

The ABCs of

Symbiotic relationships

NMD Interactive IV

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Our Mission

Help teachers educate children (aged 8 – 10)
about symbiotic relationships with interactive
experience.

01

Research

i. Interview

ii. Card

iii. Design for Children

Insights

Game is a good way to teach a concept to children as they can get engaged with it easily.

Insights + Decision

Considering the teaching method and the topic, we decided to create a **matching game**.

I chose 3 alphabets

J

for the Jellyfish

F

for the Fig

K

for the Kingfisher

Jellyfish

Jellyfish is an aquatic animal that lives all over the world. Some types of Jellyfish are poisonous and sometimes people get poisoned by accident.

Relationship with Zooxanthellae

Zooxanthellae lives in jellyfish and produces organic molecules (carbohydrates) which is a good nutrition for jellyfish. Jellyfish's metabolism also helps zooxanthellae produce inorganic molecules which is also a good nutrition for jellyfish.



Fig

Fig is a fruit commonly distributed in tropics, Asia and North America. It plays a vital role in human economics and wildlife because it's edible.

Relationship with wasp

Fig houses the wasps' eggs and wasp disperses its pollen. To Wasp, fig works as a shelter and to fig, wasp helps reproduction process.



Kingfisher

Kingfisher is a species that lives mostly in tropics besides Asia, Africa and Europe. It features with vibrant color of feathers and lives in nest near wetland.

Relationship with American beaver

Kingfisher eats fish around the nest that American Beaver has made. It controls the population of the fish and American Beaver can protect their nest.



Design for Children

“There is a marked preference for digital games at this age(10), and older children start to become accustomed to edgy, heavy, extremely immersive layouts that use color and graphics in a variety of ways. As a result, kids of this age can tolerate—and may even expect—**more detailed, deeper designs that they may describe as cool and not for babies.**”

“Designs for these older children can include **emotion and more extreme colors and graphics, as well as more abstract elements** that invite these young viewers to complete a picture.”

“it is common practice to use **sans serif fonts** in applications for children, because of their fresh look and simplicity.”

02

Illustrations

- i. Ideation and asset
- ii. Group templates
- iii. Iterations

Sketches

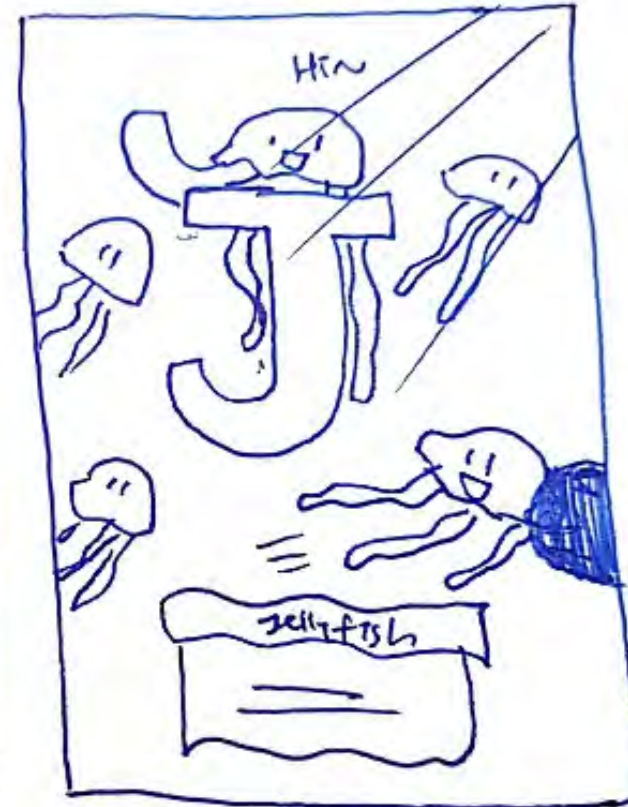
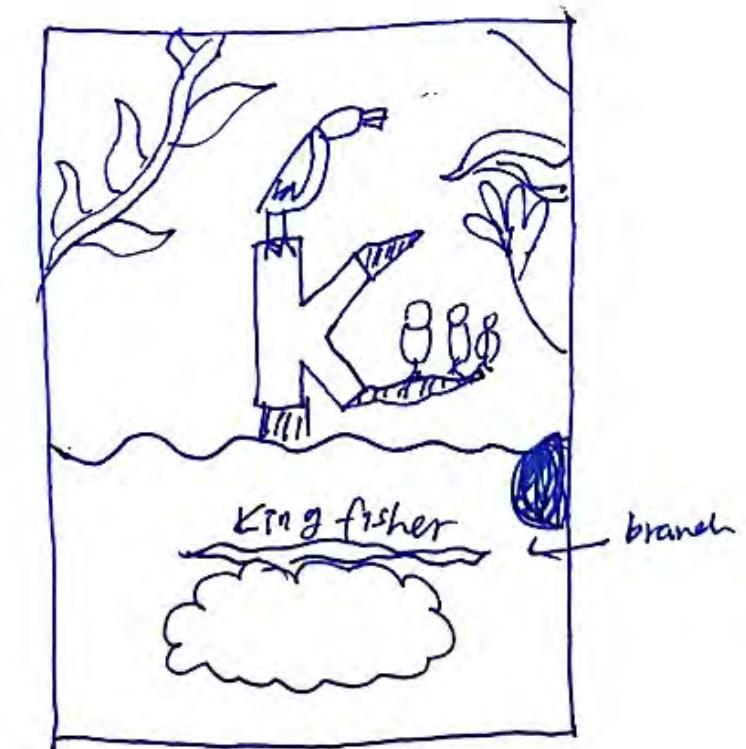
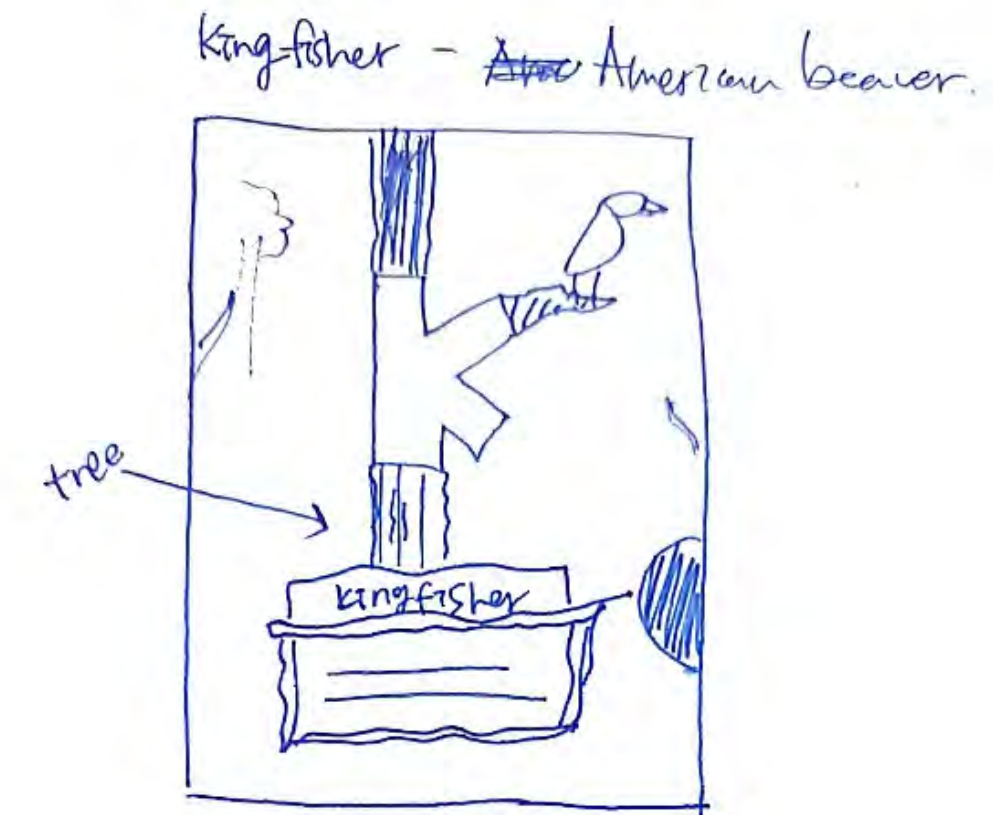


Fig Tree



Inspirations

Jelly fish

Theme: Aquatic



Fig

Theme: tropical



Kingfisher

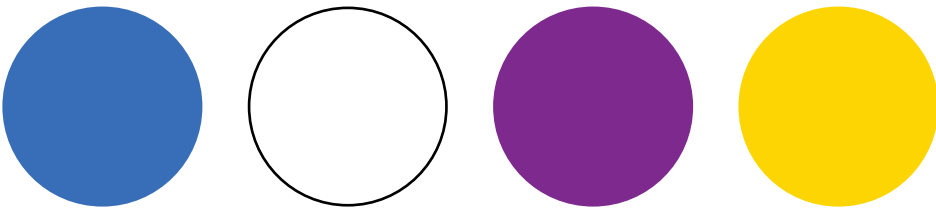
Theme: Cold



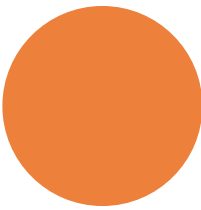
Color palette

Color – Jelly fish

Primary



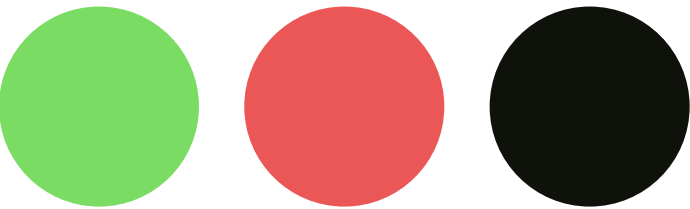
#376EB7 #FFFFFF #7D298D #FCD503



#FCD503

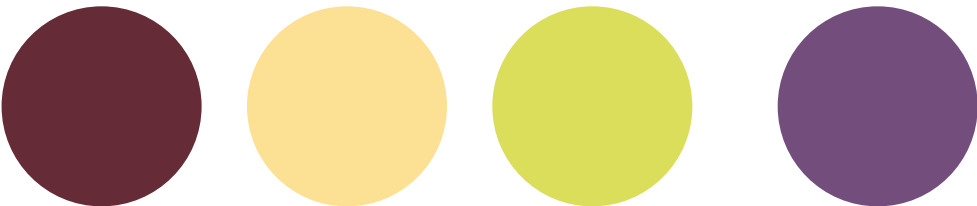
Color – Fig

Primary



#7BDC64 #EB5757 #0F120B

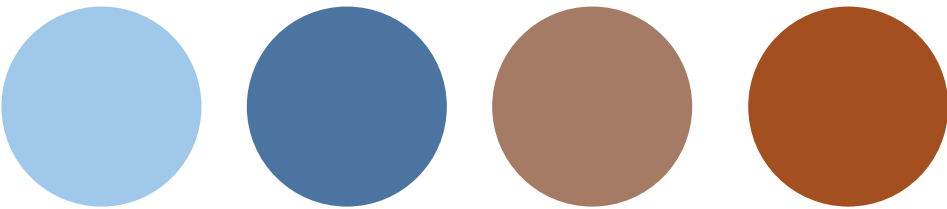
Secondary



#652B37 #FCE194 #DBDE5A #DBDE5A

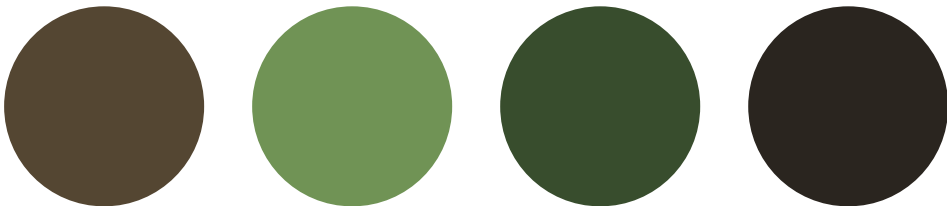
Color – Kingfisher

Primary



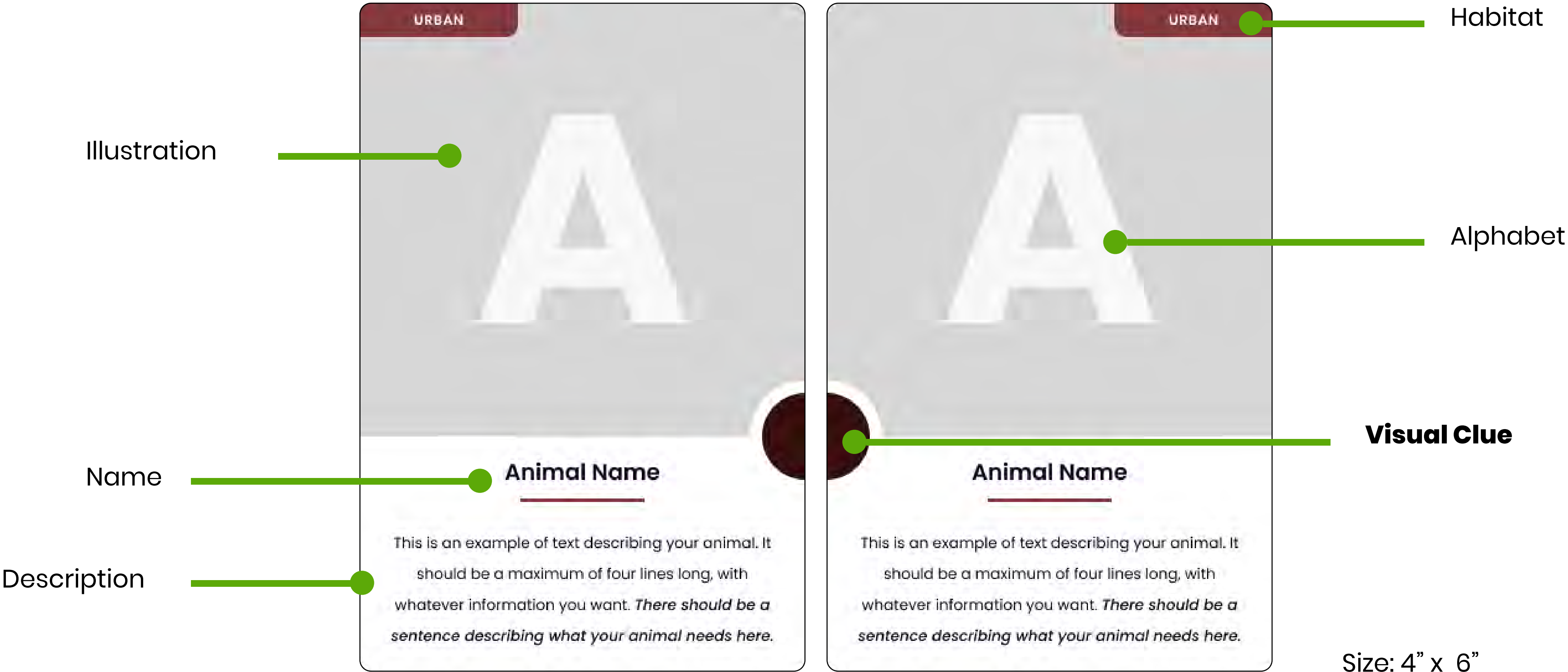
#9FC8EA #4C74A0 #A57B65 #A34F1F

Secondary



#544632 #709355 #384D2D #2A251F


Group template for card



1st WIP

Jelly fish

URBAN

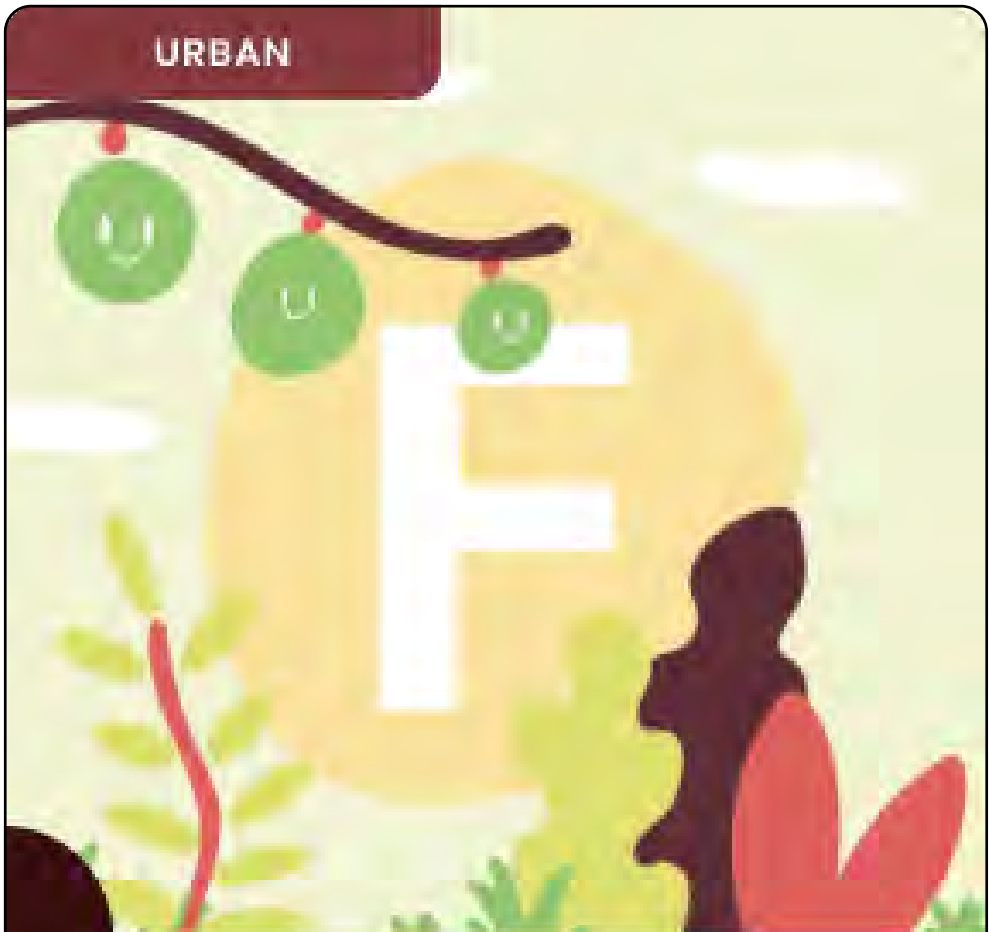


Jellyfish

This is an example of text describing your animal. It should be a maximum of four lines long, with whatever information you want. *There should be a sentence describing what your animal needs here.*

Fig

URBAN




Fig

This is an example of text describing your animal. It should be a maximum of four lines long, with whatever information you want. *There should be a sentence describing what your animal needs here.*

Kingfisher

URBAN



Kingfisher

This is an example of text describing your animal. It should be a maximum of four lines long, with whatever information you want. *There should be a sentence describing what your animal needs here.*

Iteration Feedback/Consideration

1. Make sure jellyfish, fig and kingfisher are focal point of the the card
2. Make more color contrast with given color palettes
3. More details, more personality to jellyfish, fig, kingfisher.
4. Start with simplified shapes

Think about what's the most important thing in the cards and make sure the illustrations communicate effectively to the user

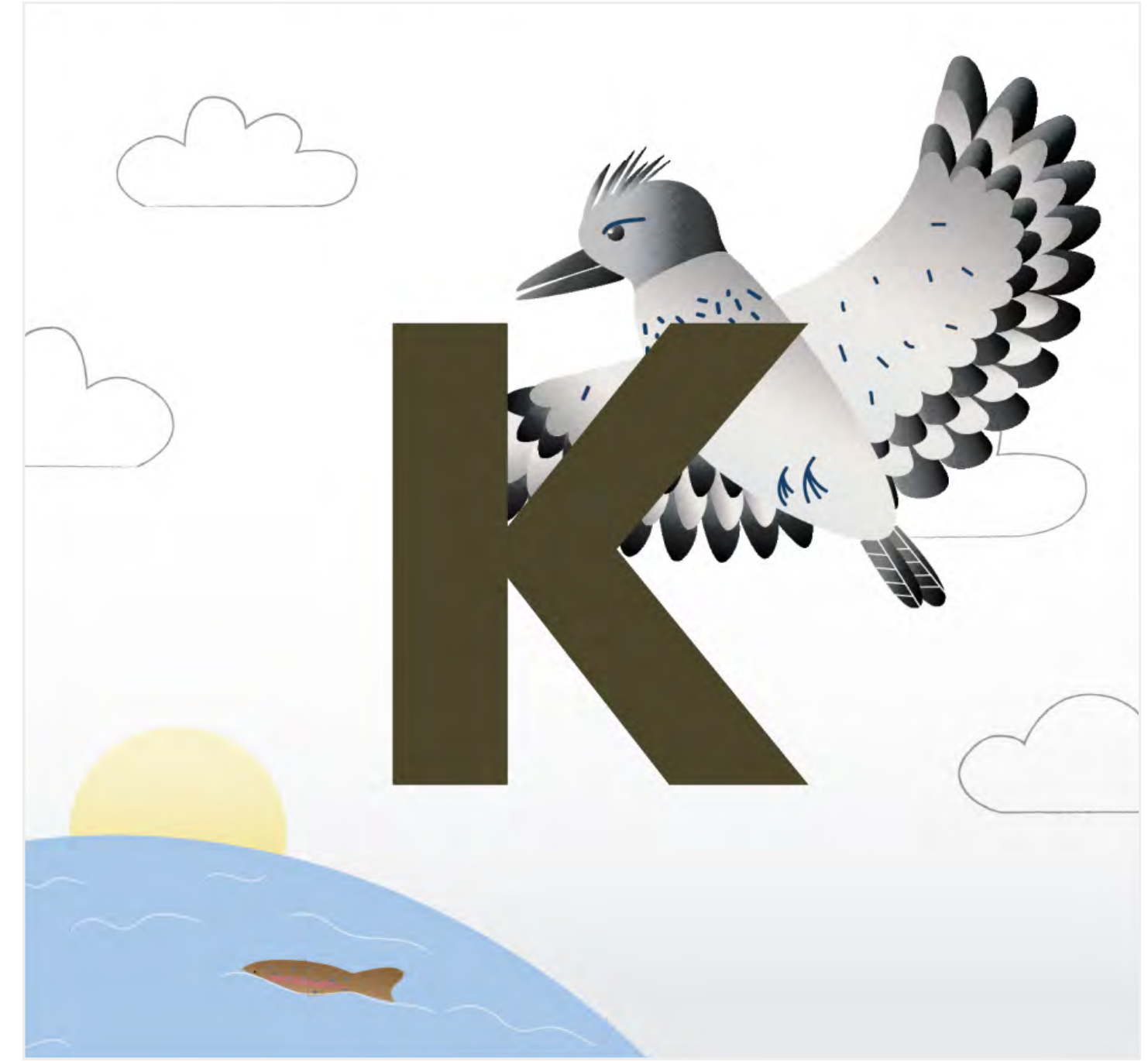
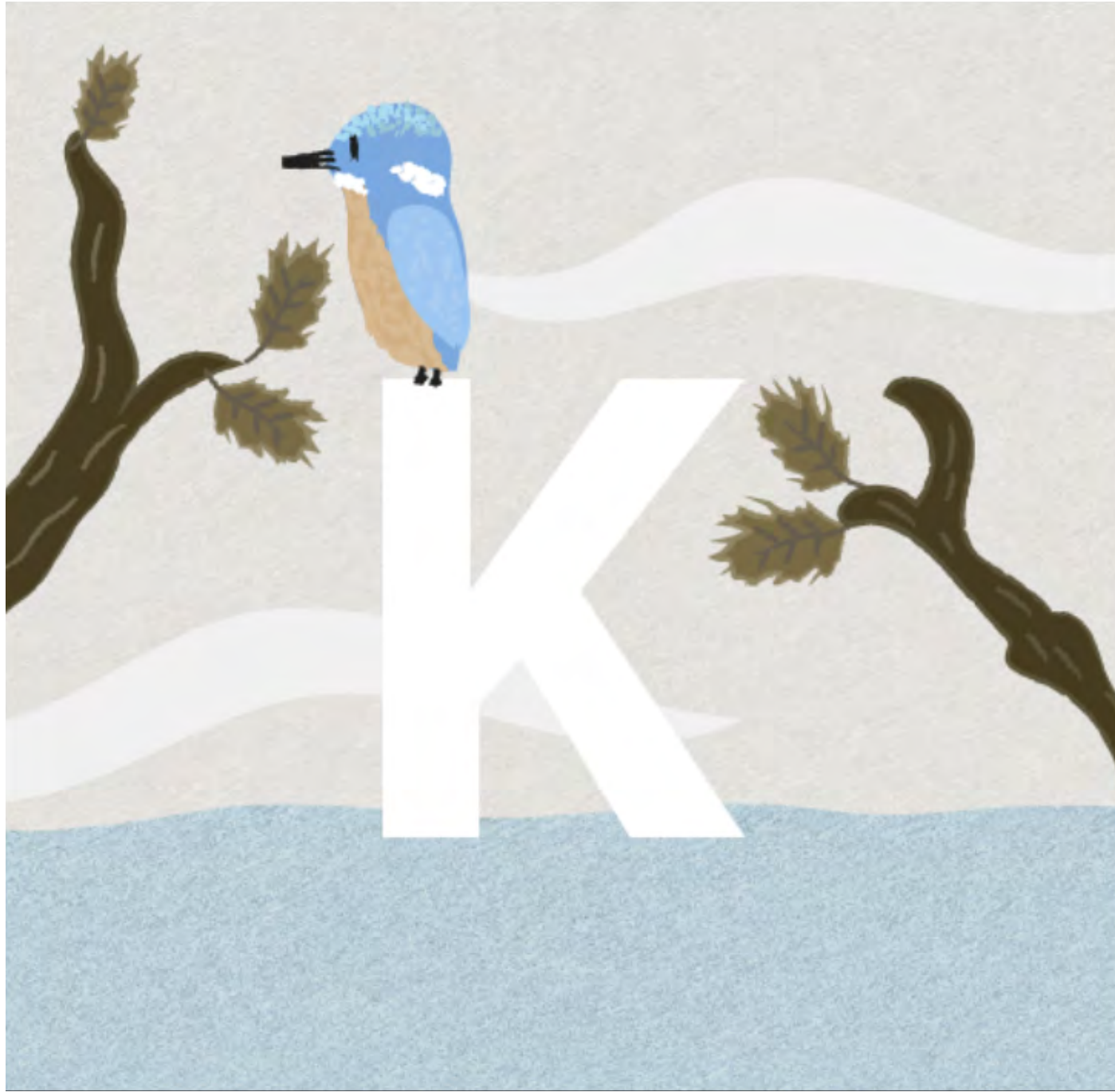
Iterations - Kingfisher



Iterations - Kingfisher



Iterations - Kingfisher



Jelly fish

OCEANS

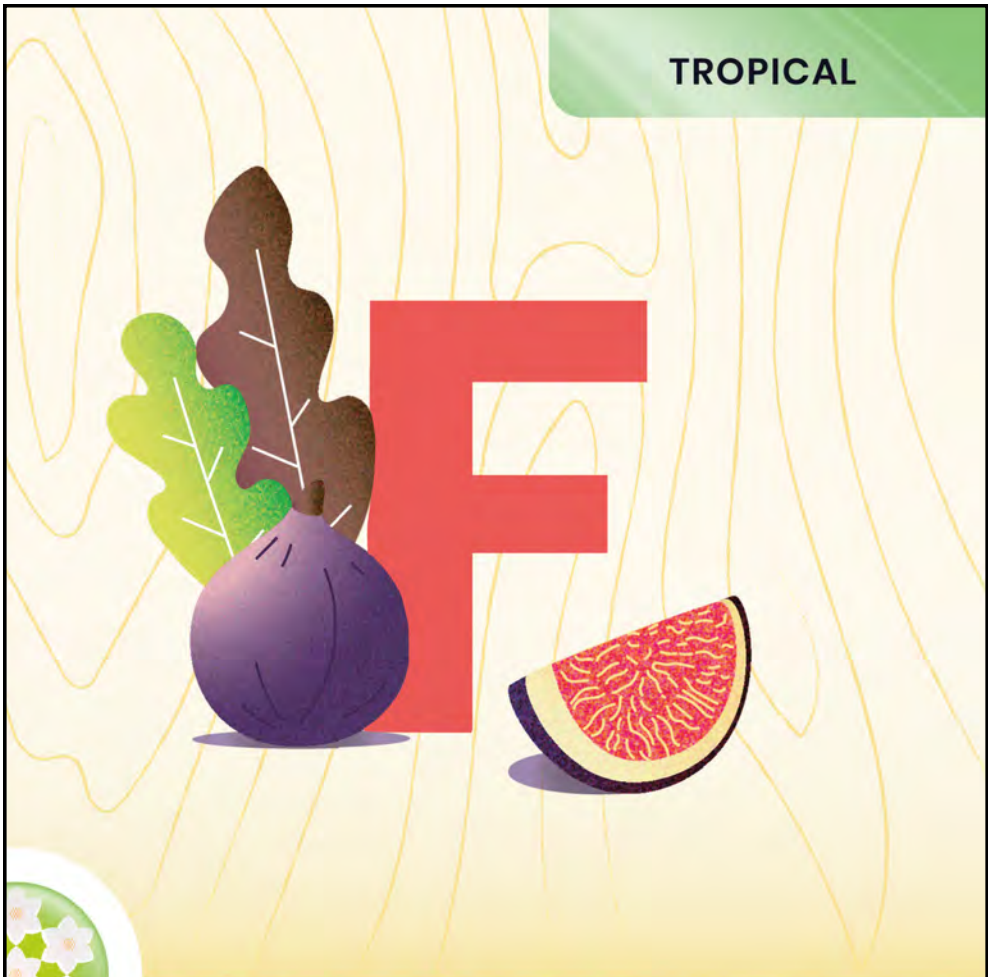


Jellyfish

Hi, I'm a jellyfish. I'm squishy, wavy animal, and I live all over the world. I move with my family so I can protect myself and feel loved. *I need energy to move. Can you help me get food?*

Fig

TROPICAL



Fig

Hi, I'm a fig. I'm a round fruit that can be purple or green. I'm very sweet and soft, so everyone loves me, especially insects. *I'm looking for someone who can help me reproduce.*

Kingfisher

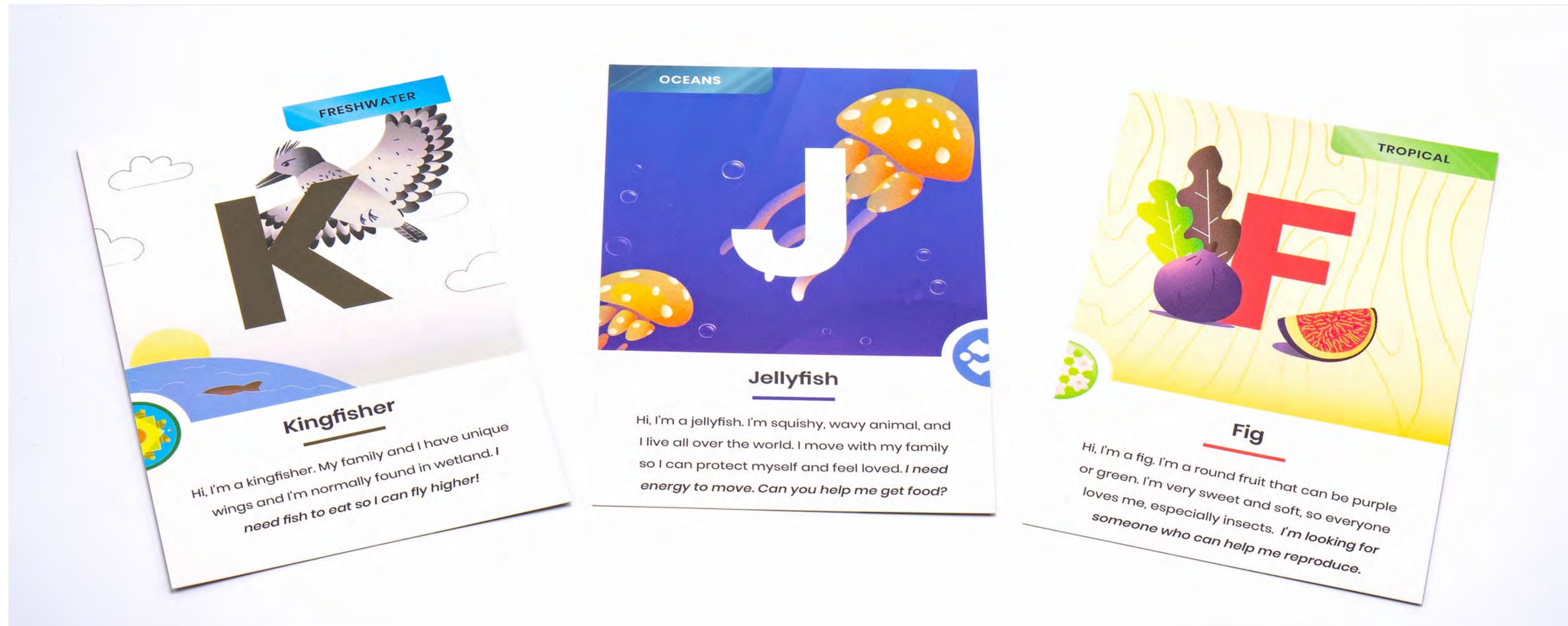
FRESHWATER



Kingfisher

Hi, I'm a kingfisher. My family and I have unique wings and I'm normally found in wetland. *I need fish to eat so I can fly higher!*

Final_Final.ai



03

Interaction

i. Consideration

ii. Sketches

iii. Storyboard

Consideration

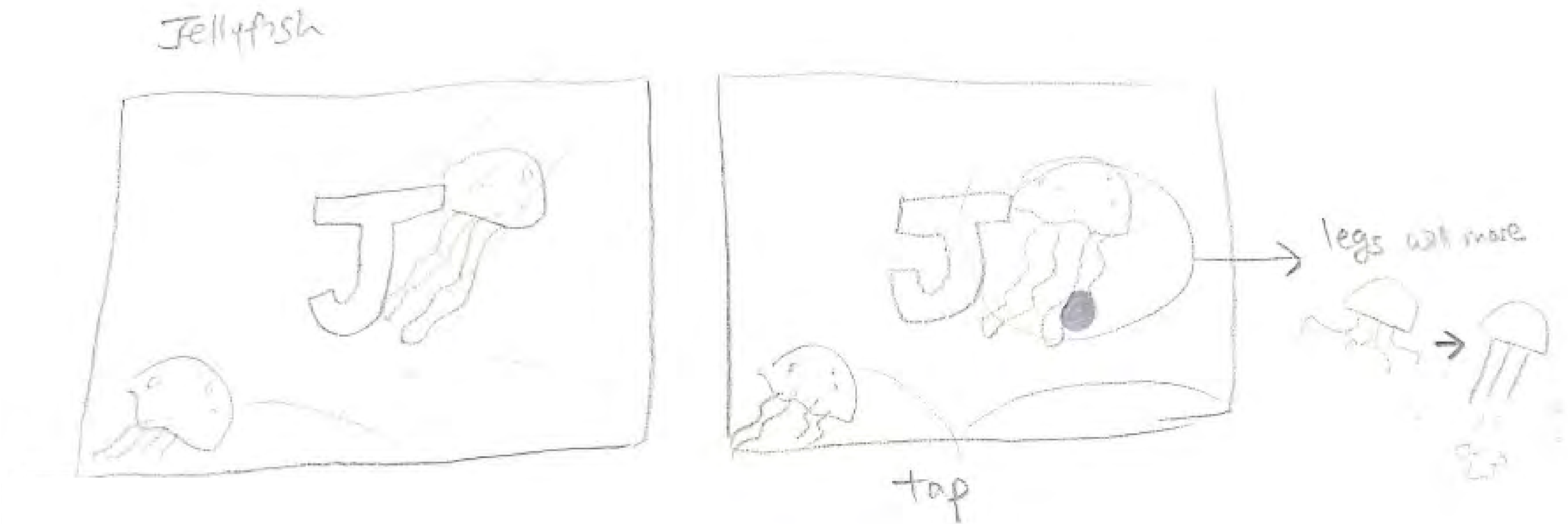
“Craft instructions to make sure they are within children’s level of understanding but not too prescriptive. Leverage their prior knowledge and mental models to get them familiar with the website or app.”

Consideration

1. Obvious
2. Simple
3. Non-descriptive

Interaction Storyboard - Jellyfish

● is finger



Interaction Storyboard - Fig

● is finger

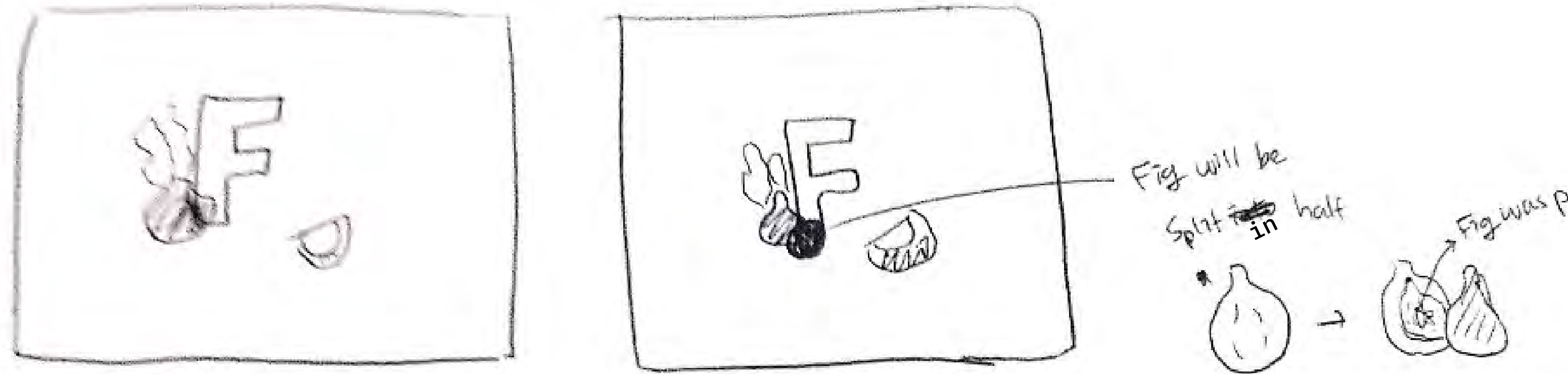
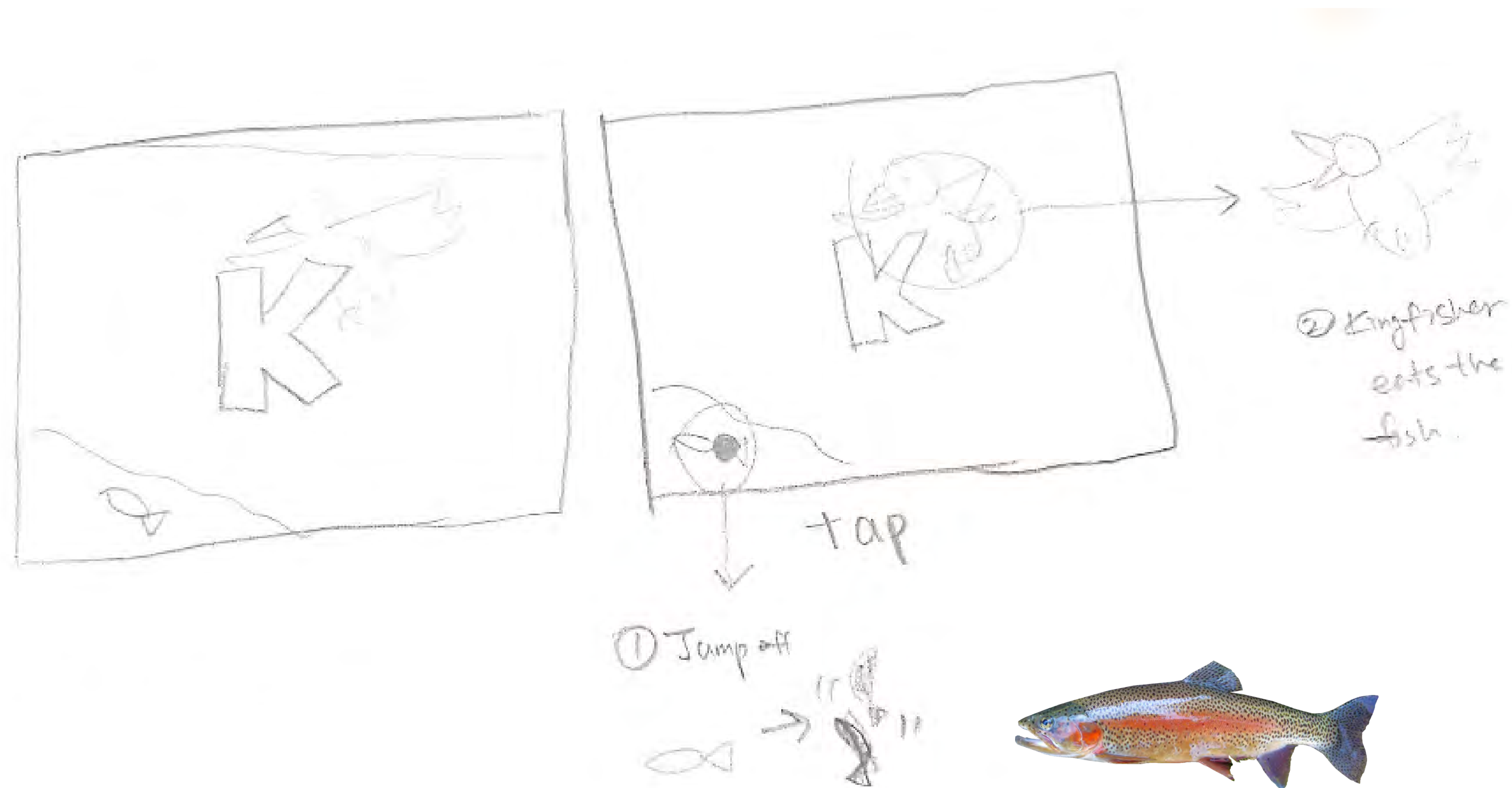


Fig and wasp are in a symbiotic relationship.
Sometimes a wasp is founded in a fig as fig houses
eggs of wasps.

This interaction will show the relationship.

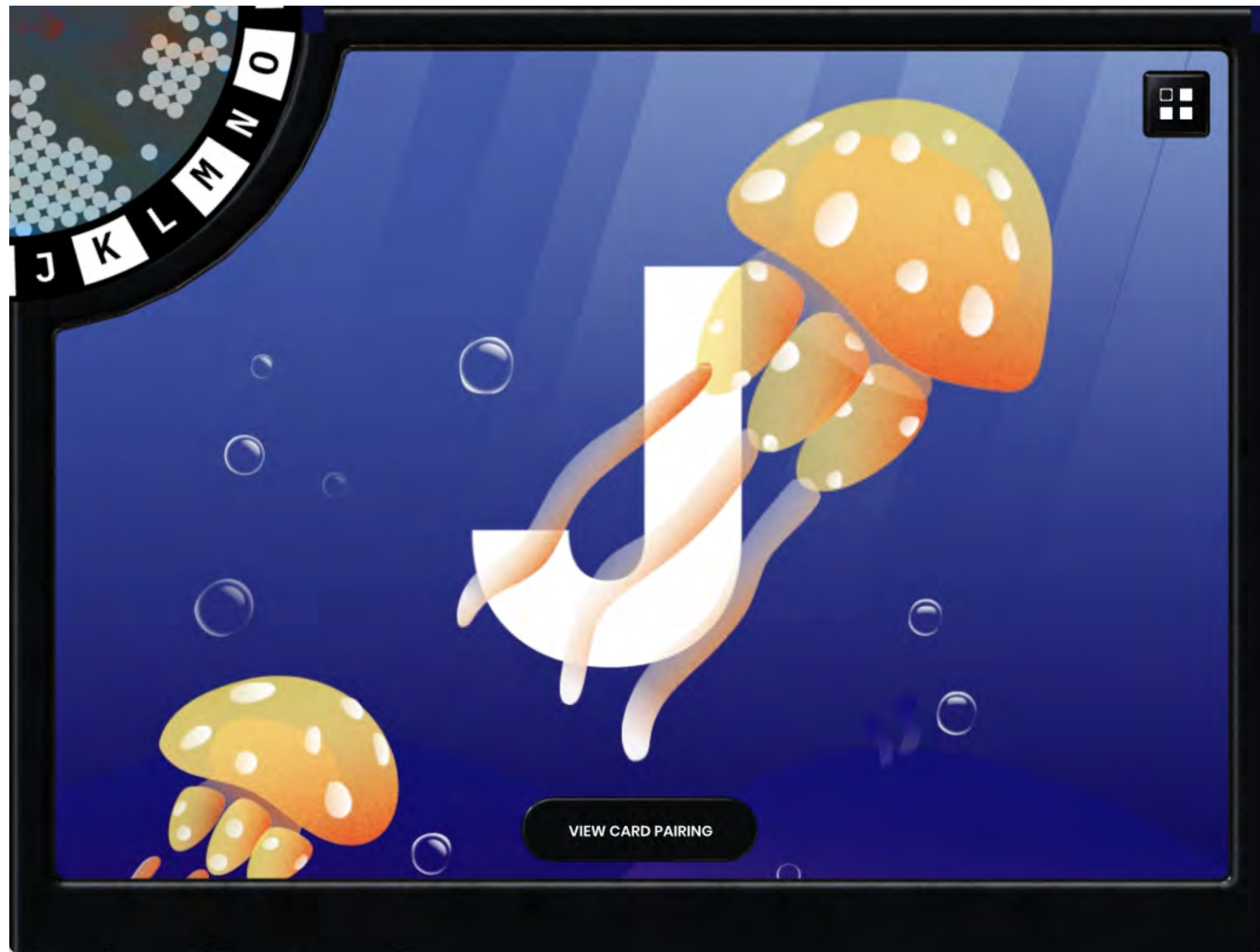
Interaction Storyboard - Kingfisher

● is finger

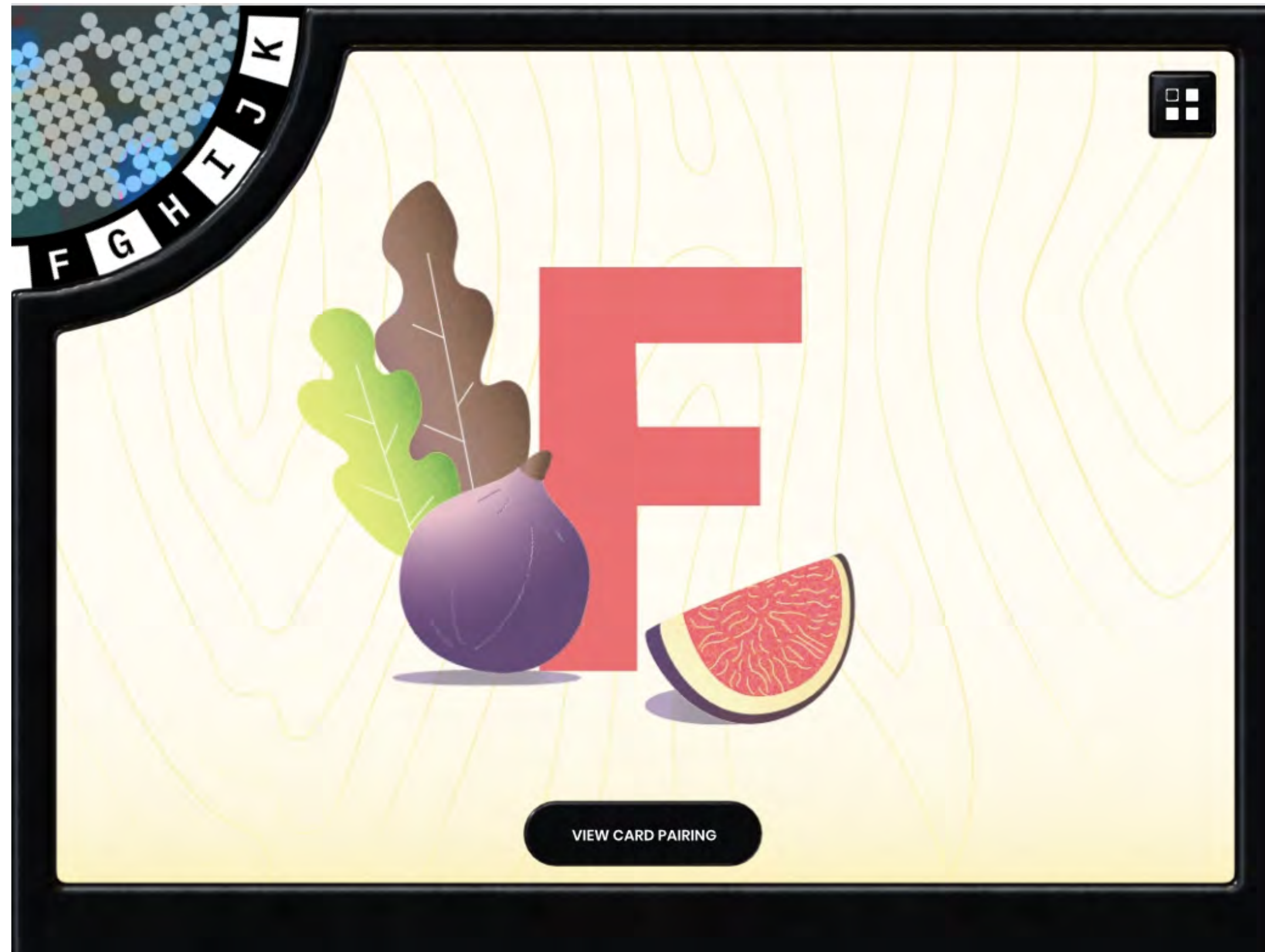


This fish is trout and Kingfisher eats trouts

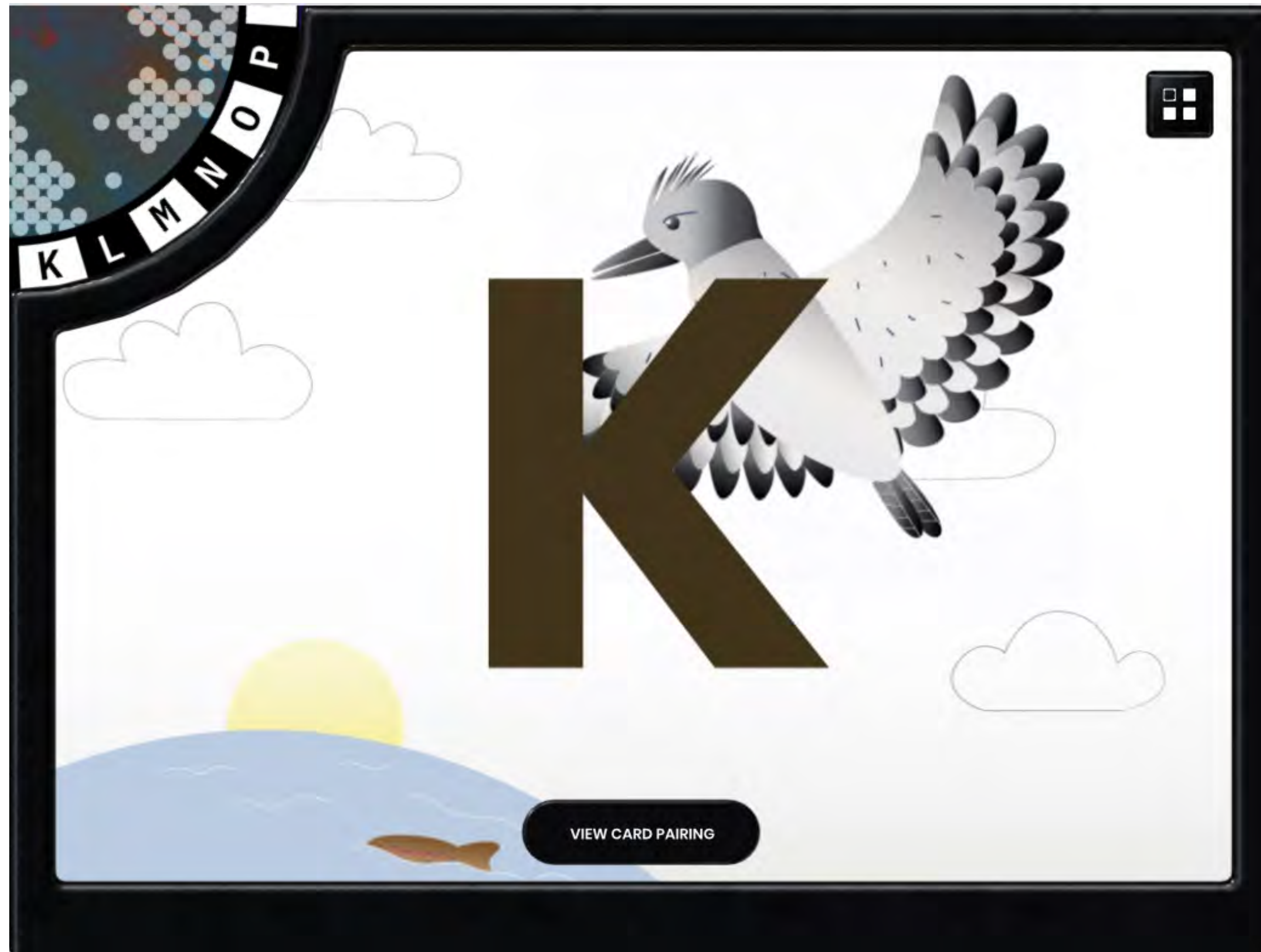
Interaction - Jellyfish



Interaction - Jellyfish



Interaction - Jellyfish



Reference

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Thank you!