

## How To Tell A Story In Space

An experience design toolkit for facilitating co-creation in a learning space and designing meaningful experiences for children in Indian context

---

Project Duration :  
14-16 weeks, December 2020 - March 2021

Client :  
Museum of Solutions, JSW

Role on the team :  
Design Consultant for Experience Design &  
Design Research



## How might we create learning experiences for and with children in the Indian context?

Museum of Solutions of first of its kind upcoming children's Museum in Mumbai. When we started working on the project we felt there was a lack of clear process to follow for a project of this scale to cater to wide group of our user audience, especially creating experiential journeys which could cater to different school curriculums and levels of learning.

This is Muso's Guide for designing and creating learning experiences for children, in Indian context.

Through this playbook the user will embark on a fun journey as a designer, educator, facilitator or researcher to create experiences for children.

This toolkit was created to establish a design process for Museum of Solutions to guide the multi-disciplinary team for navigating the process of creating experiential exhibits and learning journeys for children in the age group of 8-14 years of age.

The toolkit can be used in long format or short sprints. Toolkit for designing with the users - co creation. Captured the design process to bring in stakeholders at various points making it more collaborative,

## My Role

My key role on this project as a part of the Design team at MuSo was working towards Experience Design for MuSo Discovery Lab and structuring, conducting any research or workshops required for the process.

One of the two designers on an interdisciplinary team of educators, architects and researchers. The composition of our team gave me a lot of freedom as a designer to pitch and try new things especially in workshops with children. I brought a design research-led perspective and participatory approach to the process on the team through tools and methods for creative learning practices.





# Four Steps to designing the experience

1



**Who are you telling the story to?**

Understanding the users to design for is the groundwork of human-centred design. Through this step, the participants will be able to define their user.

2



**What is the story about?**

This step lets the participant/s explore and decide what are the key questions/ topics that they want to address through the experiences.

3



**How will you tell it?**

The participants will explore the possibilities of what experiences could come in the space.

4

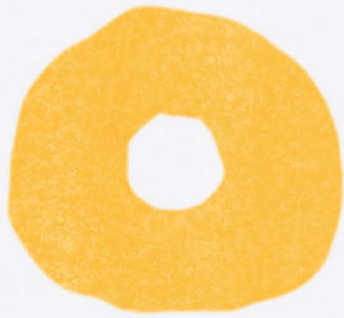


**What does the journey in space look like?**

The participants will walk through the conceptual design through the perspective of a user. It will help to decide on the final conceptual design

# Who Are You Telling The Story To?

“Don’t assume they know less, assume they know different” - Alisha Sadikhot



I would visit the space with \_\_\_\_\_ .

Who?

This space is different from other spaces because \_\_\_\_\_ .

Who?

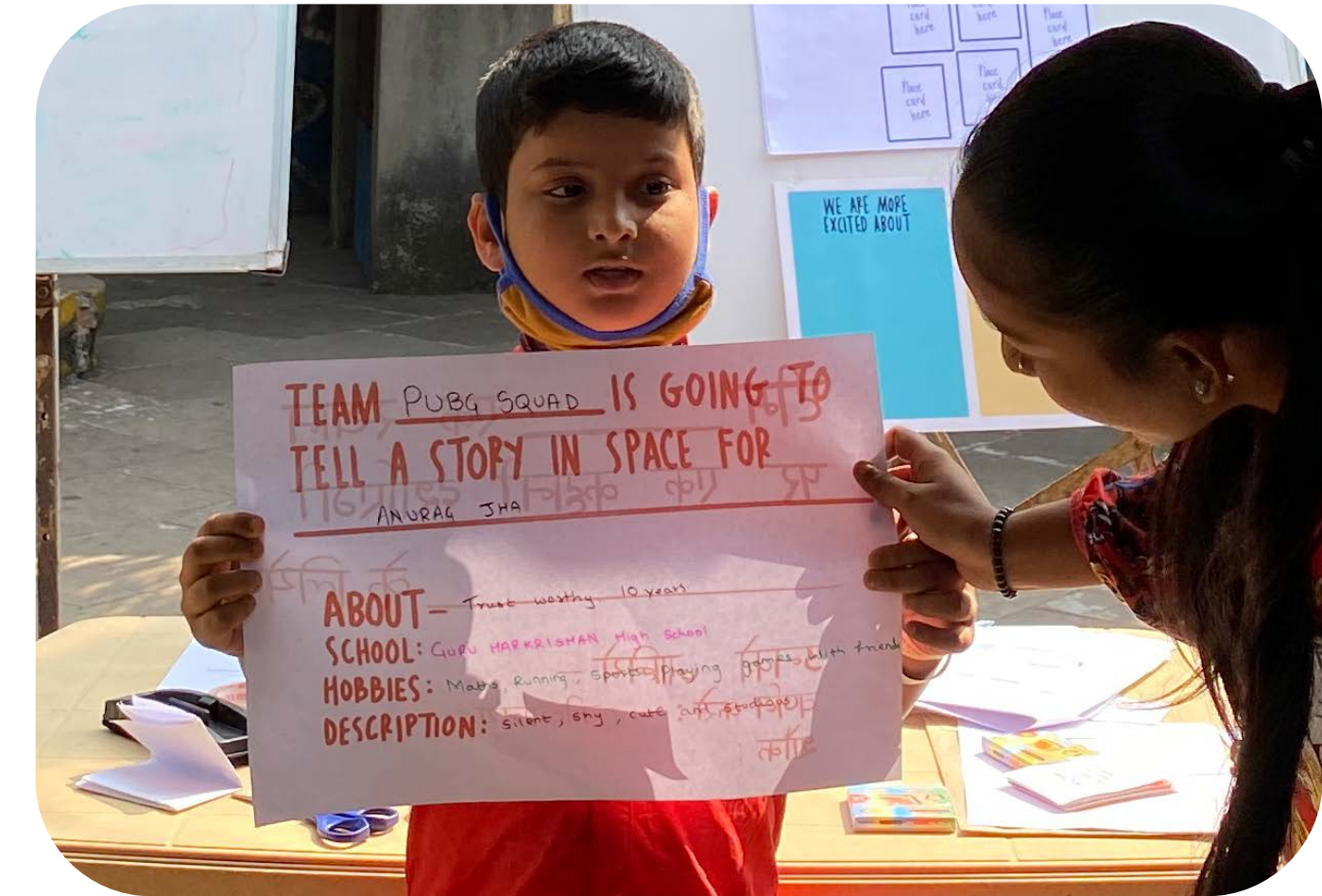
At this space I want to be able to do \_\_\_\_\_ , \_\_\_\_\_ & \_\_\_\_\_ .

Who?

## Outcome of this step

As we proceed to design experiences for children, it is important to urge everyone to understand things they care about, things they might not care about, experiences that can engage them and don't engage them.

For this step, tools have been created so the members of the cocreation session are able to empathise with their user (children) and step into their shoes



Assumption Map

Risky

Easy To Validate

Stakeholder Map

Madlib

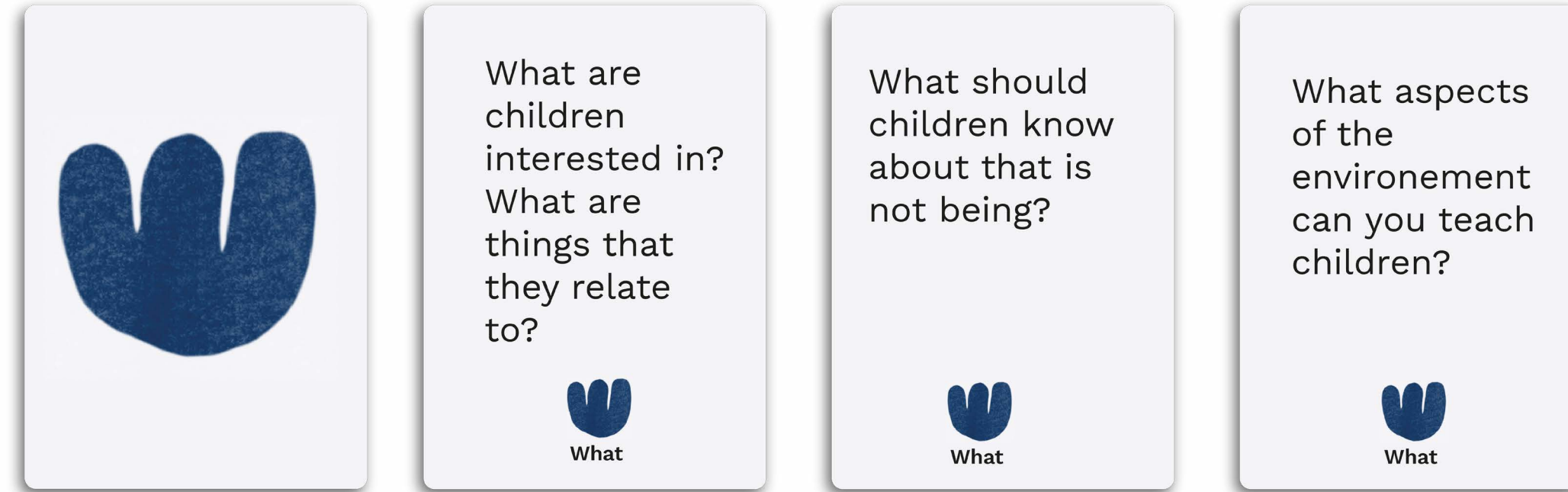
TEAM \_\_\_\_\_ IS GOING TO TELL A STORY IN SPACE FOR \_\_\_\_\_

ABOUT-  
SCHOOL:  
HOBBIES:  
DESCRIPTION:



# What Is The Story About?

“The most powerful person in the world is the storyteller” —steve jobs



What are children interested in? What are things that they relate to?

What should children know about that is not being?

What aspects of the environment can you teach children?

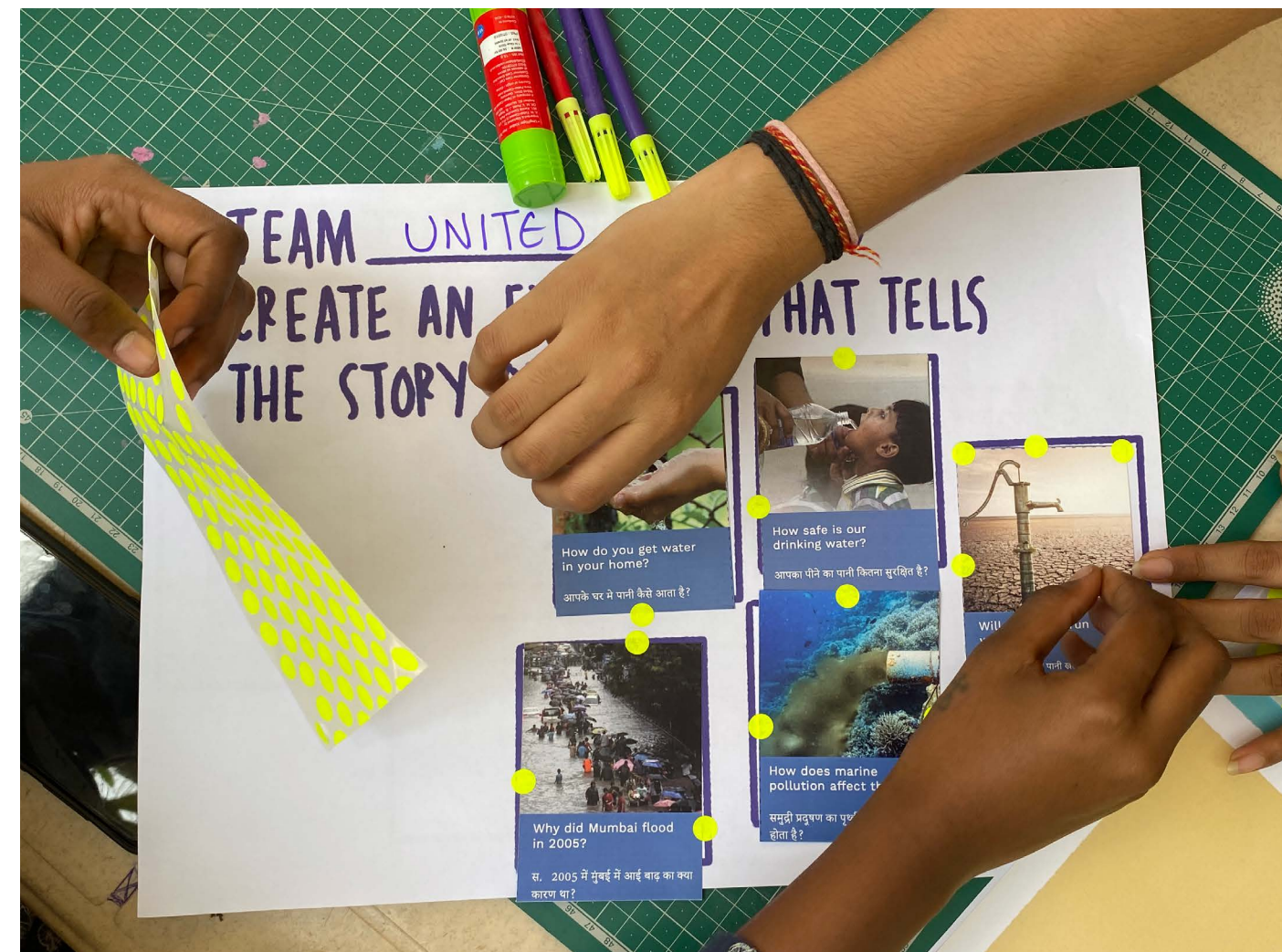


WE ARE MORE EXCITED ABOUT

WE ARE LESS EXCITED ABOUT

## Outcome of this step

This step of the process lets the participant/s explore and decide what are the key questions/topics that they want to address through the experiences.





# How Are You Going To Tell The Story?

“The next big thing is the one that makes the last big thing usable.”  
— Blake Ross, Co-creator of Mozilla Firefox

## Outcome of this step

After selecting the questions to be addressed in MuSoLab as a whole, the next step would be to allow the questions to different stations in the journey and visualise how the experiences in that particular station would look like?

## Experience Cards

A collection of cards that serve as a started point to how the story can be told.

## Design principles

These cards are fundamental pieces of advice that might make the process easier. These cards come from accumulated knowledge and experiences with children during co-creation sessions and testing panels.

These cards can be used while decision making. Constructive questions arising from the cards will guide your team towards making appropriate decisions.



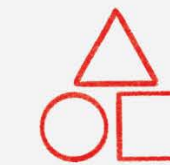
### Create wow factor, spark a thought through the experiences designed

1. Play with scale
2. Create multi sensorial experiences that promote out of the box thinking



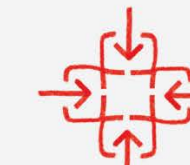
### Design for adaptability

1. Design of the space/ interactions should be able to tell multiple stories across themes
2. none of the design should be suggestive of the theme



### Create simple, relatable interactions

1. Metaphors they can take from their own lives - create a sense of familiarity through interactions, narratives
2. DIY and hands-on - in sync with ongoing trends



### Keep multiple entry points to participate for all children to participate

1. Storylines and interactions should be engaging to a wide group of people
2. Layered design, something for all age groups and different learners



### Load the experiences with lots of prompts and nudges

1. Avenues for discovering new things about self -relating to the topic
2. The design should spark what can you do / do next?



### Let the design and communication feel welcoming to all

1. Be gender agnostic
2. Allow for multilingual communication



### Let children be in charge of their own learning journey in MuSoLab

1. Let them discover and decide what they want to do here
2. 'I can do this' attitude as they approach the journey



### Encourage iterative thinking through the interactions

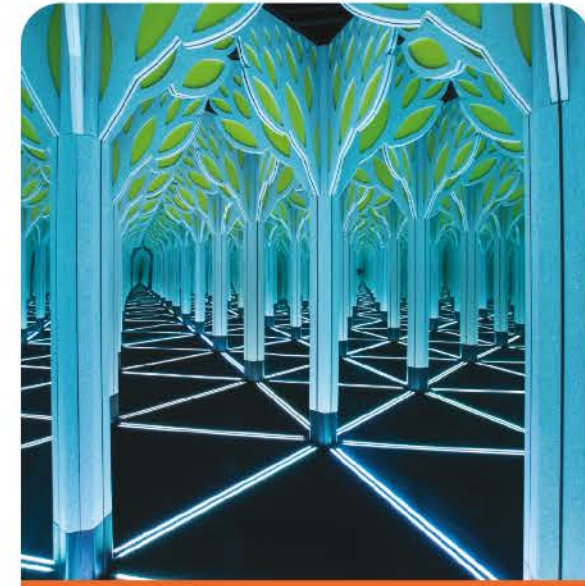
1. Multiple right answers
2. Make the learning process playful - steps and mis-steps

## Design Principle Cards





Create a science experiments station  
एक वजिआन प्रयोग केंद्र बनाएँ



Create a maze  
एक भूलभुलैया बनाएँ



Create a mime experience  
अभिनय का अनुभव बनाएँ



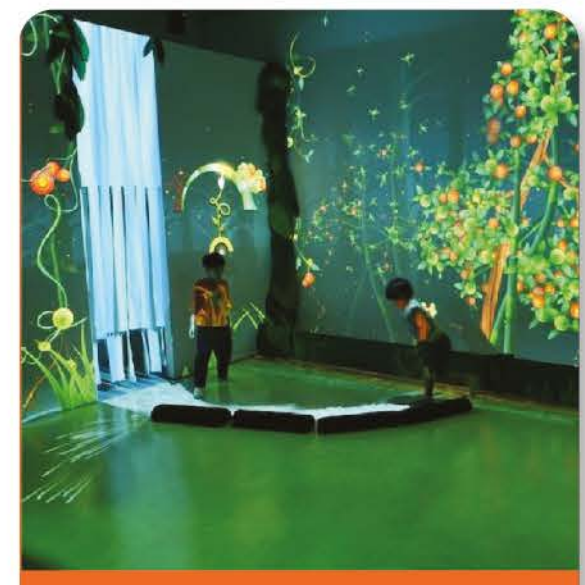
Create a life size quiz  
बड़ी प्रश्नोत्तरी बनाएं



Complete a puzzle to know more  
एक पहेली को पूरा करें



Create a VR -virtual reality video  
एक VR -virtual रियलिटी वीडियो बनाएं



A room where you can see, touch, feel imaginary things  
एक कमरा जहां आप काल्पनिक चीजों को देख, छू, महसूस कर सकते हैं



A station where children can be detective  
एक ऐसा स्टेशन जहां बच्चे जासूस हो सकते हैं



A storybook you can step into  
एक कहानी की पुस्तक जसिमें आप कदम रख सकते हैं

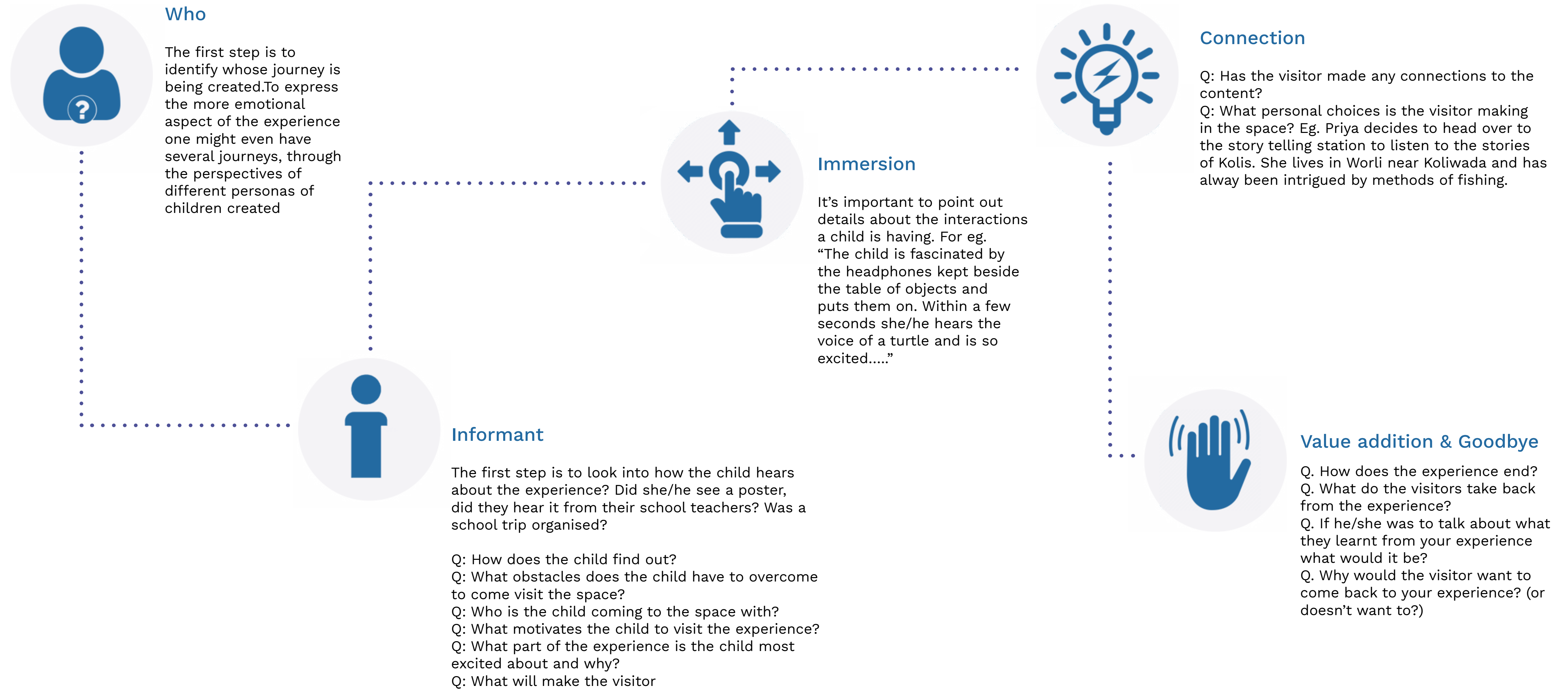


A room where you can see, touch, feel imaginary things  
एक कमरा जहां आप काल्पनिक चीजों को देख, छू, महसूस कर सकते हैं

Experience Cards



# What Does The Journey In Space Look Like?





# Workshops 1 : Co - creation with children for MuSoLab

## Participants:

- 8-14 year old children
- MuSo Design Team + Educators



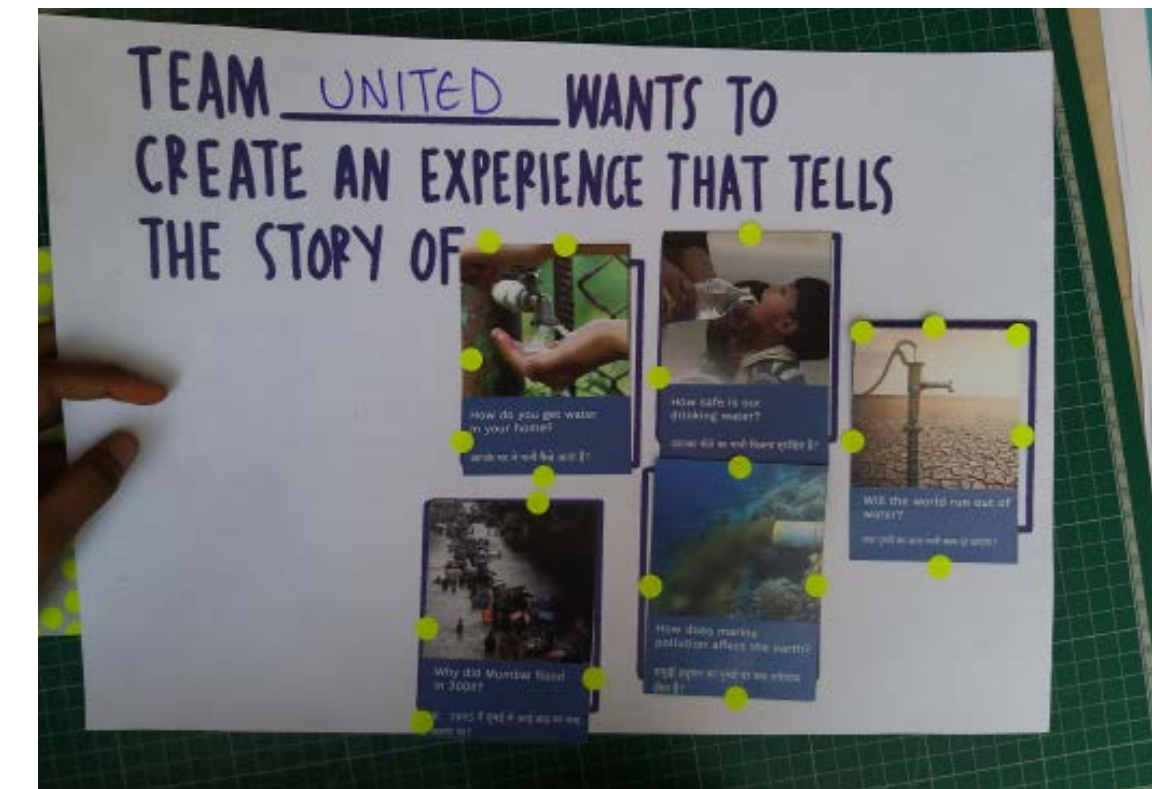
The Design team used co-creation as a method to capture the children's expectations and aspirations for this space and understand what experiences would they like to have in a space like Discovery Lab

## Pathway



## Tools Used

TO CREATE AN EXPERIENCE FOR \_\_\_\_\_  
\_\_\_\_\_ THAT TELLS THE STORY OF \_\_\_\_\_  
\_\_\_\_\_ THAT CREATES THE FEELING OF \_\_\_\_\_  
\_\_\_\_\_



Madlibs to help articulate every step of the process



Sorting Cards



Memory circle



For children to explore further we surprised them with mid workshop challenges like "Create and experience for visitors from the blind peoples assosiation".



During every workshop, share sessions make children feel inspired by one another.

MuSo team conducts feedback sessions to incorporate in the next co creation session



Certain groups may require more nudges than others. A faciliator is present at every group to prompt when stuck.





# Workshops 2 : Virtual Co-creation

## Participants:

- Undergraduate students from Srishti School of Art and Design, India
- MuSo Design Team (facilitators)

Content of classes in digital format has become fundamental but how does one conduct a hands on co creation session online? No matter how successful our workshop was in a physical setting we knew that a virtual workshop will need to undergo a redesign. Making this migration required planning and adaptations to obtain the best result.

This workshop is an adaption of the process to a digital platform. It is a shorter sprint format. It was conducted on zoom.

## Tools Used

Google slides  
Digital stickers, posits

### What is the topic you are addressing?


- Take one SDG as a group.
- Spend about 15 minutes on discussions and deep diving into SDGs.
- Select one SDG that you are going to tell the story of in space, remember to have a solid reason for selection.
- We have created SDG stickers for you to drag and drop.



### Here are some prompts for

- How might we create avenues for children to explore their relationship to the theme?
- How might we encourage children to actively contribute to topics they care about?
- How might we engage children through play-based learning and experimentation?**
- How might we create opportunities for children to interact with and collaborate with visitors of various backgrounds.
- How might we create experiences for children to step out of their comfort zone and see things from different perspectives.**
- How might we create an environment where children are comfortable asking questions?**
- How might we help children to understand their position and determine their role in relation to the world around them
- How might create avenues for children to understand relation between our actions and their consequences in long term?**
- How might we create help children generate ideas, co-create and learn from each other?
- How might we help children use tools and techniques to prototype their solution?
- How might we support children in identifying and assessing their own resources?


### SDG selected



### Emerging themes

- Fast Fashion
- Packaging
- sustainable food production
- Upcycling
- current issues
- media consumption
- Waste management

### Top 3 themes you would like to address



### Emotions that you want to evoke in your space.

Group \_\_\_\_\_4\_\_\_\_\_ is going to evoke

- Wonder-
- Curiosity
- Freedom from constraint of judgement, space, Calm

Captivating  
Excitement

emotions while telling a story in space.



# Journey of group 2 to create their story in space

**Group 2**  
 Members: Ishita, Saachi, Tanve, Varshini, Saksham

### Who would tell your story to?

Group 2 is telling a story in space for 12 year old Rustam.

School : Bishop Cottons Bangalore  
 Hobbies : Drawing, Journaling, Singing, gardening  
 Goals : To make the world a better place  
 Needs : Learn more about what's happening in the world so he can make it a better place

Why will your user come to your space?  
 To have fun, learn something new, school trip, escape the classroom for a day, explore concepts with friends.

Since its an online workshop, its important to use simple but effective tools. In the interest of time and depleting attention spans in the world of technology - the simpler the better.

### SDG selected



### Top 3 themes you would like to address

- Displacement & Adaptation
- Diverse geographical landscapes
- Corporate Entities

### Emerging themes

1. Fragmentation & clearing of forests
2. Myth busting the hoax around CA
3. Glaciers melting/ ice age/ Migration (Penguin travels the world to find an ideal habitat, finds home in air conditioned building)
5. Species going extinct
6. Animals as climate warriors

### Emotions that you want to evoke in your space.

- Group \_\_two\_\_ is going to evoke
1. A sense Wonder
  2. Empathy
  3. Hopeful, a feeling of responsibility emotions while telling a story in space.

### Design Brief:

To create an experience for **Rustam** that tells the story of **the penguins** that creates the feeling of **wonder, empathy, hope and a sense of responsibility.**

### How will you tell the story?

- 1) Illustrative Story Book
- 2) Immersive guided tour through the landscapes
- 3) An animated film
- 4) Re-enact a play, where kids are dressed as different animals.

To catch the attention of sleepy college students its important to set context of what they are going to learn/do during the session and tell them exactly where they will be at the end.

### Ideas:

- AR Based experience + gamefication of certain aspects of the process.
- Discover Global Warming A guided tour across the world
- What can you put in an aquarium at home? Growing corals at home. - Bleached corals
- An amusement Park Different temperature zones A sensory experience
- A kit for helping one create their own biodiverse garden Can you plant a rainforest tree?
- Penguins An animated film
- Nature walks in different kinds of forests

(5) How might we create experiences for children to step out of their comfort zone and see things from different perspectives.

- ↳ Role playing
- ↳ Adding various lenses
- ↳ Adding limitations
- ↳ Giving an understanding of a context/ character and then leaving it open ended for the children to explore

(3) How might we engage children through play-based learning and experimentation:

- ↳ immersion at various touch points throughout the process
- ↳ role-play ↳ Asking them questions
- ↳ Encourage asking questions by presenting them with confusing scenarios
- ↳ Physically playing and embodied learning

