

The ABC's of

# Inclusivity.

Setting the stage

# Prompt.

Create an ABC story that would explain  
a complex subject to a young audience  
across multiple platforms of media.

Physical book, interactive e-book, AR

Setting the stage

# Goal.

## What?

Explain the concepts of Inclusivity simply, through an ABC story.

## Why?

To encourage young people to be more tollerant, underdstanding, and accepting of their peers.

## How?

A print book and interactive experience.

Solution Development

# Research.

## Solution Development

# Research.

Each member of the group did research specific to their topics, but we also did general research about education of young children through **interviews with teachers**, and what language is used in inclusive spaces, by **meeting with the Center for Diversity and Inclusion** to go over the words we had chosen.

## Solution Development

# Educator Interview.

**A:** “I am mostly speaking from my 20 years of teaching experience with the youngest grade levels, but surprisingly I think things tend to be similar even as kids get older... There are definitely teaching methods that I use that tend to lead to **better engagement** from the kids. First of all, anything **hands on, and/or inquiry based** is a huge hit. “

(i.e. at the end of our week learning about apples, I brought in red, green and yellow apples. The students got to taste one of each, then we made a graph to show their favorite kind.)

**Q: Are there any methods/activities that are particularly effective when teaching?**

**Multi-sensory** approach to learning is very important as well. For example, practicing **writing** letters in **shaving cream**, using **magnetic letters**, **building** letters out of **Play-Doh**... Etc.

**Music** is also a very strong strategy.

“I have a song for everything, and believe it or not, even though I am literally the world's WORST singer, the **kids really remember concepts and routines when we sing songs over and over**. They have amazing memories!”



Solution Development

# Field Research.

My team’s trip to the Strong Museum was enlightening because it reinforced effective solutions for keeping kids engaged with educational content in an interactive space. Some of the concepts that it reinforced were those like: using tactile controls and feedback helps immerse the user; having animals or characters helps users relate to what they see.



\*Magic School Bus was very successful at teaching, and keeping kids engaged because it gave them characters to relate to, and immersed those characters in the topic.\*



My Letters





U,I,Y

**Underrepresented.**

Solution Development

# Understanding from both sides.

Underrepresentation involves the **misrepresentation of a population**. This creates problems that are vital to our ability to exist in safe, comfortable, and peaceful environments.

Mood / Style

# Béton brut.

By using bright colors and bold forms, I intend to catch the eyes of the kids reading this book and keep them engaged throughout their experience.

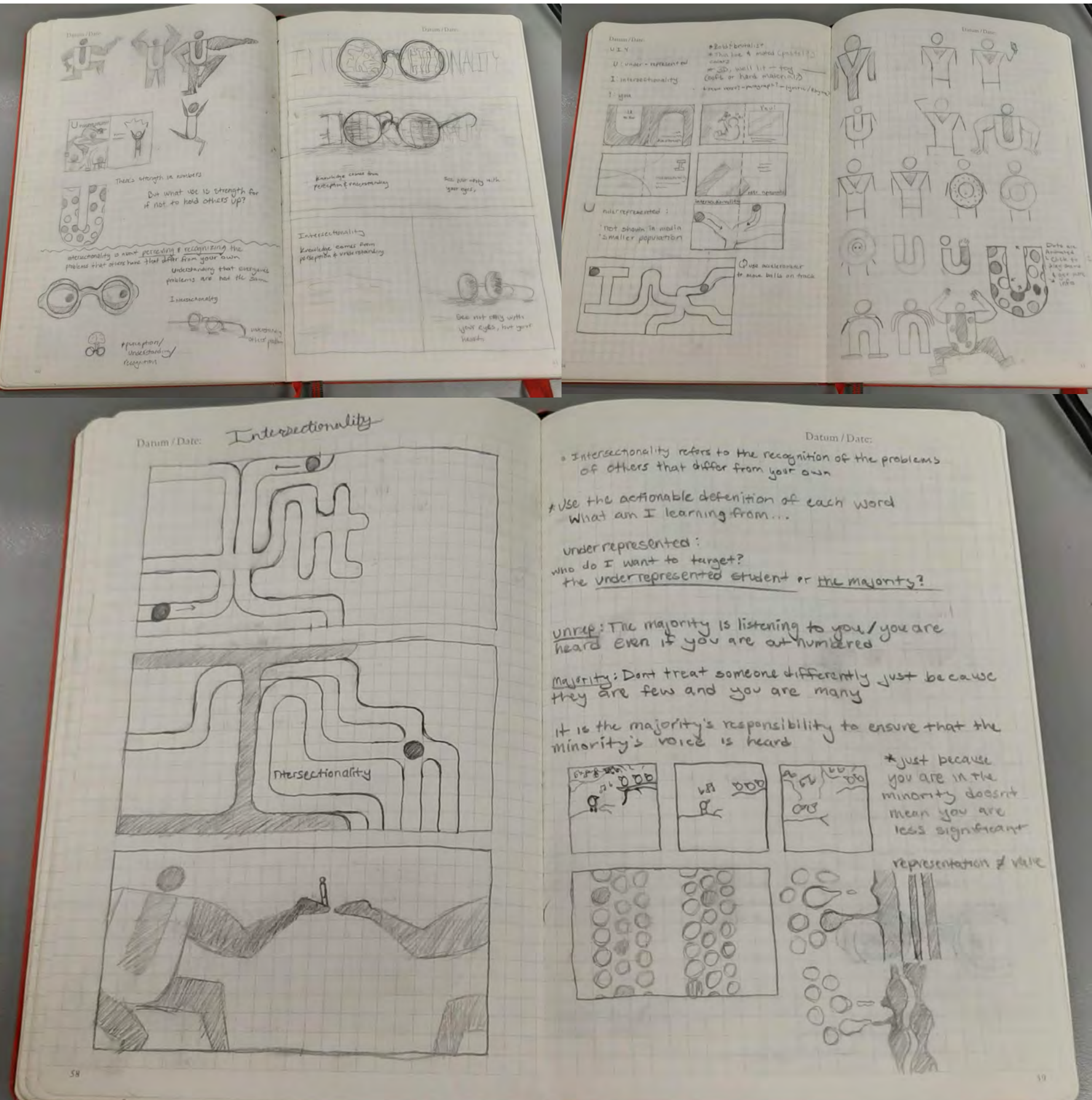




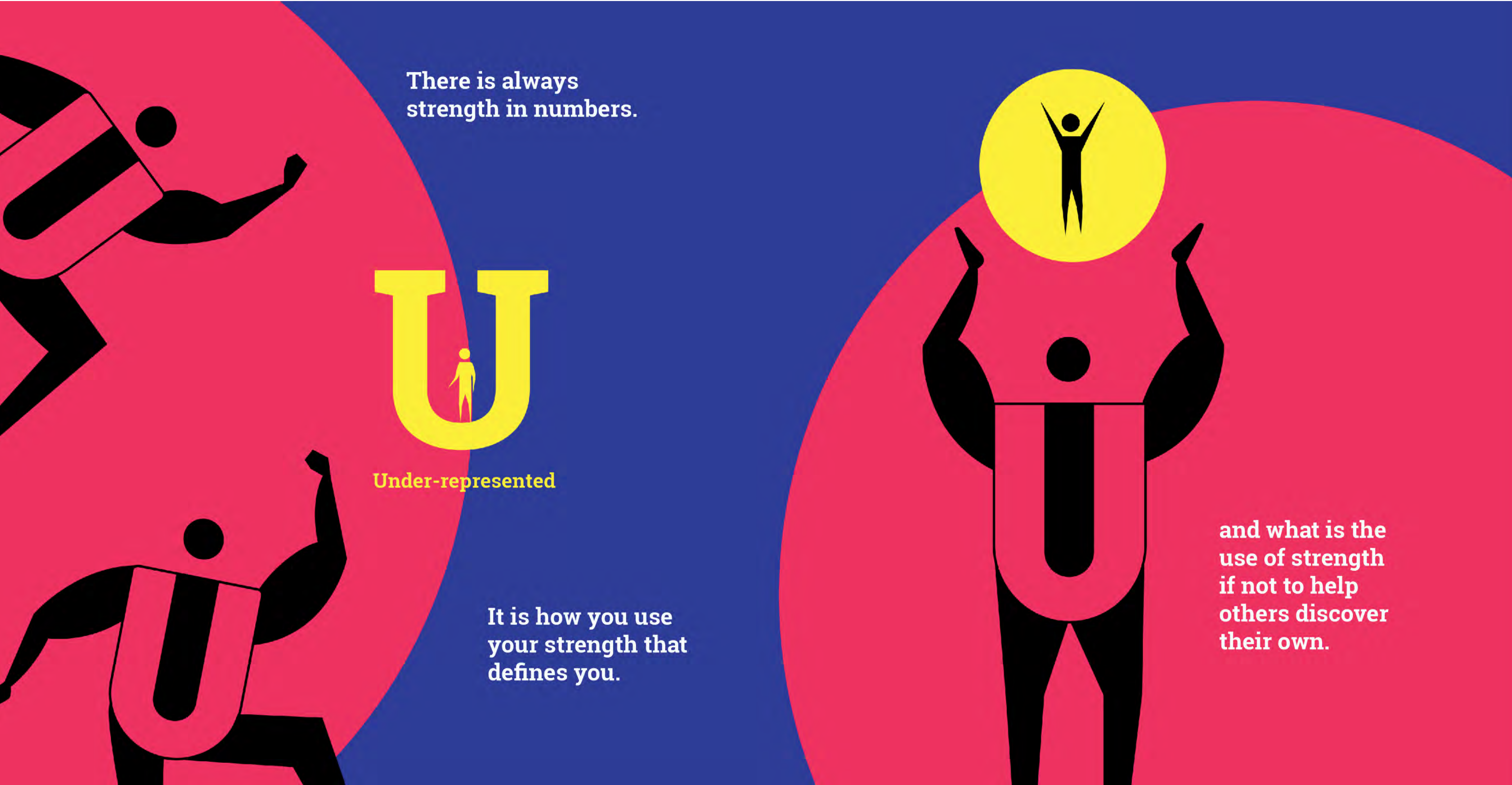
Solution Development

# Print Ideation.

Understanding underrepresentation requires two perspectives, the few, and the many. My goal with this spread was to represent both sides and offer ways to minimise underrepresentation.









Solution Development

# U Interaction.

The interaction that I created uses two buttons as the main form of interaction. Each button reveals more information about each position regarding underrepresentation.



U,I,Y

# Intersectionality.

Solution Development

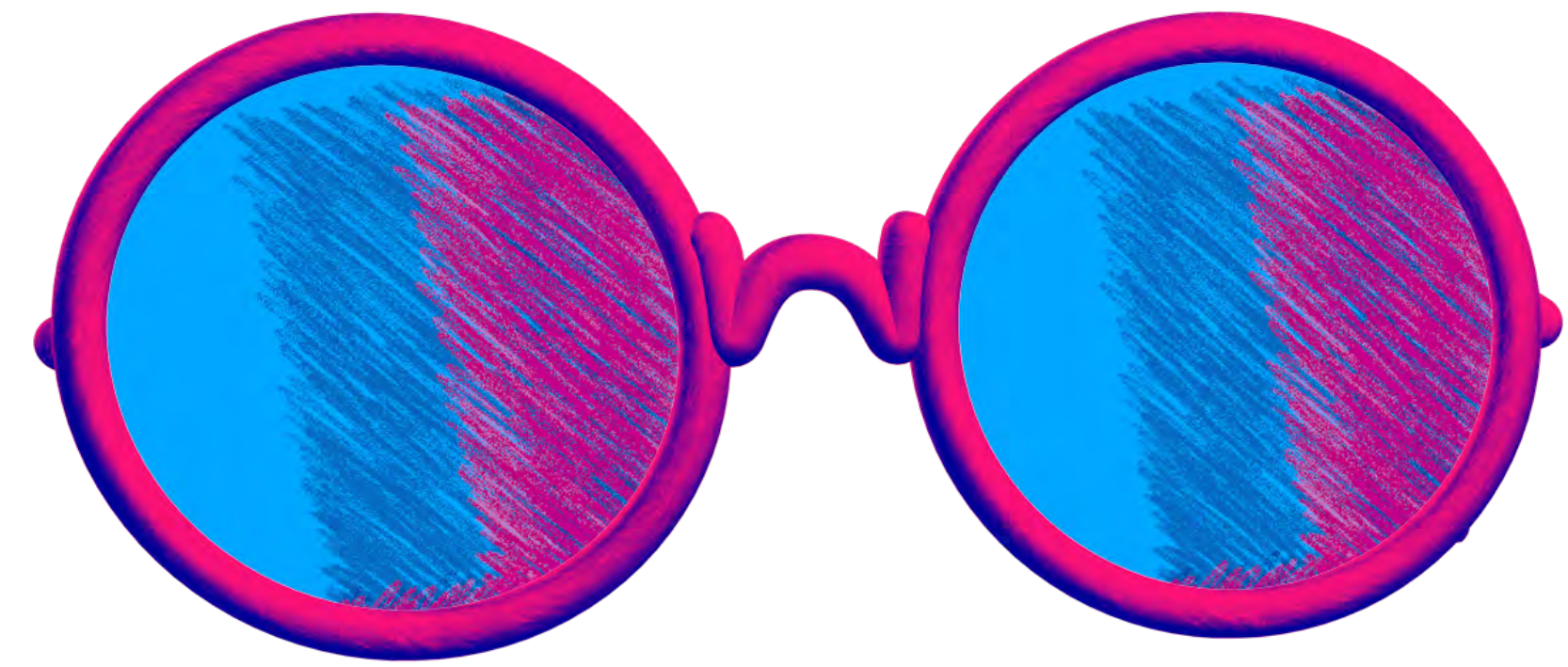
# Tangled up in blue.

Intersectionality is essentially **perceiving & recognizing** that everyone's problems are not the same. the issue boils down to being about one's perception and **having an understanding of other people's problems.**

Solution Development

# Print Ideation.

my original concept was to play with visuals that had contrasting elements like 3D objects textured as 2D sketches. This, along with using glasses as a metaphor for perception to encompass this concept.

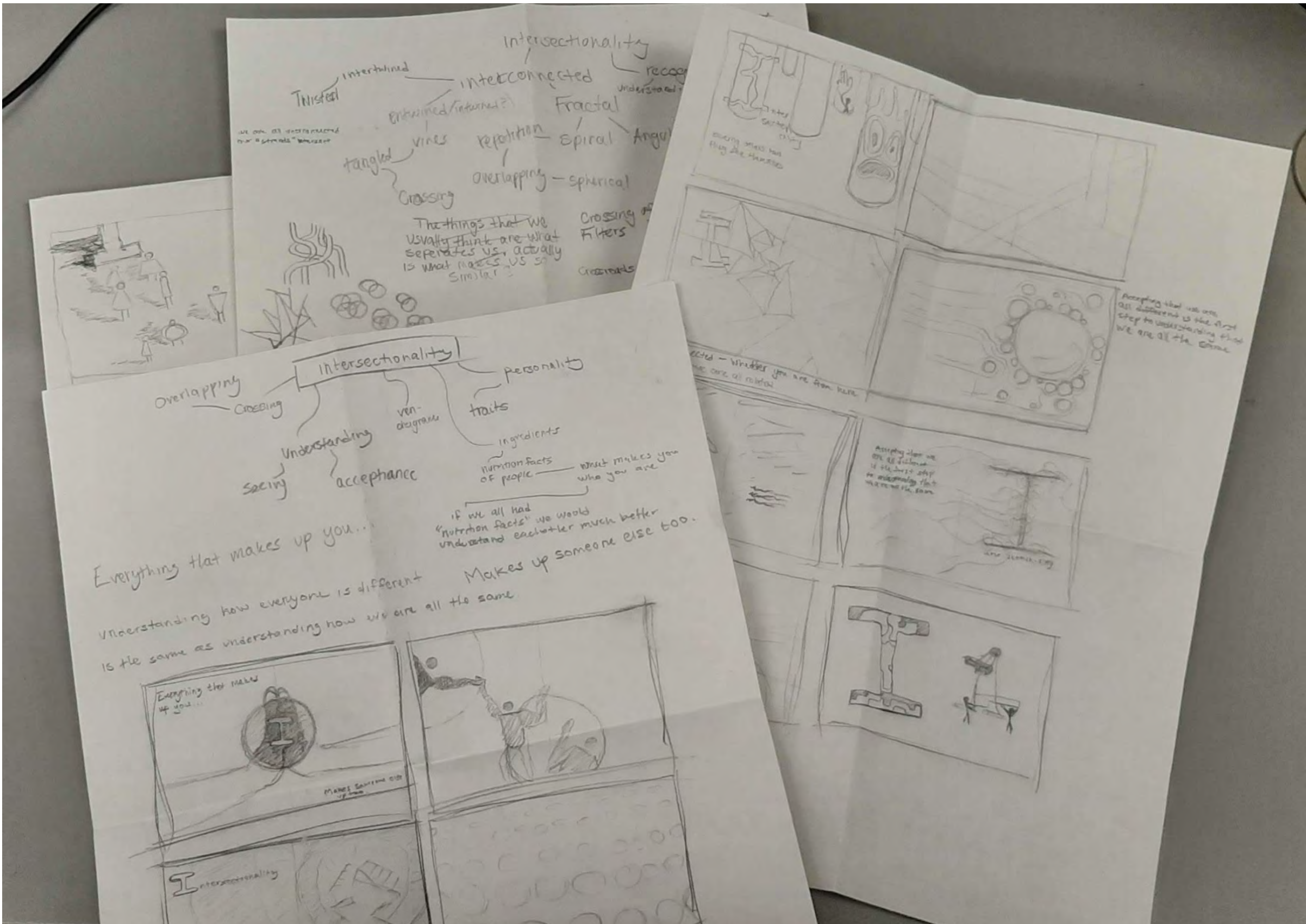




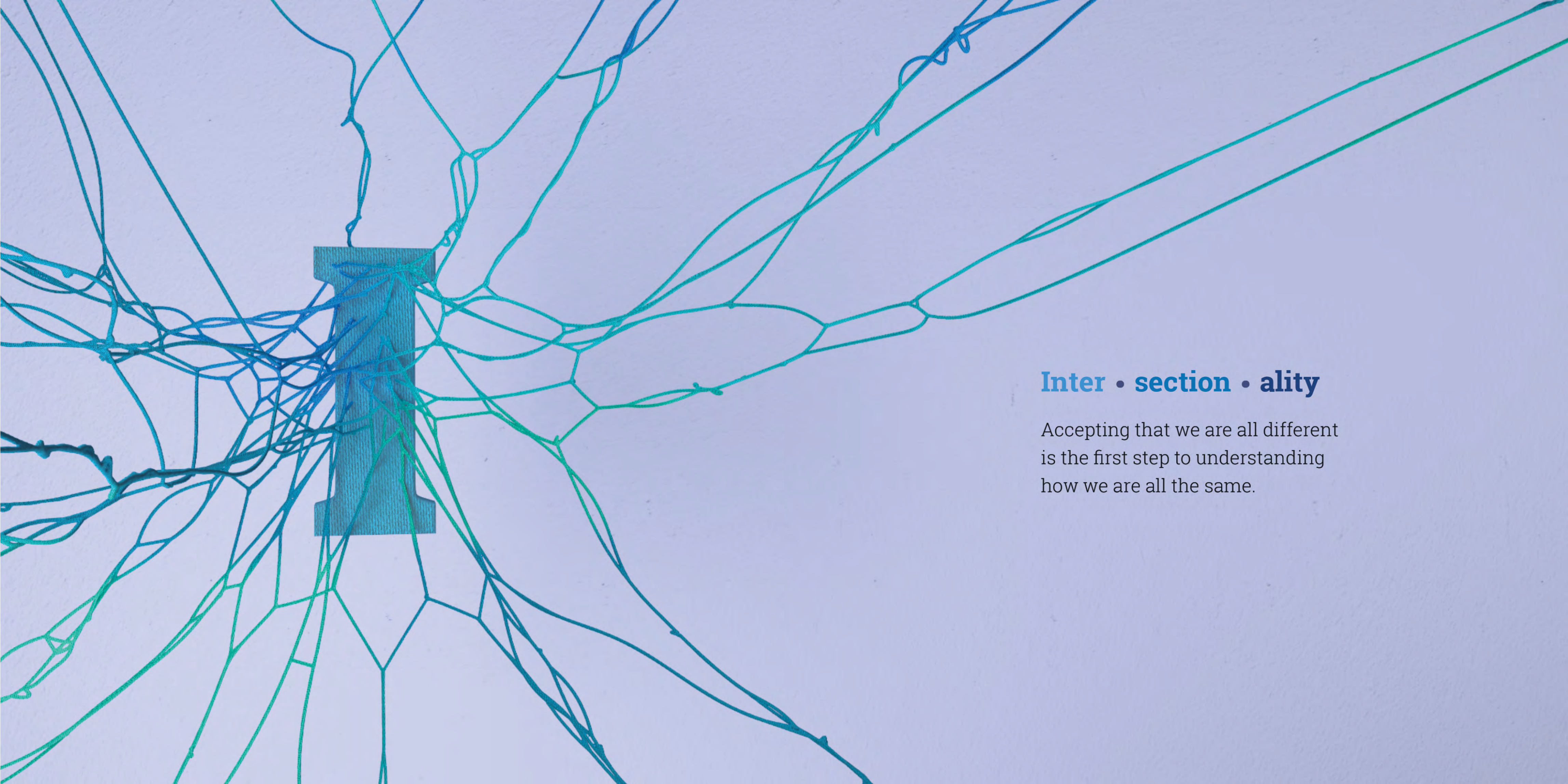
Solution Development

# Print Ideation.

I decided to change gears and use yarn as the active metaphor. This shows how everyone’s personality is constructed from different parts, all working together to create what makes them unique.







**Inter • section • ality**

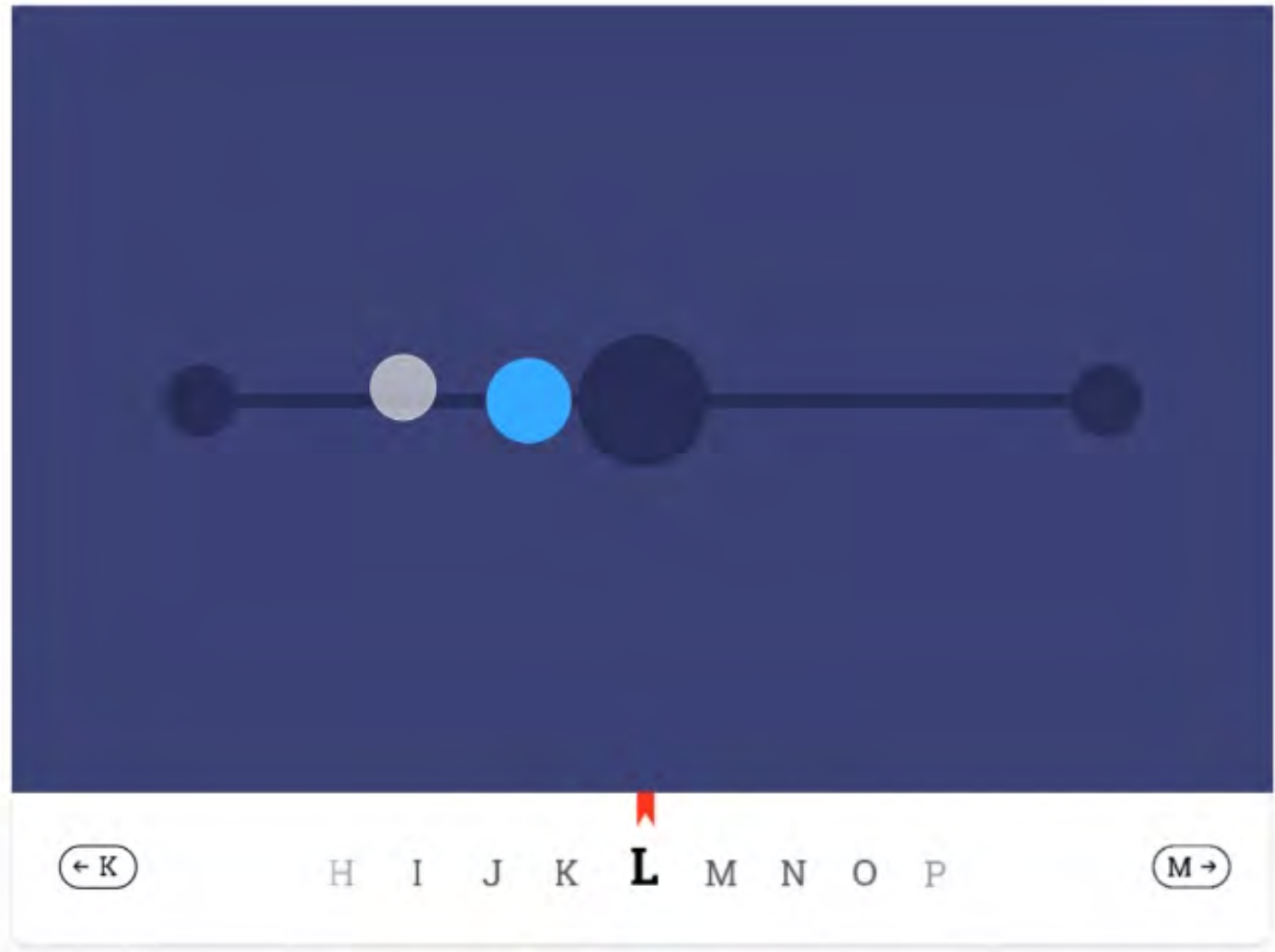
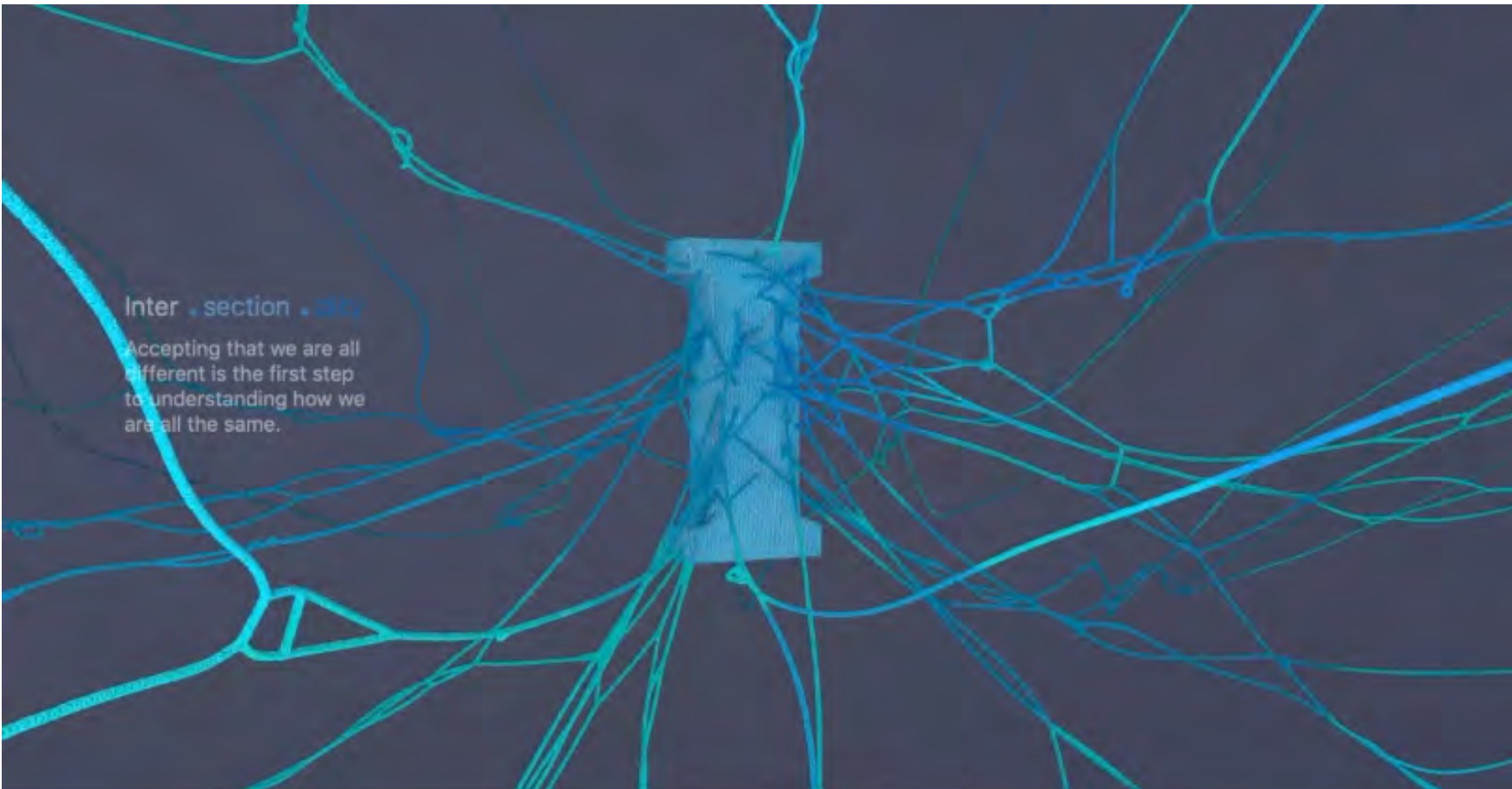
Accepting that we are all different  
is the first step to understanding  
how we are all the same.



Solution Development

# I Interaction.

The interaction that I created uses a slider as the main form of interaction. This slider takes you through a timeline of the yarn starting from individual strands, to the complex web that it becomes.



U,I,Y

You.

Solution Development

# Reflection & Digestion

The goal for this spread was to give the readers a chance to **reflect** on what they have learned and think of ways they could **apply it to their every day lives.**

Mood / Style

# Scaffolding.

I decided to use muted colors and playful forms, to help facilitate an overall feeling of calm, and some reflection of the heavy topics covered.

The structural sketch lines are intended to imply a metaphor about structured and logical thinking when thinking on the topics covered in the book.

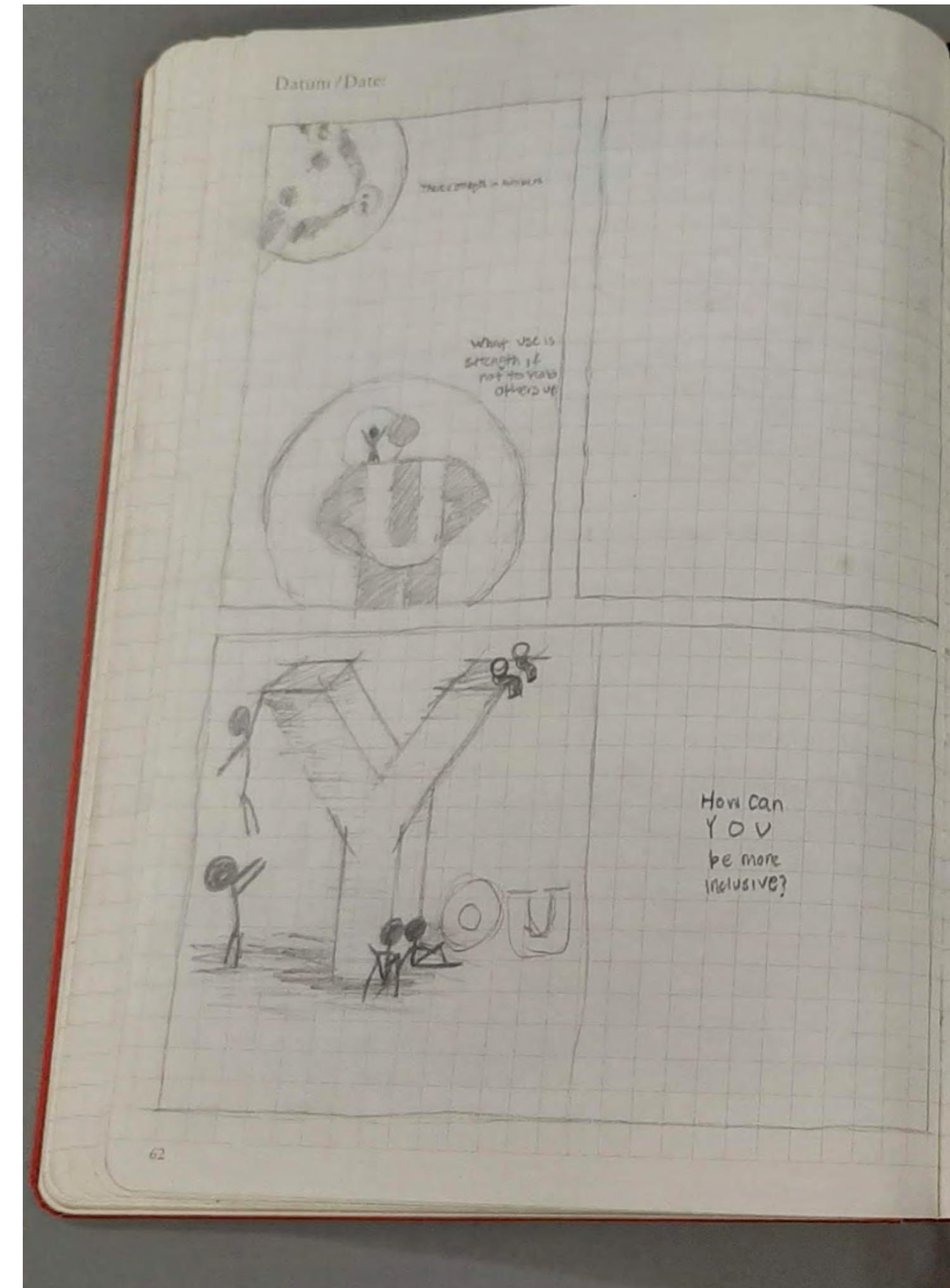




Solution Development

# Print Ideation.

For this spread I wanted to create a small community of characters that were engaging in an inclusive lifestyle, so the readers could put themselves in the place of those characters and imagine the acceptance that they feel.







What can **YOU** do to be more inclusive every day?

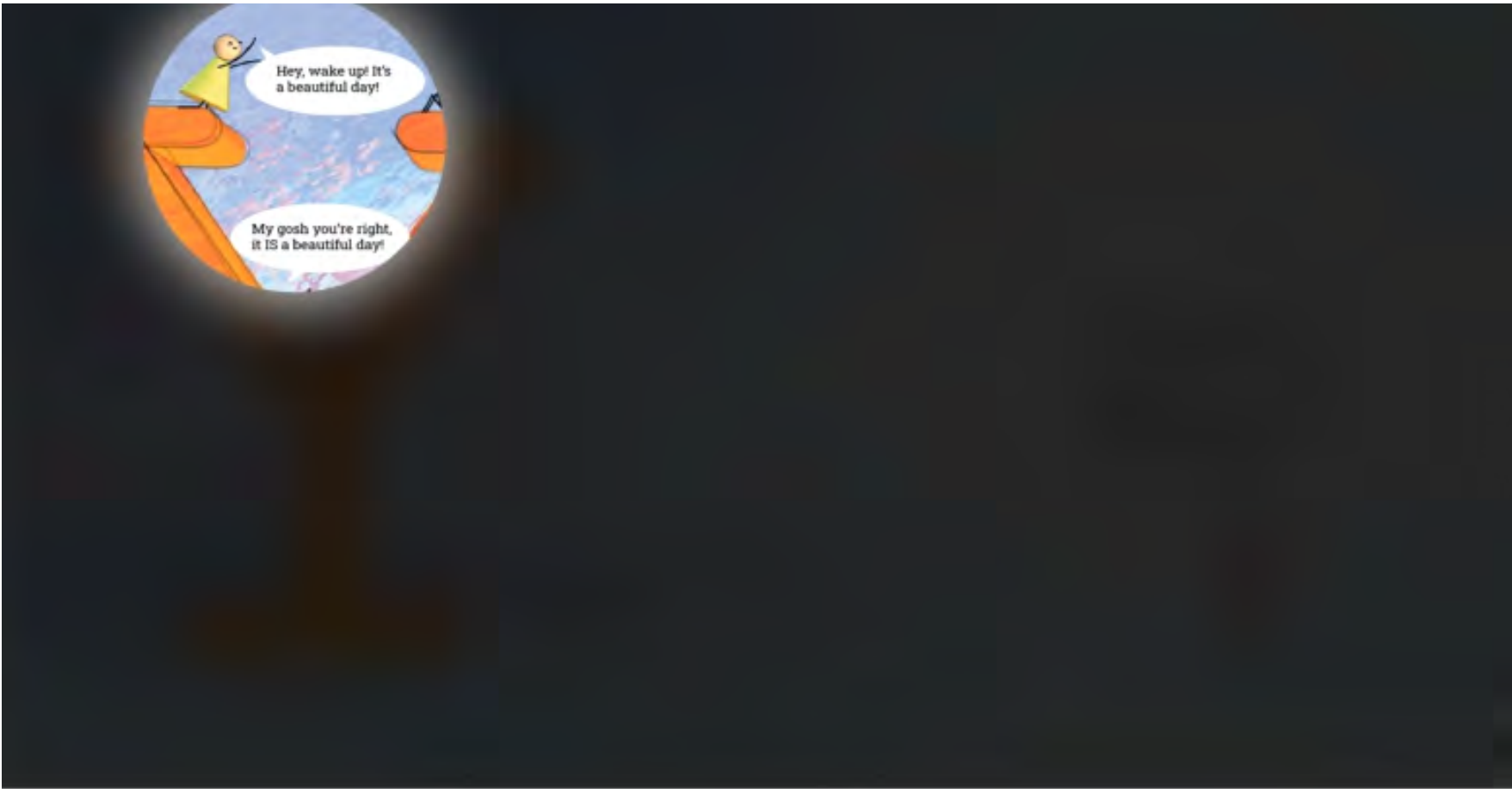
Embrace the **community** around you and the rest will come easily



Solution Development

# Y Interaction.

The interaction that I created uses a light switch and a directional pad for the flashlight. The idea behind this interaction was to get the user to explore the community and see what kind of things people who live inclusively might say to one another.



Bibliography

# Resources.

<https://qz.com/1626488/sesame-street-began-as-an-experiment-in-challenging-racism/>

[https://www.dartmouth.edu/~provost/faculty\\_development\\_diversity/searchresources.pdf](https://www.dartmouth.edu/~provost/faculty_development_diversity/searchresources.pdf)

<http://circuitous.org/scraps/combahee.html>

<https://insidethehead.co/>

<https://dribbble.com/shots/3982257-Neo-Kids-Onboarding-Concept>

**Thank you.**