



Interactive ABC's

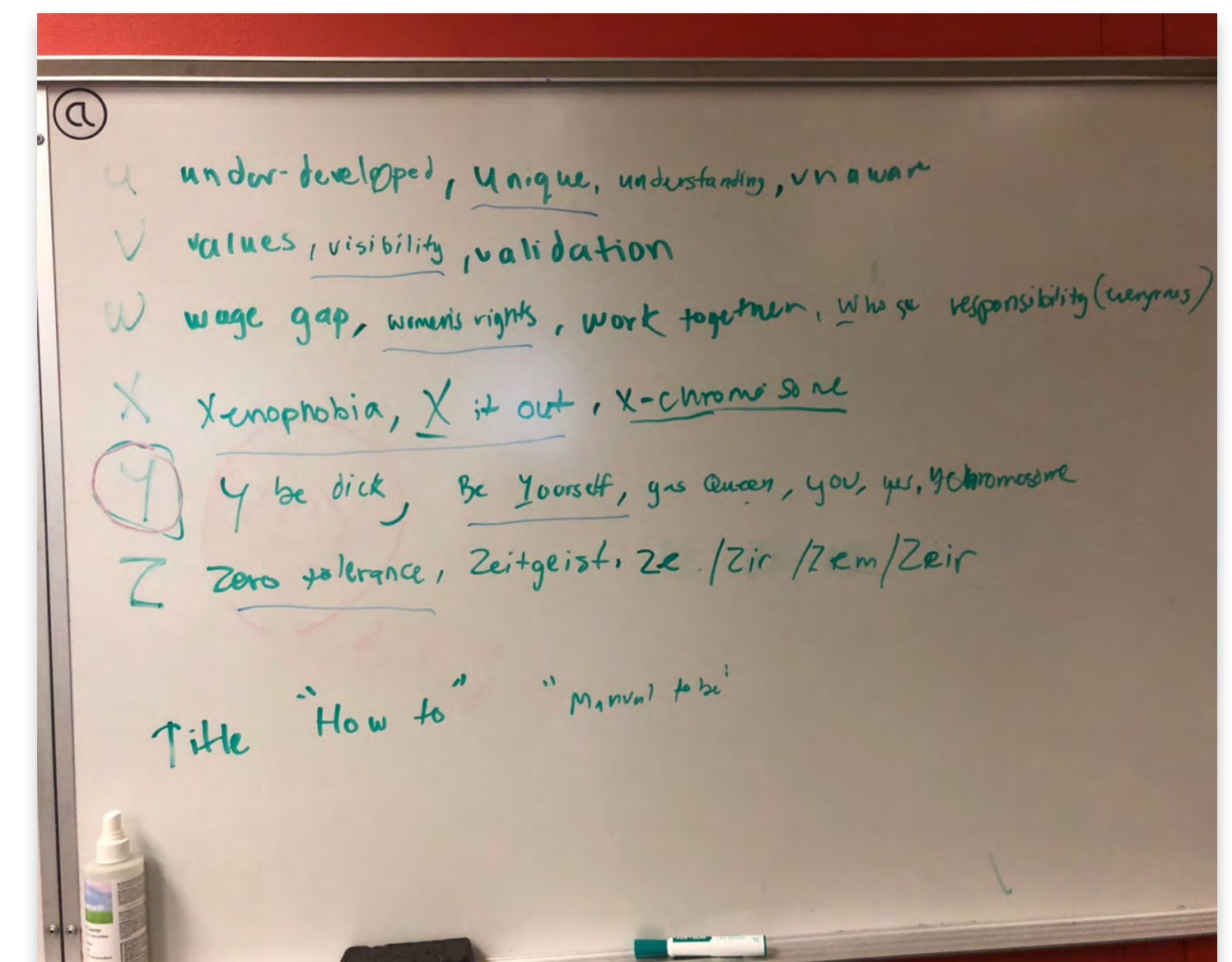
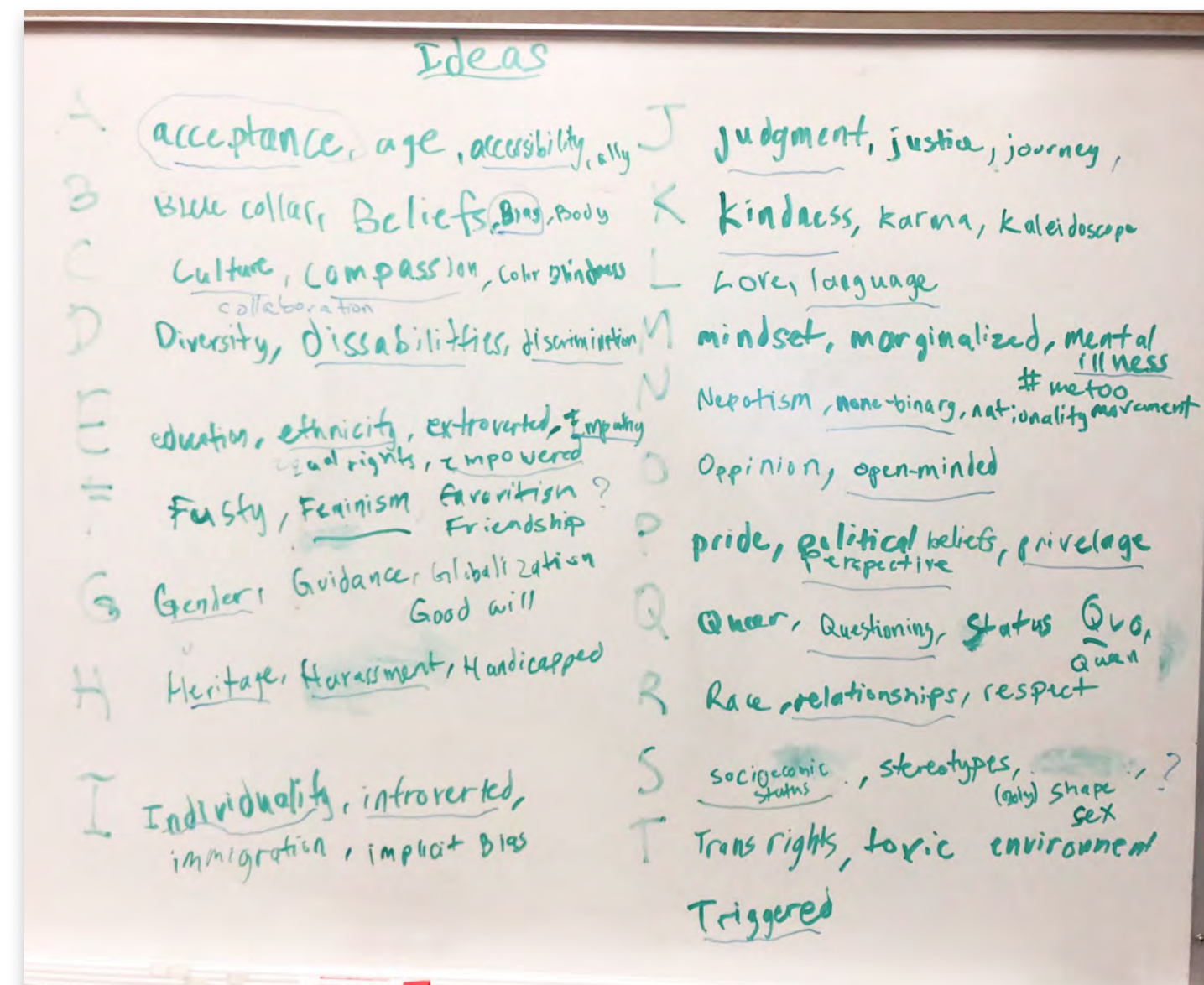
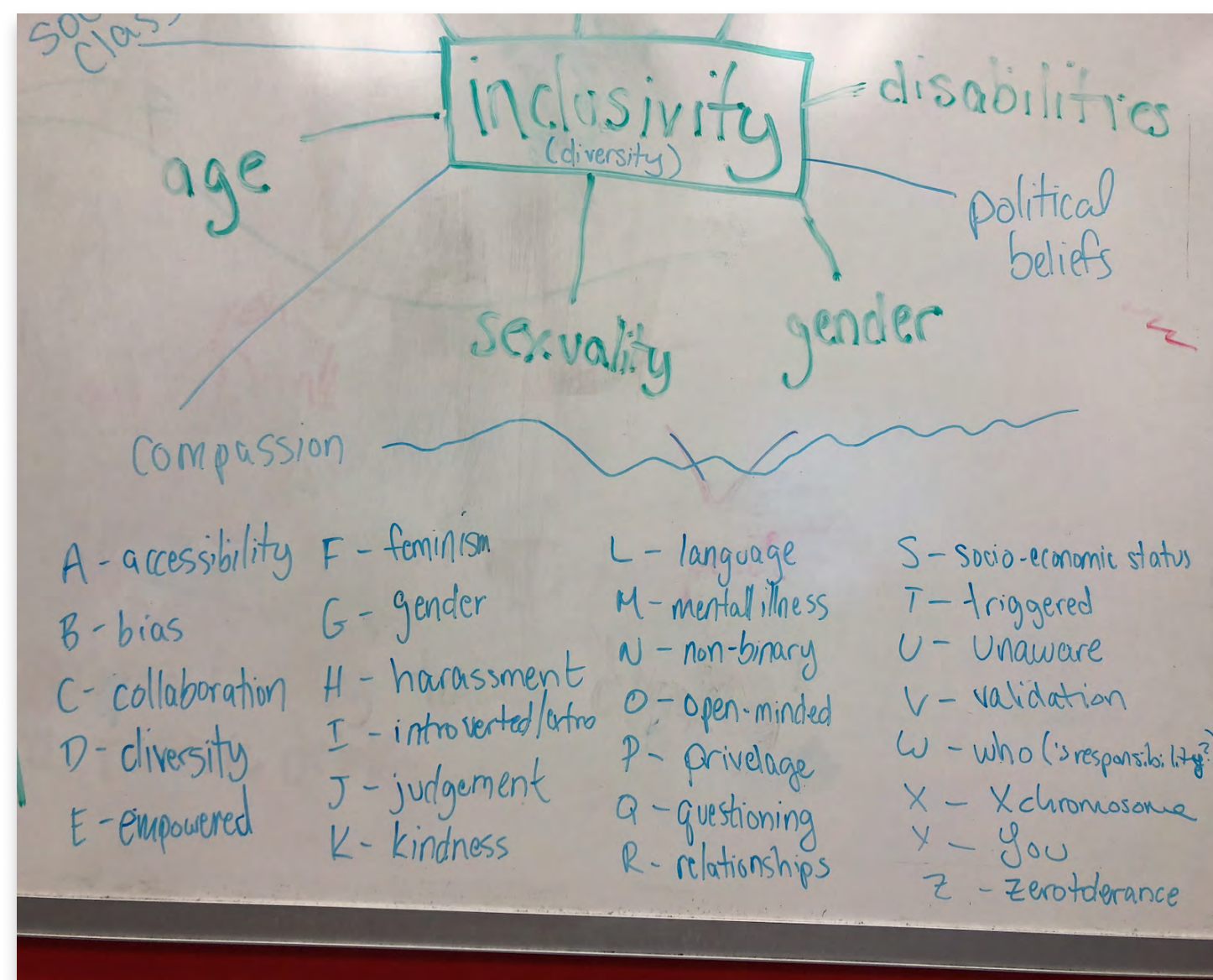
Process Deck

Whiteboarding

Emily Frebowitz

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Fall 2019



As a group, we gathered our ideas through mind-mapping and breaking down each letter's potential

We decided to focus on **inclusivity**

Center for Diversity and Inclusion

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A - asexual, autism, aromantic, *african american* (explaining how this is an ethnicity and it's different than race)

B - *black* (as a race focusing on how race is essentially a social construct, working cohesively with african american)

C - culture (how every identity that you have is culture, not just your race)

D - discrimination (and how it's different than bias)

E - *equity vs. equality*

F - Fem. (lgbtq context using to describe lesbians that identify as more feminine, vs butch which is more masculine)

G - geographic location (and how this influences how you interpret things)

H - hetero vs. homosexual (brought up how younger generations are trying to move away from the term "homosexual" though i think)

I - *intersectionality* (the idea that we all identify with different groups and those groups intersect to make up who we are. ex: white + women + american)

J - good

K - good

L - liberation (goes with equity vs equality)

M - *microaggressions* , masculinity

N - good

O - *oppression*

P - *privilege* - (o and p would go hand in hand since you cant have one without the other)

Q - queer (approved terminology)

R - religion, race

S - *segregation vs. separation* (segregation = forced upon you and benefits someone else, separation = your choice)

T - transgender (how its not just a transitional thing but an umbrella term for gender non-conformity)

U - under-represented

V - violence, victim-blaming, value

W - women/ womxyn (women's liberation term to focus on including women of color)

X - good

Y - good

Z - needs research (shouldn't use zero-tolerance because not all workplaces are zero-tolerance, and it typically is limited only to sexual assault, not all discrimination)

Some members of our team went to RIT's Center for Diversity and Inclusion who gave feedback on the words we had ideated on

Group Identified Letters

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A - Accessibility	O - Oppression
B - Bias	P - Privilege
C - Culture	Q - Queer
D - Diversity	R - Race
E - Equity vs Equality	S - Separation vs Segregation
F - Feminism	T - Trigger
G - Geographic Location	U - Under-represented
H - Harassment	V - Victim-blaming
I - Intersectionality	W - Who's responsible?
J - Judgement	X - X-chromosome
K - Kindness	Y - You
L - Language	Z - Zingers
N - Non-binary	

After the meeting with the Center for D & I, we agreed on these words as a group to cover a wide range of topics within inclusion

We also payed special attention to the location and intensity of the words, to begin and end on a lighter note with more intense words in the middle

*After changing scope, some words have been changed to be more kid-friendly. Will update when words are official

Initial Defined Scope

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Print Media

storybook, 7 x 7" full spread

Digital Media

tablet, iPad Pro 12.9" (11.04 x 8.46")

Prototype Software

Principle

Universal Constraints

consistent body copy font throughout

Target Audience

young adults entering the workforce

Raised Concerns

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Concerns

“Young adults entering the workforce” is too vague of a user to define goals

What purpose would this service to adults in the tech industry? Would this really enhance the onboarding process?

What user group would allow for the greatest impact?

Solutions

Narrowing the user to a more specific group, such as the tech industry or retail

Reconsidering our audience out of young adults in the workforce might make a broader impact

Kids who are just finishing elementary school are old enough to understand intricate concepts but young enough to have a flexible mindset

Redefined Scope

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Print Media

storybook, 14 x 14" full spread

Digital Media

tablet, iPad Pro 12.9" (11.04 x 8.46")
correlates with projector (1920x1080)

Prototype Software

Principle

Universal Constraints

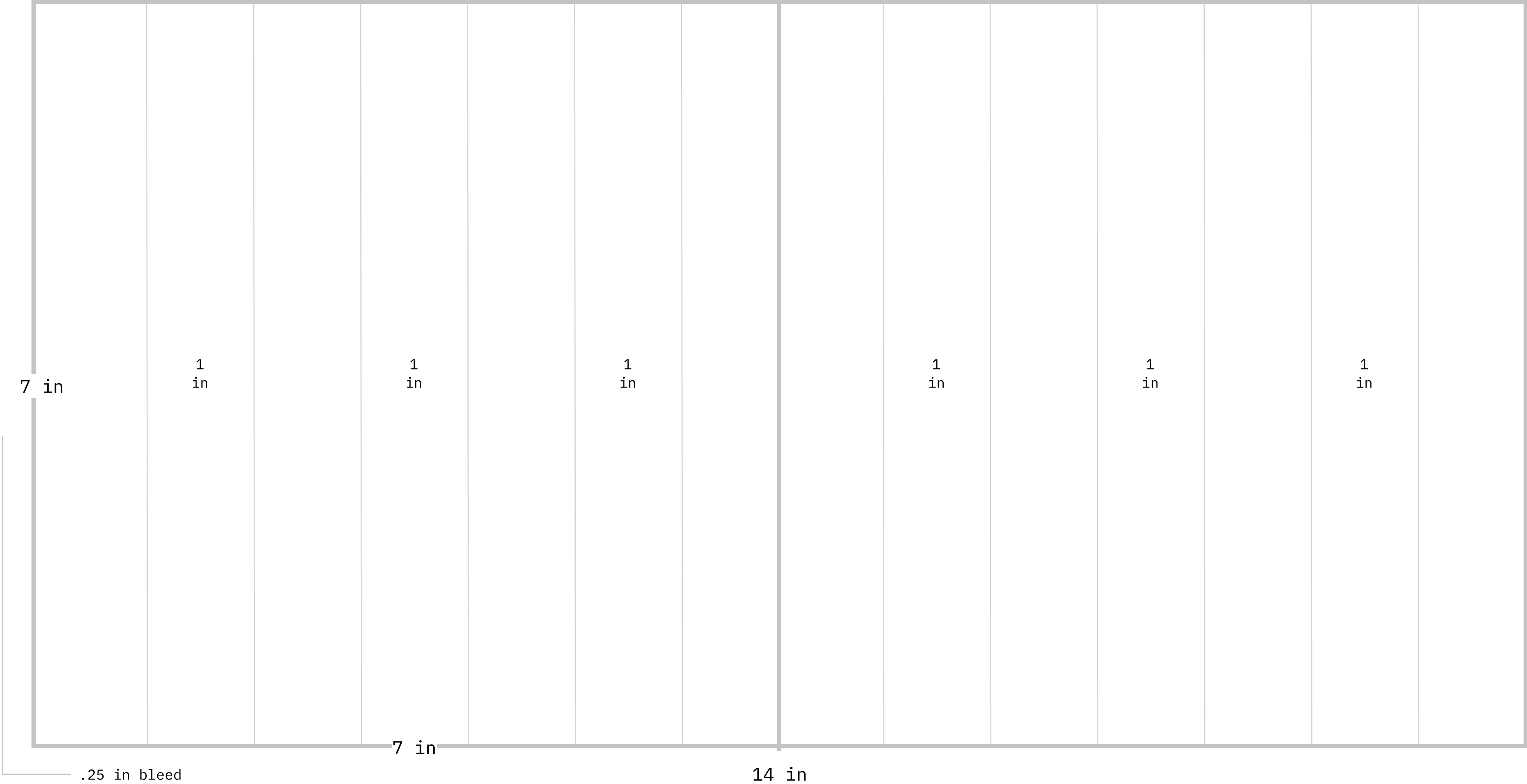
consistent body copy font throughout
no literal interpretations

Target Audience

fourth and fifth graders in the classroom



Storybook Grid





Tablet Grid

264 ppi

20 px margins

10 px gutters

2048 px

6 rows
8 columns

2732 px

Background

Interviewee

Local elementary school teacher

Interviewer

Rebecca Moran, fellow teammate

Takeaways

Financial Stress

Teachers often pay out-of-pocket for books, so having a full lesson plan makes books more accessible

Teacher notes

Teachers love it when books come with suggested lesson plans and digital resources

Acting it out

Lessons plans often include time for the kids to demonstrate what they learned

Deep thinking

Using metaphors that make kids think wholistically makes a bigger impact in learning

Book size

At the 5th-6th grade level, kids are more inclined to read small books

You grow up with a kid but **you** never really notice him. He's just there—on the street, the playground, the neighborhood. He's part of the scenery, like the parked cars and the green plastic cans on trash day.

You pass through school—first grade, second grade—there he is, going along with **you**. **You're** not friends, **you're** not enemies. **You** just cross paths now and then. Maybe at the park playground one day **you** look up and there he is on the other end of the seesaw. Or it's winter and **you** sled to the bottom of Halftank Hill, and **you're** trudging back up and there he goes zipping down, his arms out like a swan diver, screaming his head off. And maybe it annoys **you** that he seems to be having even more fun than **you**, but it's a one-second thought and it's over.

Jerry Spinelli's *Loser*

The first books I revisited were my favorites as a pre-teen. I noticed a common similarity between them: they were all in first person.

I believe this writing makes it easier for a young person to identify with the characters and create a stronger emotional attachment to the story and information.

It is easy to notice only our own place in the world—what's right in front of us, and around us, and has been since the second we became conscious beings. When we are babies, our limited view of the world focuses on the people in our immediate family. Soon we notice our home, our neighborhood, our town. As we grow, we begin to see a wider picture of the world and the people with whom we share it. After all, there are more than seven billion other people on earth.

What happens to all those other people affects what happens to us, whether or not we know it, or choose to pay attention. **Money, war, natural disasters, literacy, education**—these are all factors that have wide-sweeping influences that connect us to each other, whether we live in a small town in Iowa or a village in Sierra Leone or a city in Thailand. What happens to our fellow citizens on earth shapes all of us.

This may sound simple, but it's an important place...

I then looked for a book that covered more sensitive topics. At this age, children are becoming more aware of occurrences in the world beyond their town. Stone acknowledges this in a few paragraphs, but it's a strong takeaway to remember a pre-teen's more limited perspective, while also pushing what they can understand.

Nearly ten years had passed since the Dursleys had woken up to find their nephew on the front step, but Privet Drive had hardly changed at all. The sun rose on the same **tidy front gardens** and lit up the **brass** number four on the Dursleys' front door; it **crept** into their living room, which was almost exactly the same as it had been on the night when Mr. Dursley had seen that fateful news report about the owls. Only the photographs on the mantelpiece really showed how much time had passed. Ten years ago, there had been lots of pictures of what looked like a **large pink beach ball** wearing **different-colored bonnets** - but Dudley Dursley was no longer a baby, and now the photographs showed a large blond boy riding his first bicycle, on a carousel at the fair, playing a computer game with his father, being hugged and kissed by his mother. The room held no sign at all that another boy lived in the house, too.

Yet Harry Potter was still there, asleep at the moment, but not for long. His Aunt Petunia was awake and it was her **shrill voice** that made the first noise of the day.

"Up! Get up! Now!"

Harry woke with a start. His aunt **rapped on the door** again.

"Up!" she **screeched**. Harry heard her walking toward the kitchen and then the sound of the frying pan being put on the stove. He rolled onto his back and tried to remember the dream he had been having. It had been a good one. There had been a flying motorcycle in it. He had a funny feeling he'd had the same dream before.

His aunt was back outside the door.

"Are you up yet?" she demanded.

"Nearly," said Harry.

J.K. Rowling's *Harry Potter and the Sorcerer's Stone*

I also went back to another childhood favorite, one with a fantasy world. I was interested in what kind of language was used to describe a place that wasn't real or relateable. Rowling uses heavy amounts of descriptive language: sound effects, color details, and using somewhat irrelevant items as a tactic for setting the scene.

Research

Children's Interactive Media

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As a group, we took a trip to Rochester's
The Strong National Museum of Play

The museum is rich in digital interactive
exhibits that are designed for children but
fun for all ages

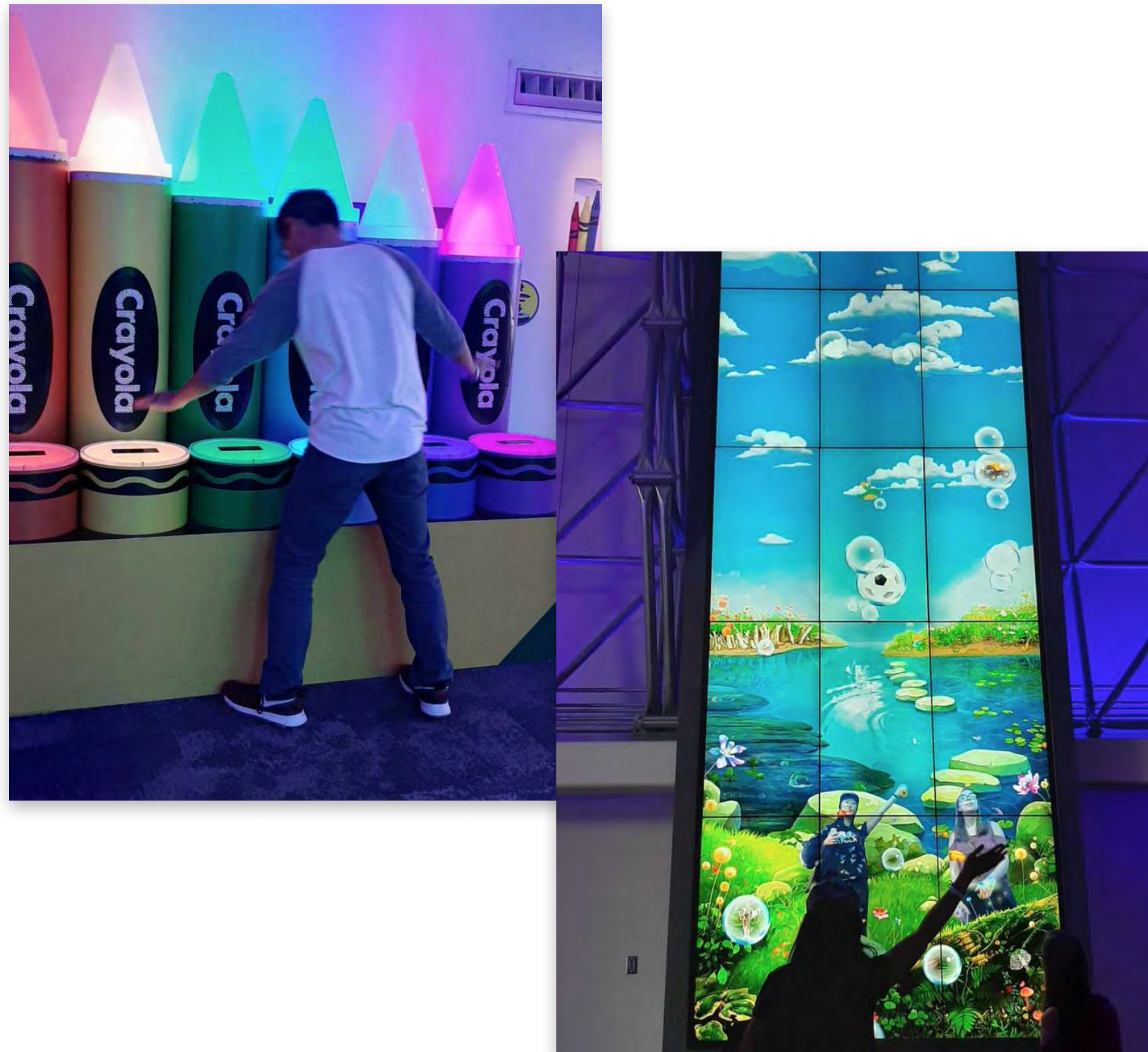
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One of the first takeaways I had was the use of color to immerse the kids in the experience. Everything was vibrant, glowing, and huge

Many of the exhibits also required common movements kids are familiar with, such as drumming, kicking, and making circles with their arms

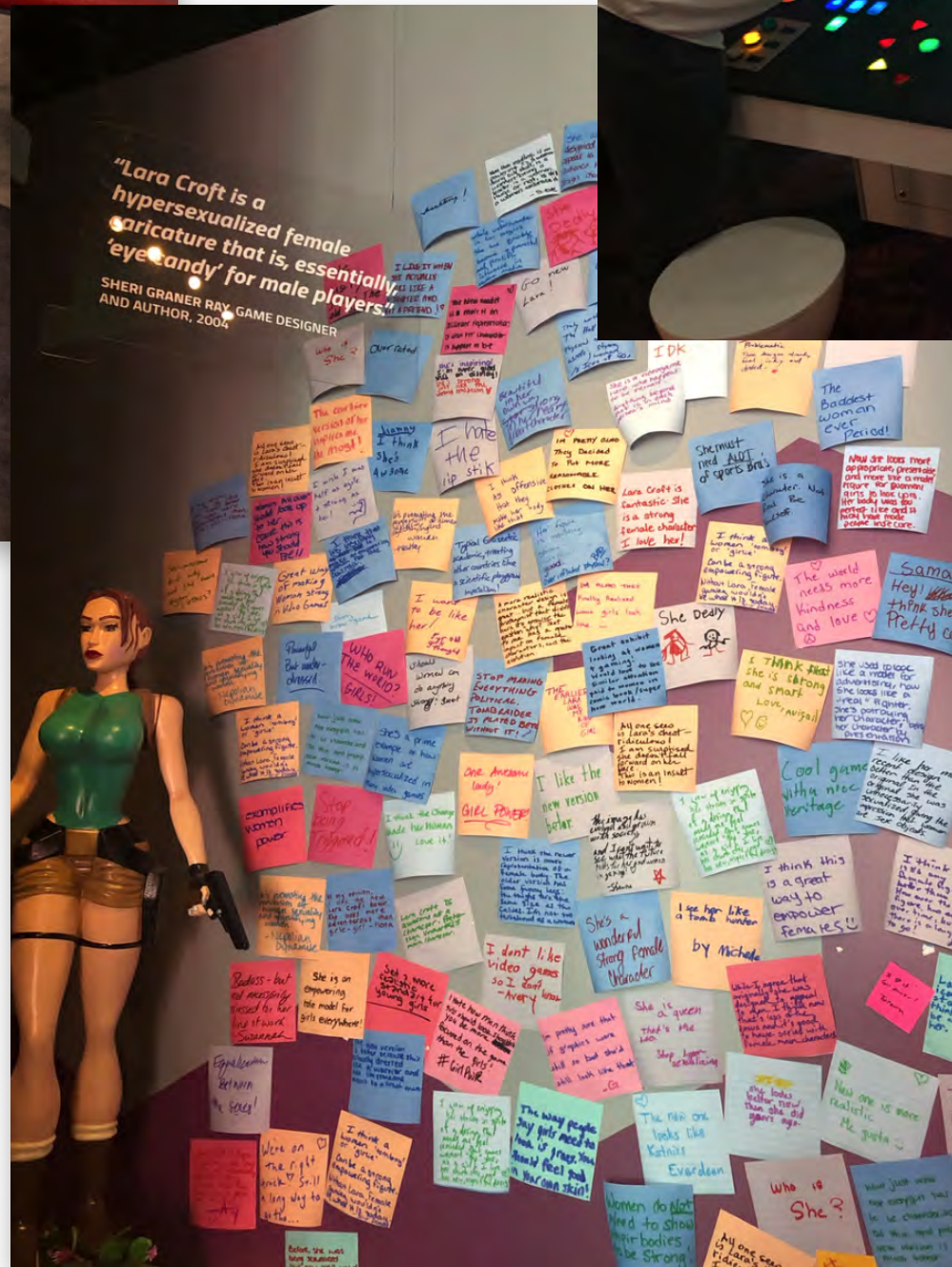
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Touch and texture was another universal factor between the exhibits

They even had a pre-existing ABC book, where the pages physically turned and were projected onto

Sensitive topics also were not uncommon, and new topics (like elevation maps) were introduced in hands-on ways

“Every identity you have is your culture, not just your race.”

“Focus on commonalities rather than differences.”

“Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.”

“This means if you get frustrated because of a language barrier or other cultural difference, it's not THEIR differences that are making you frustrated.”

“This means that when you feel uncomfortable around a person or group that is different from you, it is not them that is making you feel that way. It's your own cultural baggage.”

“Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.”

“Give people the benefit of the doubt – for example, if someone seems rude, consider the possibility it's a cultural difference or misunderstanding.”

“Bring together diverse groups for innovation. Inviting as many backgrounds and cultures as possible will increase the pace and creativity involved with innovation. Companies that do not change and innovate will die and the diversity can be a company's most valuable resource in this area.”

“This means if you see a person from a different culture and you feel fear or instant distrust, it's not their culture that's making you feel that way. It's yours.”



Concept 1

Emily Frebowitz

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Fall 2019

Culture

Imagine everything you have ever experienced made up a quilt: every meal you have eaten, the neighborhood you grew up in, every instrument or sport you have played, the languages you speak, maybe your religious practice, and so on.

If you stitch each piece of that quilt together, what you make is your own blanket, or your **culture**.

Moodboard Culture

Emily Frebowitz

Interactive ABC's

Fall 2019

Key Words

bright
enthusiastic
texture

Analysis

the viewers eye
should be caught
and fed a lot of
patterns, textures,
and feeling



Inspiration Board Culture

Emily Frebowitz

Interactive ABC's

Fall 2019

Key Words

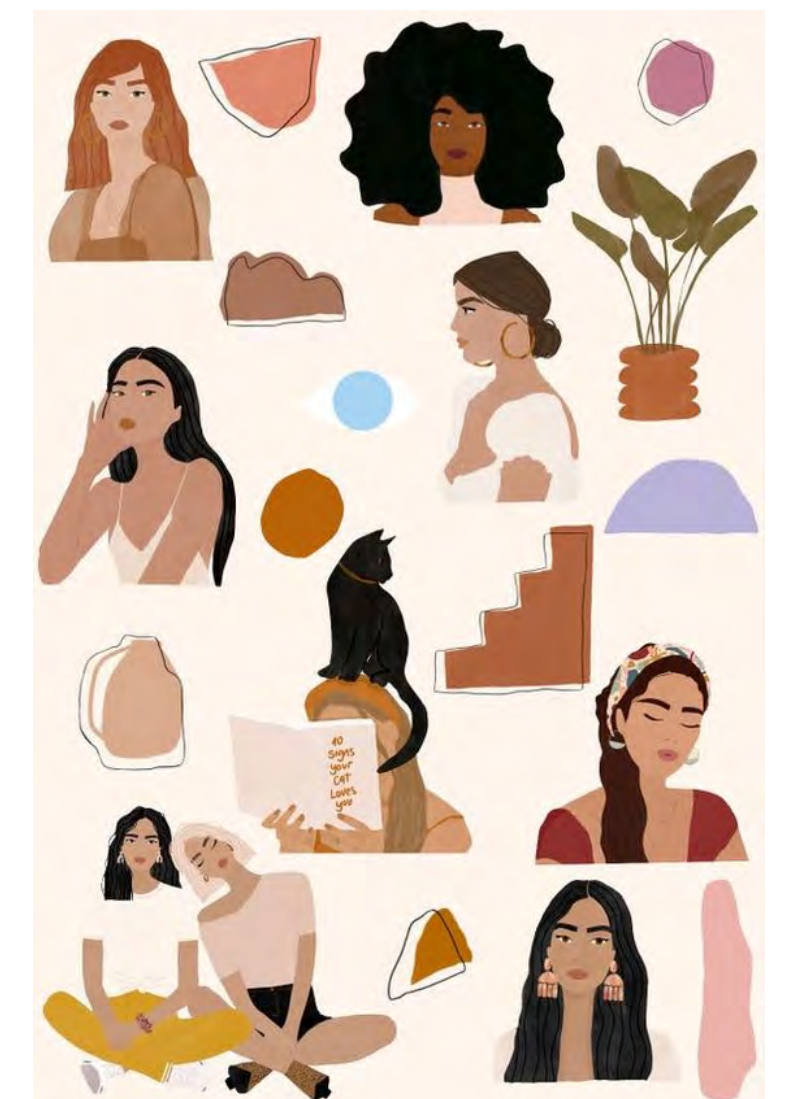
microcosm

surreal

friendly

Analysis

a tiny world with an abundance of familiar cultures a child might recognize or relate to



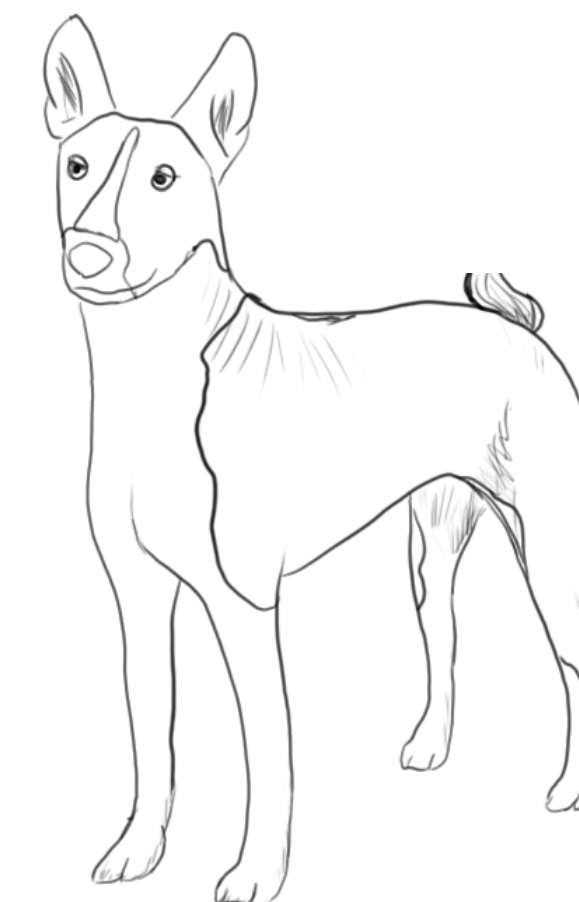
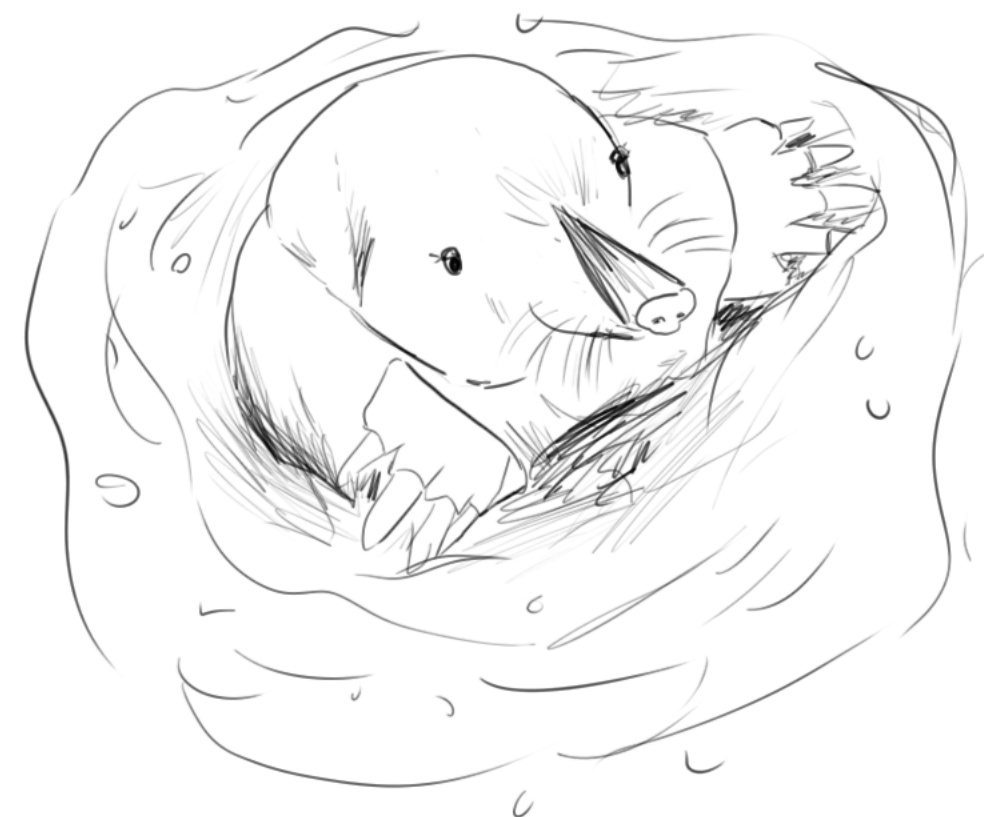
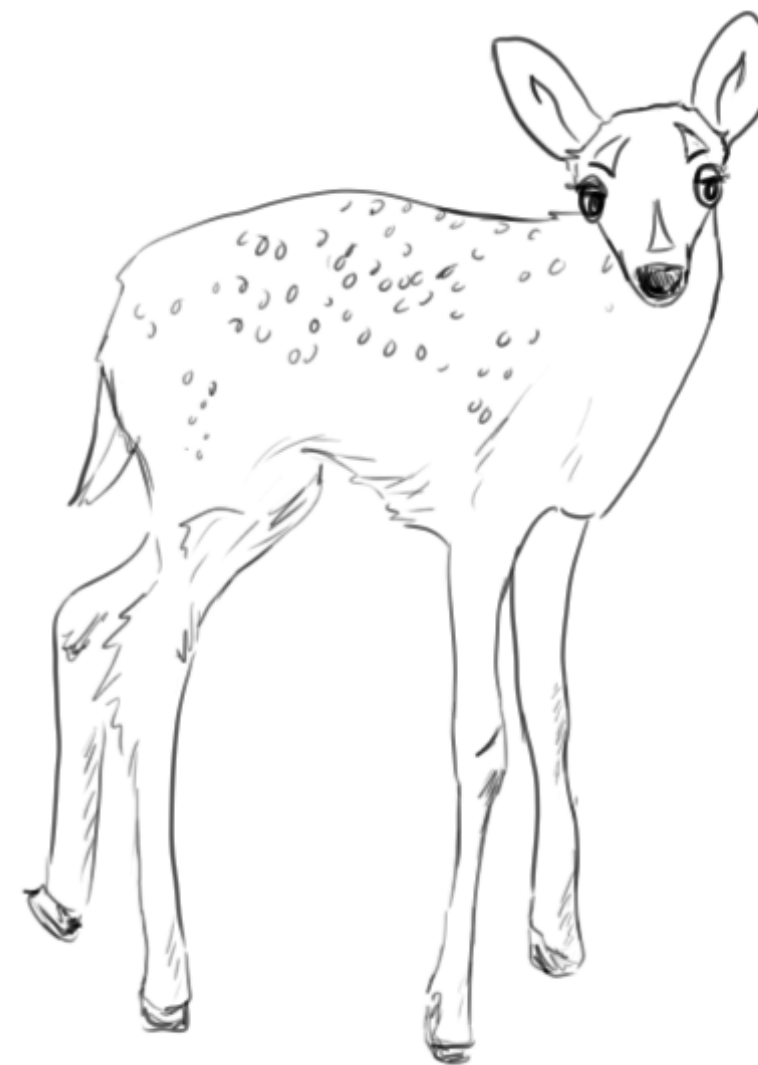
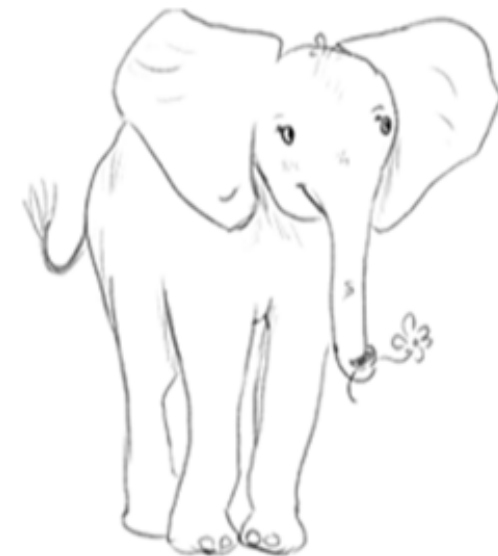
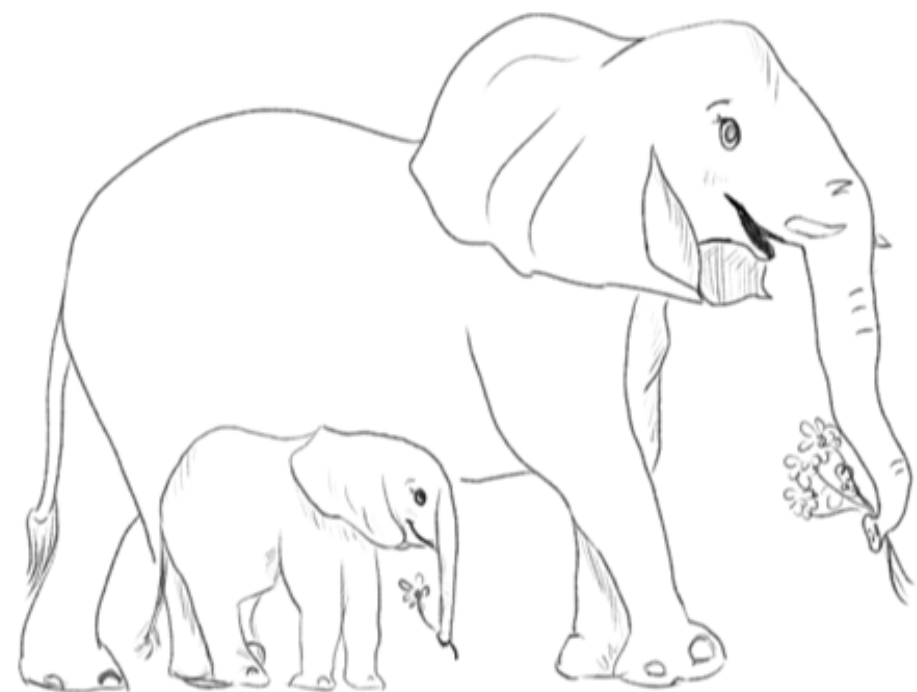
Ideation Sketches

Culture

Emily Frebowitz

Interactive ABC's

Fall 2019



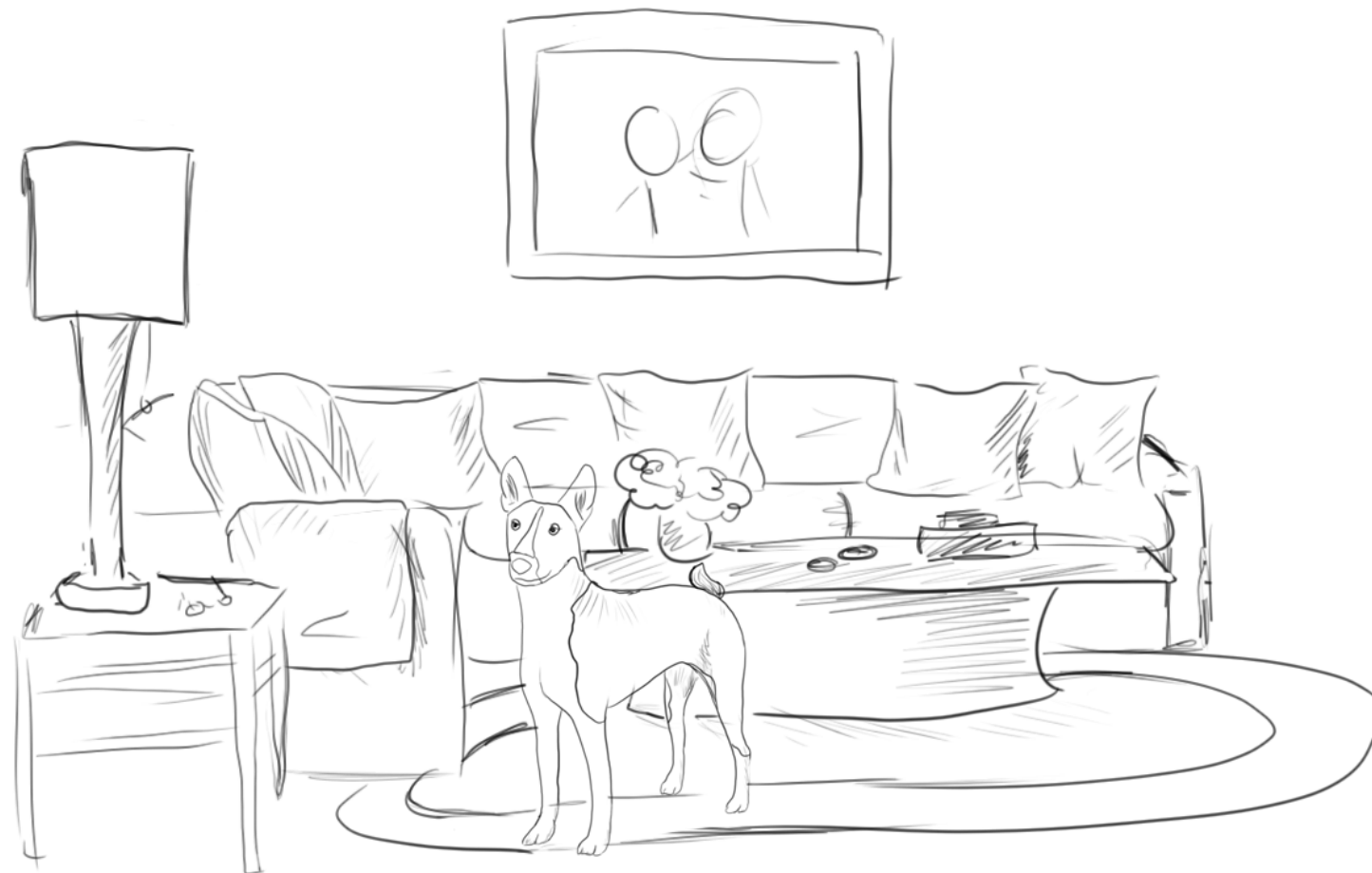
Lo-Fi Sketches

Culture

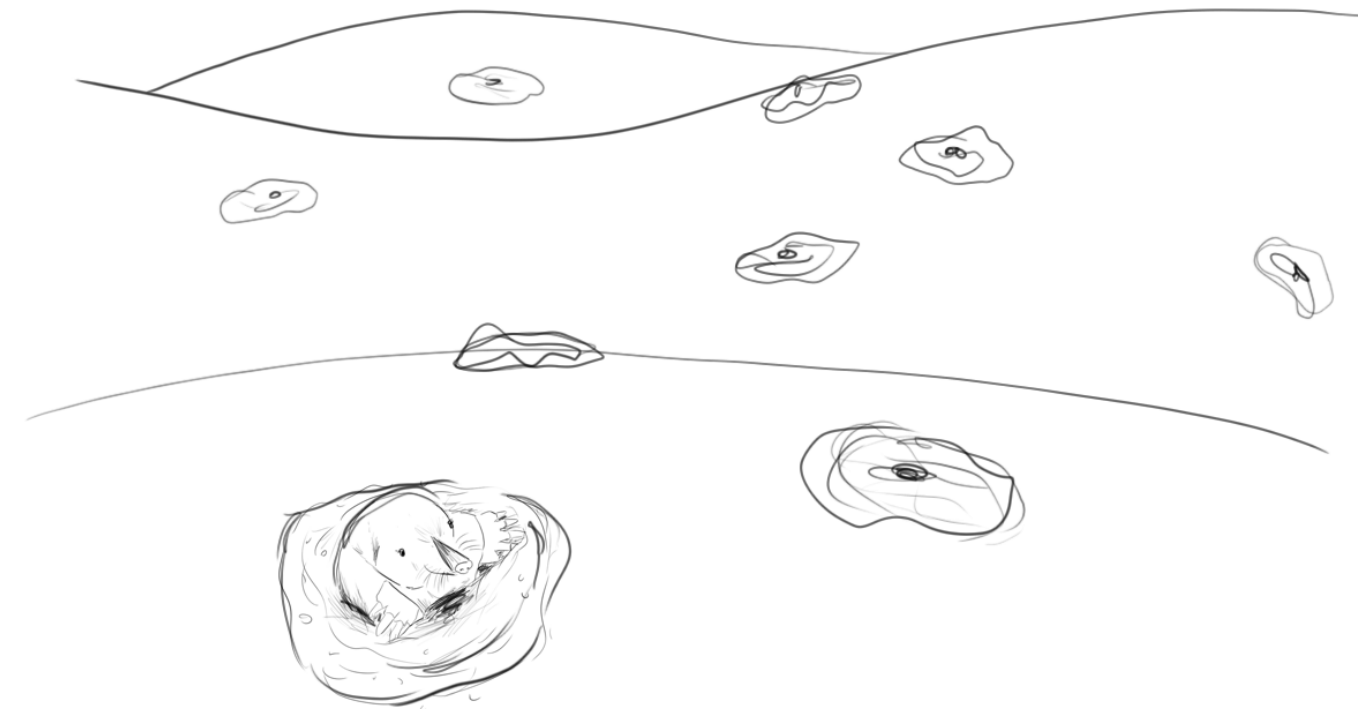
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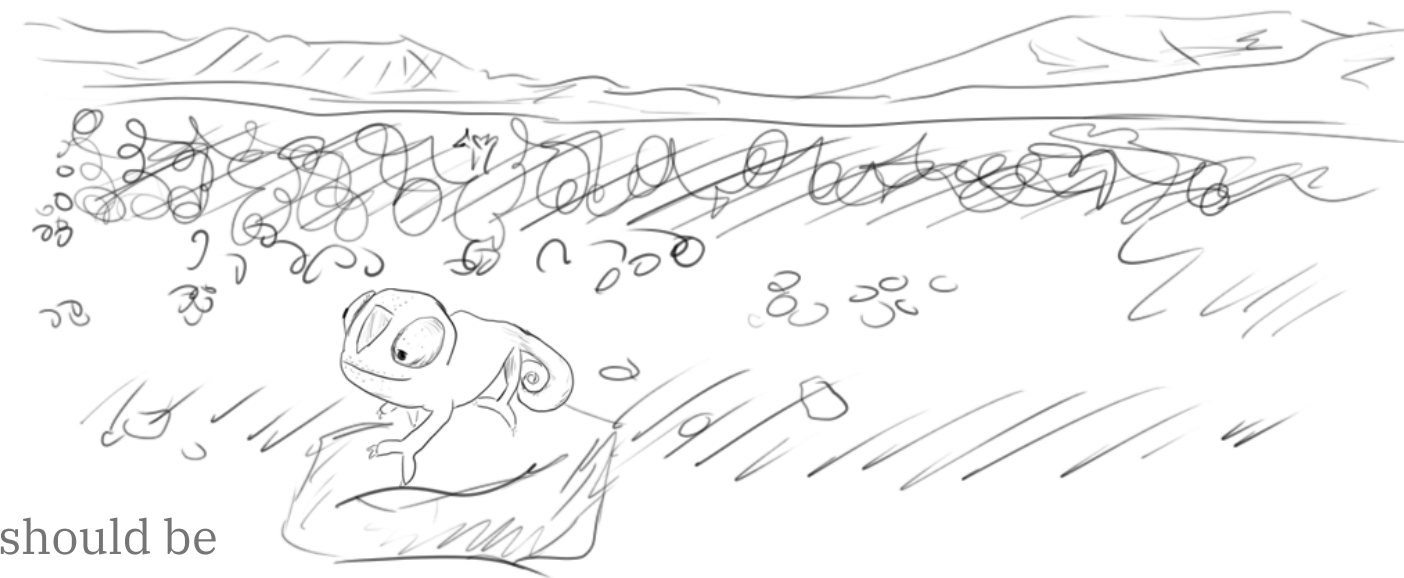
Some of us were raised a little more pampered.



Some of us have tiny homes.



Some cultures put more pressure on school than others.



(he should be eating a fly)

Some cultures enjoy eating different things.

Lo-Fi Sketches

Culture

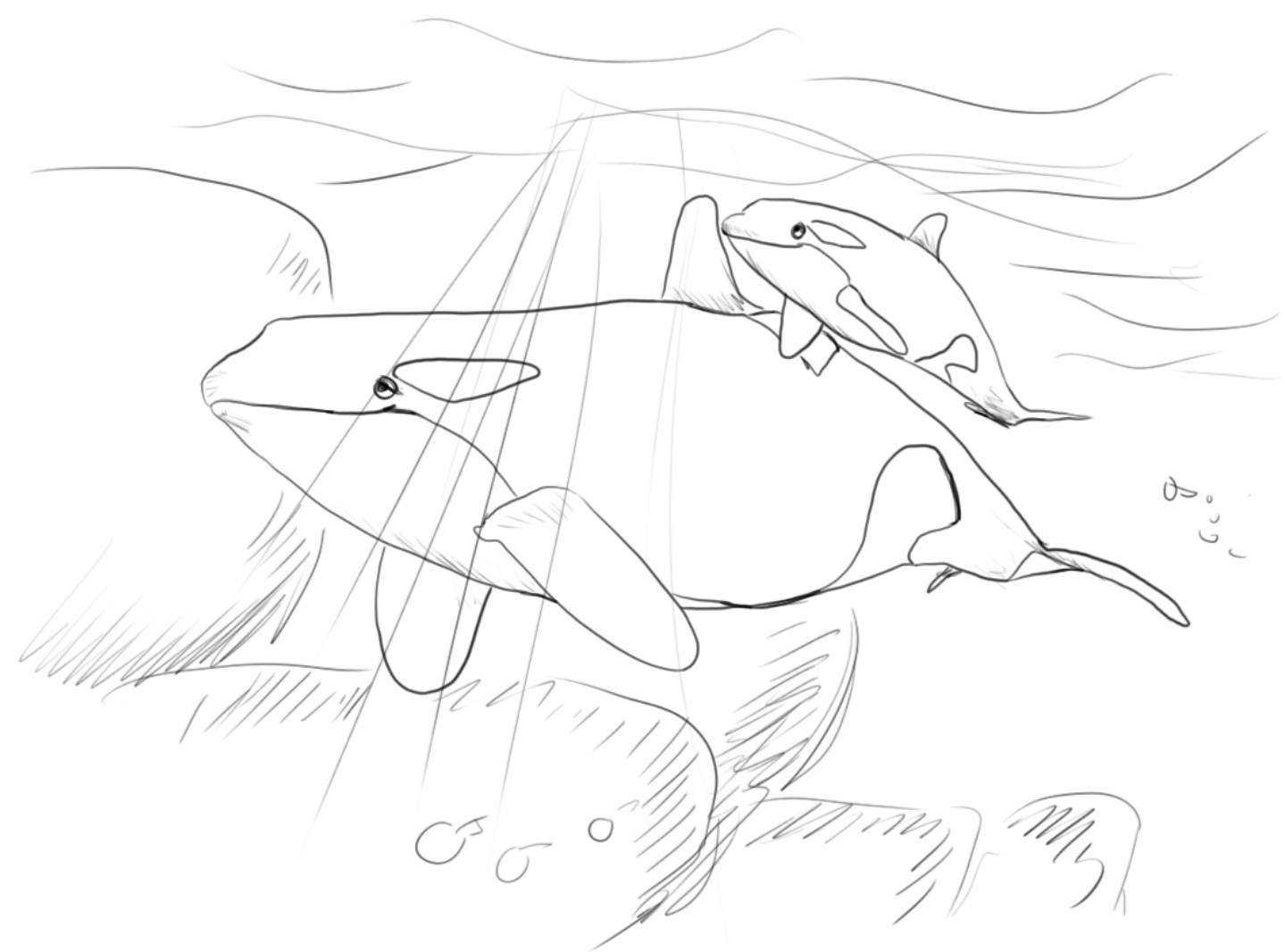
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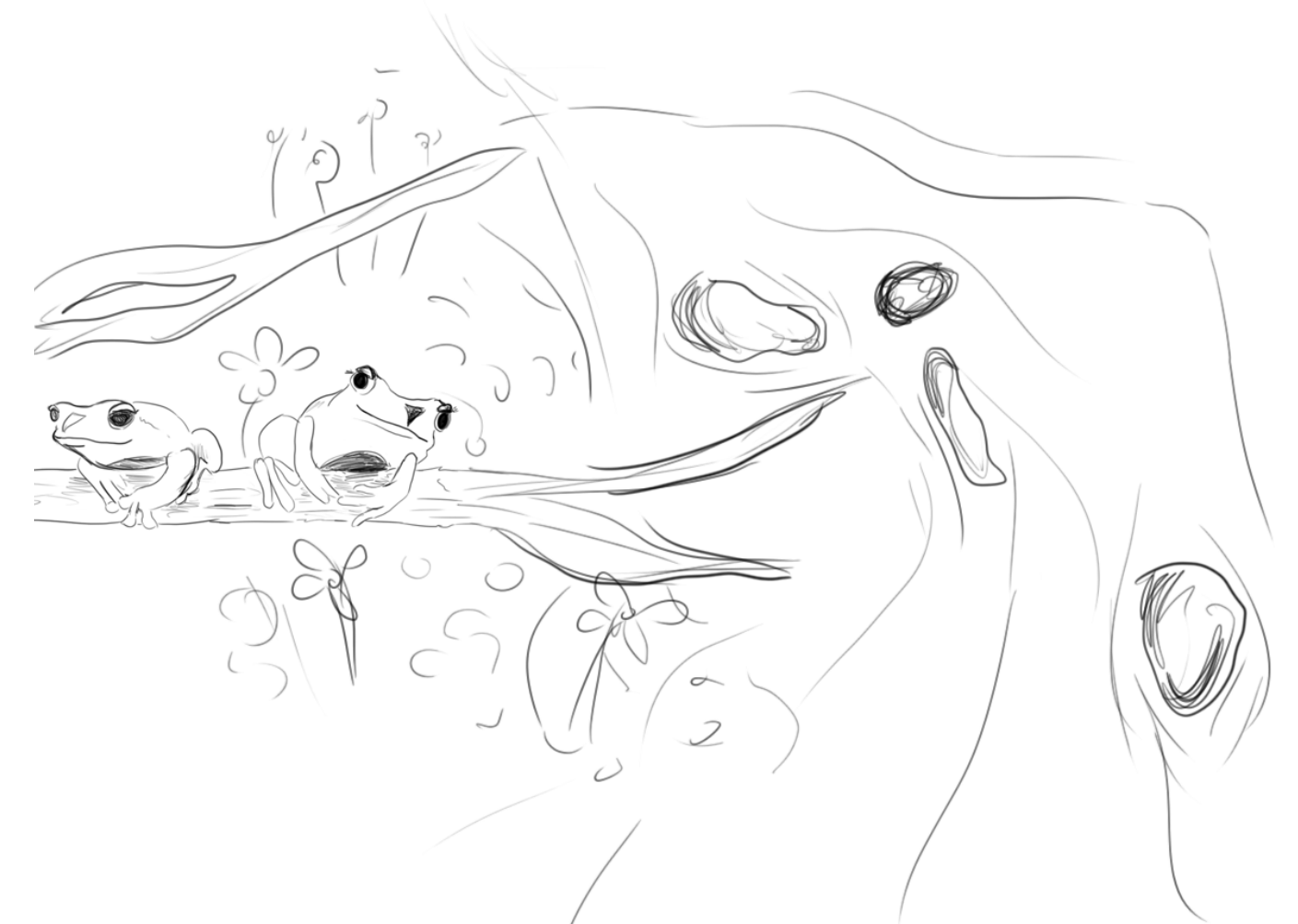
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Some of us leave home
earlier than others.



Some of us will stay close to
our parents for life.



Some cultures view
touching, even just an arm,
differently. Always ask first.

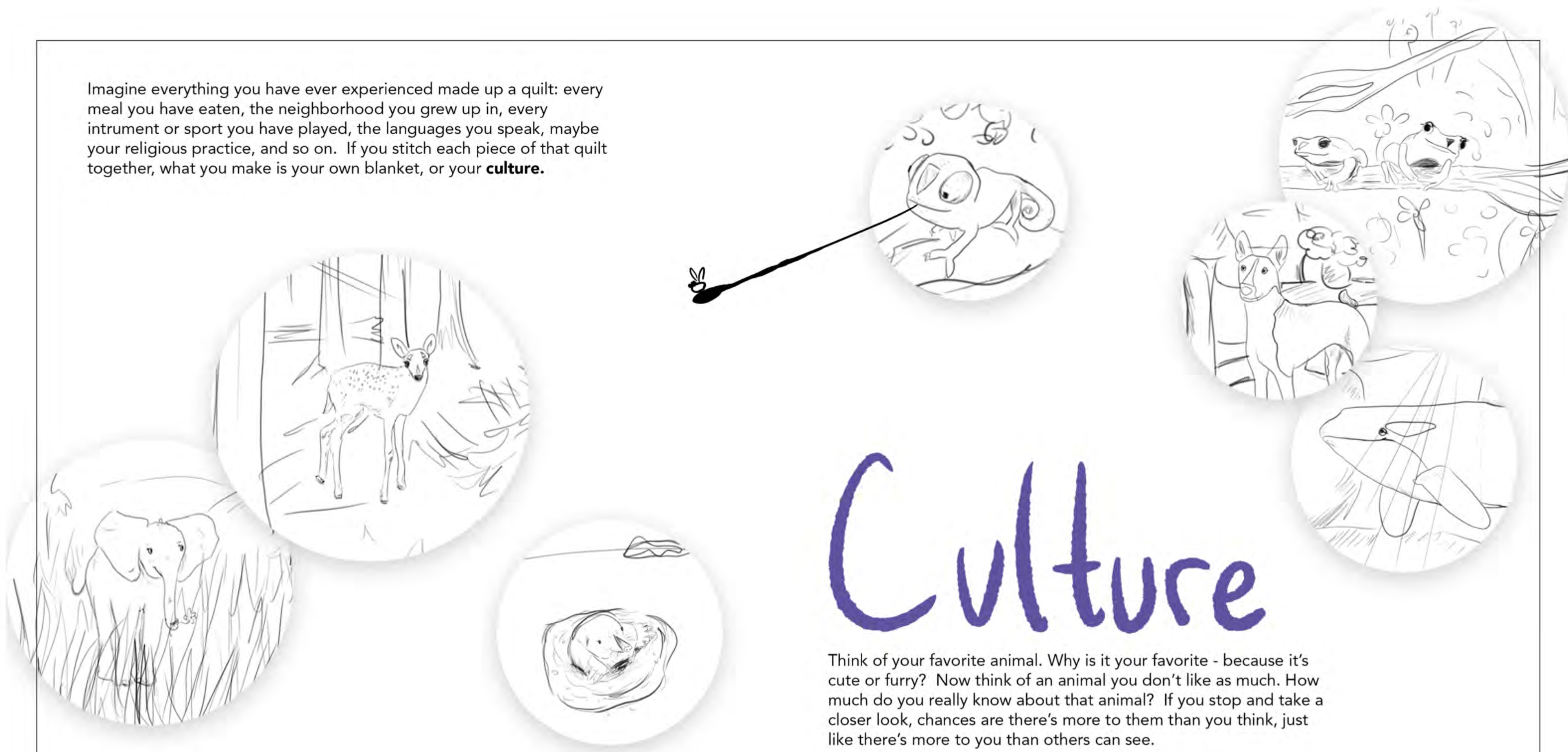
Lo-Fi Composition Culture

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Interactive ABC's

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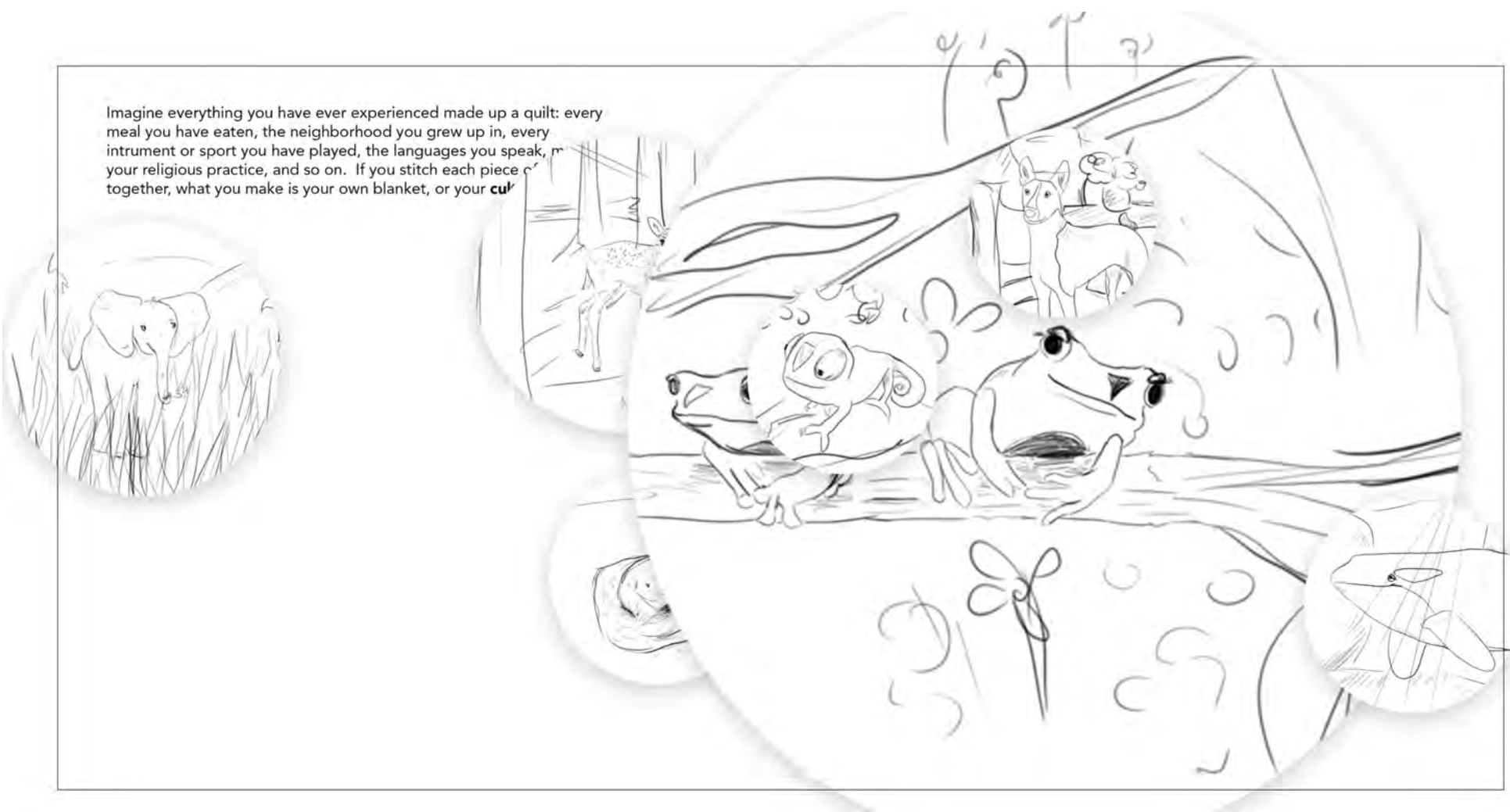
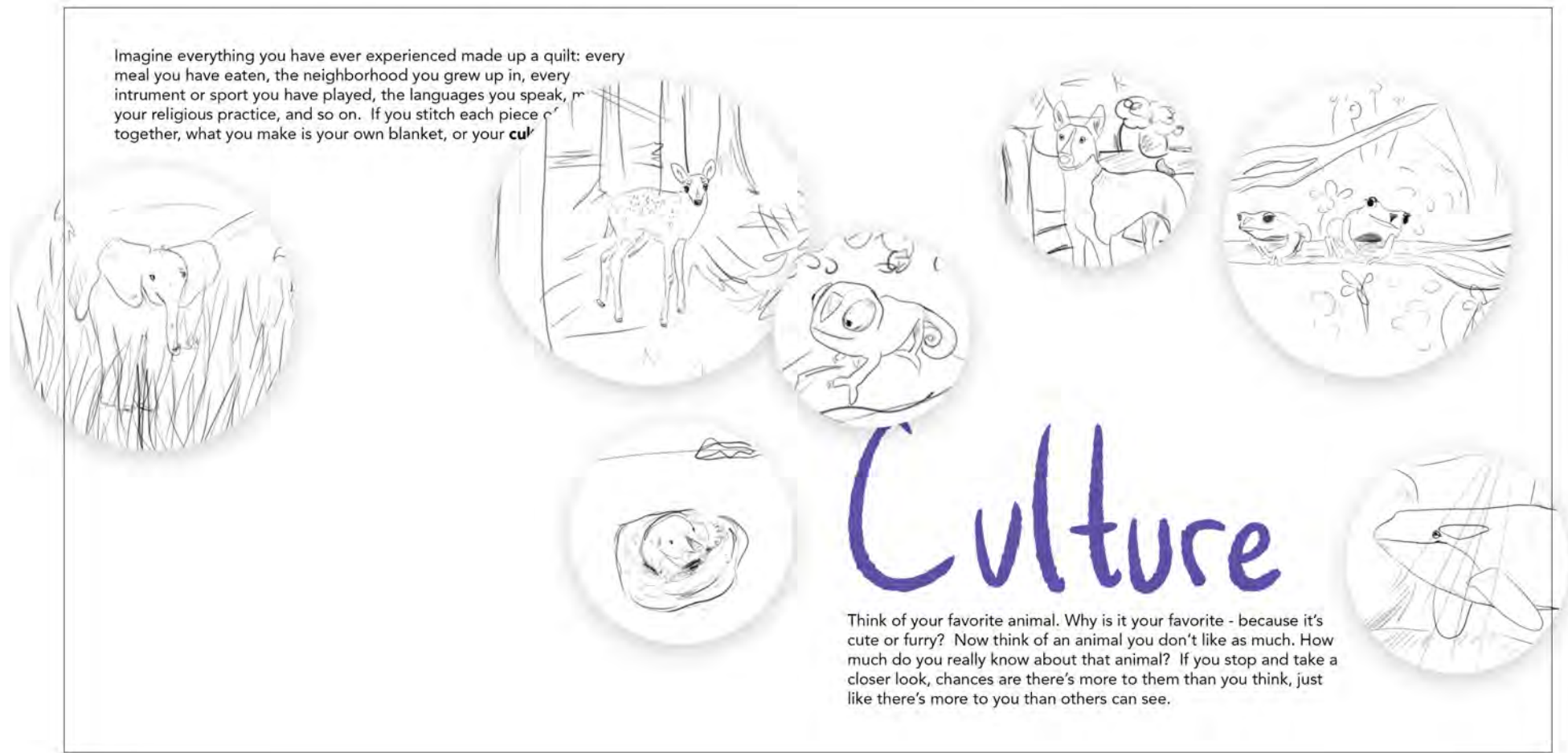
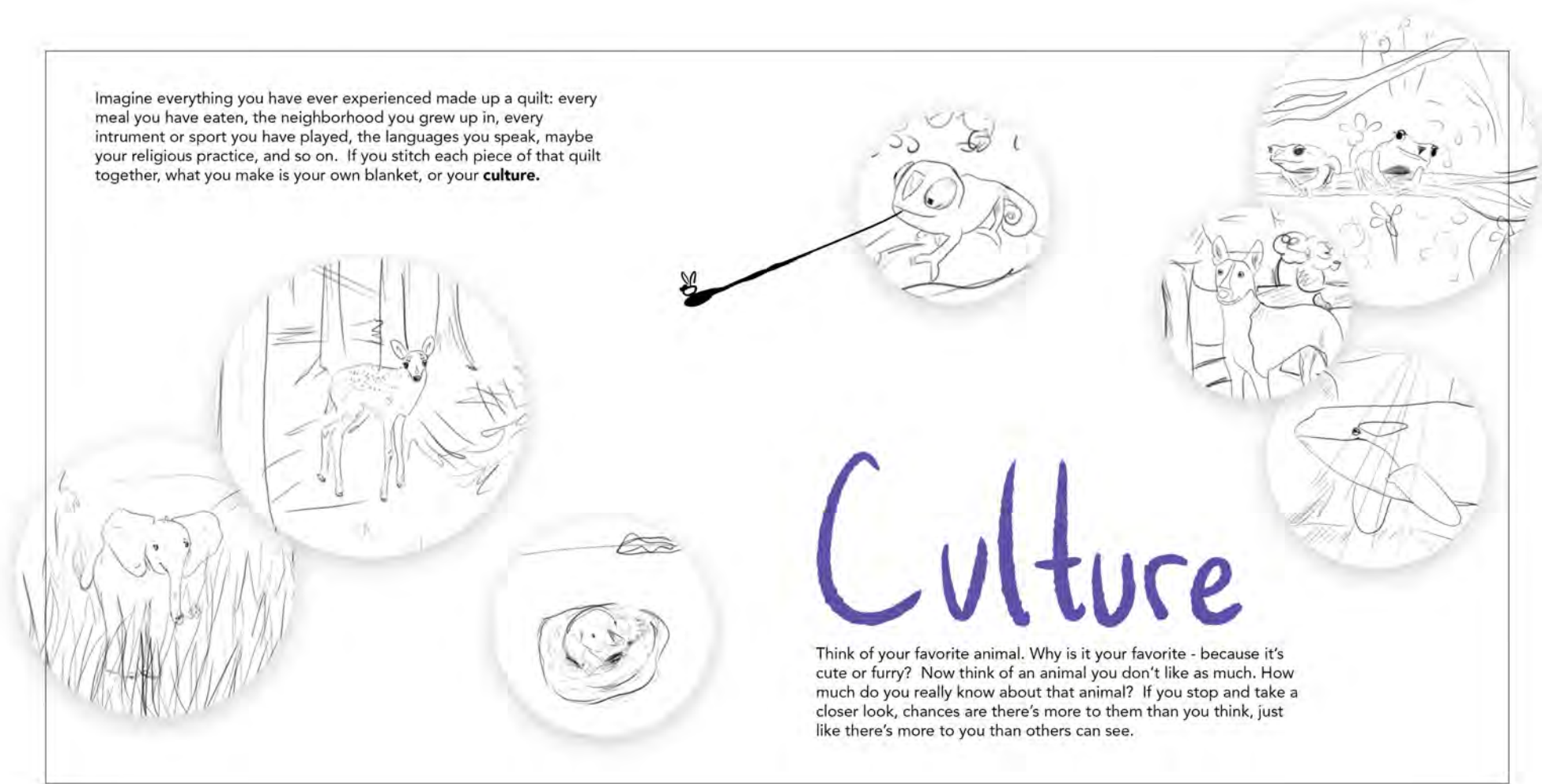
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Think of your favorite animal. Why is it your favorite - because it's cute or furry? Now think of an animal you don't like as much. How much do you really know about that animal? If you stop and take a closer look, chances are there's more to them than you think, just like there's more to you than others can see.

Interaction Storyboards

Culture





Concept 2

Emily Frebowitz

Interactive ABC's

Fall 2019

Culture

Your culture embodies everything that makes you who you are.

Yes, even the food on your dinner table is a part of your culture.

Moodboard Culture

Emily Frebowitz

Interactive ABC's

Fall 2019

Key Words

bright
enthusiastic
texture

Analysis

the viewers eye
should be caught
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Inspiration Board Culture

Emily Frebowitz

Interactive ABC's

Fall 2019

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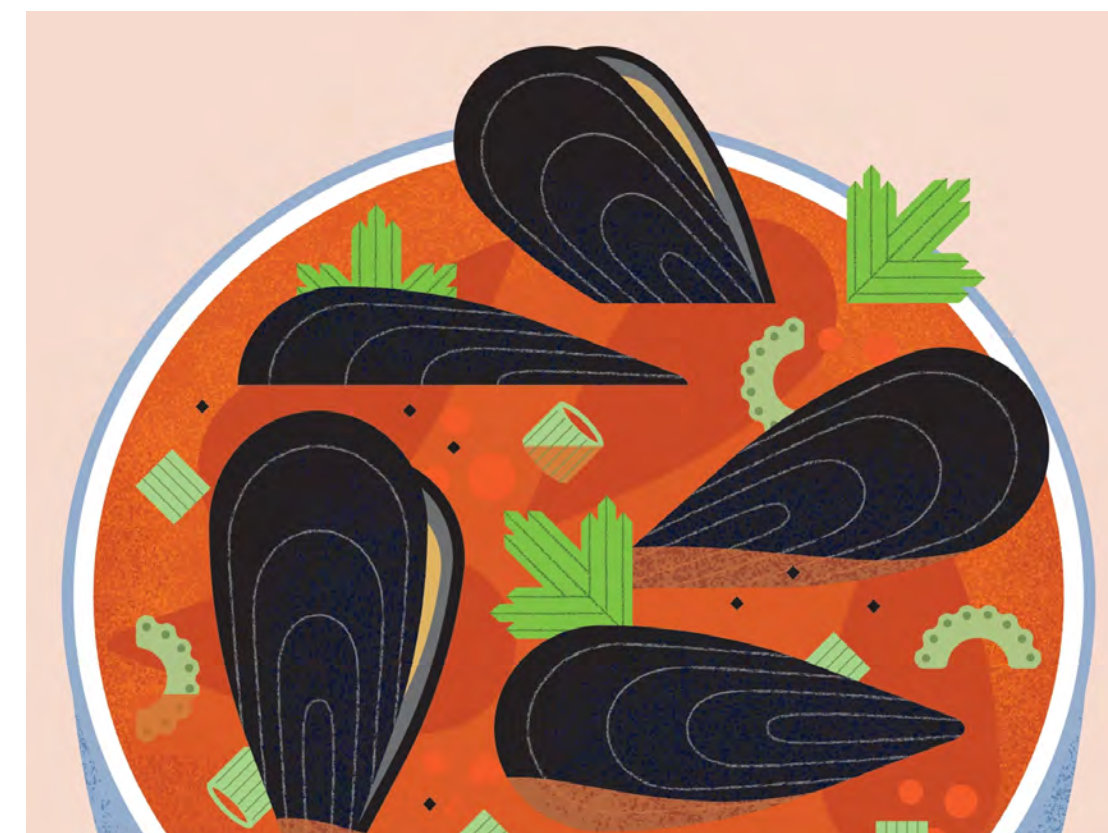
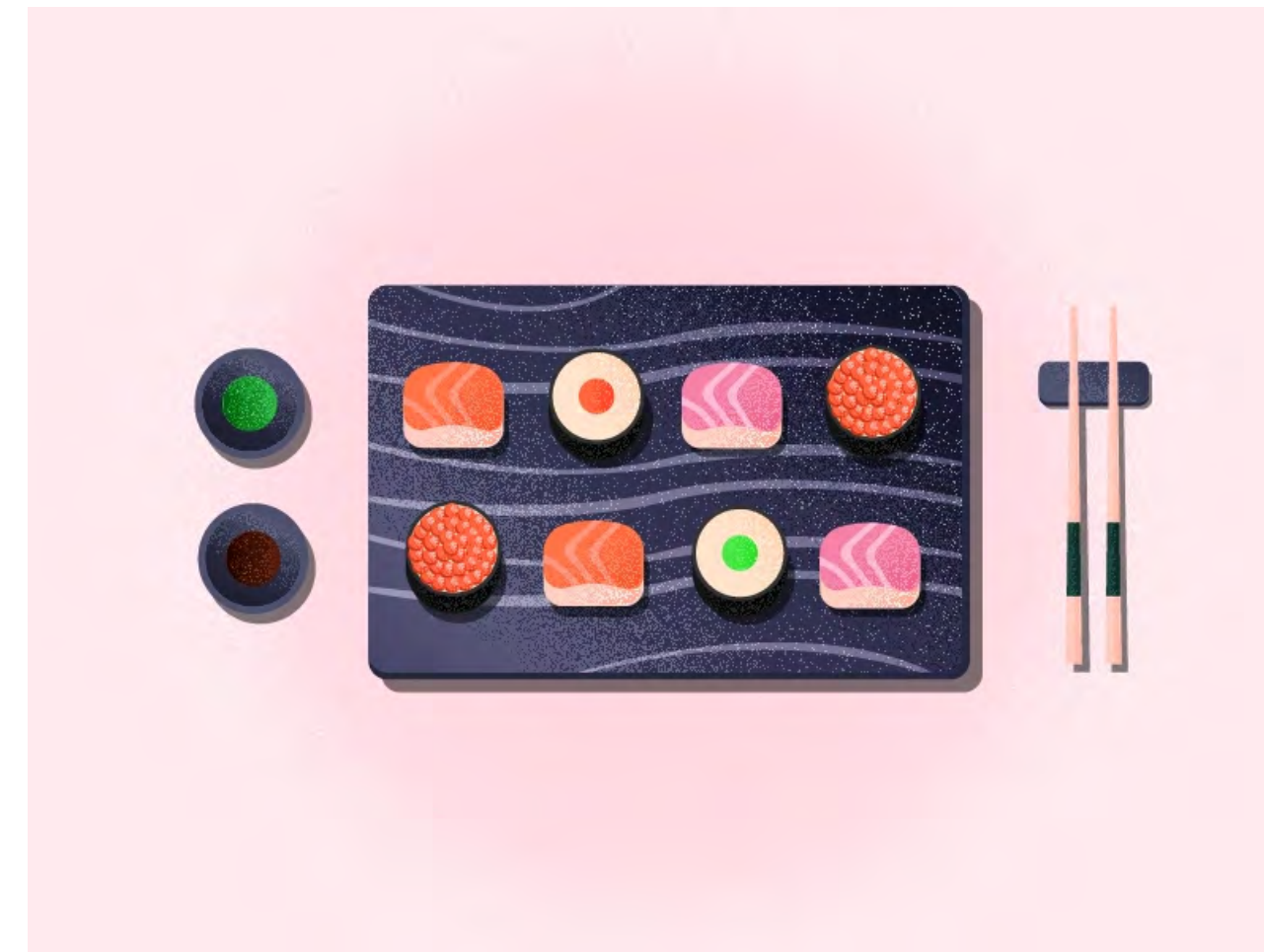
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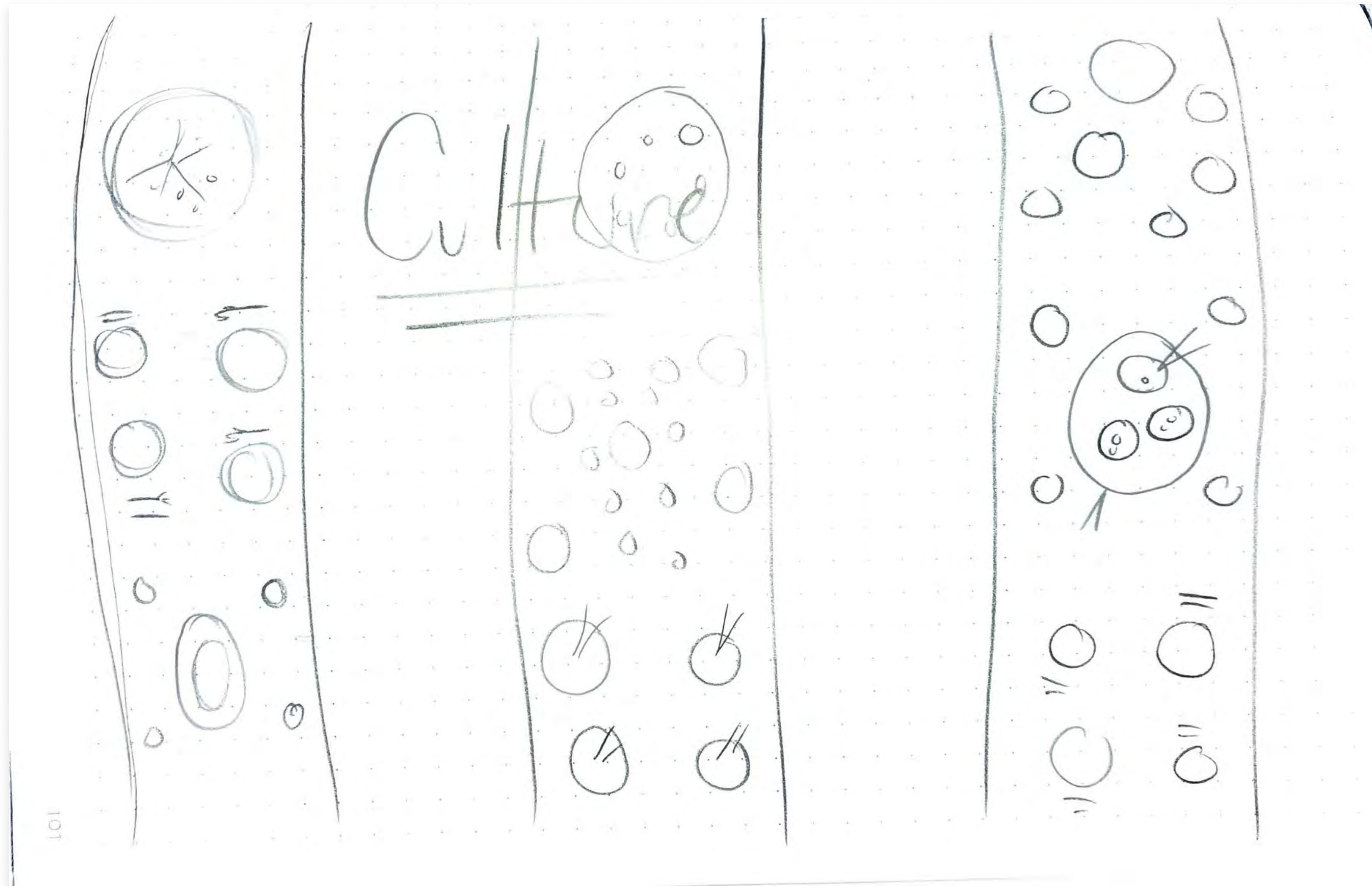
Lo-Fi Sketches

Culture

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Lo-Fi Composition Culture

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Interactive ABC's

Fall 2019



Print Layout - First Pass Culture

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Interactive ABC's

Fall 2019



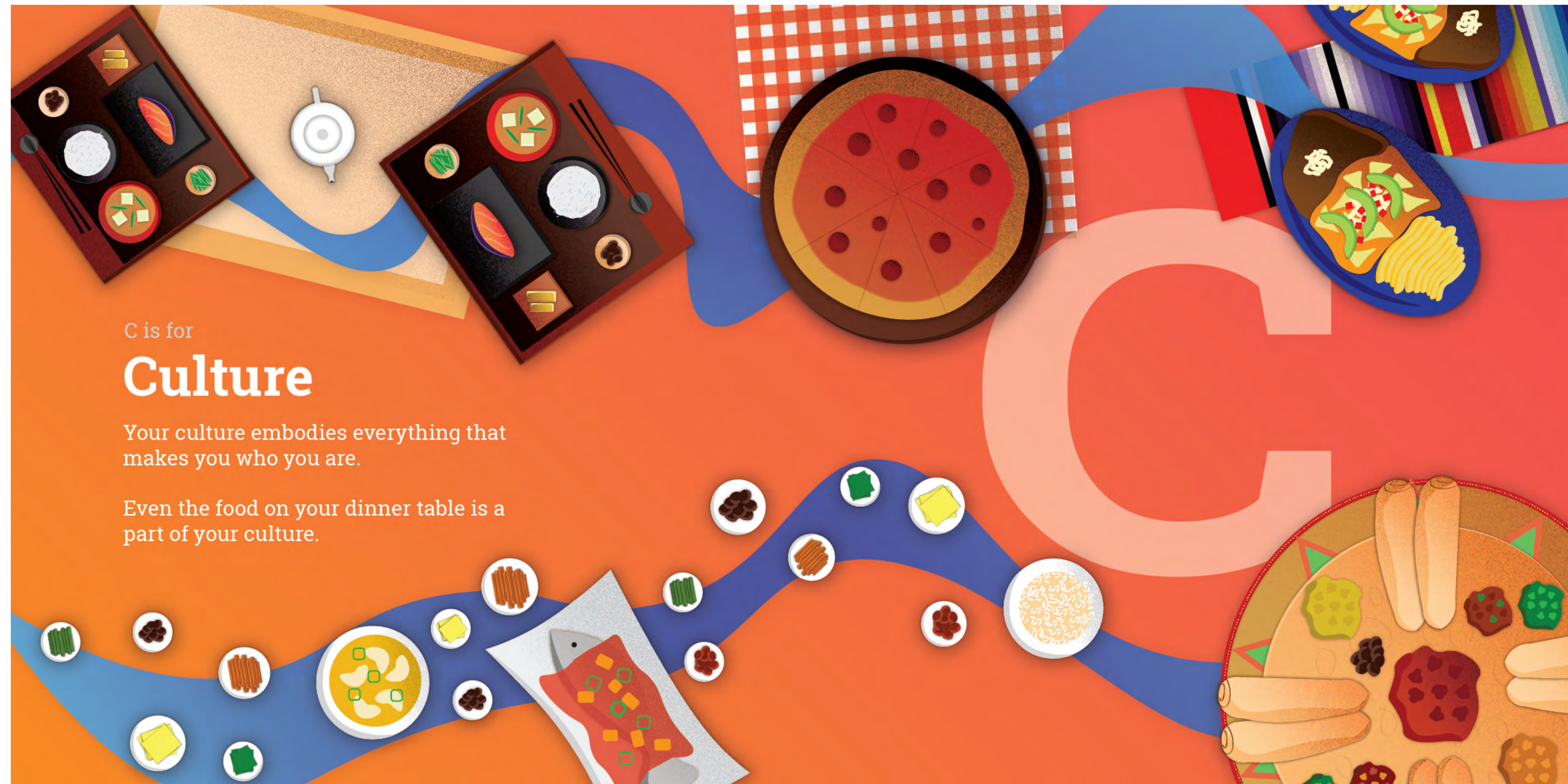
Final Print Layout

Culture

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Interactive ABC's

Fall 2019

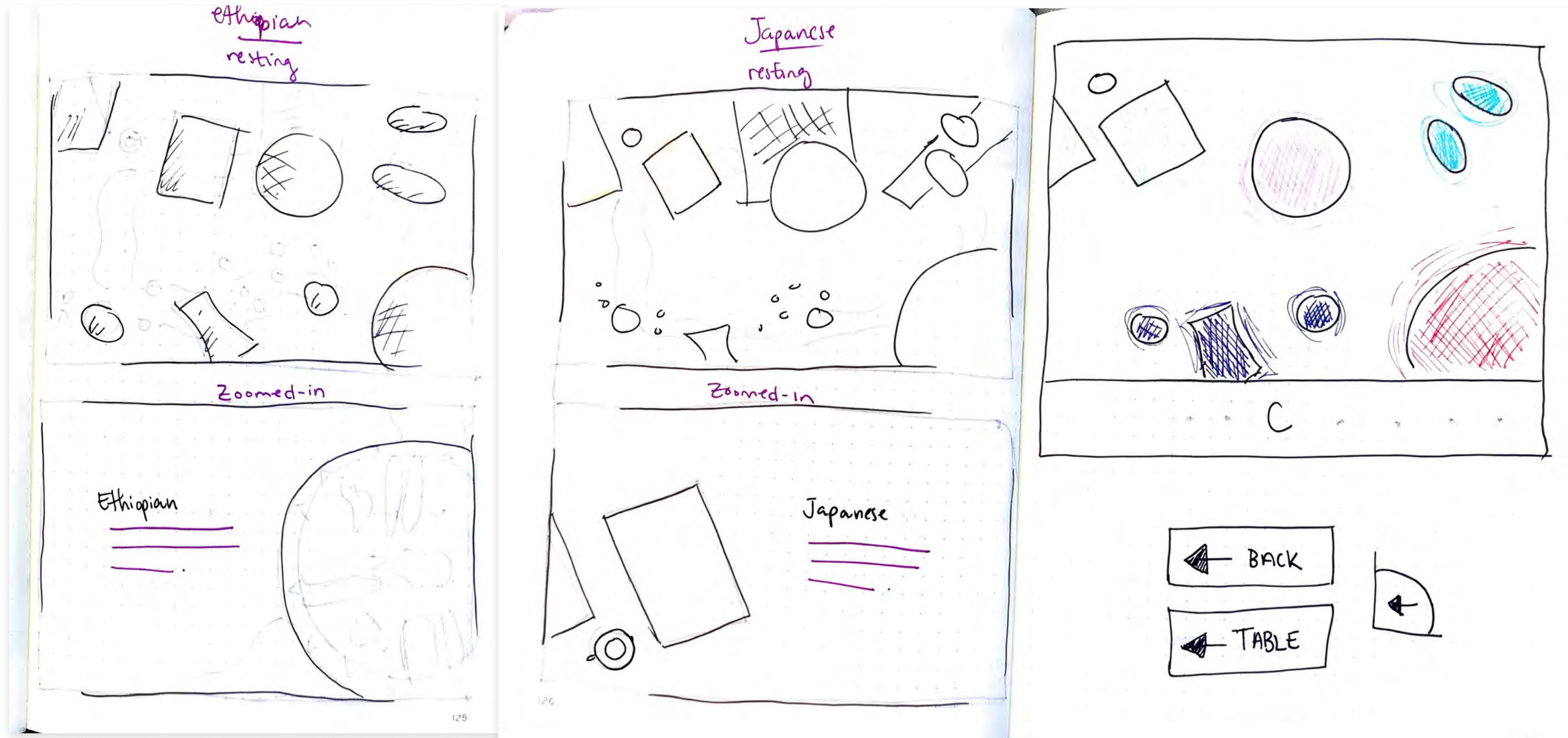


Interaction Storyboards Culture

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Interactive ABC's

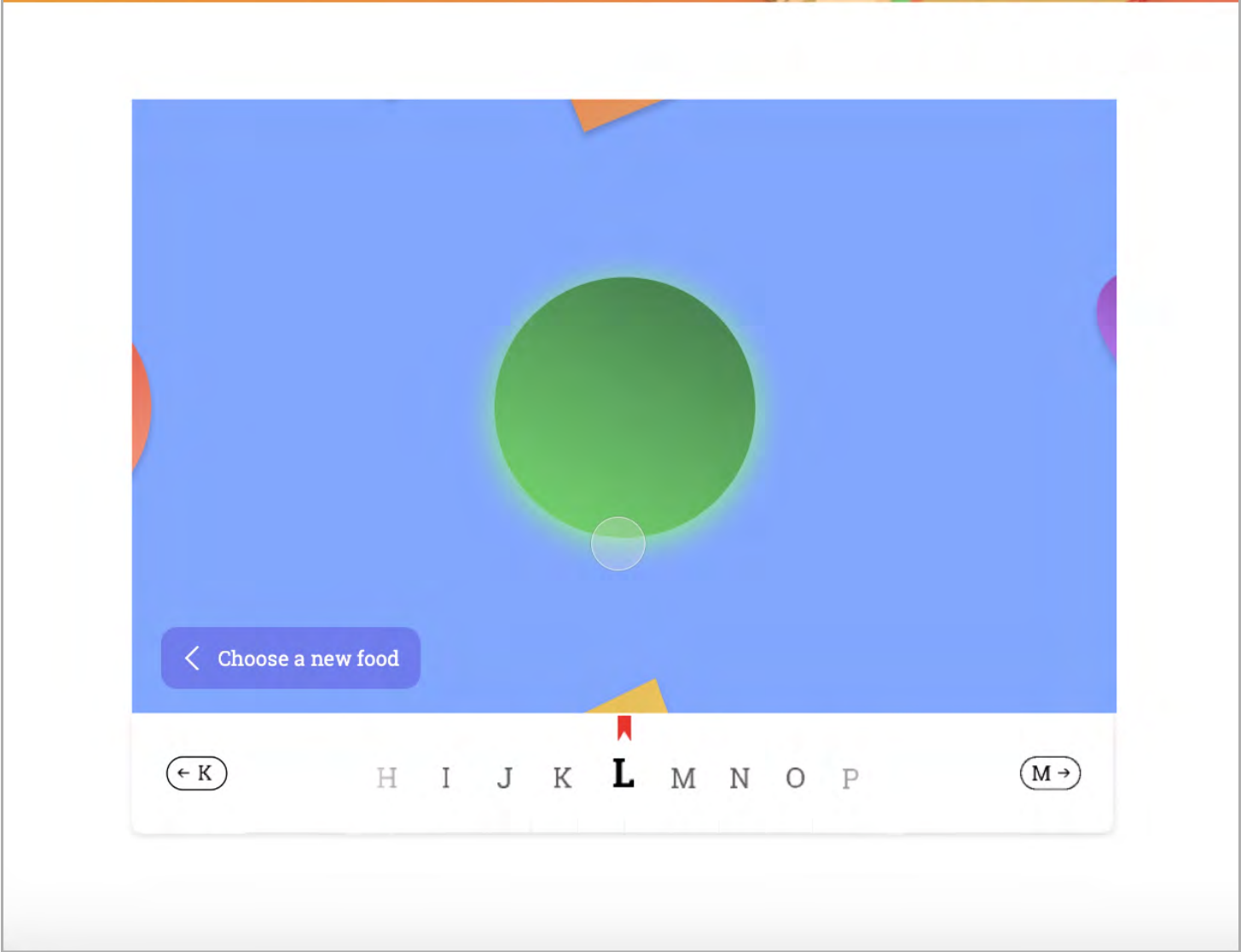
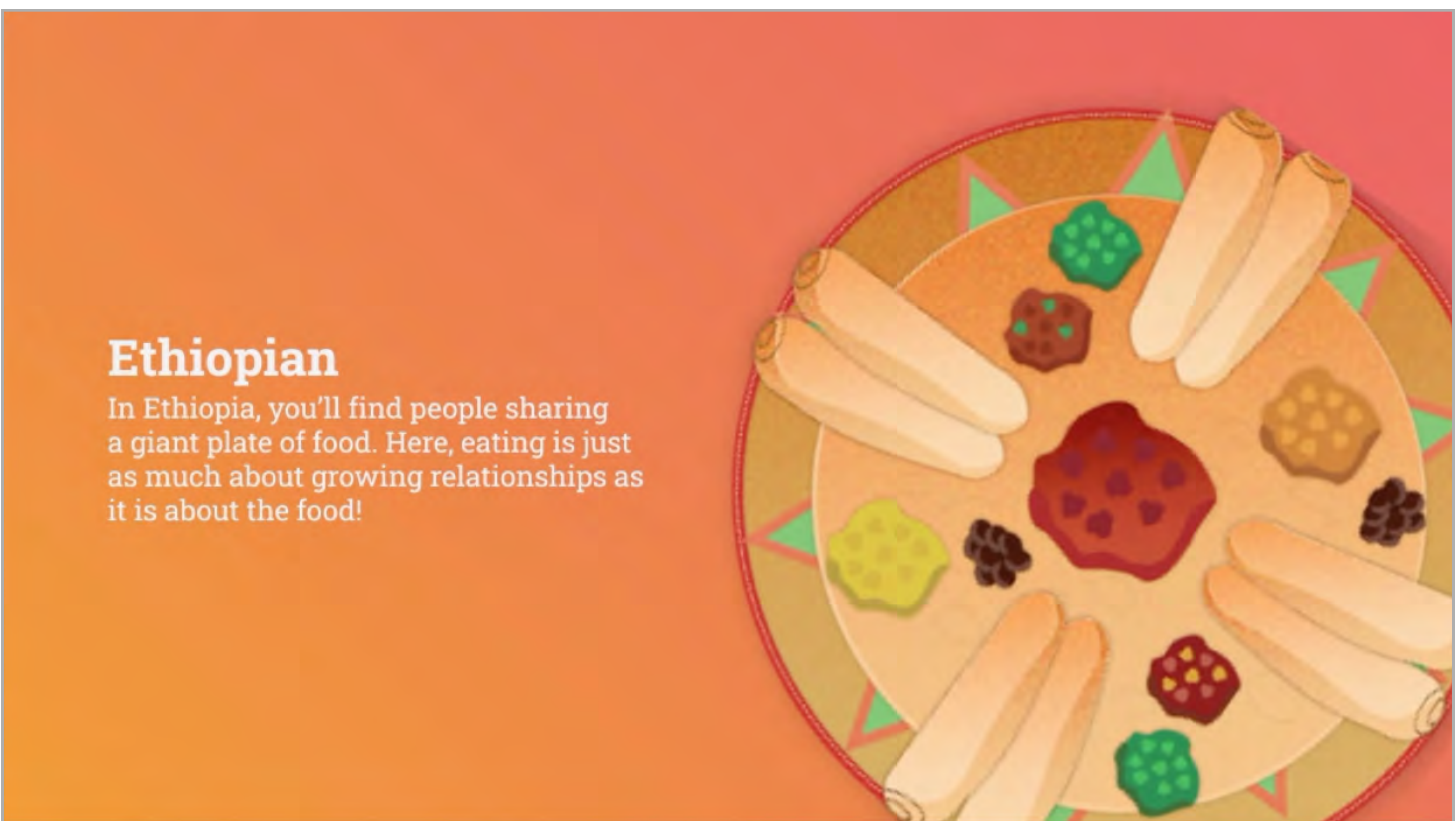
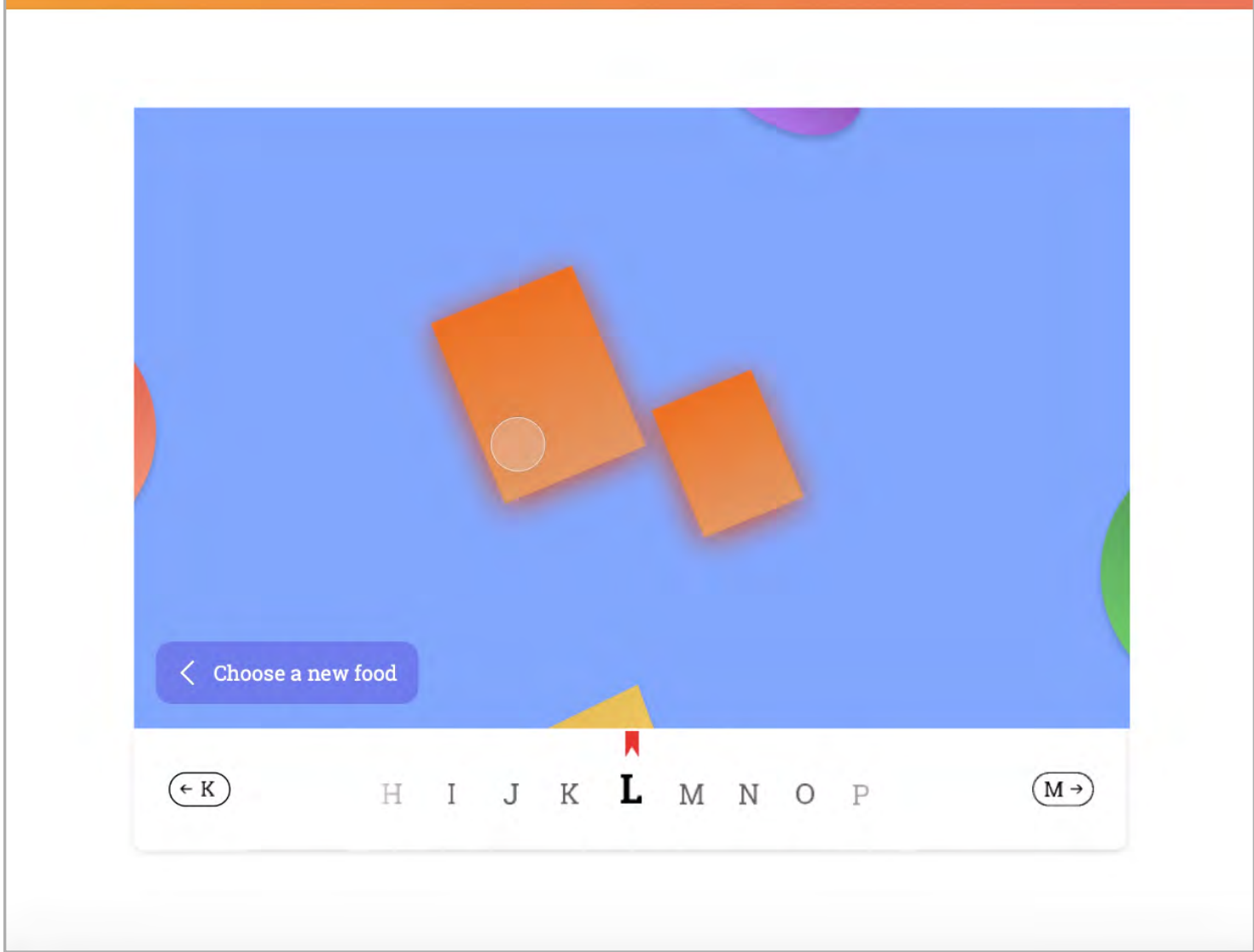
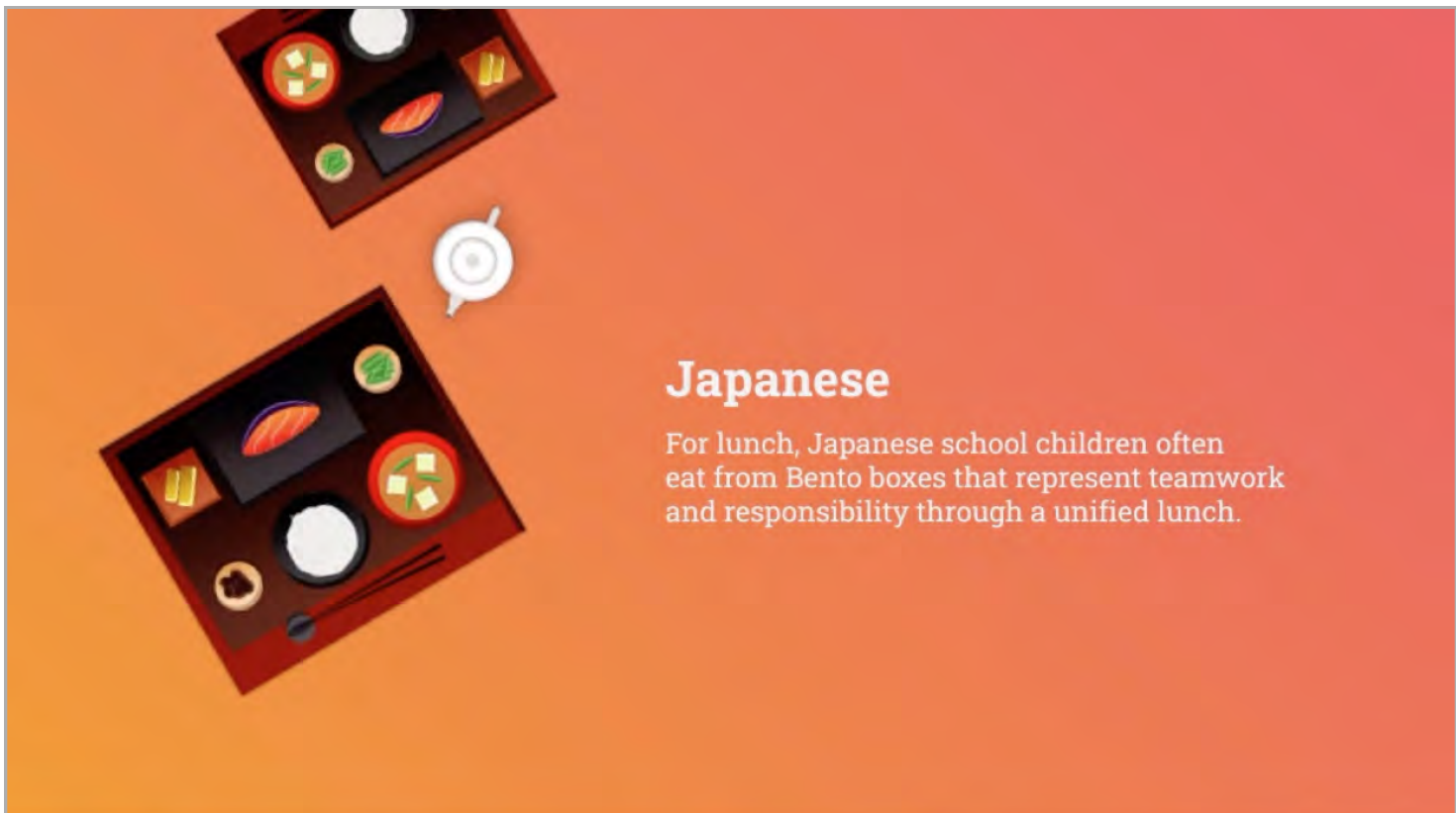
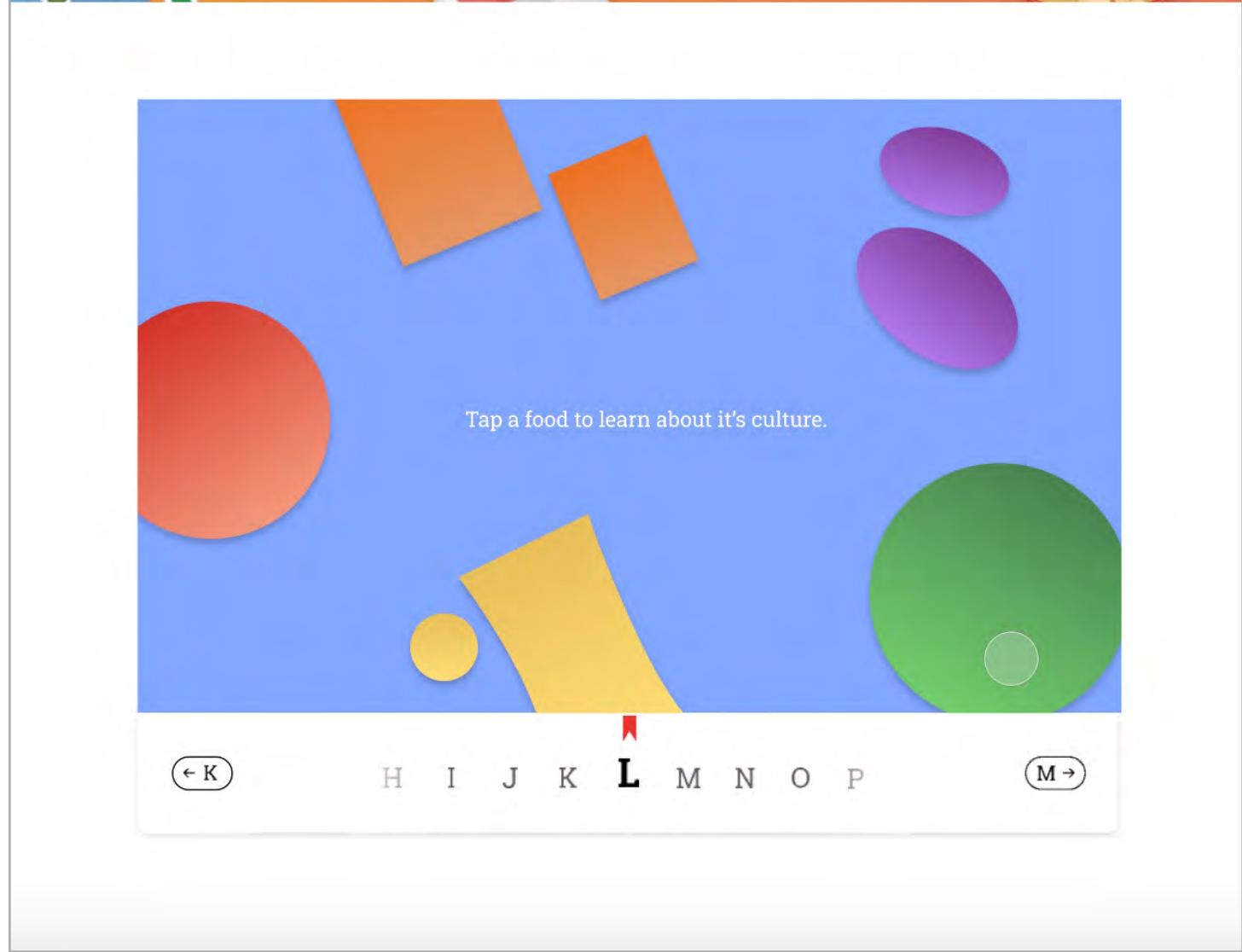
Fall 2019



Final Prototype

Culture

Emily Frebowitz Interactive ABC's Fall 2019



Research Judgement

Emily Frebowitz

Interactive ABC's

Fall 2019

“You can’t go through life continually controlling circumstances or people. All you can control is your attitude toward them.”

“To be judgmental is not merely to draw distinctions, to have preferences, or to make comparisons. It carries a moral judgment, an assignment of right or wrong, good or evil, to a person.”

“Judgment is separation. At bottom, judgment says that you choose differently from me because you are different from me.”

“Understanding someone on a deep level requires a completely different mindset — an open mind to listen instead of judgement.”

“Understanding others does not mean that you have to necessarily agree with their point of view, or feelings. Instead, it means you recognise their point of view and accept that it is different from yours.”

“Don’t allow your biases to come in the way of your relationships. Be objective as you listen and aim to make deeper and better connections with people.”

“It is the essence of compassion to put oneself in another’s shoes.”

“The danger of ‘leadership by judgement,’ and the contrasting power of understanding: 1. You Seldom Have Enough Data to Play God. 2. You Can Remind Yourself of the Benefits That Come with Understanding Instead of Judgement e.g. keeping some valuable relationships intact.”

Concept 1

Emily Frebowitz

Interactive ABC's

Fall 2019

Judgement

Judgement happens when we assume that someone is too different from ourselves in a negative way .

Instead of viewing other people as different, try to look for ways in which you are similar.

Moodboard

Judgement

Emily Frebowitz

Interactive ABC's

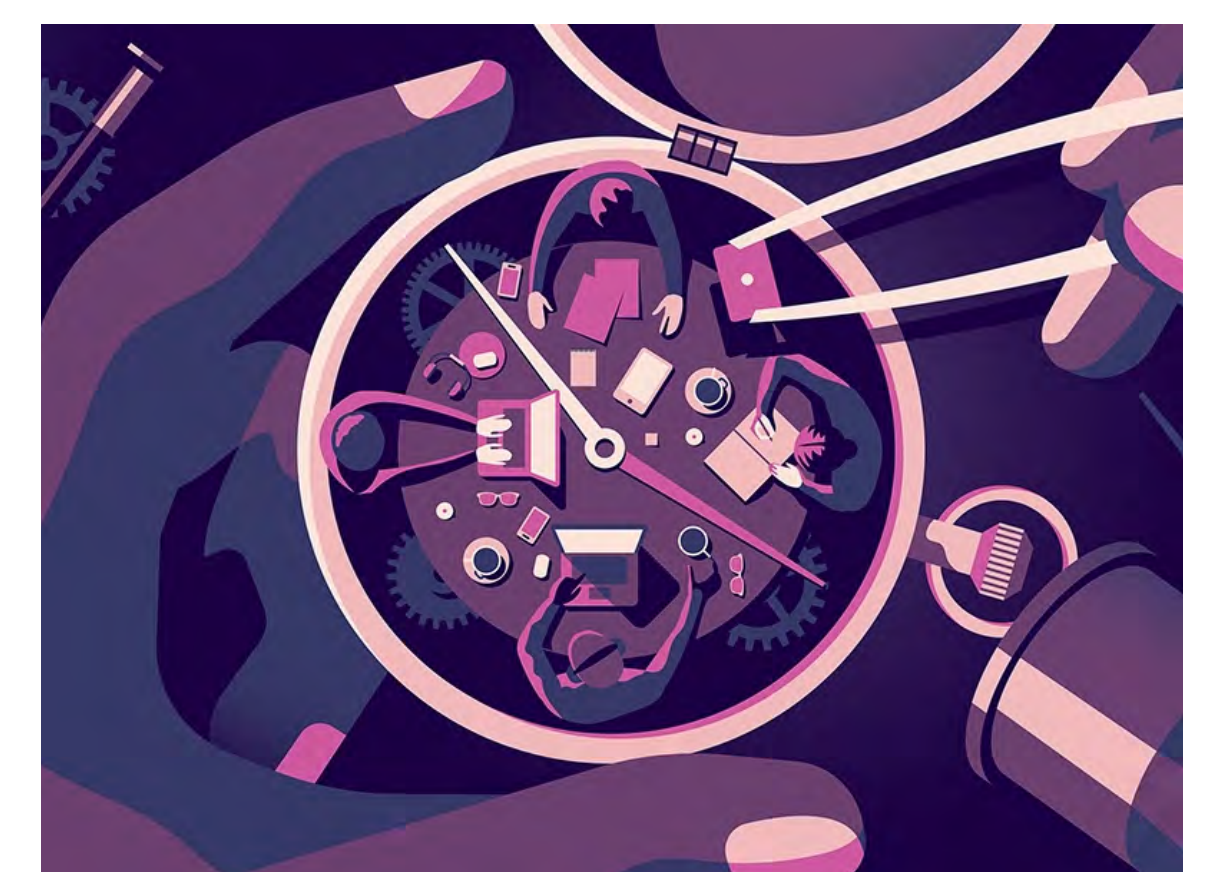
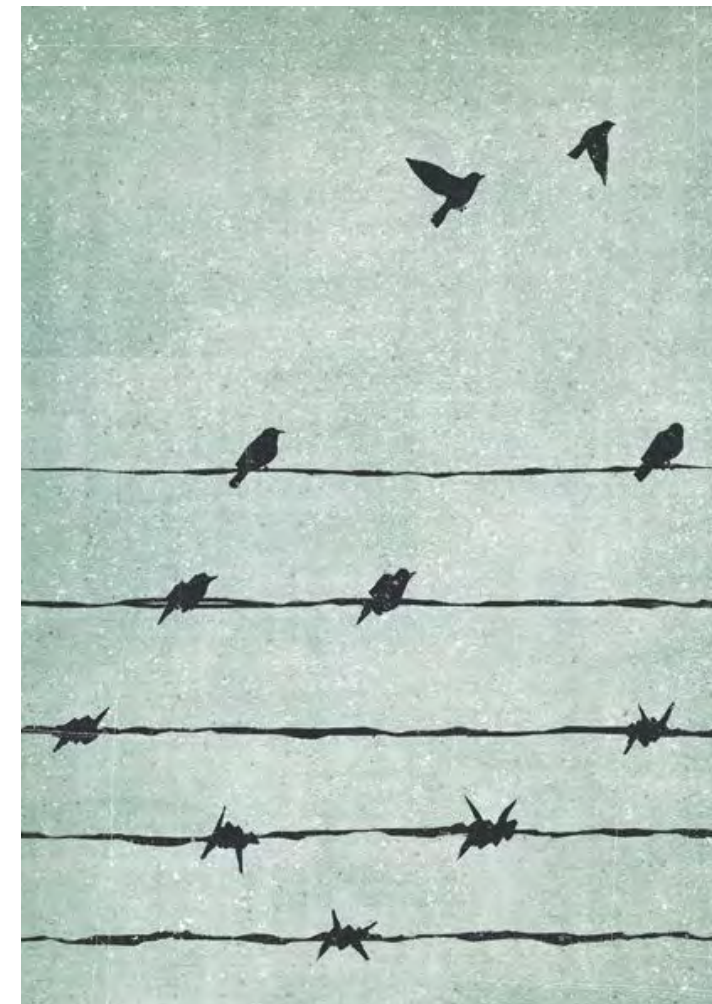
Fall 2019

Key Words

thought provoking
visual metaphor
clarity

Analysis

using a clear and
simple metaphor
to convey a deeper
meaning and
cause reflectance



Inspiration Board

Judgement

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Interactive ABC's

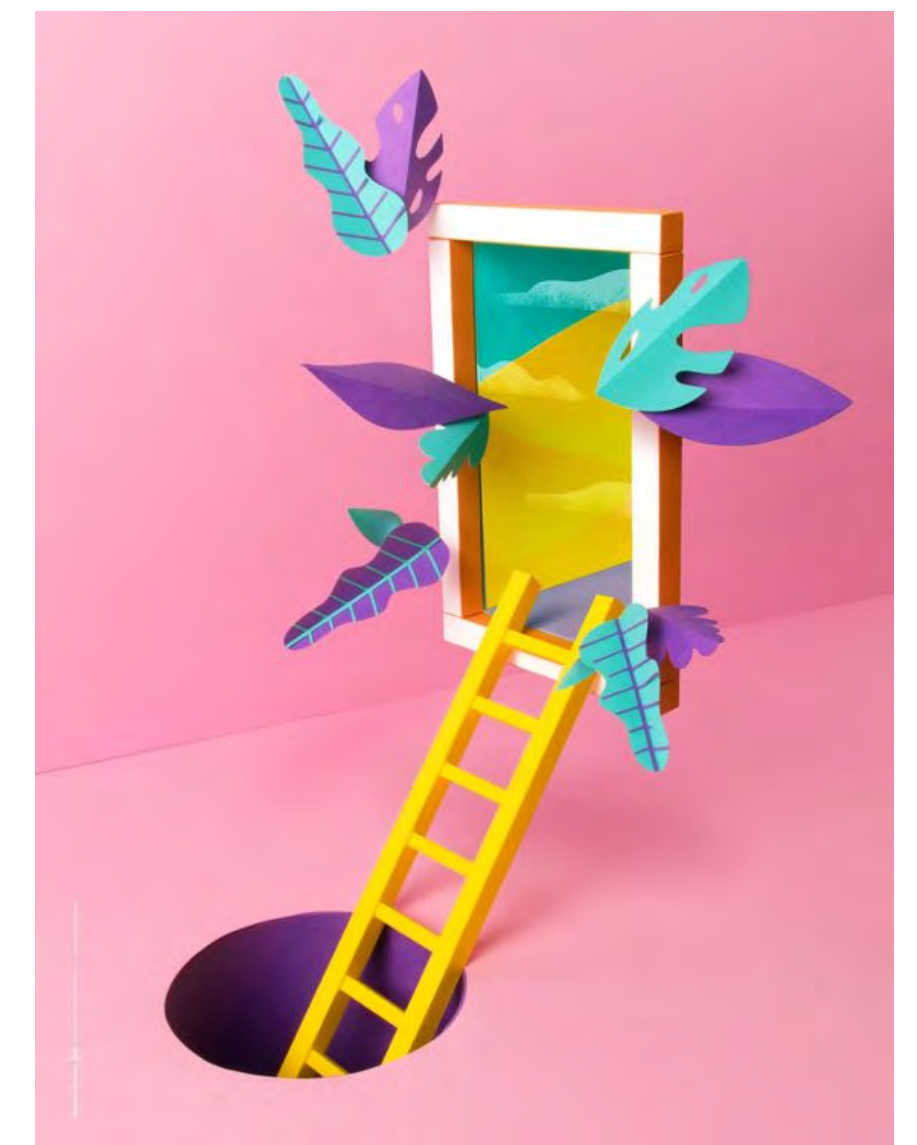
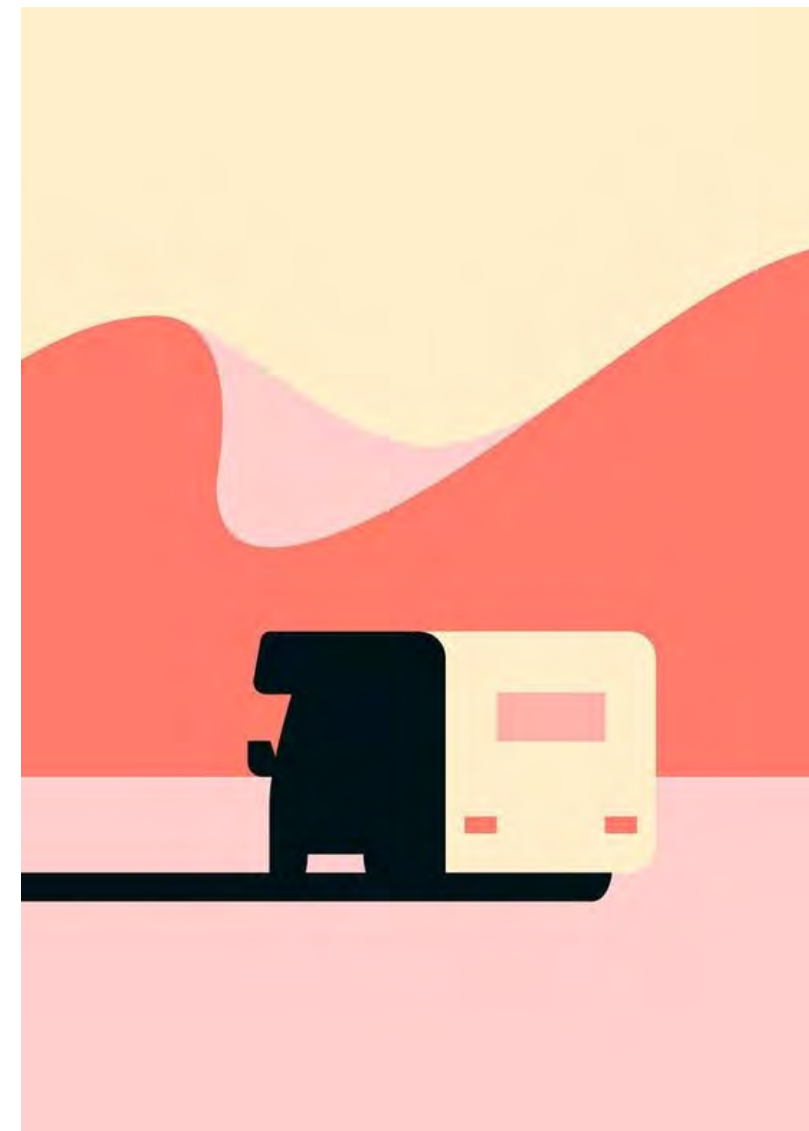
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Key Words

contrast
solid colors
flat

Analysis

use of shape and line
to emphasize the
metaphor and
meaning with only
light texture and
detail



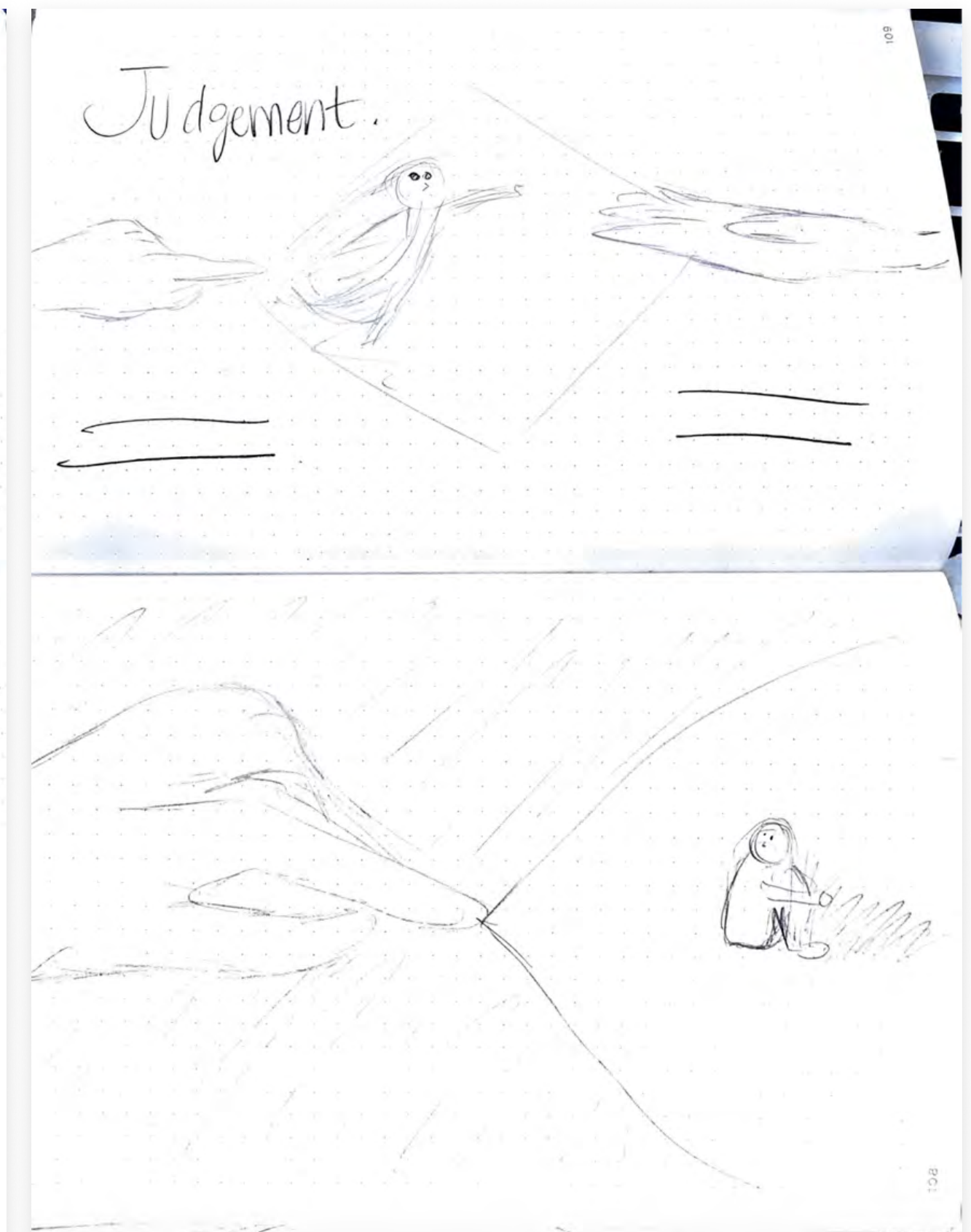
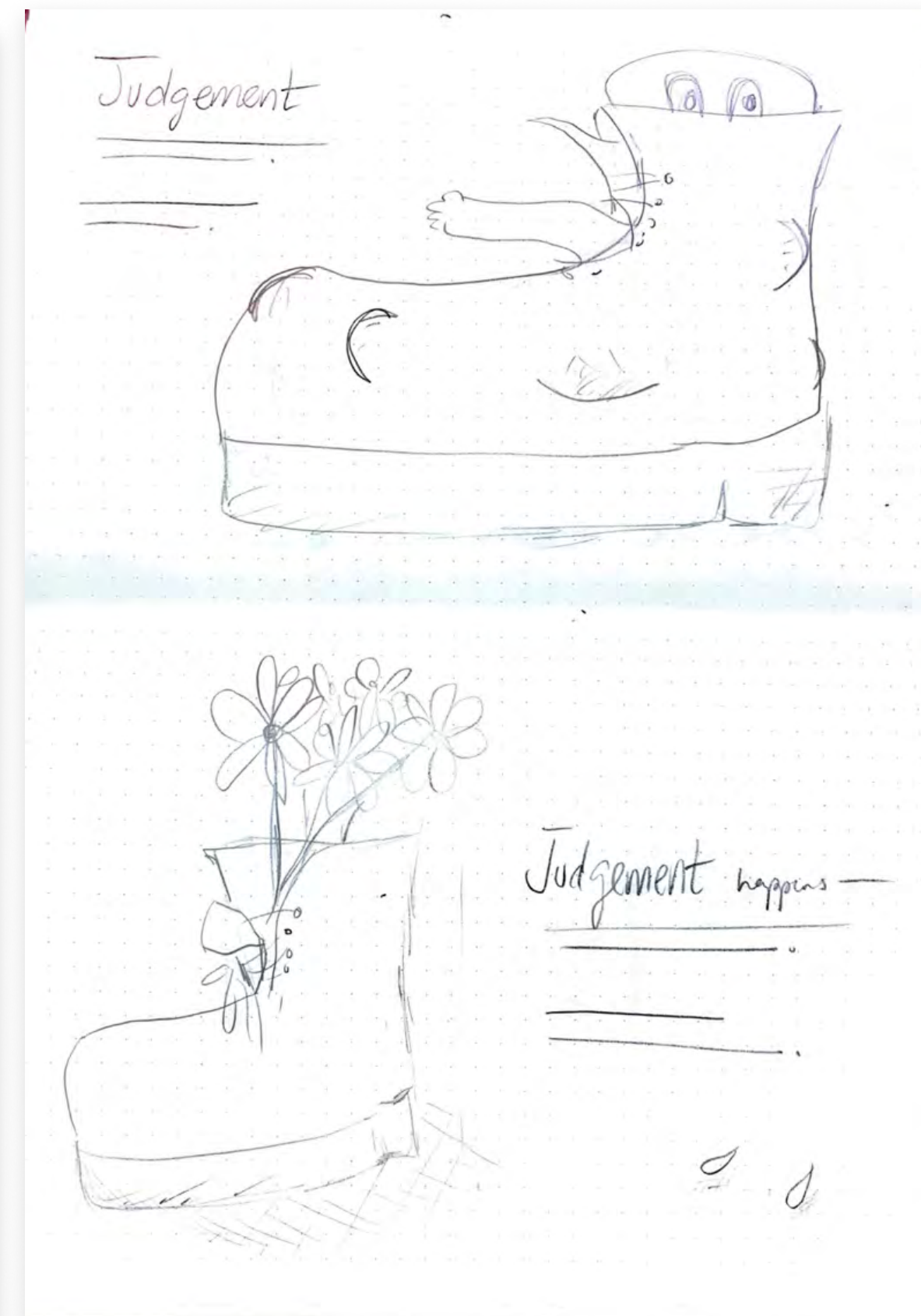
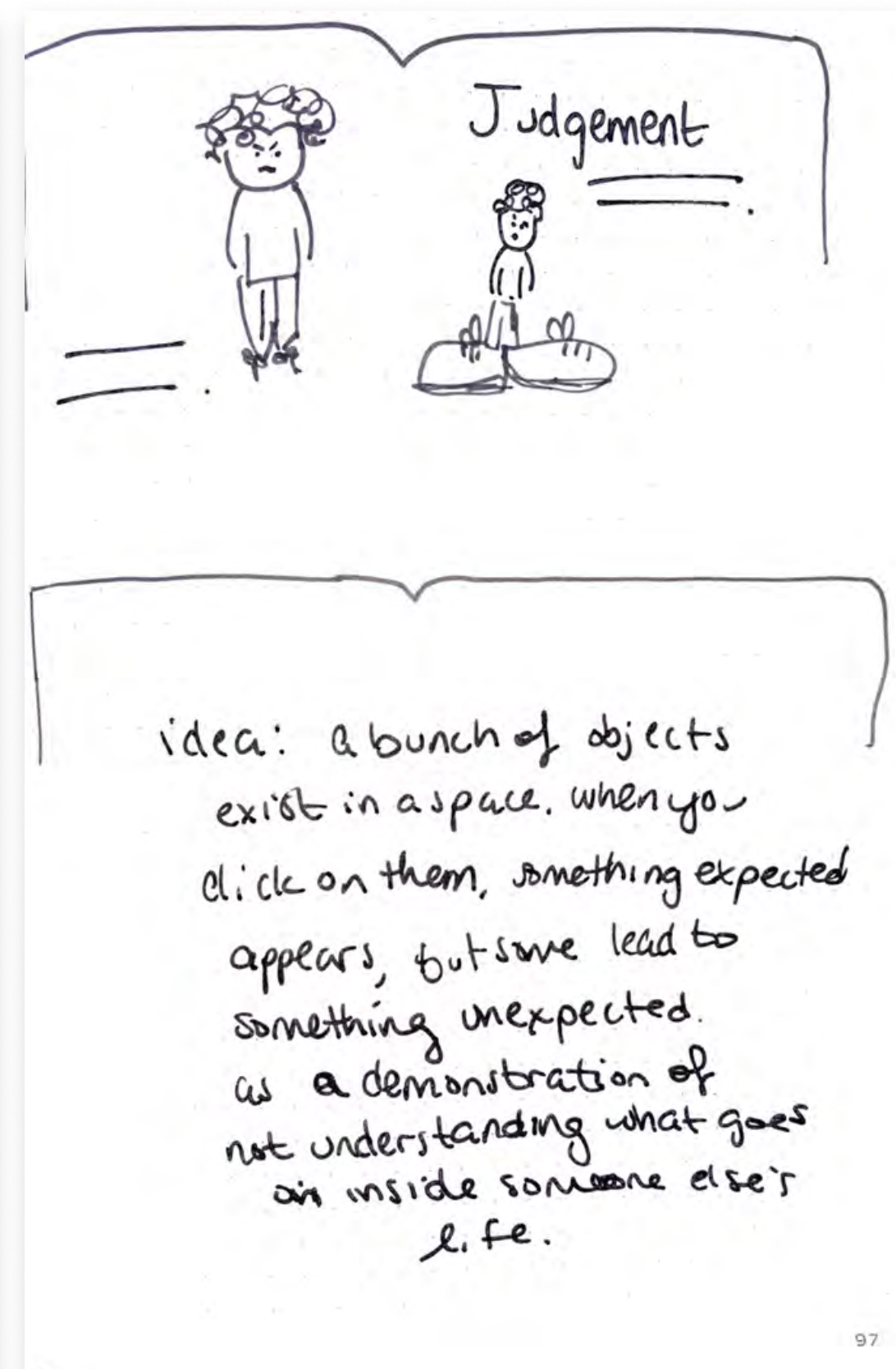
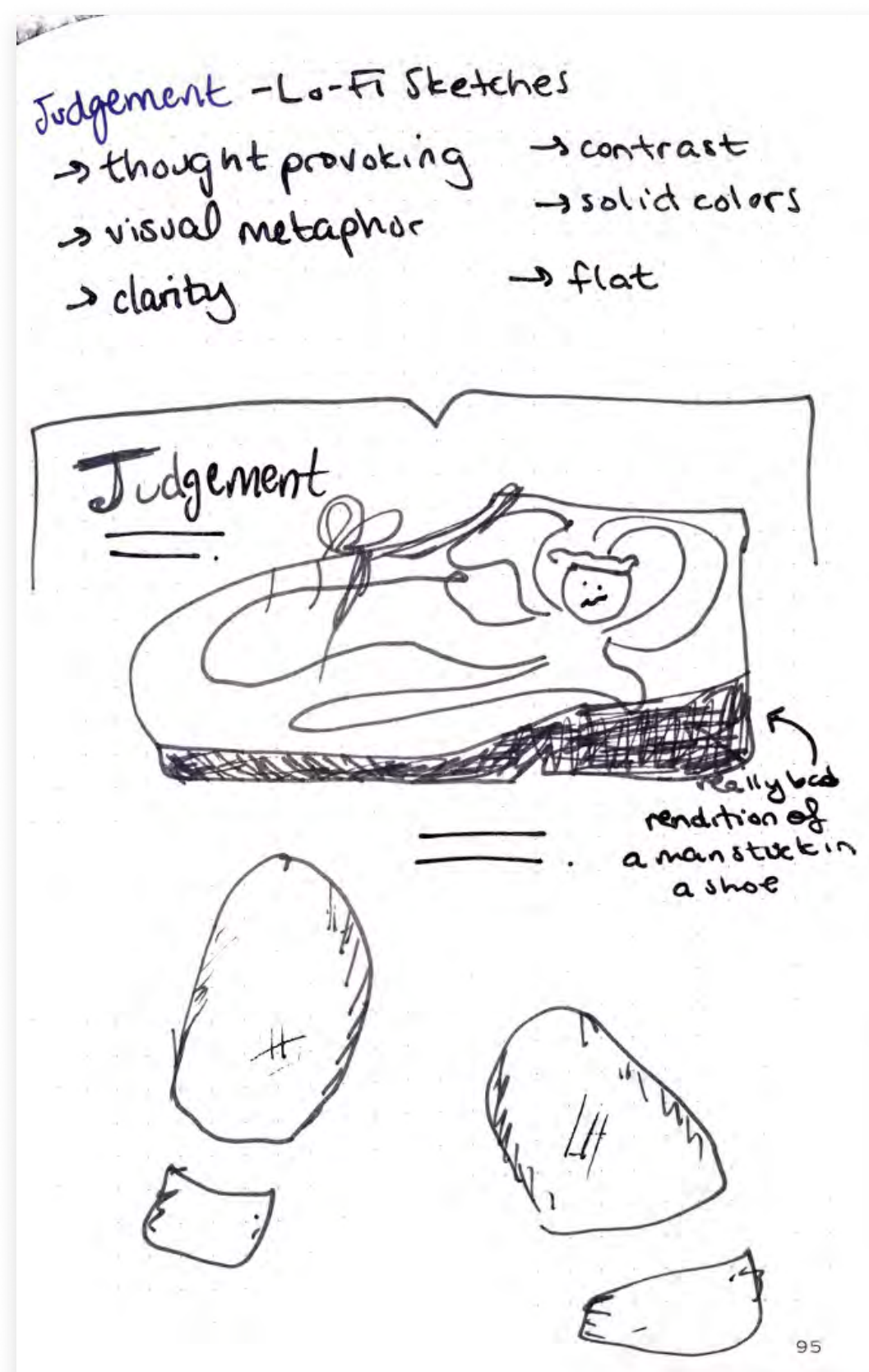
Ideation Sketches

Judgement

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Interactive ABC's

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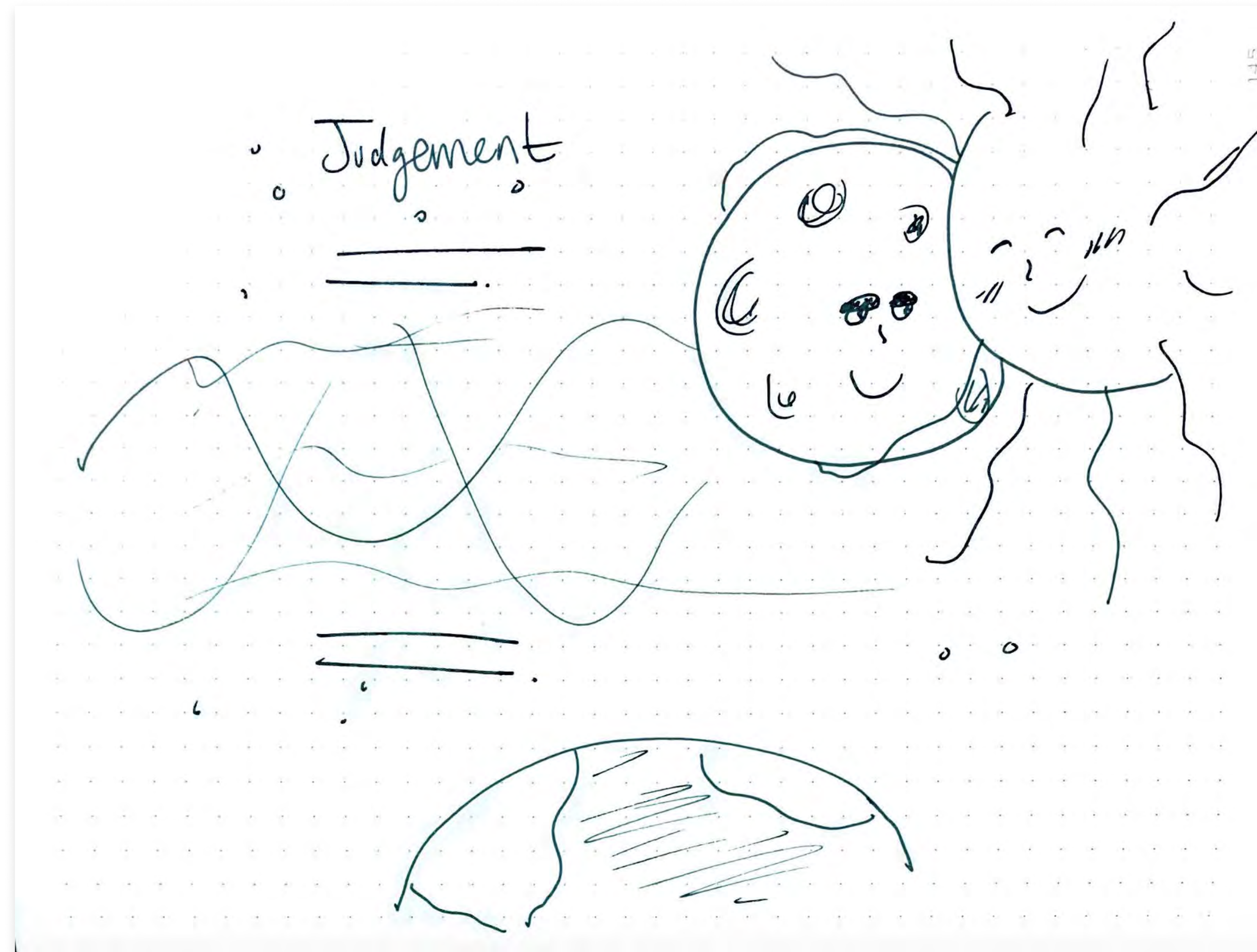
Lo-Fi Composition

Judgement

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Interactive ABC's

Fall 2019



Print Layout - First Pass

Judgement

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Judgement

When we assume that someone is too different from ourselves in a negative way, we are judging them.

Instead of viewing other people as different, try to look for ways in which you are similar.



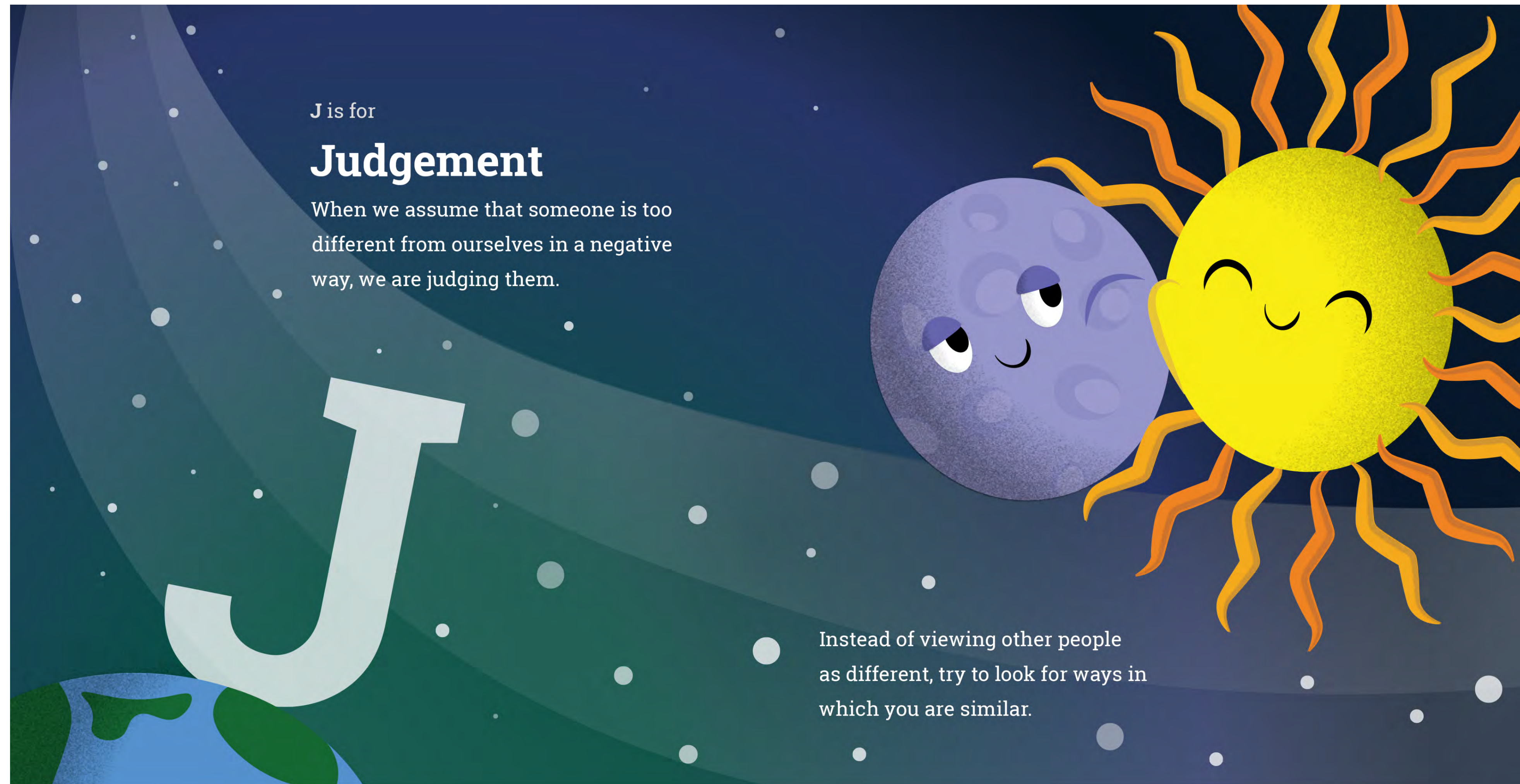
Final Print Layout

Judgement

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J is for

Judgement

When we assume that someone is too different from ourselves in a negative way, we are judging them.

Instead of viewing other people as different, try to look for ways in which you are similar.

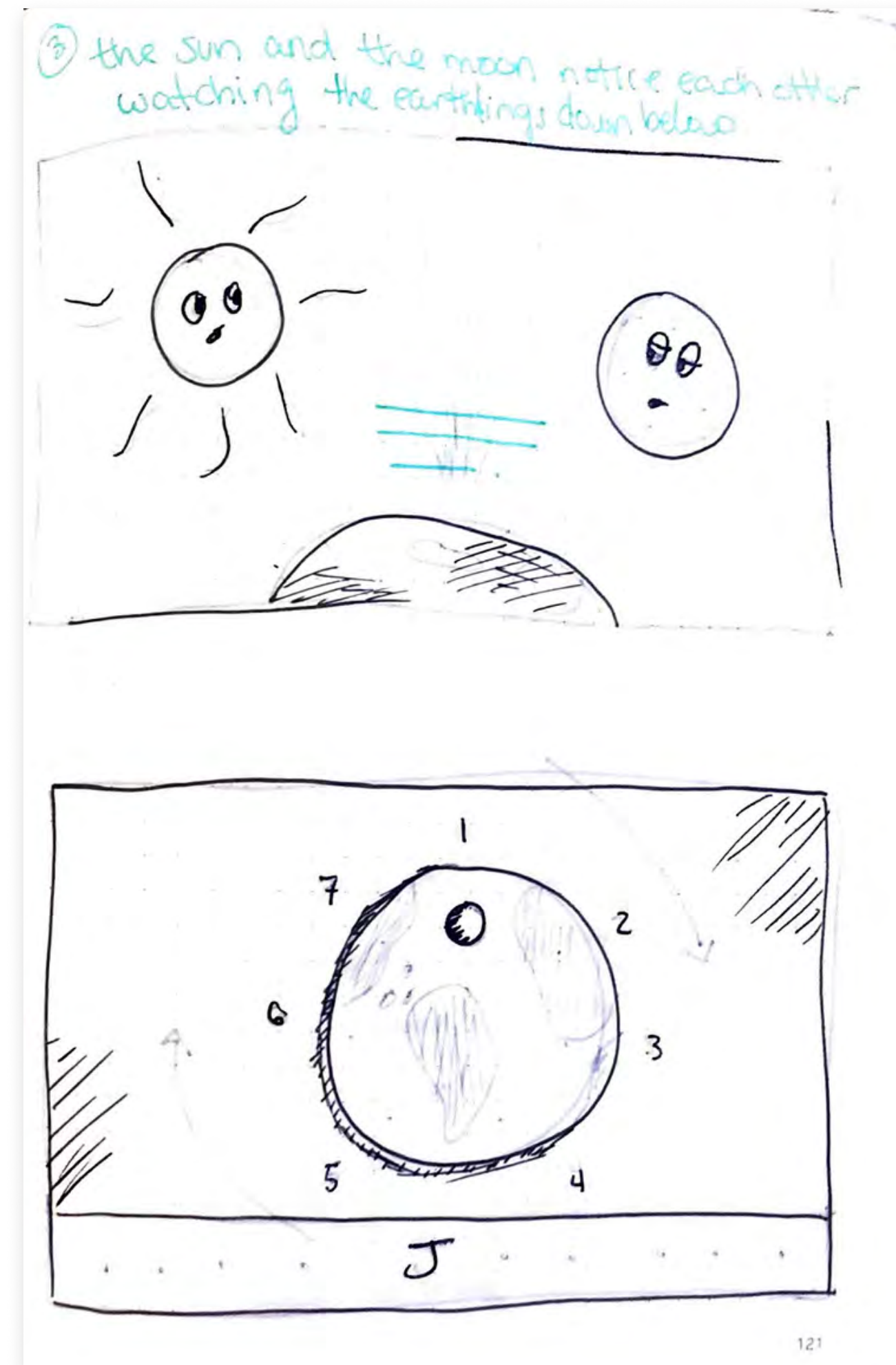
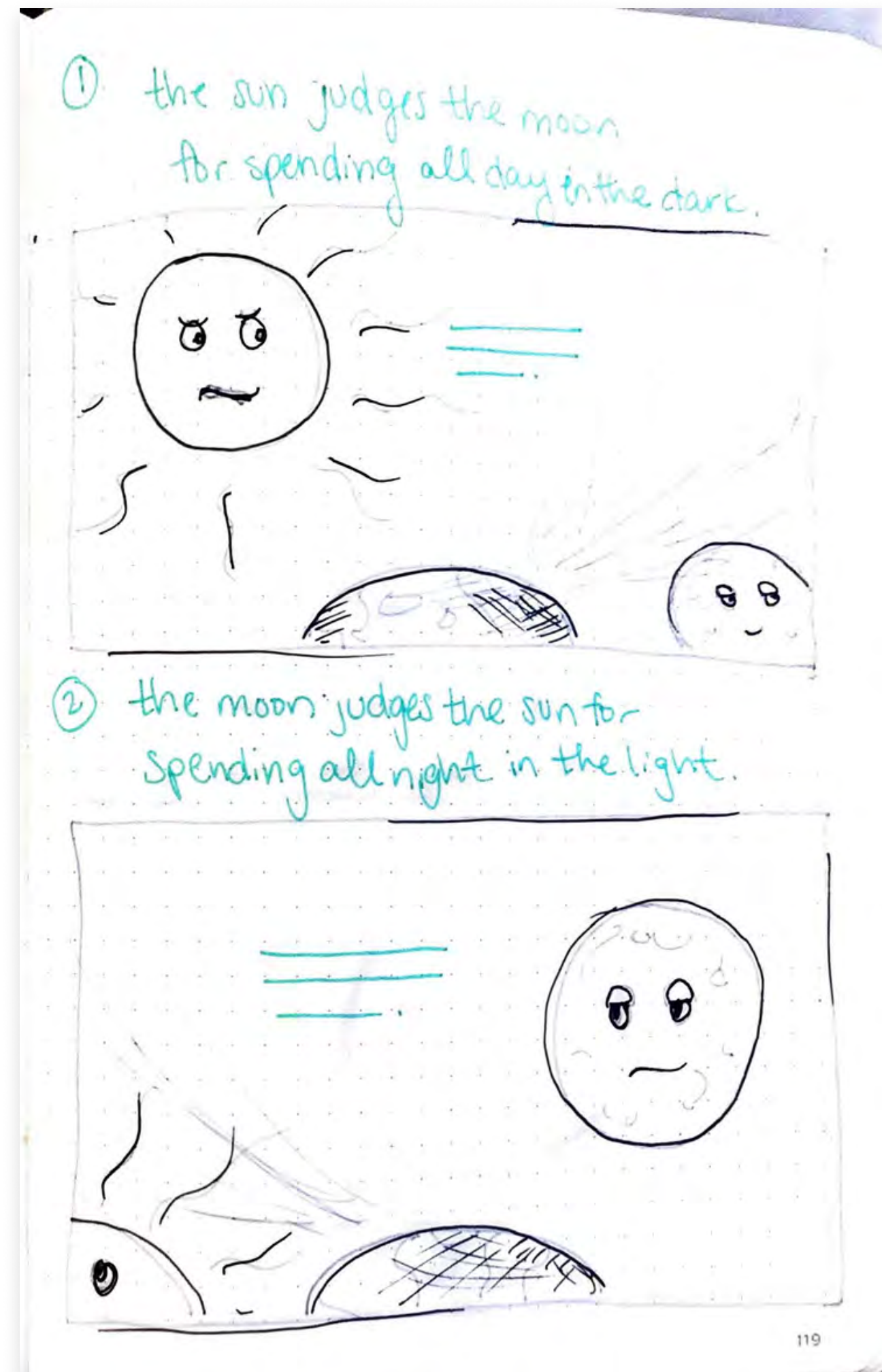
Interaction Storyboards

Judgement

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Interactive ABC's

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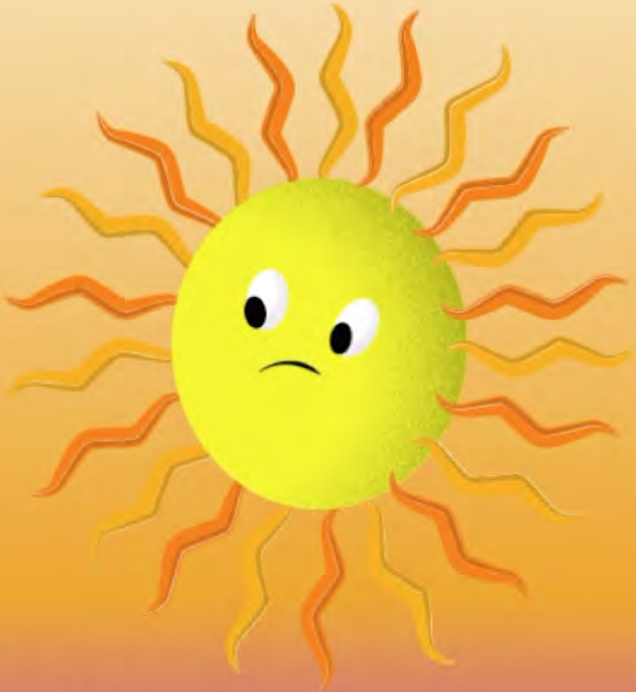



Final Prototype

Judgement

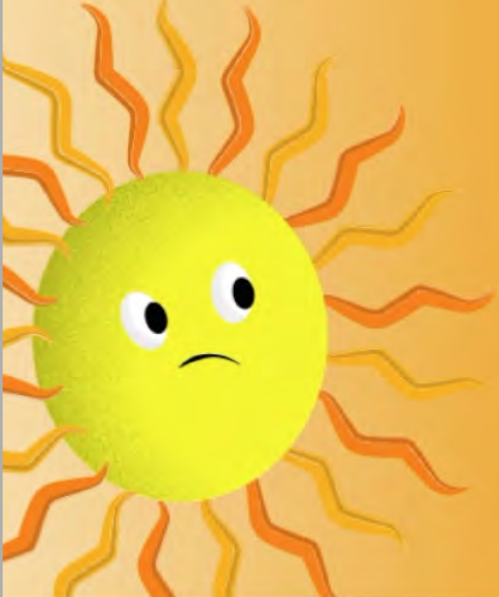
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"The moon is always in the dark. I could never live like that," the sun says about the moon.







The sun decides to ask the moon why they live in the dark.

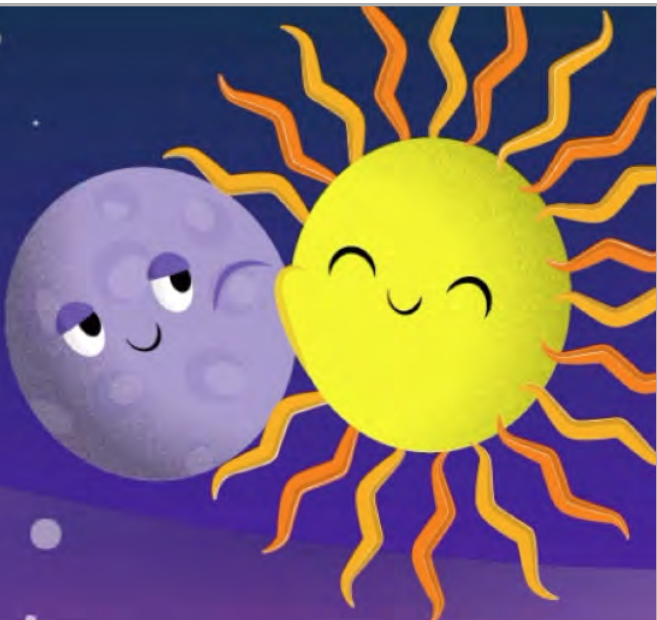


"I like to watch the twinkling lights of the earth down below."

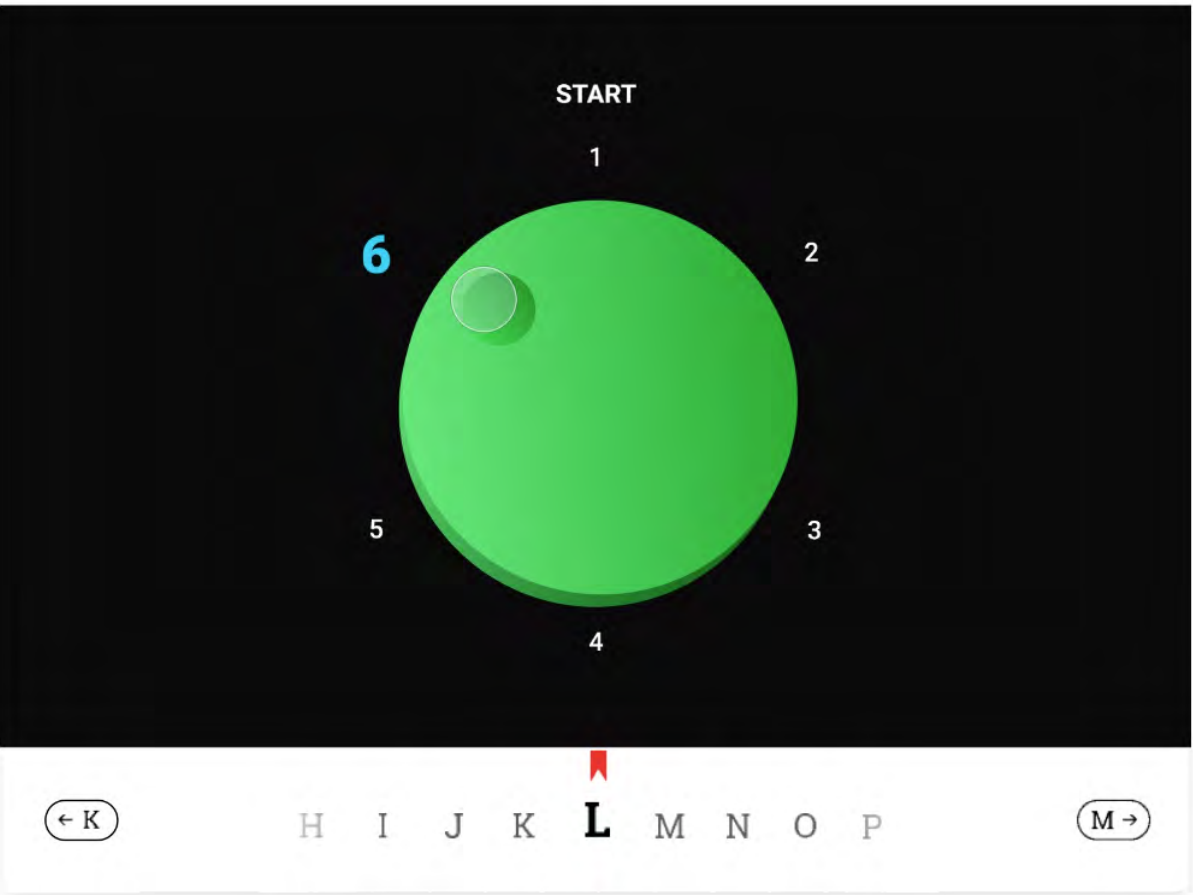




When we assume that someone is too different from ourselves in a negative way, we are **judging** them.



Instead of viewing other people as different, try to look for ways in which you are similar.



“Recognize that if you are in a position of power, you have a responsibility to address offensive comments.”

“Instead of labeling the comment as offensive, explaining how it makes you feel. Be careful not to level accusations.”

“Weigh the consequences of not speaking up. Leaving a comment unaddressed may give the person permission to do the same thing again.”

“The decision to act on this is particularly risky because they involve ‘two of the most corrosive elements of bias in the workplace’: the uncertainty that whether what you heard is bias and the fear that you might be penalized for how you handle it.”

“If you don’t speak up, you’re signaling that this is OK. You’ve essentially just given the person permission to do it again.”

“Ask questions that help the person reflect on what they said and clear up any misunderstandings.”

Concept 1

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Zingers

Zingers are jokes! Some jokes have the potential to be hurtful, even if you mean no harm when you make them.

Always check in on your friends' feelings before you poke fun at them, and be mindful of when to stop joking and start listening.

Moodboard

Zingers

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Interactive ABC's

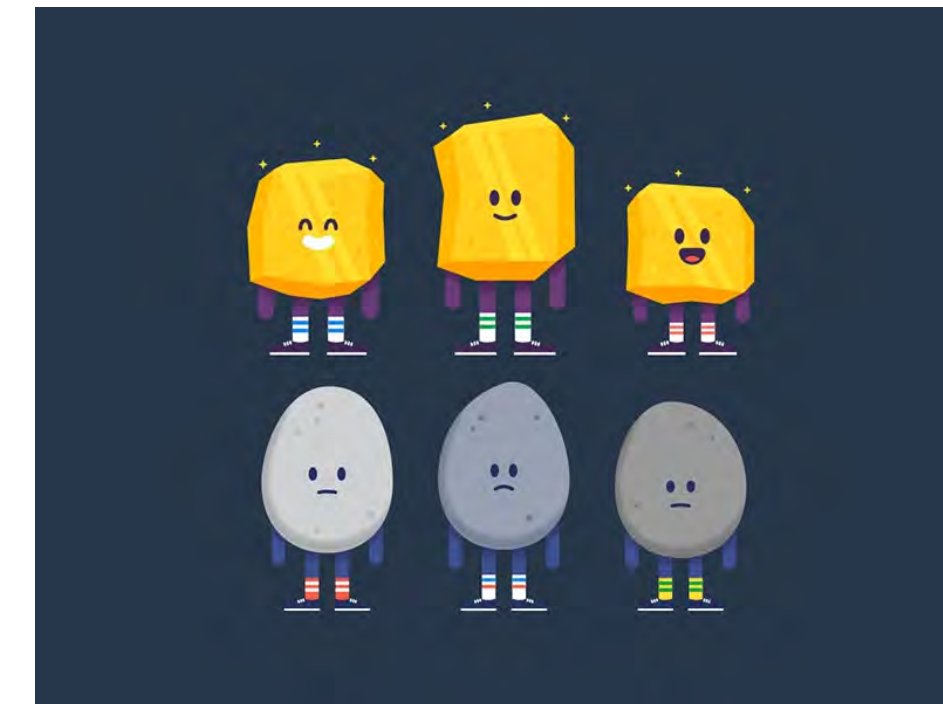
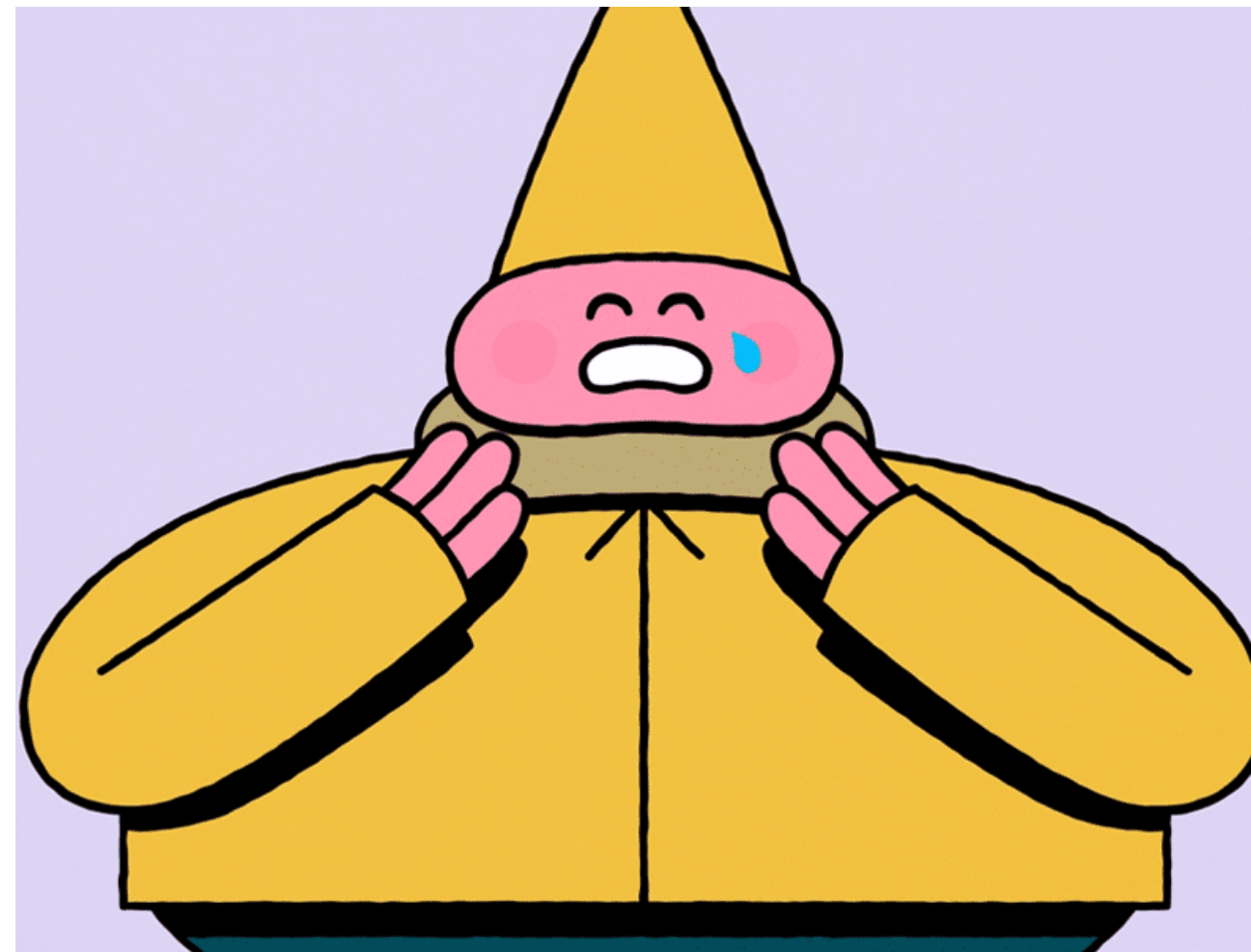
Fall 2019

Key Words

emotional
relateable
double-sided

Analysis

representing that
just because
someone seems
happy, doesn't
always mean it's
true



Inspiration Board

Zingers

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Key Words

surreal
character-based
color psychology

Analysis

an identifiable
character guides the
reader through the eyes
of a relateable feeling in
a surreal world



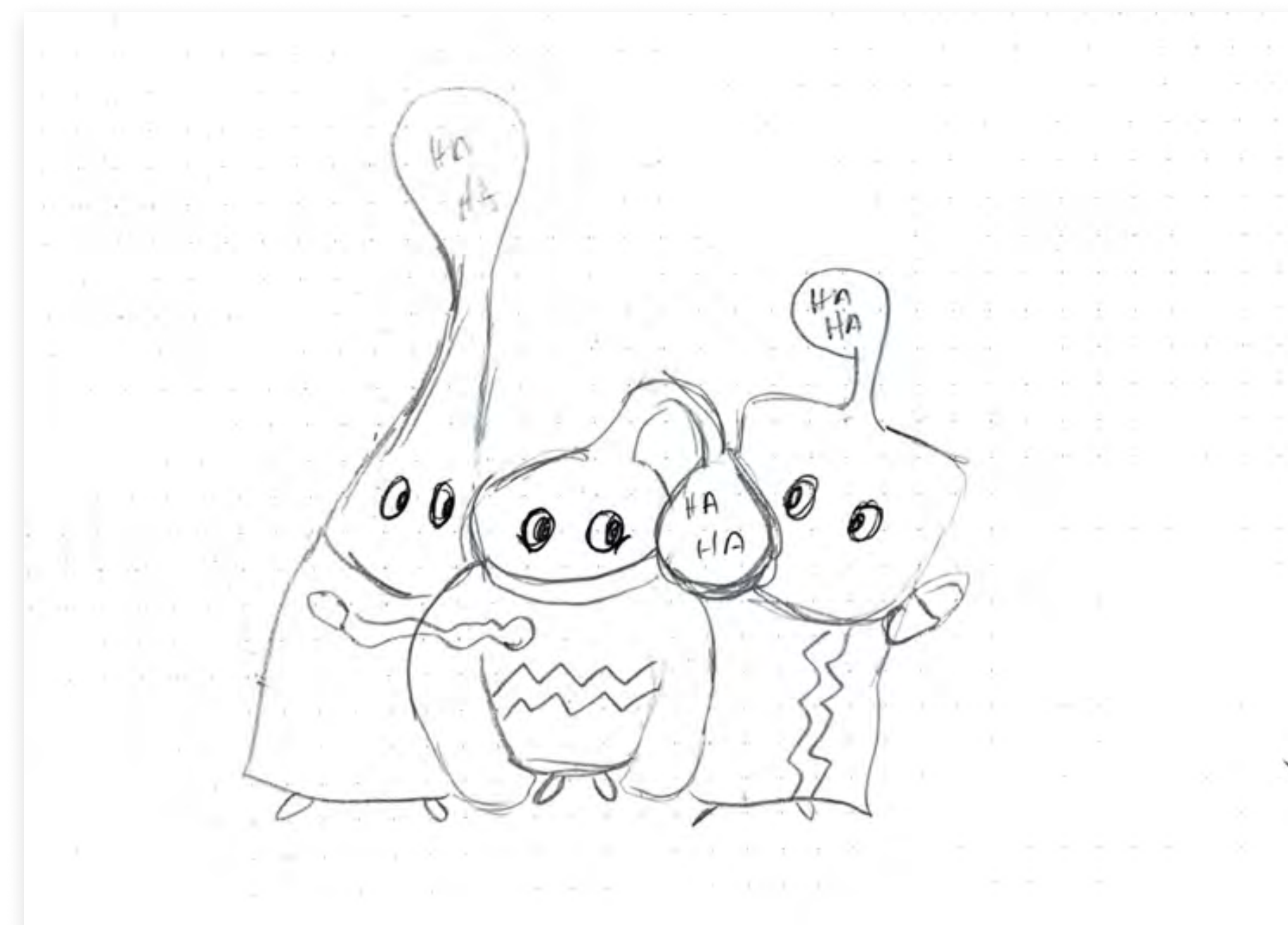
Lo-Fi Sketches

Zingers

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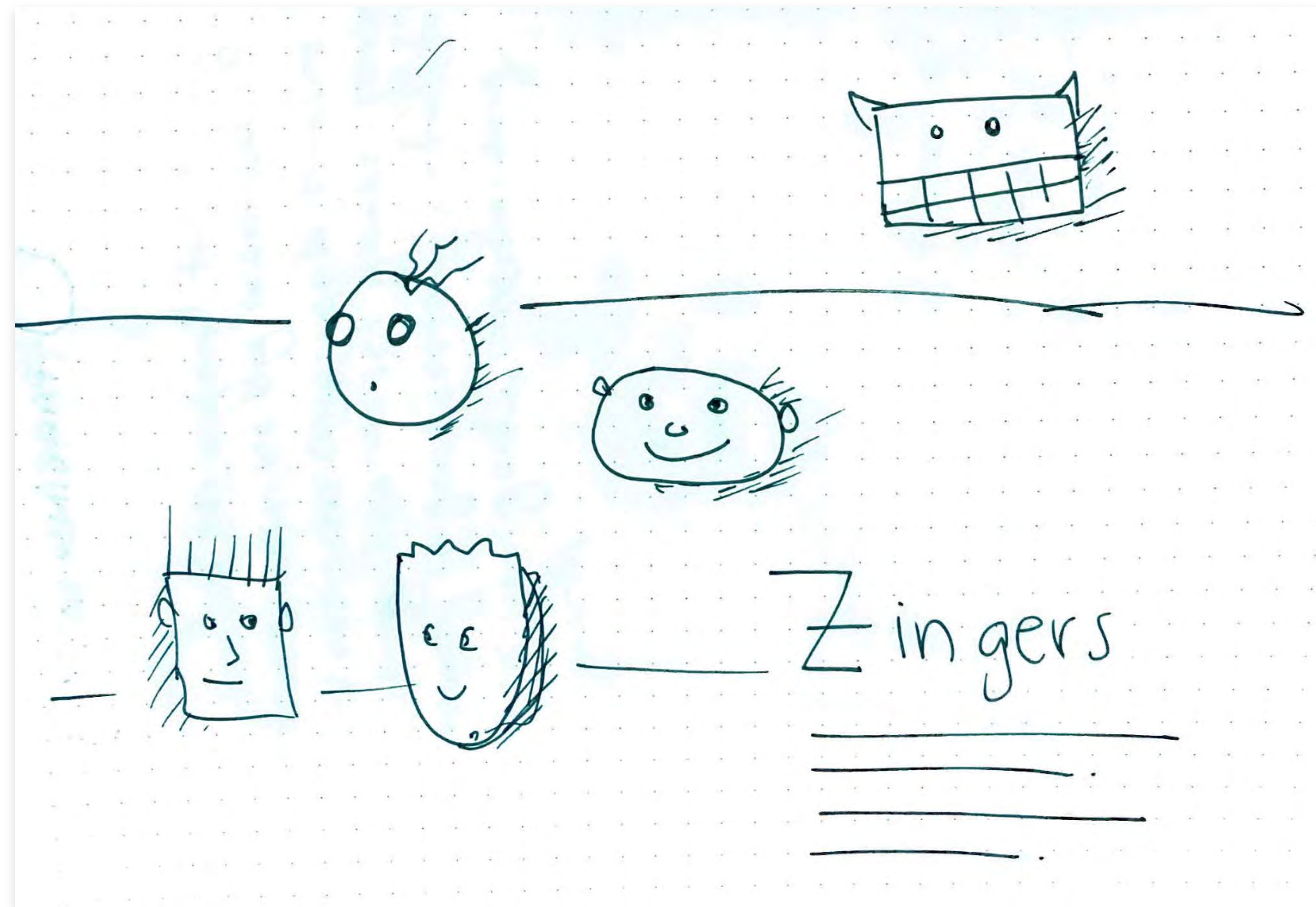
Lo-Fi Composition

Zingers

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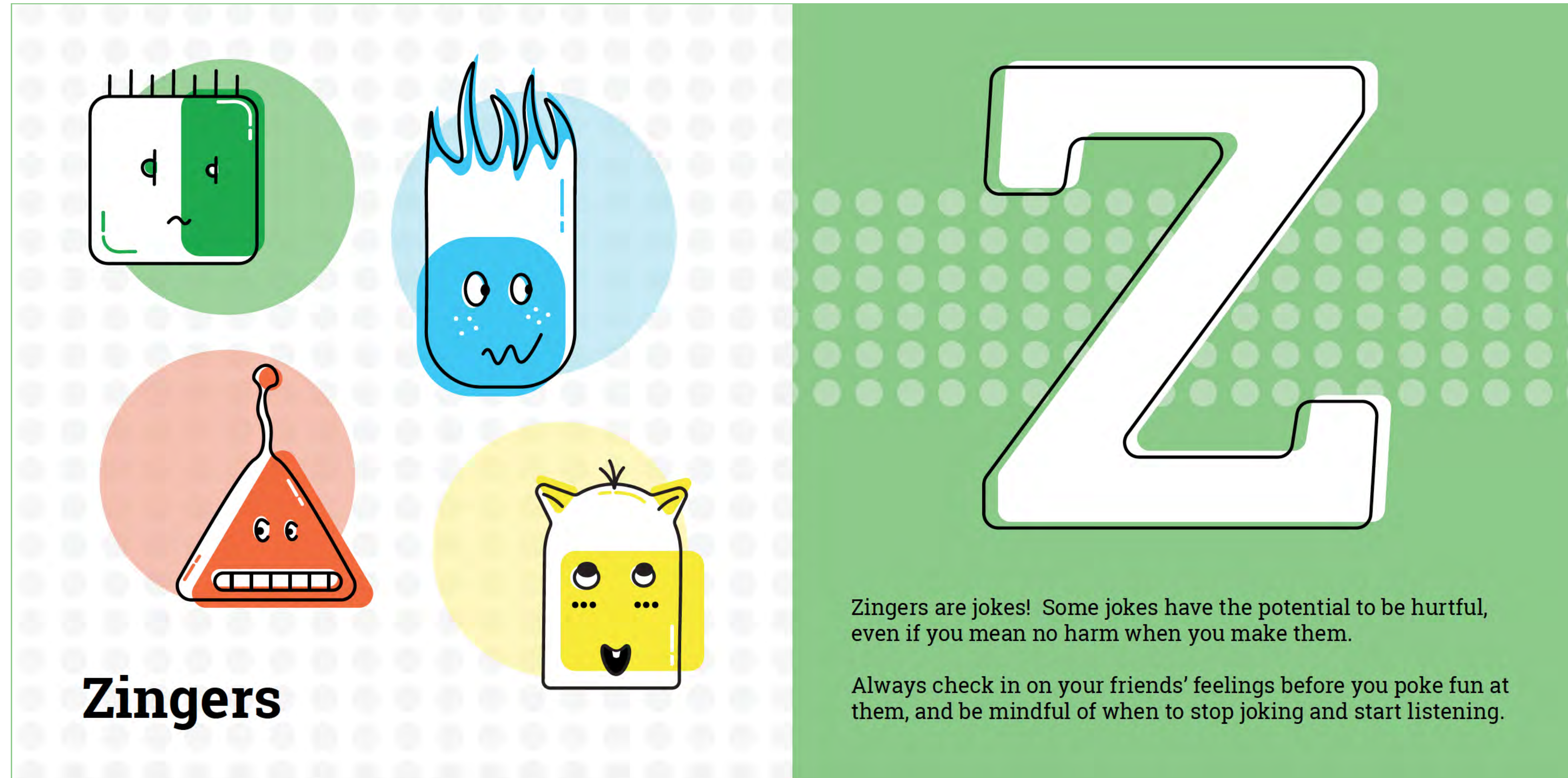
Print Layout - First Pass

Zingers

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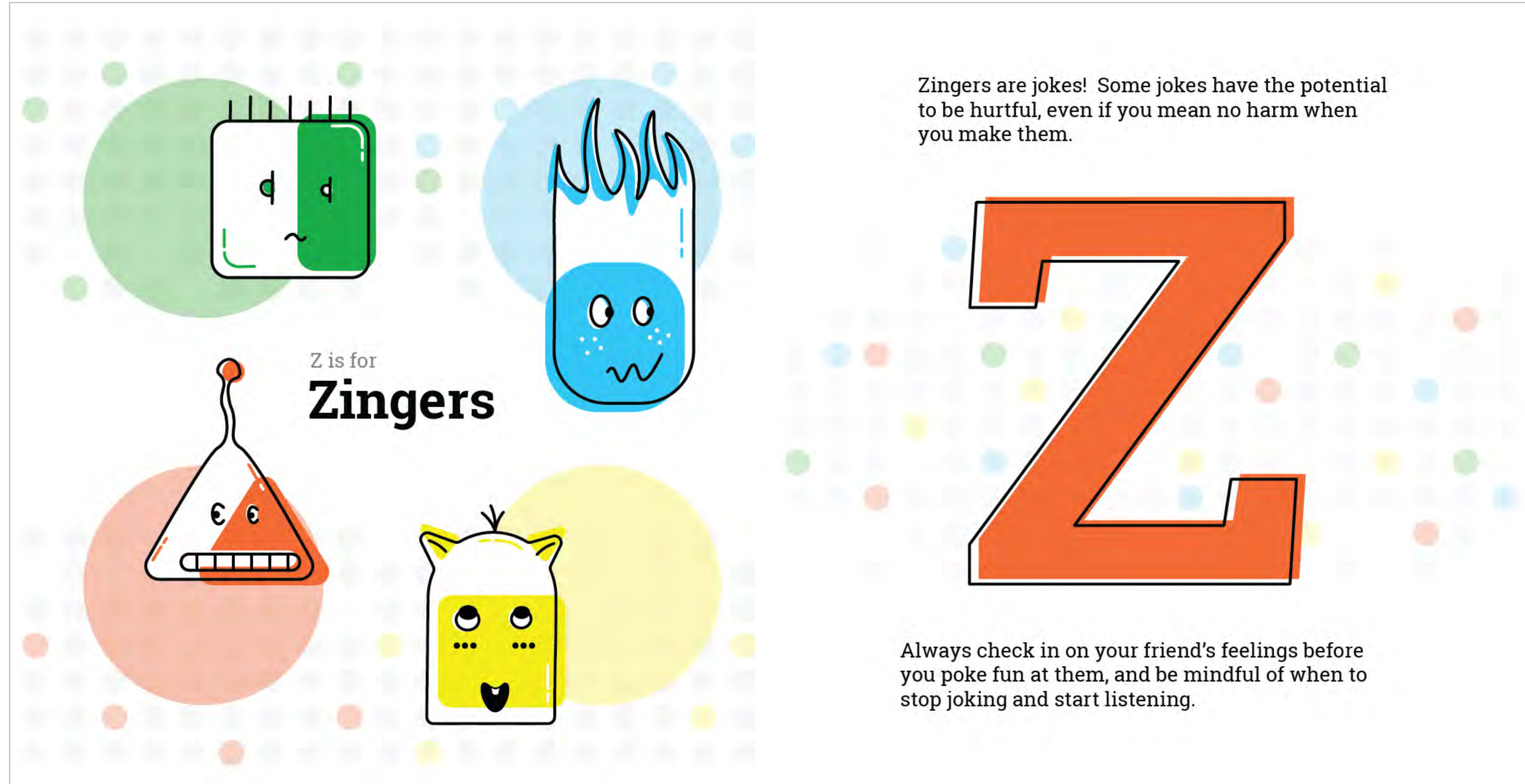
Final Print Layout

Zingers

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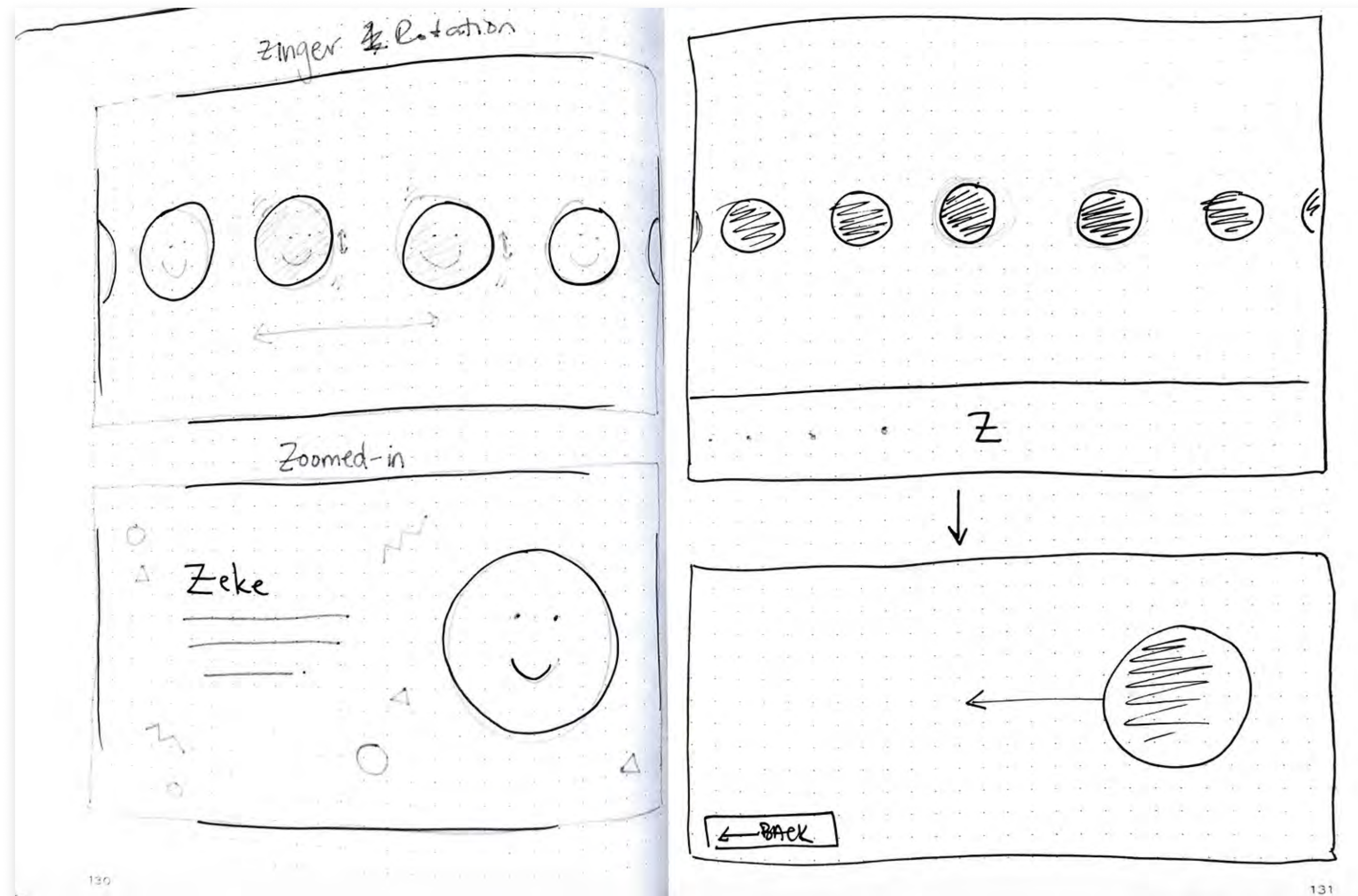
Interaction Storyboard

Zingers

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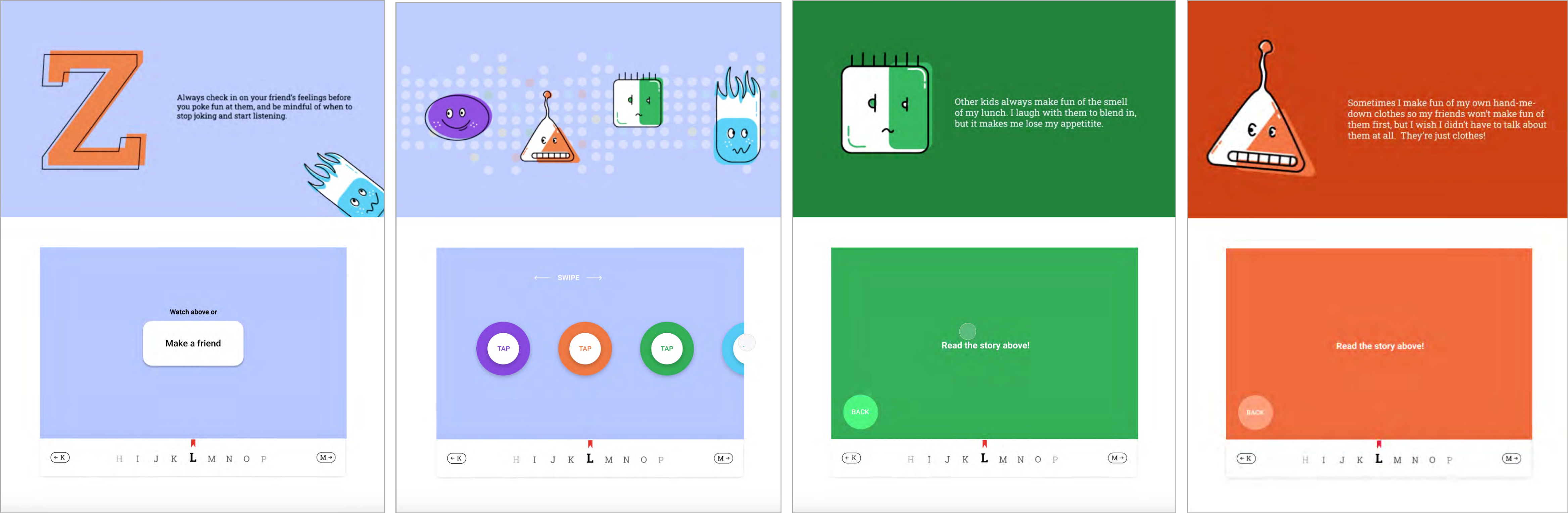
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Final Prototype

Zingers

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Inspiration

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