountain room (3230). A fountain passage in the fountain room takes the user into a secret area 1 (3236). By activating a wall button in secret area 1, the user may go to secret area 2. If the user obtains the scarabe toy while in the fountain room, the user may leave the fountain room and proceed through the adventure, using the scarabe toy. A user may not proceed past a certain point in the game until the scarabe toy has been obtained (3256).

By illustrating both a critical path and associated optional paths, as described above relative to Figure 32, each strategy guide helps a user understand options and decisions that made be made during game play, along with the implications of and relationships among such options. Further, by displaying both a critical path and optional paths simultaneously, via separately navigable windows, a user may better visualize the impact of decisions made relative to game play.

Figures 33-42 depict annotated screen shots reflecting an illustrative video of a primary media window display in a training set for Tomb Raider, corresponding to the critical path depicted in Figure 32. Figure 33 instructs the user to dive into a pool in the fountain room. By passing through a small underwater passage at the bottom of
the pool (see Figure 34), the user will surface and enter secret area 1 (see Figures 35 and 36), which includes a secret panel. After gaining entrance into the deeper recesses of the level via the secret panel, the user is instructed to drop down, shoot and pick up the first set of ammunition, a crossbow (see Figure 37). Next, the user is instructed to pull a nearby wall switch that activates a pillar which can be used to pull up into a new area (see Figure 38). Upon arriving in the new area, the user will find a second set of ammunition, exploding arrows (see Figure 39). The user is then instructed to back-track until nearing the wall, which will now include an open door (See Figure 40). Figures 41 and 42 provide additional details on mastering this critical segment.

A strategy guide is designed by determining the primary and secondary objectives of the game, the game control elements, the game control devices, the GUI and POV, and the Critical Segments. Because they are multimedia based, strategy guides are built around each specific game engine, its unique POVs, control elements (e.g. characters, game space, game physics etc.) and how they relate to the primary and secondary objectives of the game. Figures 43A and 43B depict an illustrative process flowchart indicating the components of a strategy guide. There are multiple components included in a process for creating a strategy guide, including media options, preliminary GUI design, preliminary game research, training set research, media pre-production, media production, and media post-production. The considerations of each of these components are interactive and may be dependent on considerations in another component. For example, a determination of the primary game objectives determined during the preliminary game research impacts which media is best to depict a particular aspect of training for the game. Similarly, the GUI design reflects aspects of the game, determined during preliminary game research. When creating a strategy guide, each of these components is considered separately for each electronic game related to the strategy guide. The media options include determining which media types are compatible with the electronic game and which are best to depict training information. The preliminary GUI design considers the game POVs, terrain, time, physics, etc. The preliminary game research is used to determine the primary and secondary objectives of the game, along with the critical segments, i.e., critical segments of the game, and game triggers, scoring, and other game dynamics. Once the preliminary game research has been performed, the strategy guide designers can develop training sets, which reflect the game objectives,
dynamics, triggers, etc., to provide instruction on the critical segments of the game. Creating a training set is an iterative process that reflects solutions to overcoming critical segments of the game. To increase its effectiveness, each training set relates to a specific game segment.

Once the training sets have been researched, they are created during media pre-production. Creating a training set includes developing scripts reflecting the desired training material. The scripts may include video tapes of game play and code, and narration. Panoramic scripts are created by coalescing several screen shots of an environment. For example, multiple screen shots are taken at regular intervals, such as, forty-five degrees of rotation, as viewed from a static center point. The multiple shots are then joined together, using proper camera lens emulator, width and height dimensions, to recreate the original environment in the form of a video script. Then, additional elements, such as, defensive weapons, graphics for alternative views, etc., are added as transparent layers to the script. Next, hotlinks enabling a user to select certain areas of the script to receive additional information/details about the area, are added to the script. The hotlinks may include, for example, vocal narration or status bar messages. The final script is then exported and compressed into an appropriate media to display in the strategy guide, such as, QuickTime™ video and audio files. The audio files may include voice overs and may be saved in separate HTML file directories.

Once the scripts have been developed, the primary and secondary media and Prima Xtras that best represent the scripts and the principles of the training sets are determined. Once the primary and secondary media and Prima Xtras have been integrated within the training set scripts, during media production, each training set is assigned primary and secondary media and Prima Xtras. The media files are optimized and fed into an online GUI which presents the training material to a system user. Although each strategy guide is specific to its related game, the game elements considered to create the strategy guide are similar among games that have similar objectives.

Generally, games may be divided into seven different genres: sports, action/adventure, fighting, graphic adventure, role play, shooters, and strategy. The following description discusses the elements of each genre that are used to develop the strategy guide.
Sports Games

Sports games are based on the recreation of playing a sport, such as football, basketball, and hockey.

Control Elements

1. Defensive and Offensive sets - Sports games typically pit a game player against an opponent. There are usually predefined offensive and defensive plays, or sets, that the player must choose prior to playing.

2. Player Ratings - A point system matches the attributes of one player against another. The better a player’s rating, the more likely a player will outperform another player and vice-versa.

3. Terrain (Stadiums) - The playing surface depends on the arena or stadium.

4. Rules - The rules that apply to the game and the degree to which these rules are applied can dramatically affect game play.

5. Quality of Opposition - Whether the opponent is the computer or a live person and the strengths and weaknesses of opponent affect game play.

6. Point of View (POV) - Usually third person.

Control Devices

1. Generally a control pad, or a joystick.

Critical Segments

1. Best Defensive or Offensive Strategies - Most games have pre-defined plays for offense and defense. The player activates a particular play by a specific keystroke combination. Based on the design of the game, certain plays are more effective than others in specific situations.

2. Best Moves - These plays significantly increase the likelihood of success. For example, in Madden 2000, a specific combination of keystrokes and/or button pushes will activate a “turbo-boost” and in conjunction with a “swim move” by a defensive lineman, will improve the chances of sacking the quarterback. Similarly, in a baseball game, pitcher Pedro Martinez will most likely go to his fastball on certain situations or counts.

3. Audible - Audibles are strategies or strategy modifications that should be used during certain game situations. For example, in Madden 2000, a specific keystroke or control pad combination will allow the user to change a selected play, i.e., an audible, to another pre-defined play based upon what the player may see in a defensive
formation of an opponent. The play changes often result in a different offensive formation. Audibles can apply to the defensive unit as well.

(4) Money Plays - Money plays are the best offensive plays or sets to use during particular game situations.

(5) Cheats and Codes - The use of cheats and/or codes will allow the player to: (a) alter normal characteristics of players or teams, (b) alter game conditions, or (c) jump ahead to different points of a season. Cheats usually require intricate keystroke or game pad button sequences to be activated.

10 Action/Adventure Games

Action/adventure games focus on manual dexterity and usually include a quest. In this genre of games, there is a goal to be won or a person to be saved.

Control Elements

(1) Structure of Game - Most action/adventure games are designed in a linear form such that the player must play successive stages (and levels within the stages) until the game is completed.

(2) Objective of Game - The objective is generally to complete all of the levels. These games generally use either a point system, time, or the collection of objects to enable a player to move from one level to the next.

(3) Characters - Characters have attributes that affect game play. Energy level, for example, may determine the effectiveness of character. A single game player usually takes the role of main character and plays against the computer on a computer generated playing environment.

(4) Terrain - The terrain affects movement of characters and ability to achieve objectives. It may be either 2D or 3D.

(5) Quality of opposition - As one progresses through a game, the enemies encountered become more difficult to defeat.

(6) Puzzles - Puzzles may have to be solved to advance in game.

(7) POV - These games are generally presented from the third person POV, so that the game player is looking at their character.

Control Devices

The control devices may include a variety of peripherals, such as a control pad, joystick, keyboard and mouse.
Critical Segments

(1) Characters - (a) Increasing, or at least maintaining the energy level of characters; (b) defeating enemies or opponents (called “Bosses on Mini Bosses”).
(2) Objects - (a) location of secret or hidden items necessary to advance through stages; (b) combining or mixing of items to increase the power or potency of an item.
(3) Game Objective - (a) identifying time elements that affect ability to achieve game objectives.
(4) Best Moves - (a) a specific sequence of steps may be required to navigate terrain or advance to next stage.
(5) Puzzles - Players need solutions to puzzles to advance in the game.

Fighting Games

Fighting games are defined by their focus on inflicting damage on a rival opponent in an attempt to defeat them. Various games utilize hand to hand combat, weapons and mystical powers. Combinations are the main element in fighting games.

Control Elements

(1) Game Structure - Usually involves two characters fighting each other. A single player may fight against the computer, or two players (or more) can fight one another.
(2) Quality of opposition - When playing against the computer, as a player advances through matches, the quality of opposition increases.
(4) Characters - (a) each character has strengths and weaknesses that affect its fighting ability; (b) the attributes of characters can be generally adjusted to affect the skill of a fighter.
(5) Objective - To win the tournament. This may also be affected by the “back story” for a character. For example, a character is often given a certain “history” and the winning of the tournament will have different end results depending on that character’s history.

Control Devices

The control pad is the main device used, although in some games, the keyboard may be used.

Critical Segments

(1) Best Moves - The combination of moves/keystrokes that will cause the most damage requires a certain sequence of keystrokes in a certain timing. This critical
segment also considers the most effective countermoves, i.e., moves to apply when attacked.

(2) Responding to Opposition - (a) exploiting the strengths and/or weaknesses of an opponent; (b) strategy between specific opponents - each character may react differently to another character; (c) player skills - mastering one character may allow a player to become a new character.

**Graphic Adventure Games**

Graphic Adventure games focus on the development of a story line by solving puzzles and mental challenges. They rarely include any form of combat.

**Control Elements**

(1) Game Structure - (a) the structure is generally linear and follows a prescribed plot line; (b) the game is puzzle-based - movement in game is affected by players ability to solve puzzles; (c) the interface usually requires the player to point and click to activate objects in the game.

(2) Characters - The player is the character. Other characters usually provide information about the player’s character and introduce challenges to solve.

(3) Objects - The player may need to acquire items to advance in the game.

(4) Game Objective - The game’s objective is generally dictated by the story line, *e.g.*, it may involve saving a character or finding an object.

(5) POV - The games are generally presented from the first person point of view.

**Control Devices**

Usually a keyboard and mouse since most games are PC-based.

**Critical Segments**

(1) Solving illogical or logical puzzles.

(2) Navigating the terrain in a certain order to achieve a game objective.

(3) The game usually contains hints and clues embedded in certain areas. The player needs to know where to find tips or hints to solving the puzzles.

**Role Playing Games (RPG)**

RPGs emphasize story line and plot development and focuses on strategy and decisions during battle. RPGs generally allow a player to improve the abilities of the character, and interact with other characters in the development of the plot.
Control Elements

(1) Game structure - The player assumes a particular role and advances through a fantasy-like environment, encountering a variety of situations, objects and settings. There is usually an underlying story and plot line, but these tend to be less linear and more dynamic than graphic adventures.

(2) Objective - To accomplish the underlying mission, quest or goal of the game story. For example, a user is coerced into a long and arduous quest to save their village from destruction.

(3) Characters - The characters have certain attributes, such as strength, lives, etc. Hit points or magic points can increase or decrease depending on certain elements of game and will affect ability to proceed to other levels.

(4) POV - Overhead or third person.

(5) Terrain - Terrain can affect performance of certain characters and ability to move.

(6) Objects - The games feature objects, such as weapons, coins, etc., that the player can use to advance in the game. The game may also include puzzles that need to be solved.

Control Devices

Usually uses all peripherals such as a control pad, joystick, keyboard and mouse.

Critical Segments

(1) Enhancing Effectiveness of Characters - player need to understand how to acquire hit points and magic points.

(2) Acquiring Objects - players need to acquire weapons, money, etc. to advance in game.

(3) Responding to Enemies/Other Characters - (a) players may need a combination of attacks against certain enemies; (b) player can acquire weapons based on the amount of money acquired.

(4) Traveling within Terrain - Players need detailed instruction on traversing the terrain or solving challenges that may arise along the way.

Shooter Games

Shooter games focus on destroying an enemy by shooting a variety of weapons.
Control Elements

(1) Game Structure - The player usually assumes a character that moves through an environment in which the player encounters opponents/enemies that must be destroyed. The games can involve 'levels' of increasing difficulty that the player must play until the game is completed.

(2) Objective of Game - To kill or destroy enemies and opponents with weapons of various kinds, or alternatively, to complete all of the levels.

(3) Characters - The player is usually the main character.

(4) Terrain - The terrain affects movement of characters and their ability to achieve objectives.

(5) Quality of opposition - Enemies become more difficult to defeat the further one progresses through a game.

(6) POV - 1st person (i.e., from the perspective of the player’s character).

Control Devices

Usually uses all peripherals such as a control pad, joystick, keyboard and mouse. In some games, a weapon peripheral is used.

Critical Segments:

(1) Characters - Increasing or maintaining energy level of characters and Defeating enemies or opponents.

(2) Objects - Effective utilization of weapons - best weapon to use in a certain situation or against a certain opponent and Location of secret or hidden weapons or armor.

(3) Enemies - Identifying location and strength/weaknesses of enemies and opponent.

(4) Best Moves - A certain sequence of steps may be required to navigate terrain or advance to next stage.

(5) Terrain - Developing knowledge of the terrain in order to navigate it safely and successfully.

Strategy Games

Strategy games are more than just games that require strategy. They are games that are based upon it. They often involve large playing fields with positional characters (which are commonly war or armies).
Control Elements:
(1) Game Structure - These games usually involve the development or deployment of a civilization or community in either a "realistic" or fantasy-like environment. The players seek to attack or defend themselves against enemy civilizations or communities. The games can be either "turn-based," which means that each player moves in turns, or "real-time," which means that players can move simultaneously.
(2) Game Objective - Typically the ultimate objective is conquest or defeat of the opponent.
(3) POV - Third person from the top.
(4) Characters - Typically in charge of a community. Different kinds of characters make up that community and perform certain prescribed roles.
(5) Objects - The games usually feature buildings, weapons, and resources that can be used to create defenses and offenses.
(6) Terrain - There is usually a large playing field in which a civilization is established. The terrain may impact the effectiveness of game play.
(7) Rules of Game - Various rules of engagement are included.

Control Devices:
Usually a keyboard and mouse since most games are PC-based.

Strategy or Critical Segments: The strategy relates to maximizing resources.
(1) Defensive and offensive strategies to defeat opponents.
(2) Detailed explanation of upgrades.
(3) Strengths and weaknesses of communities and segments (pieces) of communities.

Examples
The following examples describe the objectives, critical segments, POVs, and illustrative training sets for the following games: (1) Star Craft, (2) Tomb Raider, and (3) Stairsiege Tribes.

Star Craft
The critical segments for Star Craft have been identified as aspects of game play that are necessary to achieve the primary and secondary objectives of the game, enumerated as follows:
1. How to find the best online game with the least amount of lag.
2. Build orders for each race for the offensive rush, or defending against one.
3. How to successfully perform a backdoor attack, i.e., an attack on the backside of an enemy’s base, and how to implement a fakeout attack, i.e., to send a decoy force on one side and then attack from another side.
4. In-depth training on offensive and defensive strategies for the Protoss race.
5. In-depth training on offensive and defensive strategies for the Terran race.
6. In-depth training on offensive and defensive strategies for the Zerg race.
7. How to spy and use the “Fog of War” to your strategic advantage. Fog of war refers to a darkened area, in which a player cannot see the enemies.

The skill areas that this strategy guide focuses on include:
1. Identifying elements of a good team game.
2. Developing efficient and effective build hierarchies by appropriately allocating personnel to gathering resources and to the armies.
3. Developing effective attack moves and strategies.
4. Developing the best set of moves for each kind of race.

The media used for the primary media, secondary media and the related Prima Xtras reflect Star Craft’s type of action, game space, game physics and objects.

The Star Craft strategy guide presents six unique multimedia interactive training sets to provide training on each of the critical segments. Each training set includes primary and secondary media selections, and related Prima Xtras, which are downloadable. The Prima Xtras may be obtained, for example, from a CD-ROM or floppy disk.

**Primary Objective**

To defeat opponents by eliminating their players and hardware, or if playing as a team, to achieve the highest score.
Secondary Objectives

1. Hierarchical Build structures to create the most potent force
   a. Adding abilities
   b. Improving objects and forces

2. Building the largest force.


4. Building an offense.

5. Intelligence (spying or countering spying).

6. Repairing and healing.

7. Use of air and ground forces.

Elements of Each Critical Segment

1. How to find a good team game
   a. No lag
   b. No backstabbers

2. Build hierarchy and efficiency
   a. The Rush: defensive and offensive building
   b. Building your attack force
   c. Defense

3. Sneak Attack
   a. Backdoor
   b. Fake out
   c. Tanks across the water

4. Protoss Best Moves
   a. Offense
   b. Defense

5. Terran Best Moves
   a. Offense
   b. Defense

6. Zerg Best Moves
   a. Offense
   b. Defense

Primary POV: Third-person with 45 degree angled view of any area of the map.
Secondary POVs:

(1) Troop-movement map hindered by Fog-Of-War unless turned off, revealing all players.
(2) Active object/characters window with status bar
(3) Individual character window
(4) Actions window

Media Choices based on POV and typical game action:

(1) Interactive Flash maps and scenarios
(2) Quick paced videos that show strategy results
(3) Flash tutorials on Battlenet use
(4) Sound packs
(5) Text files with build orders
(6) Saved Game files

Applying Media Selections For Each Training Set

1. Training Set #1: How to find a good team game

   Media 1:1 Movie Script:
   Entertaining video that illustrates the best Star Craft maneuvers and provides an overview of what the strategy guide includes.

   Media 1:2 Flash Script:
   Interactive tutorial that provides instruction on determining the best team games and situations. This tutorial defines various terms used in the game, and explains how to use the Battlenet interface. It also direct the user to additional resources, such as strategy guides by Prima Communications, Inc., the Camelot mods, and others.

   Media 1:3 Prima Xtras:
   Sound Pack for humorous game play.

2. Training Set #2: Build hierarchy and efficiency

   Media 2:1 Movie that Script:
   This movie script explains “The Rush,” a phrase that is used to refer to a game segment that requires a user to choose either defensive or offensive building when game play begins. Defensive building anticipates the Rush attack and prepares to repel it and make attackers pay for their arrogance. Offensive building ignores defense and
assembles the quickest attack force available to attack the enemy before they can establish their base.

Fully built Terran, Protoss and Zerg Defensive Build Orders are provided, describing the tactics and demonstrating the corresponding action, in the secondary media window.

Media 2:2 Flash Script:

This script presents detailed maximum build orders for all three races for both defense and offense. A user selects offense or defense, and a training set that presents the optimum build order for a selected race is loaded and displayed. A Flash interactive component that illustrates possible results for the first 5 minutes of play demonstrates the best way to maneuver in each race is displayed.

Media 2:3 Prima Xtra:

Build scripts, which can be printed, for offense and defense for each race.

3. Training Set #3: Sneak Attack

Media 3:1 Movie Script:

This movie script explains and illustrates the backdoor and fakeout methods of attack, and the tanks across the water maneuvers. More specifically, it shows how to implement a back door attack with each race on an opponent, also demonstrating how to take out the opponents’ resource collectors, buildings and energy storage units. It also illustrates how to implement a fakeout attack to remove resources away from a location of a pending future attack. The Terran Tank Siege across the water; the Zerg Guardian attack on turrets, and the Templar energy wave are also illustrated.

Media 3:2 Flash Draggable map:

Operates to mimic Fog of War so that it lights up an area as the user traverses the terrain. It provides voice and technical alerts if the user tries to implement a backdoor attack in the wrong spot. It congratulates the user, as the game does, when the user successfully progresses through the map.

Media 3:3 Prima Xtra
Downloadable saved games where a back door attack situation has been set-up and the user can practice implementing the back door method.

4. Training Set #4: Terran Best Moves

5. Media 4:1 Movie Script:
   This movie script illustrates the advanced attack force (Siege Tanks, Marines, a Goliath, a Science Vessel and an SCV, keyed as an attack group). It also describes a Wraith attack and directs a user to Training Set 3, which demonstrates the Wraith attack. The script also illustrates the Ghost drop and nuke.

Media 4:2 Flash Script:
   - Build scripts for multiple Drop & Nuke.

Media 4:3 Prima Xtra:
   - Points to a sound pack that includes Nuke sounds, for example, from Dr. Strangelove, Apocalypse Now and a Dirty Harry movie.

5. Training Set #5: Protoss Best Moves
   All three media will be equivalent to Terran Best Moves

6. Training Set #6: Zerg Best Moves
   All three media will be equivalent to Zerg Best Moves

_Tomb Raider 4: The Last Revelation - Example # 2_

The unique critical segments for Tomb Raider 4 include: mastery of difficult moves, the solution to difficult puzzles at strategic places, the discovery and wise use of inventory items throughout the game, and other basic principles associated with defeating major opponents.

This strategy guide presents five unique multimedia interactive training sets, each of which have a primary media selection, a secondary media selection, and related downloadable Prima Xtras.

The skills areas that the Tomb Raider strategy guide focuses on include:

1. Learning how to master the best moves.
2. Learning the critical path through a certain level.
3. Learning how to defeat certain enemies.
4. Making the correct choices of weapons.
5. Learning how to solve puzzles.
Primary Objective
To complete the linear adventure sequence presented. A player may increase the overall game score by discovering secrets along the way.

Secondary Objectives
1. To learn to move through the game by using all of Lara's major moves and abilities.
2. To discover the weapons, secrets, health, and ammunition.
3. To learn when to use what piece of inventory and how to use it efficiently.
4. To learn to defeat or survive all the major opponents.
5. To learn to master game puzzles.

Identified Critical Segments
1. Difficult Moves:
   a. two rope jump
   b. Underwater sequence: Long time + Mirror Room
   c. Rotating disk jump back
2. Enemy Breakdown 2
   a. Skeletons
   b. Ninjas
   c. Crusader skeletons
   d. Scorpions
   e. Bull
   f. Eagles
   g. Fire Ghost
   h. Horseman
3. Solving the Senet Puzzle
4. Beetlemania:
   a. 1st run
   b. 2nd run
5. Underwater maze
Primary POV: Third-person with a strong First-person feel.

Secondary POVs:
1. Look-around view.
2. Cut scenes that suggest strategy.
3. Cut scenes that drive story line.

Media Choices based on POV and typical game action:
1. Movies that demonstrate superior game play.
2. Interactive Flash tutorials on Puzzles.
3. Introductory strategy guide Flash tutorial.
4. Saved Game files.

Applying Media Selections For Each Training Set

1. Training Set #1: Difficult Moves:
   Media 1:1 Movie Script
   This movie shows how to implement the game’s hardest moves, including the 2 rope jump, difficult Underwater sequences, and the Rotating Disk Jump Back. It is integrated with a Flash component that illustrates when and what buttons to push on the game pad, or keyboard.

2. Training Set #2: Enemy Breakdown:
   Media 1:2 Flash Game pad/Keyboard tutorial
   The user chooses a desired format, e.g., Dreamcast, PC, Mac or Playstation, and the appropriate pad or keyboard is displayed. The tutorial illustrates and gives audio instruction for the sequences and timing for the most difficult moves in the most challenging places.

   Media 1:3 Prima Xtras
   Downloadable game saves for PC, Mac, Playstation and Dreamcast.

   Media 2:1 Movie Script
   This movie provides instruction on defeating the Horseman, the Golden Eagles in the Statue Room, the Ghosts O’ Fire, and the Bulls.

   Media 2:2 Introduction to Tomb Raider Strategy Guide
   Media 2:3 Prima Xtras
   Downloadable game saves for PC, Mac, Playstation and Dreamcast.
3. Training Set #3: Solving the Puzzles: The Senet Game
   Media 3:1 Movie Script
   Overview of all puzzles.
   Media 3:2 Flash interactive tutorial on puzzles
   Senet game, interactive tutorial.
   Media 3:3 Prima Xtras
   Downloadable game saves for PC and Dreamcast.

4. Training Set #4: Beetlemania:
   Media 4:1 Movie Scripts
   Several short teaching movies on how to avoid the Beetles and survive
   their swarming at various critical game segments.
   Media 4:2 Flash Game Controller
   Shows moves on controller needed to escape beetles.
   Media 4:3 Prima Xtras
   Downloadable game saves for PC and Dreamcast illustrating game
   segments that occur either before and/or after a beetle attack, i.e., these
   game saves depict actual game play at the indicated game segment.

5. Training Set #5: Underwater Maze
   Media 5:1 Movie Script:
   This movie shows how to make it safety through the underwater maze.
   Media 5:2 Flash Media
   Flash media that makes “Rough Cuts” available for download.
   Media 5:3 Prima Xtras
   Game saves.

**The Starsiege Tribes strategy guide - Example # 3**

The critical segments for Tribes include: implementing a teamwork strategy,
learning the modifications of the game, setting a game-changing yard or base defense,
being an effective offensive sniper, adding HUDs and scripts to enhance game play,
and being a dominating base destroyer and flag-caper. Prima Xtras feature
downloadable demos which can be studied through the basic Tribes game engine.

The skill areas focused on in the Tribes strategy guide include:
1. Learning how to set up effective offenses and defenses.
2. Learning effective ways to move around the game terrain.
3. Learning how to manipulate and place certain objects (e.g., weapons) in the game.
4. Learning how to use weapons.

**Primary Objectives**

Each map may have different primary objectives, including, for example, capturing the flag, surviving a deathmatch, dueling, etc. An additional primary objective includes outscoring the enemy (opponent) to achieve overall success, i.e., to win.

**Secondary Objectives**

1. Defending the base and inventory.
2. Protecting the flag.
3. Destroying the opponent's base and equipment.
4. Capturing the opponent's flag.
5. Loading the best HUDs.
6. Winning in various match types.

**Critical Segments**

1. Intro to Prima’s strategy guide for Tribes:
   a. The Manual
   b. The Book
   c. The strategy guide
   d. How to use this strategy guide
   e. Mods, i.e., modifications to the base game and HUDs, i.e., Heads Up Displays
   f. How to find the best online server
   g. What position do I play?
2. Dangerous Crossing Defense:
   a. A “yard” defense
   b. Setting up missile turrets
   c. Setting secondary defenses
3. **Roller-Coaster Defense:**
   a. Protect your power source
   b. Riding equipment
   c. Protecting equipment
   d. Under base defenses

4. **Roller-Coaster Sniper Mini-Base:**
   a. Location, setup, and goal
   b. Defending and returning to mini-ban
   c. Destroying the enemy from afar
   d. Backup or fallback position

5. **Broadside Gen Room Defense:**
   a. Difference between “base” and “yard” defense
   b. Sealing of roof in renegades
   c. Gen room basic defense
   d. Repairing and defending
   e. Distracting the enemy with additional yard defense moves

6. **Heavy Offense:**
   a. Travel speed and inventory
   b. Skiing
   c. The Vulcan and other deadly heavy stuff
   d. Base destroying and camping

25 **Primary POV:** First-person or third-person with a strong first-person feel.

**Secondary POVs:**
1. Look-around view.
2. Observer mode.
3. Command Station mini-view.
4. Overview Maps.

Media Choices based on POV and typical game action:
1. Cinematic Movie that describes strategy guide Interactive Flash tutorials on Tribes.
2. Interactive Flash tutorial on specific maps.
3. Interactive Flash tutorial on HUDs.
4. Virtual Pano Game Room.
5. Saved demonstration files with readme.txt files for each.

Applying Media Selections For Each Training Set

1. Training Set #1: Introduction to strategy guide for Tribes:
   Media 1:1 Movie Script
   This movie illustrates game segments, explains basic defensive and
   offensive positions, and provides an overview of game segments that
   are included in the strategy guide.
   Media 1:2 Flash cinematic opening and inventory station for Tribes:
   This cinematic treatment describes Tribes and explains how the
   strategy guide provides training and instruction. It mimics the
   Inventory Station feature of the game. The Inventory Station is a
   feature that gives the player the ability to select weapons, armor, and
   objects to use.
   Media 1:3 Prima Xtras
   Downloadable demonstrations of various game strategies. An
   accompanying “Readme.txt” file provides explanatory notes.

2. Training Set #2: Dangerous Crossing Defense:
   Media 2:1 Movie Script
   This movie illustrates how a good “Yard” defense can lead to success.
   Media 2:2 Flash Interactive Map
   This interactive map illustrates placement of various objects, such as
   sensors and mines, and explains a detailed strategy for deploying the
   defense depicted in the movie. Several different views are given to
   make placement clear and precise.

   Media 2:3 Prima Xtras
   Downloadable demonstrations illustrate the dangerous crossing
defense and how it can be deployed on other maps or coming from the
reverse direction. These demonstrations can be played through the
Tribes Game engine. An accompanying “Readme.txt” provides explanatory notes.

3. Training Set #3: Roller-coaster defense:
   Media 3:1 Movie Script
   This movie shows how a good “yard” defense can humiliate and demoralize opponents trying to cap a player’s flag in a wide open base.
   Media 3:2 Flash Interactive Map
   This interactive map illustrates placement of objects (e.g., sensors, mines, rockets) and provides detailed strategy help for deploying the defense shown in the movie. It allows a user to view the game space 360 degrees around. Several different views are provided.
   Media 3:3 Prima Xtras
   Downloadable demonstrations illustrate the roller-coaster defense and how it can be deployed on other maps or coming from the reverse direction. These demonstrations can be played through the Tribes Game engine. An accompanying “Readme.txt” file provides explanatory notes.

4. Training Set #4: Roller-coaster Sniper Mini-Base:
   Media 4:1 Movie Script
   This movie illustrates how a sniper mini-base can be used to dismantle another base, leaving the flag unguarded so that it may be capped.
   Media 4:2 Flash Interactive Map
   This interactive map illustrates placement of players and provides detailed strategy help for deploying the offense shown in the movie.
   Media 4:3 Prima Xtras
   Downloadable demonstrations showing the Sniper offense and how it can be deployed on other maps or coming from the reverse direction. These demonstrations can be played through the Tribes Game engine.
   Accompanying “Readme.txt”.

5. Training Set #5: Broadside Gen Room Defense:
   Media 5:1 Movie Script
   This movie shows how to establish a “base” defense and protect the generator room in a highly vulnerable map named Broadside.
Media 5:2 Panoramic Virtual Game Room
This interactive panoramic game room depicts placement and gives
detailed strategy help for deploying the defense shown in the movie.
Several different views of the placement are provided.

5 Media 5:3 Prima Xtras
Downloadable demonstrations illustrate the Broadside defense and
show how it can be deployed on other maps and other mods. An
accompanying "Readme.txt" file provides explanatory notes.

6. Training Set #6: Heavy Offense

10 Media 2:1 Movie Script
This movie illustrates how a player can be a successful base destroyer
and flag-capper. It also illustrates how to ski, and how to base camp
and kill re-spawns.

Media 2:2 Flash Interactive heads up display ("HUD") tutorial

15 This interactive tutorial shows how to download, install, and use a
variety of HUDS.

Media 2:5 Prima Xtras
Downloadable HUDs and links to their home sites.

20 Although the foregoing description has been described with reference to a
specific implementation, those skilled in the art will know of various changes in form
and detail which may be made without departing from the spirit and scope of the
invention as defined in the appended claims and the full scope of their equivalents.
WHAT IS CLAIMED IS:

1. An apparatus for delivering electronic game training information, comprising: a computer readable storage medium encoded with computer readable code that corresponds to multiple respective training sets, each respective training set corresponding to at least one electronic game skill area, wherein each respective training set includes computer code that can instruct a computer system to provide a multimedia display of at least a portion of the electronic game corresponding to the respective skill area; and wherein each respective training set includes computer code that can instruct the computer system to provide graphical instruction on at least one skill that an electronic game user should practice to improve performance relative to the at least one game skill area.

2. The apparatus of claim 1, wherein the electronic game skill area reflects a critical segment of the game.

3. The apparatus of claim 1, wherein the computer code instructs a computer system to provide animated instruction on the at least one skill.

4. The apparatus of claim 1, wherein the computer code instructs a computer system to provide audible instruction on the at least one skill.

5. An apparatus for delivering electronic game training information, comprising: a modulated signal encoded with computer readable code that corresponds to multiple respective training sets each respective training set corresponding to at least one electronic game skill, wherein each respective training set includes computer code that can instruct a computer system to provide an animated display of at least a portion of the electronic game corresponding to the respective skill area; and wherein each respective training set includes computer code that can instruct the computer system to provide graphical instruction on skills that an electronic game user should practice to improve performance relative to the respective skill area.

6. A method of providing electronic game training information, comprising:
providing a computer readable storage medium encoded with computer readable code that corresponds to multiple respective training sets each respective training set corresponding to at least one electronic game skill area; wherein each respective training set includes computer code that can instruct a computer system to provide at least one animated display of at least a portion of the electronic game corresponding to a respective skill area; and wherein each respective training set includes computer code that can instruct the computer system to provide at least one graphical instruction on a skill that an electronic game user should practice to improve performance relative to the respective skill area.

7. The method of claim 6, further comprising:
   providing a first window and a second window, which each include at least one of a multimedia display, an animated display, a graphical display, a textual display, or an audio display of instruction on the skill and wherein the first and second windows include different displays.

8. The method of claim 7, further comprising providing the first and second windows to appear simultaneously.

9. The method of claim 8, further comprising displaying a third window simultaneously with the display of the first and second windows, and wherein the third window includes a different display than that of either the first window or the second window.

10. The method of claim 7, further comprising providing the first and second windows operate to independently.

11. The method of claim 10, further comprising displaying a third window which operates independently of the display of the first and second windows.

12. The method of claim 6, further comprising:
   providing a first window in the graphical user interface which displays the respective animated displays; and
providing a second window in the graphical interface which displays the respective graphical instructions.

13. The method of claim 7, further comprising providing in the graphical user interface navigation buttons that allow a user to navigate among training sets.

14. The method of claim 7, further comprising providing navigation buttons that allow a user to navigate among electronic games.

15. The method of claim 7, further comprising providing a graphical user interface, wherein the graphical user interface permits a game user to select among respective training sets corresponding to respective skill areas; and wherein the graphical user interface permits the game user to at least select among a respective animated display and a respective graphical instruction of a respective selected training set.

16. A graphical user interface to deliver electronic game training information, comprising:

   a first zone to display multimedia information reflecting game play associated with a critical segment of a game; and

   a second, interactive zone to display strategy information reflecting game play associated with the critical segment of the game,

   wherein the display of the first and second zones are presented simultaneously and independently.

17. The graphical user interface of claim 16, further comprising a third zone to provide access to additional information about the critical segment, wherein the additional information is presented simultaneously with the display in the first and second zones.

18. The graphical user interface of claim 17, wherein the additional information presented in the third zone is downloadable.
19. The graphical user interface of claim 16, further comprising a link to the game, the link allowing a user to enter the game from the graphical user interface.

20. The graphical user interface of claim 16, further comprising a plurality of navigation buttons that allow a user to select a training set associated with the critical segment.

21. The graphical user interface of claim 16, further comprising a sub-zone of the first zone, the sub-zone displaying textual strategy information corresponding to the display in the first zone.

22. The graphical user interface of claim 16, further comprising a sub-zone of the first zone, the sub-zone presenting audio strategy information corresponding to the display in the first zone.

23. The graphical user interface of claim 16, wherein one of the first and the second zones displays a video of game play.

24. The graphical user interface of claim 16, wherein one of the first and the second zones displays an animated representation of game play.

25. The graphical user interface of claim 16, wherein the display of the first and second zones presents different points of view of the game.

26. The graphical user interface of claim 16, wherein the second zone displays information indicating a control pad sequence to mimic the game play presented in the first zone.

27. The graphical user interface of claim 16, wherein one of the first and second zones displays a panoramic view of game play.

28. The graphical user interface of claim 27, wherein the panoramic view of game play is interactive.
29. The graphical user interface of claim 16, wherein the second zone allows a user to practice a sequence of moves depicted in the first zone.

30. A method to display an electronic strategy guide, comprising:
    5 displaying a primary media window that provides a video of game play associated with a critical segment of a game; and
    contemporaneously displaying a secondary media window that provides additional strategy instruction related to the critical segment,
    wherein the primary media window and the secondary media window operate independently.

31. The method of claim 30, further comprising monitoring game play and saving an indication of a suspension point of the game play such that the game play may be resumed from the suspension point.

32. A computer-readable medium comprising instructions to display an electronic strategy guide, the instructions comprising:
    15 a first module to display a primary media window that provides a video display of game play associated with a critical segment of a game; and
    a second module to contemporaneously display a secondary media window that provides additional instruction on the critical segment,
    wherein the primary media window and secondary media window operate independently.

33. The computer-readable medium of claim 32, further comprising a third module to monitor game play and save an indication of the game play such that the game play may be resumed from the suspension point.

34. A system to display an electronic strategy guide for a game, comprising:
    30 a client; and
    a server that comprises a program to display an electronic strategy guide to a user via a graphical user interface that simultaneously displays a primary media window and a secondary media window, both of which provide multimedia strategy
instruction on a critical segment of the game, and wherein the primary and secondary media window operate independently.

35. The system of claim 34, wherein the primary media window displays a video of game play.

36. The system of claim 34, wherein one of the primary media window and the secondary media window comprises an interactive display that responds to a user input.

37. The system of claim 34, wherein one of the primary media window and the secondary media window comprises a panoramic display of game play.

38. The method of claim 37, wherein the panoramic display allows a user to select an object that is displayed in the display of game play.

39. The system of claim 34, wherein the secondary media comprises a multimedia display.

40. A method to provide multimedia instructions on playing a computer-implemented game, comprising:
   receiving user input indicating a critical segment; and
   displaying in at least one of a primary media window and a secondary media window which operate independently, an audiovisual segment reflecting game play sequences for the critical segment.

41. The method of claim 40, wherein the audiovisual segments depict one or more points of view of the game play sequences.

42. The method of claim 40, wherein the audiovisual segments depict a panoramic view of the game play sequences.

43. The method of claims 42, wherein the panoramic view is interactive.
Figure 5
e-Guide
Primary Media Window - QuickTime Download

Figure 10
e-Guide
Primary Media Window - Streaming

Figure 11
Interactive Training Window Map Navigation

Figure 12
**Figure 13**
Interactive Training Window
Map Navigation

Select eGuide movie to View

(1) Click to Begin Loading Secondary Media Content. System will proceed to download from Web Servers the required files.

(2) Display Contents of downloaded Media and Begin Map Briefing.

Figure 14

Figure 15
Interactive Training Window
Game Controls

Figure 18
Interactive Training Window
Game Simulation
Figure 20

Click here to see what a Heads Up Display script is and how it can enhance your gameplay.

What is a "HUD" Script?
How do I install HUD scripts?
Where to get "HUD" Scripts
How do I install HUD scripts?

Step One

Download PrestoPack 0.93 here from Presto's TRIBES Client Scripts. This script adds many HUDs, like an inventory cam, larger chat menu and team HUD. Most HUD scripts require this script to be installed first.
This missile turret is placed behind a small mound to hide its immediate presence. Enemy's soldiers can't see it turning over the hill until it is too late. Wow, they're dead.
YARD DEFENSE BRIEFING

This set of images moves the battle line away from our base to the ridge line at the end of the bridge. Once the defense has been established, greater pressure can be applied on the advancing base. This location was chosen because attackers tend to get stuck or jump over the bridge line towards the base, which can be used to conceal our troops. The tunnel network under the bridge allows...
YARD DEFENSE BRIEFING

This set of tables moves the battle line away from our base to the ridge line at the end of the bridge. Since the end of the road has been sealed, and the greater offensive pressure can be placed on the opposing base. The location was chosen because attackers tend to set slack or jump over the ridge line towards the base. It enables us to conceal our large rocket tunnels and the laser tunnels under the bridge.

Figure 24
Menu Station
How to Use this eGuide

Step Three

PREVIOUS
: Rewatch the original eGuide movie after studying the related materials.

NEXT

Figure 25
A defense in the midfield area (known as a "yard defense") keeps attackers away from the
main base and the main inventory stations by moving the
front of the battle away from the
base and back to the edge line
which is further defended by
melee units operating from high
ground. This strategy
stimulates most successful
attacks and frees up teammates
to go on the offensive.

Figure 26
This missile turret is placed behind a small wall to hide its immediate presence. Enemy's should not see a turning over the hill until it is too late. Wowzah! They're dead!
Figure 28
e-Guide
Prima Xtras

Web Server
Request associated
Xtras from Database

Prepare for
File Transfer

Format Prima Xtra
Web Page

Open New Browser
Window

Play Prima Xtra

Contact ftp Server

Establish
Handshake between
Client and Server

Begin File Transfer

Load

Figure 29
Sample script with screenshots

To begin with, dive into the pool in the fountain room.

![Figure 33]

At the bottom you will find this small underwater passage.

![Figure 34]
When you surface on the other side, climb out and find the wall panel.

Figure 35

Activate the secret panel which will show that a secret area further into the level has been uncovered.

Figure 36
After gaining entrance to the deeper recesses of this level by using your "wind-up scarabe" toy, you will find the secret area you uncovered earlier. Drop down, shoot and pick up your first set.

Next, pull the nearby wall switch which activates a pillar. Climb up the pillar, face West and jump and hang on the edge and swing around for awhile until you can pull up into a new area.
It is here you will find among other things, your second set of exploding arrows.

Figure 39

Head back the way you came until you find yourself near the wall with the eagle painted on it (its down the hall to the East of the Switch) and you’ll find a door has opened.

Figure 40
Equip yourself with the crossbow and exploding arrows because you are now ready to go roast some birds.

Figure 41

After using the Pharoah's knot to open the room and move to collect the med pack.

Figure 42