# Contents

# Project Aims And Objectives

## Team members

The other team members of this project are Amy Hamill and Rebecca Young. As a team we hope to complete the project to the best of our ability, splitting the project tasks according to each persons strengths. In terms of the group roles, we decided that I would take the role of the character designer and asset creator as this had been one of my strongest skills through our modules so far. Although the majority of the design decisions will be worked through as a group, making sure everyone has an input. It was then agreed that Amy and Rebecca would take the roll of animating and creating the interactive activity's for the piece as they have the greatest technical ability. As such making us a well rounded group. We also hope to make sure that the work load is split fairly, giving each member a chance to show their creative ability's. We have all agreed to meet at least three times a week for project updates, as well as constant contact on the site Base Camp. Keeping each other updated on our latest progress will be significant to the projects success, the Base Camp soon will be a useful tool to share content and discuss ideas.



Fig. 1

2.

## Project Aims And objectives

I feel that our choice of science shop project, the development of the children's educational resource 'Gertie' for Children In Crossfire will be really interesting. I have a strong interest in character development and interactive story's, as such I am really looking forward to taking part in this client work project. Especially as I have previously worked as a team with my other members Amy and Rebecca in another project. Our client work for the Children in Crossfire organisation consists of a conceptual redesign of their current 'Gertie' educational resource. The educational resources aim is to promote the awareness of Global Citizenship to the KS3 target audience in schools. To be used as a teaching aid to promote Global Citizen issues from Fair trade awareness to challenging cultural stereotypes. The current resource needs updated characters, design style and activity's to better suit the KS3 target audience. As a team we hope to use our skills to redesign the current character 'Gertie' and to also make the resources activities more interactive, graphic and engaging, to better suite the clients needs.



Fig. 42

3.
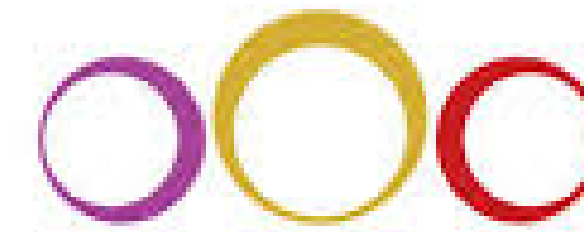
# First Meeting

## Children In Crossfire

I could not attend the first meeting with the client but was able to listen to the proceedings through a recording of the meeting and was also updated by the fellow members of the project. Bellow I have recorded my notes, ideas and plans for the project.

## About

• Location - Derry – based around Northern Ireland
• Educational development department
• Main Aims- training teachers on global issues and children's rights to pass on in the class room to students
- Providing educational resources to public and officials/professionals.
• Promoting early childhood care and development in countries such as Tanzania and Ethiopia, as well as in the UK and Ireland.
- Tackling the inequality and injustice facing children and young people.
• The website resource gives information about the charity, its aims, available resources to learn more, means of participating e.g. in events, as well as means of donating.
One of the first elements I had to consider in terms of design choices is the colour scheme, although we may have some leeway with the content we design. It would probably be best to keep in line with the current Logo design and colour scheme, this element will help inform future design decisions.

Colour Scheme

| | |
|---|---|
| ▊ | 217d8c |
| ▊ | 400002 |
| ▊ | 9c2146 |
| ▊ | ff8001 |
| ▊ | 8ccd73 |

Font: Leelawadee

Fig. 1

# Outcomes And Actions

## Target Audience

• The site is used by pupils, teachers and the public for educative purposes.
• The design must look professional but school friendly – appealing to both age groups.
• Pupils aged 11-15 (KS3)
• Keeping in line with existing colour scheme- vibrant and engaging.

**ACTIONS**

## Actions

• Further research needed into Target audience both teacher and pupil groups.
• Research Similar sites/ resources.
• Conduct questionnaire from target audience about what they would expect from such resources e.g. style. •Research what each age group expects from the resource, what improvements.
• Possibly a section for each group, The website design is bright, colourful and uses eye catching graphics, our own designs will have to tie in with this style.

## Outcome 1.- Improved Teaching Resources

• Relevant materials will be supplied
• To develop specific sections/ resource materials of 'CIC' website as parts of Global Education TIDAL Both pupil and teacher educational resources.
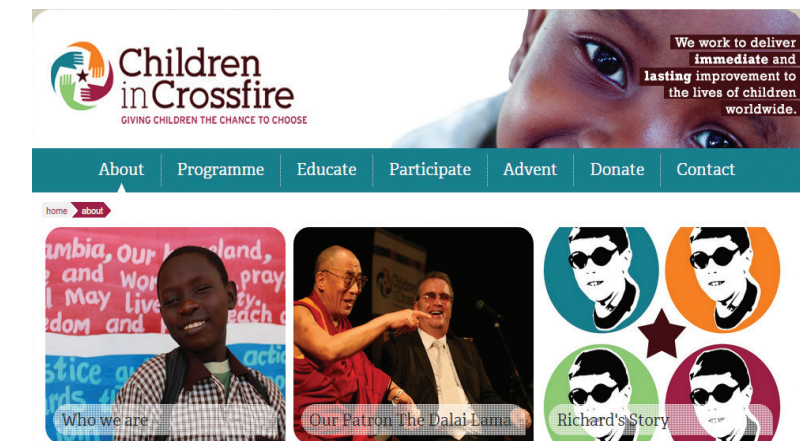Develop layout and content of teacher resources -8 specific lesson plans- Linked to Gertie learning tool.

Fig. 2

# First Meeting

## Actions

•Research different design styles and educational content for both for teachers and pupils resources.
•Possibly expand on current resources through more interactive engaging means.
•E.g. instead of PDFs, use an interactive E-Book format. (InDesign)

## Outcome 2. Re-Design interactive 'Gertie' tool

•Gertie is an education resource tool, both for teachers and pupils- fun and interactive tool
•Mainly for children (KS3-4) aged 11-16 and some adults – design

must appeal to both groups- current design is too childish and unsuitable for the message it represents.
•A global citizen- an neutral outside observer- more about sharing knowledge- critical thinker
•She sees the world as a whole,

no divisions between the first and third world neutral opinion
•Asks questions about the worlds inequalities
Getting people to think about actions for change
She is kind and not judgemental
•Animate three resources, Gertie



**Fig. 3**

6.

---

# Outcomes And Actions

Spaceship Earth, Magic Bus and Map and Pebbles, improve on current site content, make more interactive.
Develop her character - make more engaging.

## Outcome 3. Promotional materials

•Other outcome we hope to complete through the project are promotional photography. and video content- to help the promotion of the site.
•Website content update
•Further resources e.g. quotes, photography, videos, resources will be sent.

## Actions

•Research current photography/ videos used on the site.
•Research existing promotional content- for norms, type of content used, how it can be improved on.
•Analyse further improvements to

site content.
•Update dated materials.



**Fig. 3**

7.

# Weekly Meeting Summary

## Week 2

After analysing the Children In Crossfire site in week one and coming to grips with the project brief we then discussed further the concept of a global citizen. We discussed our research so far on what is a Global Citizen, researching content from various sites such as globalcitizen.org. We also clarified the elements that would need created such as the character re-design and the creation of the interactive activities. We discussed the importance of the consideration of our target audience, as such I would then do further research into who our target audience is and their expectations in relation to similar resources. At this point some elements of the brief where still to be clarified. We also started developing our production log, assigning our time frame and what roles each of us would take.

## Week 3

In week 3 we continued to look at research into global citizenship, in terms of reflection of current educational resources. Looking further at our target audiences expectations, especially as our target audience is an older teenage (KS3) age group . In terms of the group roles we agreed that I would be best creating the assets for the project. As I have skills in character design and have some artistic ability, this would also allow for a more consistent art style though out the project. Amy and Rebecca would then take charge of the animation and interactive processes. As such from my research so far I would then have to start coming up with some character design possibilities. In the meeting we also assigned an activity to each member to storyboard. We identified that some changes may need to be made to make the content more suitable for our target audience. As well as making the content more engaging and interactive. We also needed to consider the (KS3) learning outcomes involved in the activities and how we were going to demonstrate them.

## Week 4

In week 4 we presented our storyboards through Basecamp. The feedback was positive which meant I could move on fully onto the asset creation. In the meeting we also discussed the format the project will take. As formats such as Flash are now outdated, we then had to look at more updated programmes which support HTML5. Amy and Rebecca started testing animations in this format, preparing for the end product creation. At this stage we were starting to favourite the robotic character design but kept all the options open for the pitch in week 6.

## Week 5

In Week 5 we were fully preparing for the upcoming pitch. Amy and Rebecca presented some sample animations which they had produced through the chosen programme 'Edge Animate'. While I had prepared three A3 character boards for the client to choose from. The boards included the three characters Globot, Zen and Tizzy, each with different colour variations and information about each character persona and back story.

## Week 6

Week 6 we presented our ideas and designs so far to the client. We discussed the different options and the changes and updates to the three activities. The feedback was very positive and at the end of the pitch the client choose the character Globot, we also felt this was the best choice.

## Week 7- 12

As the pitch went well, from there we clarified the smaller details. Such as to find out the word press theme, fonts and other design elements. My role from this point was to really push on with the asset creation so that my other team members could fully start the animation and interactive side of the project.

## Time Plan

Here is a completed copy of our group time plan. We have broken the project outcomes into different tasks, assigned to each team member. Some tasks will be completed as a team such as design decisions. The first objective of the project plan is full understanding and a break down of the brief. We then will research into various areas around the project such as Global Citizenship and (KS3 Outcomes). The project work will then be broken down further such as into categories of character design and animation work. We have chosen an early completion date as we hope to have time to finalise and refine our final outcomes.

## Amy

Animate activity's

Create interactive content

## Rebecca

Animate activity's

Create interactive content

## Sarah

Re-Design Gertie

Create animation assets

## Team Work Roles

Finalising brief details

Planning on base-camp

Storyboard activity's

Decide on layout, colour scheme and other design elements

Finalise design decisions as a team

Update educational resources

Branding examples



Animations and Interactive content

Character Re-design

Project Objectives

Create new graphics, theme and style.

Update Activity Content
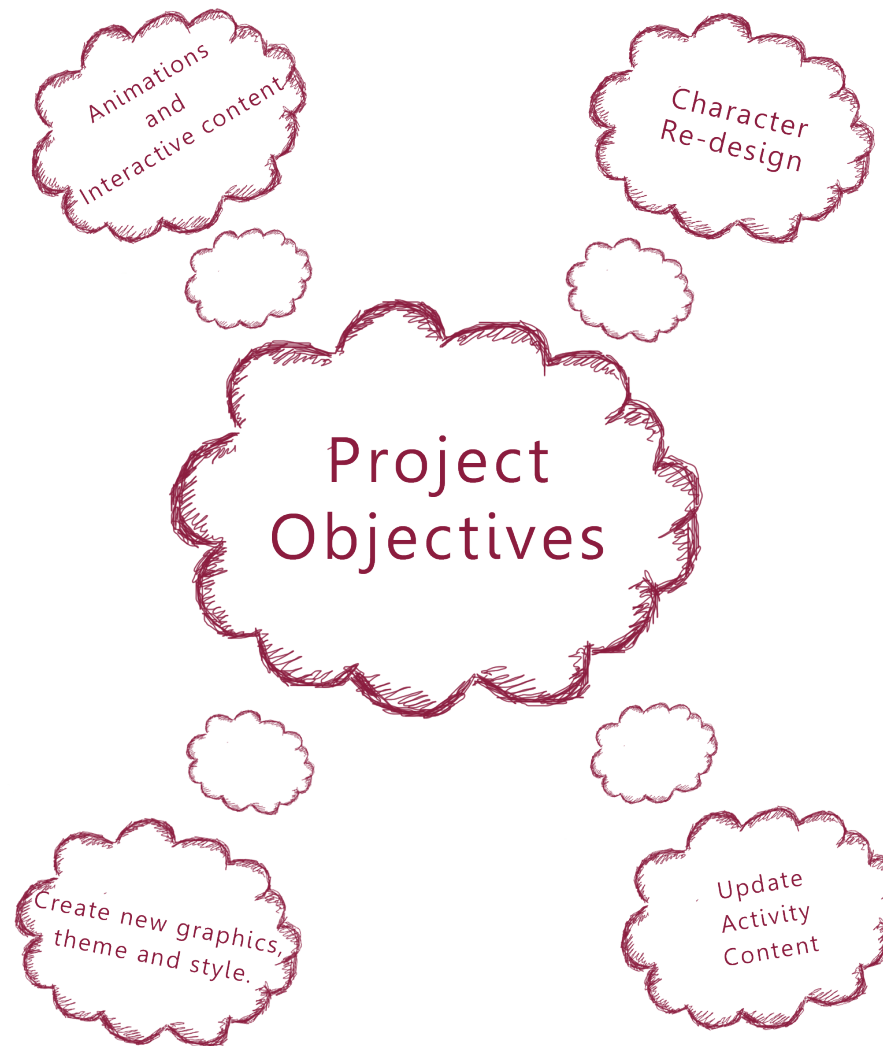
# Analysis Of Children In Crossfire Resources

## Analysis of Gertie educational tool

My role in the group will be to come up with a redesign of the Gertie research tool. After analysing through the resource I feel it needs a number of improvements to meet the clients expectations.

## Layout

The resource page first contains a paragraph summary, I feel this would need to be reduced as it takes up to much space and is visually unappealing. The main source of content is the interactive map which links to the different resources and activity's. I feel not enough space is devoted to this element and it isn't eye catching enough for the target audience. There are two quotes placed at the bottom of the page, I feel this space could be used more productively, possibly for more interactive content.

## Colour Scheme

The content keeps in line with the designated colour scheme as mentioned before. I feel there is no issue with the colour scheme as it is colourful but will also appeal to adult audience.

## Character Design

The current design of the character Gertie is too childish and basic for the selected target audience. Her design needs to appeal to older audiences, more eye catching and true to the contents message, I also feel the name is unsuitable and should be changed to something more relateable.

Fig. 4

# Interactive Gertie Tool

## Fonts/ Text

I feel different fonts would help make the content more adult friendly but also keeping within the KS3 age group. I feel the less use of text heavy paragraphs would make the content more engaging for students.

## Interactivity

The site page lacks interactivity, it is text heavy and the graphics need to be more engaging through interactive functions.

Before sketching out design concepts and ideas I feel it would be important to interrogate the current resources further and incorporating the clients suggestions. I also hope to continue my research by looking at further educational resources sites, as well as looking at the KS3 curriculum as guidance on improvement on content. I feel the main issues of the site are lack of interactive content, unsuitable graphics for target audience and text heavy content. I hope to address these issues as I work through further research and design.

Fig. 4

# Analysis Of Children In Crossfire Resources

## The Adventure of Spaceship Earth

In order to get an idea of what improvements need to be made to the current content I first had to examine some of the sites resources. One of the activity's the clients mentioned was 'Spaceship Earth', the content consists of a spaceship graphic and the activity written down in a block of text. I feel the first means of improving the content would be to substitute the text for a more engaging form of learning. Such as making the activity into an interactive story for the students to play through and make their own choices of the outcome. I feel improved graphics would make the activity more engaging for the target audience.

## True or False Quiz

Another resource activity was a true or false quiz, trying to get the students to think about truths of the Third World. Although the resource has some interactive elements, it could still be greatly improved. Such as the use of dull graphics, more interacting graphics and possibly some animations to illustrate the questions would make the quiz more engaging. The text is too small and the layout is quite basic, these are elements which need to be improved on. The end result of the quiz could also use more interactive elements and possibly leave off onto another resource for more information.

Fig. 5

Fig. 6

# Interactive Activities

## Magic Bus

Another example is the 'Magic Bus' resource, it is similar to that of 'Spaceship Earth', in that it is a text heavy activity with no engaging content. Again the graphics are childish, basic and unsuitable for the target audience, these are issues which need to be addressed. I feel the concept of the 'Magic Bus' may be too childish for the target audience and so the concept may need to be changed. The activity could be improved by implementing it into a game or story format where the user could act out the scenario rather than just read it.

## Magic Pebble Map

This activity is designed to allow the user to think about where their material possessions are made such as their clothing. The teacher would take a map and let the children place a pebble on it where the label on their clothes says it was made. Although this is an interesting idea, it could be advanced by creating an online interactive map. Which also displays information about how the items are made and in what working conditions. A short animation could be made to explain the process and how things need to change e.g. child sweatshops. Other everyday items could be added to the map, from cereal to coffee, giving a wider incite to the production process. The resource needs to be more graphical, using more images, interactive content and animations.



Fig. 7

Fig.28

# Analysis Of Similar KS3 Resources

## BBC Bitesize KS3 Resources

In order to achieve a greater understanding of the type of content I have to create, I have started research into current educational resources. I have chosen to look at the popular learning resource site 'BBC Bitesize' as a source of inspiration, specifically the KS3 section.

The first thing I noticed was the use of bright colours and eye catching graphics, these are the kind of design elements I feel would suit the 'Children In Crossfire' (CIC) resource. The addition of graphics helps make the content seem less text heavy.

The content is very specific to each subject and is split into different sections. I feel that the 'Gertie' resource lacks clarity and defined subjects, these are issues I will consider later in the re-design. As the activity's and information under each heading in the (CIC) resource are a little vague need explained to the user.

The general layout of the Bitesize resource t is clean and consistent, I feel the current (CIC) resource lacks these qualities. The resource is split into three categories within each section, 'revise, activity and test', as well as further classroom resources, allowing for a more complete learning experience. Using this kind of structure might be a more useful way to engage the students.
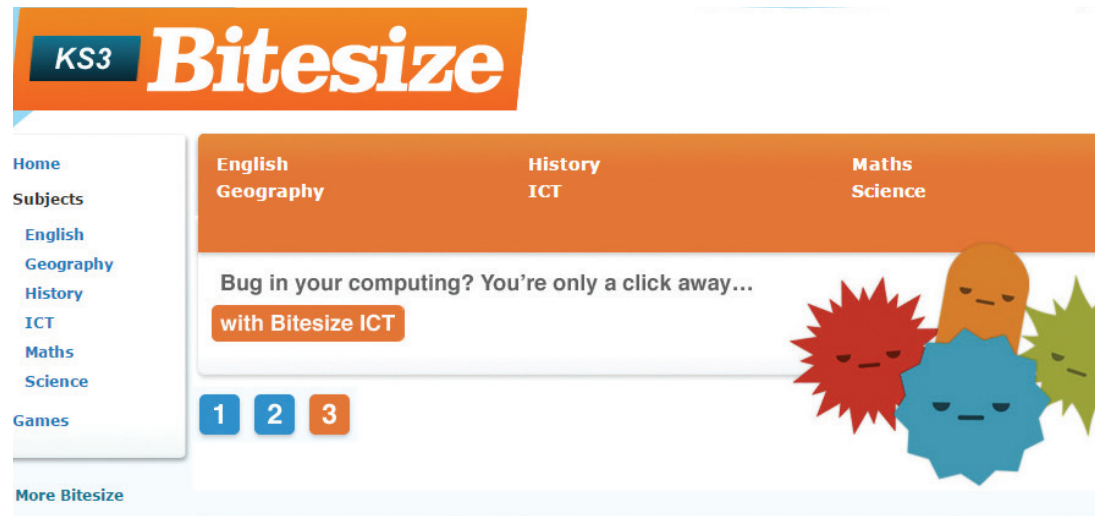
Fig. 8

# BBC KS3 Bitesize

I also noted that there isn't the same amount of long blocks of text as in the 'Gertie' resource but instead more graphics and activities to engage the student in revision.

Such as the step by step animation to the left showing the effect of different levels of wind force. I feel graphical and animated resources

such as the one would be an improvement over the current resource style.

Overall the main elements I feel should be taken into account for the (CIC) resource design are a clear layout, clear categories of learning, a greater focus of graphics over text, as well as the use of interactive activity's.

Fig. 9

Fig. 10

Fig. 11

Beaufort number 0
Calm with windspeeds of almost zero

Fig. 12

Beaufort number 6
Strong breeze. Wind speed between 25 and 30 mph

Fig. 13

Beaufort number 11
Violent storm. Wind speeds between 64 and 73 mph
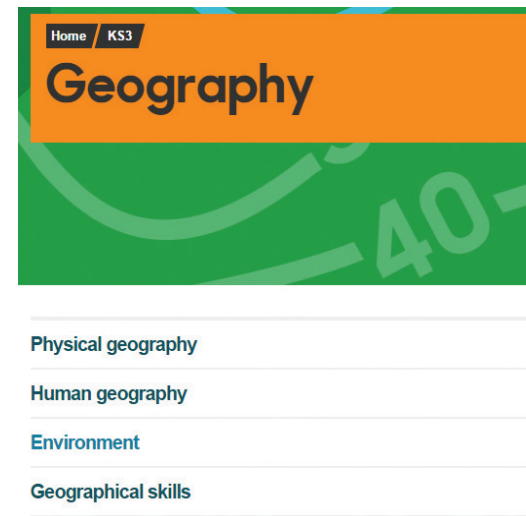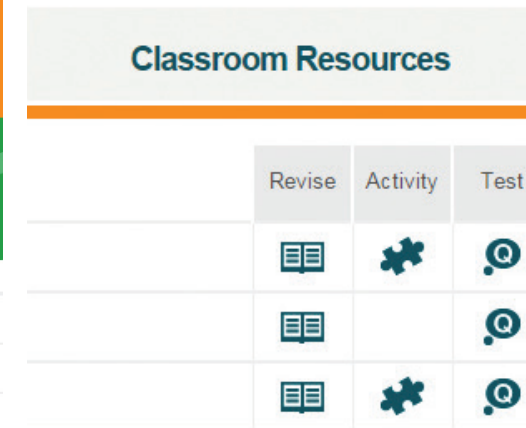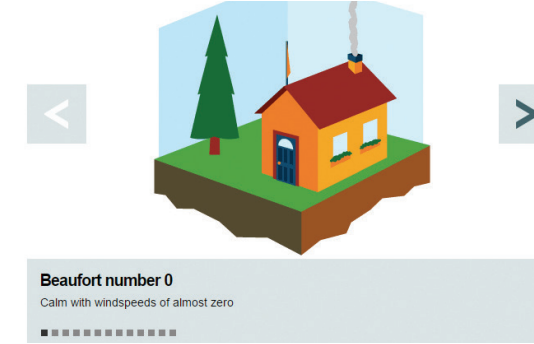
# Analysis Of Similar KS3 Resources

After looking at the style, layout and content of the BBC Bitsize website resource, I then looked further into its Citizenship section.

I found that the issues they discuss mainly focus around issues in the UK rather than abroad such as environmental issues. As such the content in the 'Gertie' resource will be more unique and distribute a more global message.

When looking further into the activity's on the site, I found very little use of text heavy content and instead more interactive elements such as interactive animations and games providing education content such animated activity to the left.

Again it seems visual elements are the most suitable for this type of learning experience but I hope to test this kind of learning content on our target audience.

The testing section of this resource takes the form of a quiz such as in the 'Gertie' resource as seen earlier. Although this resource has a more fun yet educational feel, more suitable for the target audience age group. Such as through a more interactive clean layout. As it is important to make the user think about their actions, that they have a response/ outcome, such as though multiple answer questions



**Fig. 14**

# BBC KS3 Bitesize

and definitive results. Further graphics or animations might also help as a visual aid.

The design of all sections of the resource are clean and simple with clear categories, I hope to bring these concepts further into my design process.

On the resource there are also a number of short educational videos and animations. Within our emerging visual culture such graphic content can be a valuable and engaging learning resource. Some educational videos and animations may be an interesting way to bring across the (CIC) resources message to the students. The new designed character could feature in the animations, explaining the meaning and purpose of each activity. Further video's/ animations could also be made for promotional purposes.
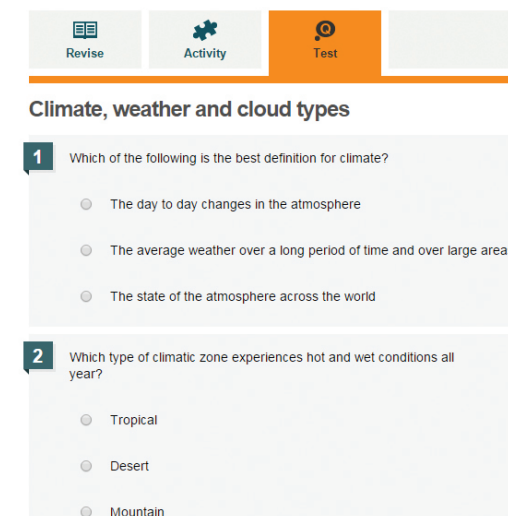


**Fig. 15**
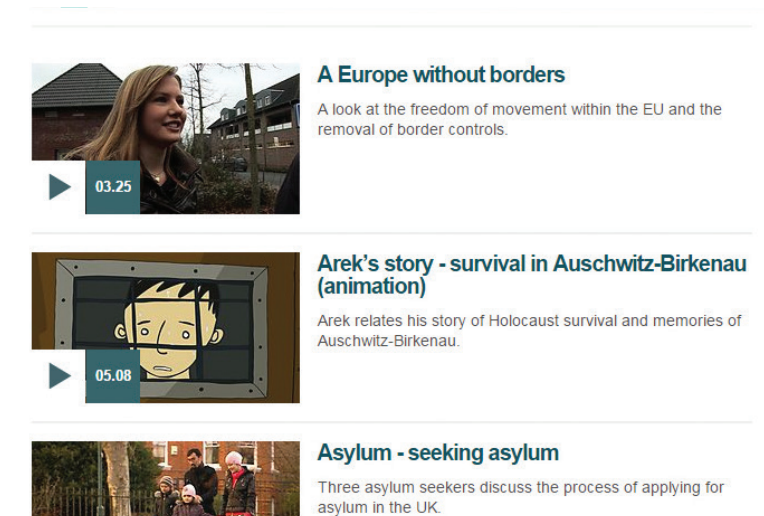


**Fig. 16**

## NI Curriculum

Continuing my research into current KS3 educational resources, I then looked at the resources on the NI curriculum website. In their Local and Global Citizenship section they focus on the issues within local and Global Citizenship such as conflict resolution, diversity, human rights, interdependence, social justice, sustainable development and values and perceptions. These are issues we need consider in the re-design of the site resources, researching how we can promote these issues in interactive and engaging ways.

## Resource Examples

In terms of teaching resources the site includes PDF educational booklets on a number of citizenship issues such as 'Migrant Workers'. The site also includes PDF work sheets and notes for teachers to use in class. The PDF format is the most universal form of teacher resource but for our resource re-design it might be interesting to reinvent it on a more interactive platform. The resource's themselves include a large number of graphics such as graphs, pie charts character images and scenes. The content also consists of large blocks of text to explain the educational content. Although supplying the relevant information is important, I feel to fully engage the student is just as important. Using more graphical and interactive content allows the user to engage with content. I also feel that by breaking the content down into smaller categories and sections, it allows large chunks of content to be engaged with more successfully. The images used in the resources are quite basic and in come cases a little crude. In terms of the character style, I feel the graphics need to be more eye catching and relateable.
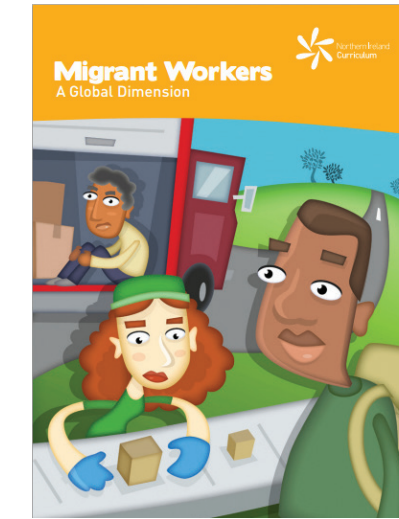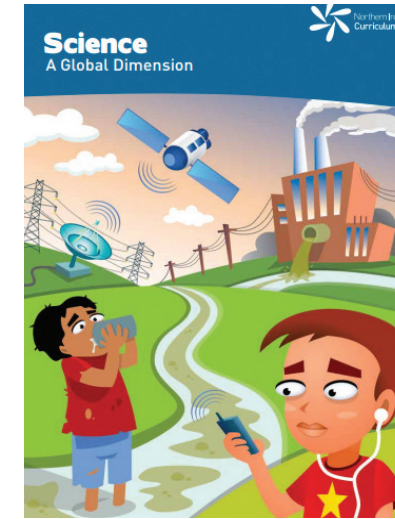


Fig. 17



Fig. 18



Fig. 19



Fig. 20



Fig. 20



Fig. 20

## What is a Global Citizen?

A Global Citizen is a person who identifies with and puts first the global community before that of the specific area/ place where they live. They see no boarders, no politics, no races or divisions but view the world and everyone in it as a whole. This is the kind of persona and way of thinking we what to define in our new character design. The character must portray themes of selflessness, care, equality, neutral thinking and engagement for change. The GlobalCitizen.org website contains some useful sources of inspiration that would aid the design process for our project for Children In Crossfire.

## Spreading the message

One of the most significant elements of the site is how it draws in the user with fresh and modern design and engaging content such as the short 'about' video. I feel the 'CIC' site lacks a clear 'about' page, with a short summary and possibly a short video to sum up their work such as on GlobalCitizen.org. This form of content is not only more engaging for younger audiences but can also provide as a means to promote the site on social networks. The video gives a diverse view on the term global citizen, noting themes of connection, diversity, and human rights, essentially opening peoples minds to the issues outside their front door.

**Fig. 21**

**ABOUT GLOBALCITIZEN.ORG**

**Fig. 22**

## A different kind of resource

One of the sources on the site is a Global Citizen manifesto, a decoration of what the site and its supporters stand for, essentially a global citizen. These are the kind of issues we need to communicate in the re-design of the resource materials. I like the manifesto example as it allows the individual to think of these issues from their own perspective, the resource is directly aimed at them, asking what they can do. I feel that a similar resource would be interesting for the 'CIC' site, only designed in a more friendly and educational style.

I believe that **1 BILLION PEOPLE** continuing to live extreme poverty is an affront to our **COMMON HUMANITY AND DIGNITY.** That it is unfair, unjust and unnecessary.

I know that **EXTREME POVERTY CAN BE ENDED FOREVER BY 2030** – and I am committed to doing everything in my power to make that happen.

Extreme poverty has plummeted thanks to human ingenuity. We've **PUSHED BACK DISEASE, OVERCOME IGNORANCE,** and seen the power of potential unleashed when everyone, everywhere has **the chance to thrive.**

**THE WORLD'S POOR ARE LEADING THIS PROGRESS FOR THEMSELVES,** but they can't finish the job without the rest of us. I am committed to changing the systems and policies that keep people poor.

I will campaign as part of a movement, to ensure **GOVERNMENTS, BUSINESSES, CHARITIES AND INDIVIDUALS ALL PLAY THEIR ROLE** – because none of aid, trade nor charity can do this alone.

I know that this path is long and hard. I know that sometimes we will fall and fail. I know that not all campaigns will win, nor all policies work, but my commitment will not waver.

**WHO AM I?**

**I am a global citizen.**

**Fig. 23**

## What are the issues?

The site provides articles, video's and resources on a number of significant global issues from education to global sustainability. The categories are clear and concise. In the content re-deign we need to divide the 'CIC' issues and aims into more refined categories, while also adding more depth to the issues we need to cover through added content. Each category hosts a variety of resources on current issues, stories and events, from a host of imagery to engaging articles. Such design elements helps make the concept of Global Citizenship more current and significant.

## Outcomes and Interaction

A significant part of the site content is the outcomes from Global Citizen work. Identifying the effects such issues have on different parts of the world and how they can be improved. Such as the focus on children's health and education in counties such as Africa. Again there is a strong focus on graphical representation of the content rather than long blocks of text, creating a much more engaging informational experience. On each of the pages there is also a panel, giving the user the opportunity to spread the word, invite more to the cause and discuss the content of the site. The use of social media such as Facebook would also be beneficial

**Fig. 24**

**Fig. 25**

to 'CIC' for promoting their cause as well as engaging younger audiences.

## Engaging students

Within the 'Take action' section of the site there are a number of articles, stories and resources around the key topics such as education. The content is directed at the user, namely the student target audience. As the wording is directed at the user, using relateable subjects, challenging them to read on. By including a story about the 'Harry Potter' series they immediately grab the users attention and then implement the underlying message about no education in third world countries. The content is honest and direct about the issues presented and helps the users understand issues by relating the topics to their own life. Such as the title '20 awesome journey to school that will make yours look boring', allows the user to understand about the realities of how other cultures live in relation to their own.
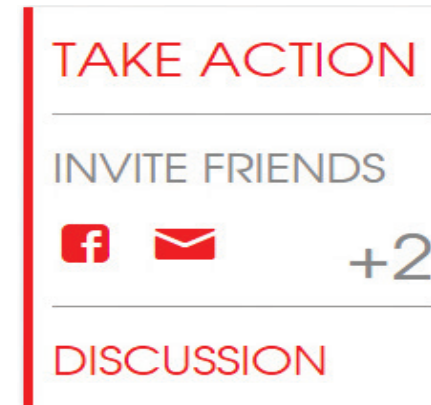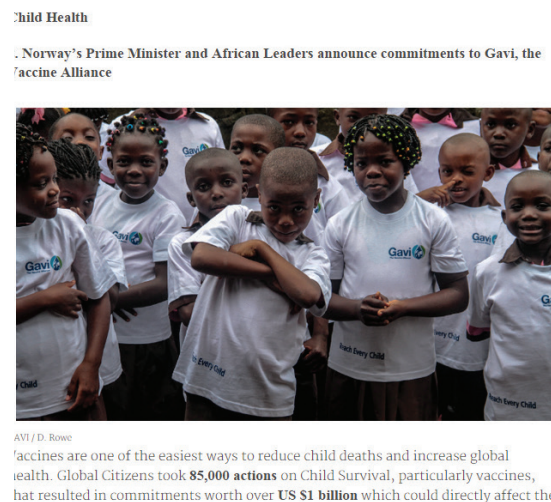
**Fig. 25**
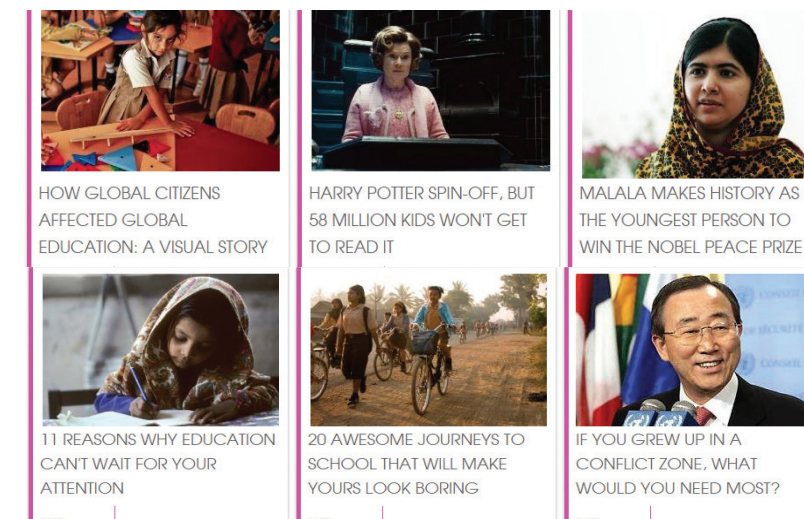
**Fig. 26**

# Global Citizen Brainstorms

## What is a Global Citizen?

As the character re-design needs to represent the theme of Global Citizenship, I have researched further into the theme through a number of internet sources to refine the term. A global citizen is fair and equal, they have no prejudices against any person. Their aim is to bring all sections of the world together, to erase all forms of division such as class. They aim to improve the worlds global practices, to guide people to act in more considerate ways. They are patient and understanding, even in their work for change they are gentle and caring.

**Improvement**
They help build and improve upon the global community's values and practices.

**Action**
They take action against inequalities in the world, whether that be donating, promoting or taking part in global citizen events

**Undivided World**
Someone who views the world as a whole, not divided by land, countries, race or religion.

**Connectivity**
Their aim is to bring people together as a whole and to promote the practice of global citizenship.

**Education**
They educate others about current global issues, raising awareness and gathering support.

**What Is A Global Citizen?**

**The Truth**
They tell things as they really are, they are not biased against any people.

**Global Values**
Puts the issues of the global community before their own country.

**Patient and Understanding**

**Caring**
Has concerns for all people, they are not discriminate or preferential of any people.

**They are responsible for the planet as a whole.**

(Fig. 34, 35, 36)

## What are the main global issues?

After defining what a global citizen is, I then looked further in global issues relating to the previous theme. Such as how people currently turn a blind eye to the worlds inequalities e.g. buying clothes from Primark even after knowing their origin. There is also a lack of education on global issues in the school curriculum compared to other subjects. Global issues also include environmental issues, e.g. Pollution and Global warming. Another key issue is that of human rights, looking at areas such as welfare, especially in foreign country's. Global issues look at the world as a whole, such as debt, poverty, war and world conflict.

**No Action**
People turning a blind eye to the world inequalities Individuals feel they can't make a difference.

**Education**
Ignorance of global wold issues Not enough education on global issues in schools

**Media**
Misrepresentations in the media Stereotypes Cyberbullying Inappropriate content

**Divided Nations**
Debt
Poverty
War
Violence and conflict

**Health**
Prevention of disease e.g. aids Protective sex education. Mental health Healthy eating

**Inequalitys**
Division
Class/ wealth gap
Inequality in education
Political issues
Housing
Underemployment
Division
Class/ wealth gap

**What Are The Main Global Issues.**

**Pollution**
Landfills in foreign countries
Need for recycling
Alternative forms of power

**Human Rights**
Child Welfare
Education
Health
Jobs/ Slave labour
Sweatshops

**Environment**
Global warming.
Deforestation
Pollution
Endangered animal species
Agriculture in Africa

(Fig. 34, 35, 36)

# Gertie Character Re-Design

## Analysis Of The Current Gertie Design

Here I have taken the current design of the character 'Gertie' and I have broken it down into its main elements and issues which could be improved on. Such as the representation of the character, the name, ethnicity and design style. The over all feel of the character doesn't lend itself to the role of a Global Citizen but more so a camping symbol for young children. The character design is too restrictive in its interpretation, it can not easily represent a neutral view on ethnicity and race due to its specific appearance. The design style should be modified to make it more engaging as well as more suitable for the target audience.
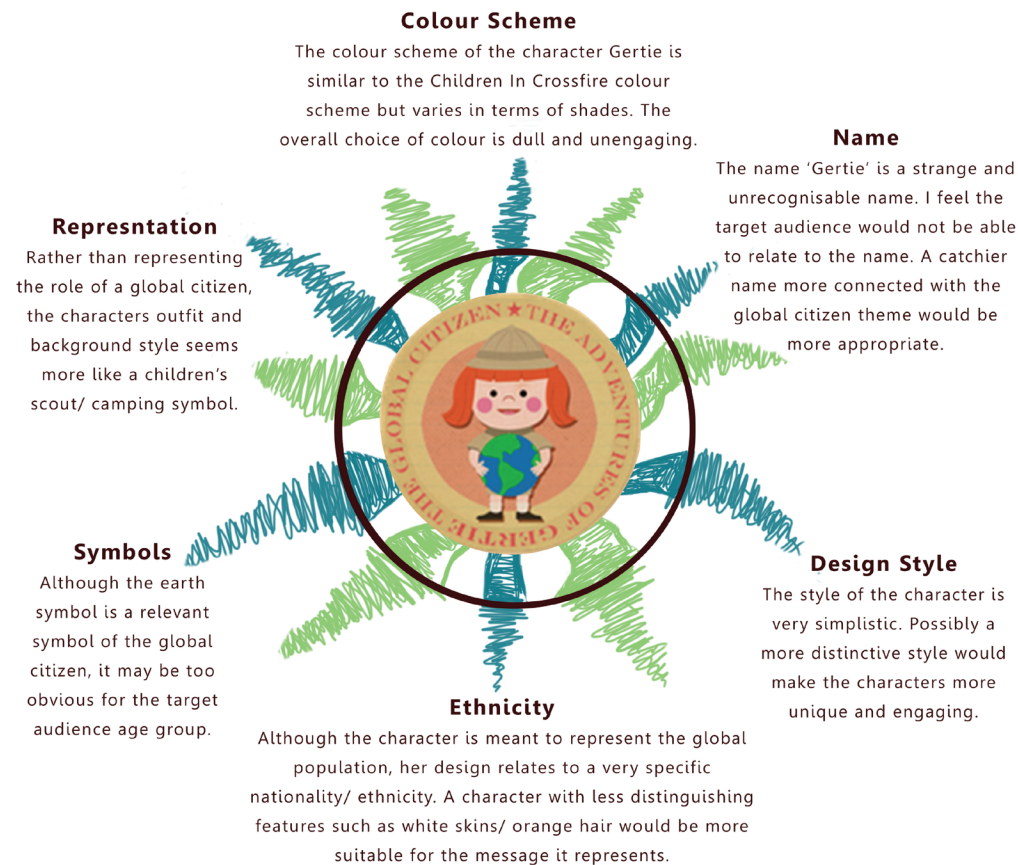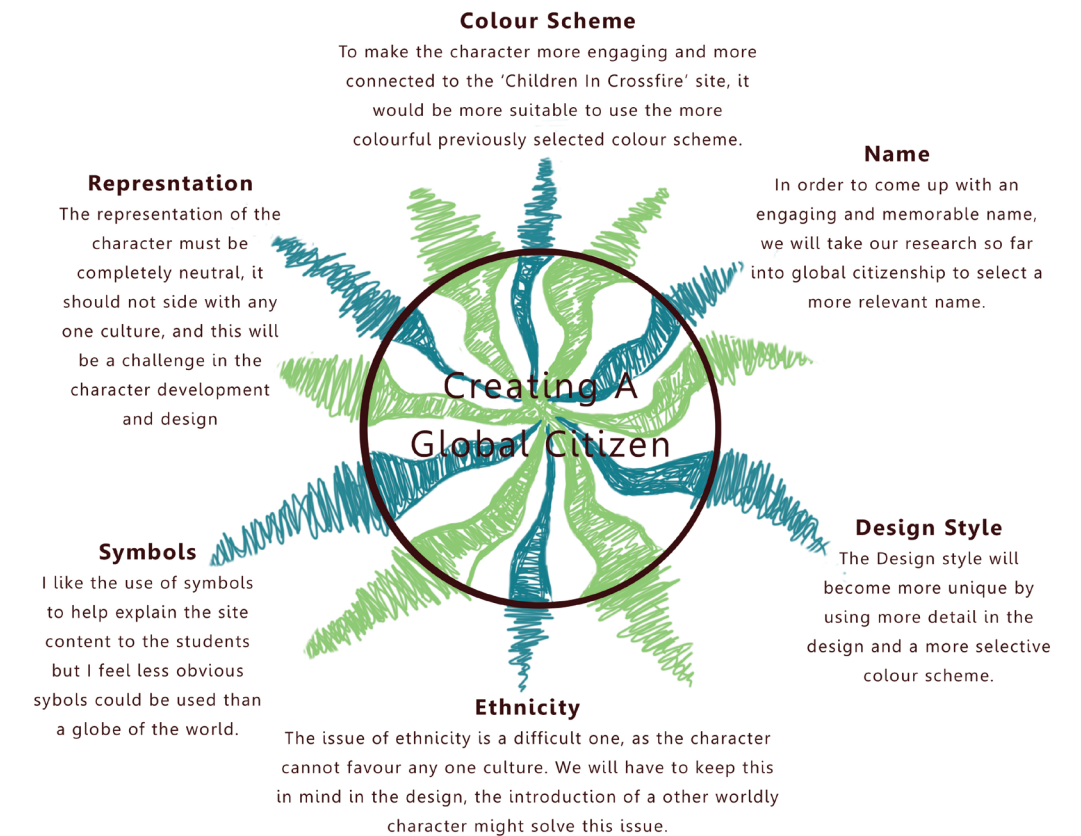
**Colour Scheme**
The colour scheme of the character Gertie is similar to the Children In Crossfire colour scheme but varies in terms of shades. The overall choice of colour is dull and unengaging.

**Name**
The name 'Gertie' is a strange and unrecognisable name. I feel the target audience would not be able to relate to the name. A catchier name more connected with the global citizen theme would be more appropriate.

**Represnation**
Rather than representing the role of a global citizen, the characters outfit and background style seems more like a children's scout/ camping symbol.

**Symbols**
Although the earth symbol is a relevant symbol of the global citizen, it may be too obvious for the target audience age group.

**Ethnicity**
Although the character is meant to represent the global population, her design relates to a very specific nationality/ ethnicity. A character with less distinguishing features such as white skins/ orange hair would be more suitable for the message it represents.

**Design Style**
The style of the character is very simplistic. Possibly a more distinctive style would make the characters more unique and engaging.

**Fig. 27**

# Designing A New Global Citizen

## Analysis Of The Changes Needed

In relation to the previous break down of the character 'Gertie', here I have proposed some changes for the character re-design. Such as the introduction of an other-worldly character would allow for a more neutral interpretation of world issues. It would also provide a more interesting character for our target audience to engage with, as well as adding towards the themes of the interactive activities. Elements such as the colour scheme and design style will develop in the design process. Other decisions such as the new name will be made through further research.

**Colour Scheme**
To make the character more engaging and more connected to the 'Children In Crossfire' site, it would be more suitable to use the more colourful previously selected colour scheme.

**Name**
In order to come up with an engaging and memorable name, we will take our research so far into global citizenship to select a more relevant name.

**Represnation**
The representation of the character must be completely neutral, it should not side with any one culture, and this will be a challenge in the character development and design

Creating A Global Citizen

**Symbols**
I like the use of symbols to help explain the site content to the students but I feel less obvious sybols could be used than a globe of the world.

**Design Style**
The Design style will become more unique by using more detail in the design and a more selective colour scheme.

**Ethnicity**
The issue of ethnicity is a difficult one, as the character cannot favour any one culture. We will have to keep this in mind in the design, the introduction of a other worldly character might solve this issue.

# Character Development Research

## KS3 Educational Resource Characters

Here I have looked further into the character development process by looking at the kind of characters used in KS3 resources. Such as Fig.29 from the educational site 'Board Works' depicts very stereotypical representational images of certain religions. The characters are simplistic, cartonised but also contain stereotypical real life features. The characters in Fig.30 from BBC Bizesize KS3 resources are again simplistic but very eye catching and effective. The style of the characters is consistent through out their resources which is a significant design practice. The modern sleek look is more appropriate for the current KS3 audience.
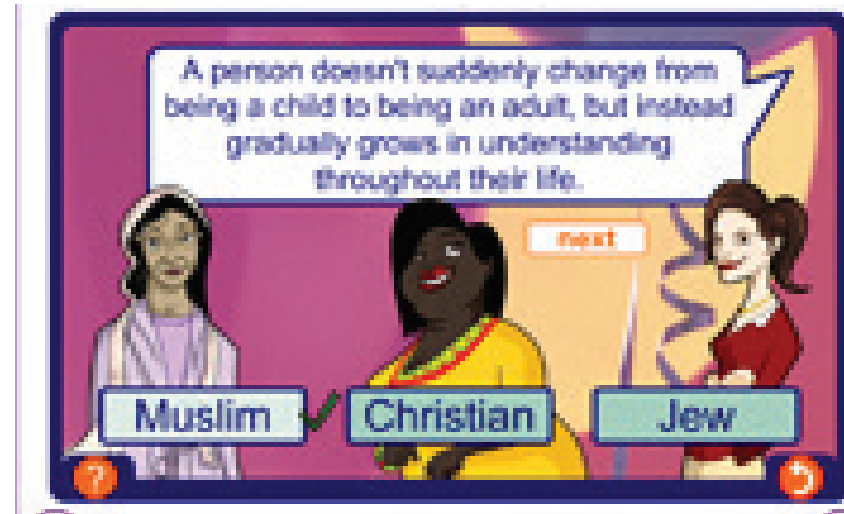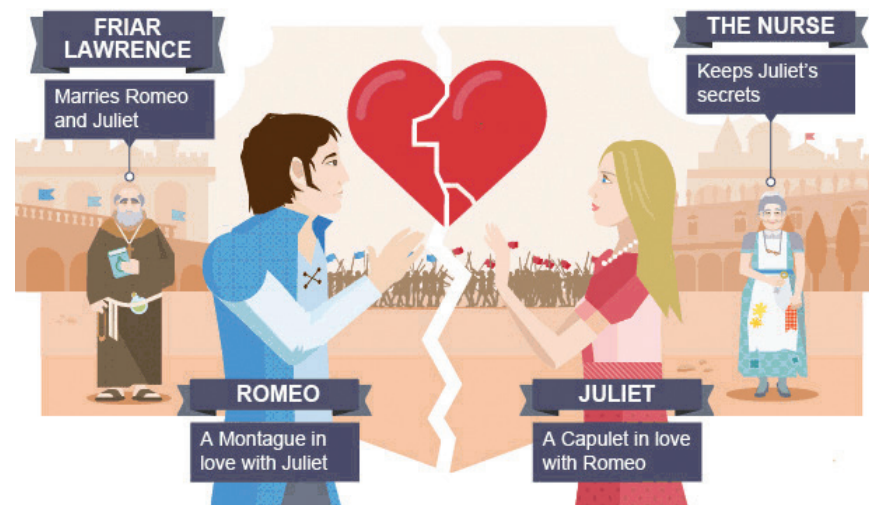


**Fig. 29**



**Fig. 30**

## Commercial Animated Characters

As a group we have decided that an other worldly origin would best suite the character design, as such I have looked at a number of other worldly robot designs as a source of inspiration. Such an example is that of the character 'WALL-E' created by Pixar. The design is small and compact, using elements such as large eyes to make the usual cold robot persona to feel more cute and friendly. The character is rusted and damaged, allowing the audience to feel more sympathetic towards the character. The fact that the character can't speak is also interesting, it communicates through gestures and small whistles, a more visual way of communicating to the audience. Another character 'BayMax' created by Disney is another example of a friendly type robot design. His pudgy human like body shape makes him less threatening and more relateable. Finally Fig.33 identifies a more traditional representation of a robot e.g. metallic geared frame. Although even in this design they also use human like features. I hope to include some similar design elements in my future character design sketches.
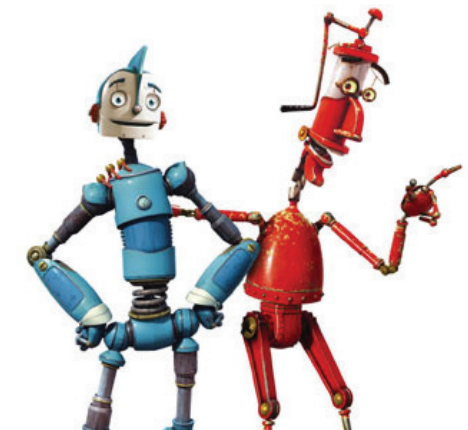


**Fig. 31**



**Fig. 32**



**Fig. 33**

# Character Development Research

## KS3 Educational Resource Characters

Here I have looked further into KS3 character design resources, focusing on the use of similar other worldly characters. Fig.40 depicts an alien type character, hosting the creative writing section of the Oxford University Press site. This section of the learning resource site uses a range of alien type characters tied in with a animated narrative to engage the students in the writing process. Fig.41 is a similar resource from the Oxford University Press site only the characters have more human like features. The age of the characters, as well as the unique design would probably be more attractive for the KS3 audience.



**Fig. 40**



**Fig. 41**

## Commercial Animated Characters

After looking at other worldly robot designs, I have continued my research by looking at more traditional alien type designs. Such as Fig.37 which depicts Disney's character 'Stitch'. The character has a cute animal like appearance but can also change into a more traditional alien like state. The blue colour scheme allows the character to seem more neutral and friendly. Fig.38 identifies a alien character from 'Planet 51', the design combines traditional alien design elements such as green skin and antenna with a human like body structure. Allowing it to seem other worldly but not so abstract that it is unrelateable. The third example Fig.39, 'Bob' from DreamWorks Monsters VS Aliens is a simplistic character type. Essentially a transforming blob, I like the use of the morphing ability as it allows for variation in the design. Again a neutral friendly colour scheme is used. The simplicity and friendly expression of the character adds to the designs likeability and so engages the target audience.



**Fig. 37**



**Fig. 38**



**Fig. 39**

## Idea 1. Older Gertie

Here I have taken the old Gertie character and tried to reinvent her and update her to suite our new target audience. I have made her older, around the same age as our target audience, so she would be more relateable. The first sketch relates more to the original Gertie character design, with similar looks and colour scheme. The different design style helps make the character a little more unique and engaging. I then developed the sketch further, trying to incorporate my research into the global citizen. I have remained in line with the selected colour scheme to help in-keep with the sites design. The character is a student global traveller, again

making the character more relateable to the teenage target audience. She wears sensible, neural clothes, she looks active and eager to travel and spread the aims of global citizenship. Although it is still difficult to create a purely neutral character, as every colour, shape and design has some type of connotation.
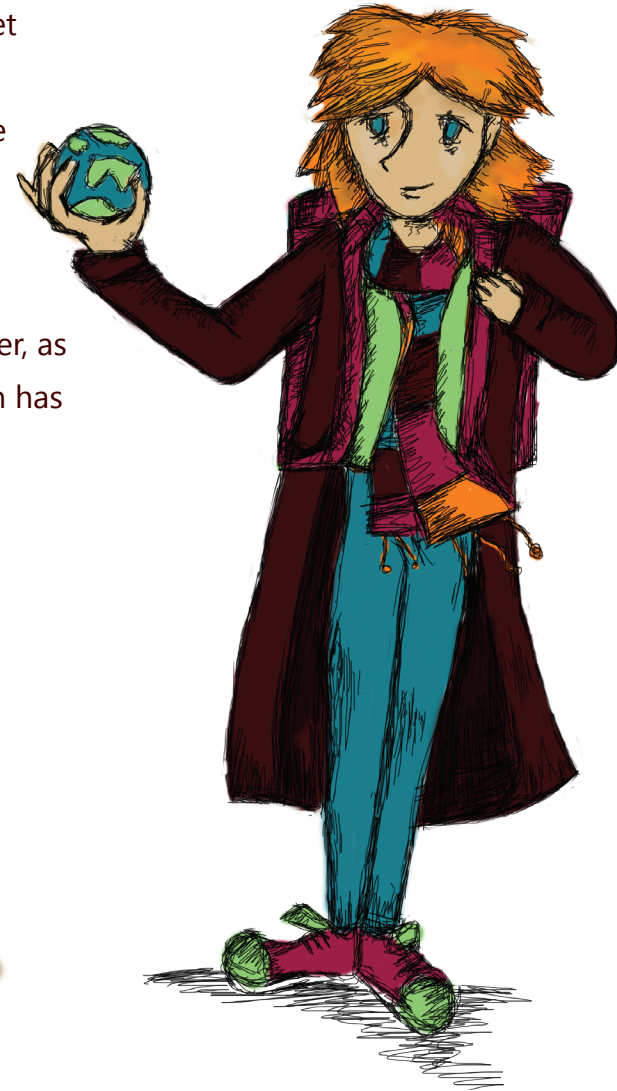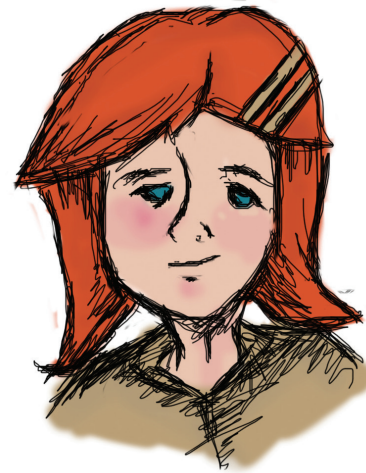
## Idea 2. Gertie The Globe and Entity Character

The next idea I had was 'Gertie the Globe', a global citizen. The character would be neutral as it sees everyone who lives on the Earth as equal. It would see things as they are and would be able to take first hand views at all the issues of the Earth. Although the target audience might find

the design too conventional and simplistic. There would not be much that could be animated with the character, making it a little lifeless.

The second idea in this abstract theme was that of a entity that could morph into different shapes depending on its emotions. If it was looking at an issue of

inequality it would morph into a hard cube, identifying its shock or a spiky shape, identifying its anger. Or if it saw change or got excited it would change into more bubbly and scribble shapes. I like the use of colours and shapes to explain the content and messages of Global Citizenship but again the target audience may the design too simplistic.

## Idea 3. Robot/ Other Worldly Being

The third design idea stems from earlier research into other worldly characters. I have looked at the concept of a robot type being who is also a little human like. Allowing for an other worldly character design with relateable human features. The design is in line with the current Children In Crossfire colour scheme. The character has robotic but also friendly appearance. The concept of the design is that he has a sensor which identifies moral inequality's in the universe, which is why he has come to Earth. He has sensed Earth's issues and has come to  spread his knowledge of Global Citizenship and help to

solve Earth's issues by making its occupants more aware. He is not fully aware of earth's customs, divisions, laws or politics and so sees all people as equal, he has an neutral opinion off all counties. He communicates through

projected symbols and words from a panel on his head. This allows information to be communicated in a more engaging, less text heavy way. This also helps the resource to be more open to citizens around the globe by communicating
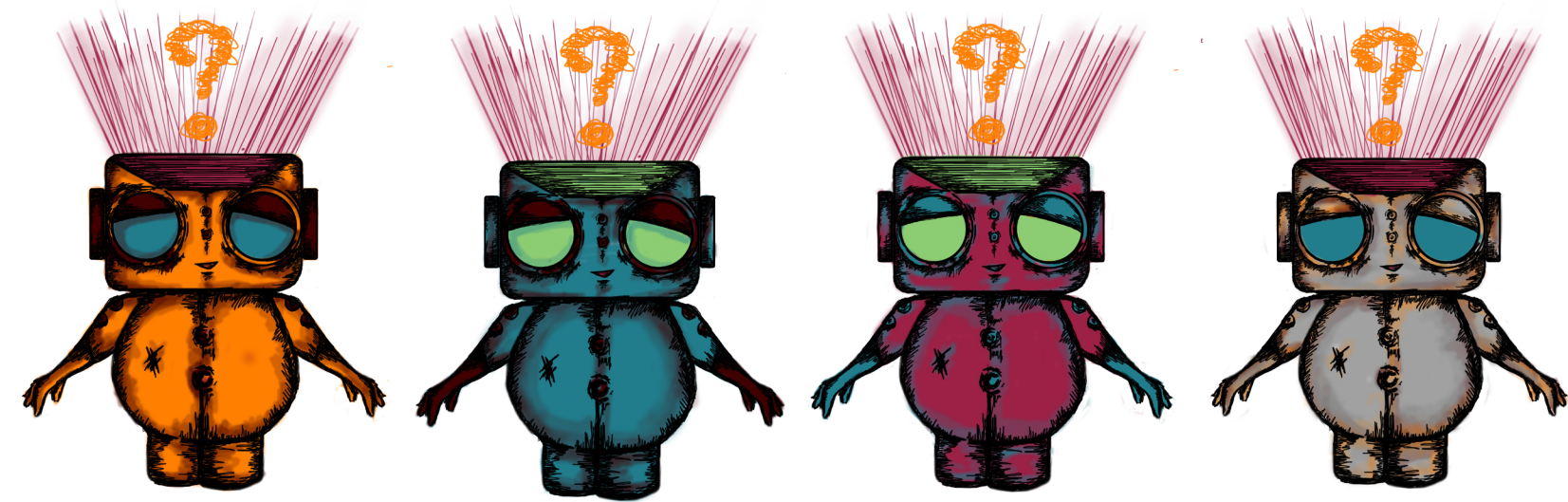
through symbols. The design contains some traditional robotic elements such as a rectangle head, large eyes, bolts and metallic features. But it also contains some human like elements such as friendly eyes, hair like outline,

ear like antenna, a squishy body and arms and a small human like mouth. I have given the character cute facial features to make it more inviting and friendly for the target audience. I have experimented with a number of different colour

combinations in line with the sites colour scheme. Through further research and sketches, I hope to develop the character further.

## Robot/ Other Worldly Being - Expanded

After looking at other possible design types, we have decided that a robot/ other worldly character would best suite the persona of a Global Citizen. Here I have continued variations of robot design characters, using a range of different styles and shapes. I first considered traditional robotic features such as an electronic mouth, emotionless eyes and an antenna. I felt that this type of design would be too cold and unrelateable for the target audience. As such adding more friendly human like features such as a human like smile or body shape would make the character feel more emotional and representative. I have looked at a number of body shapes from long sectioned shapes to small stout shapes. A long thin
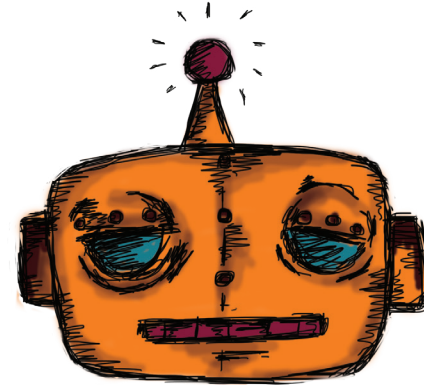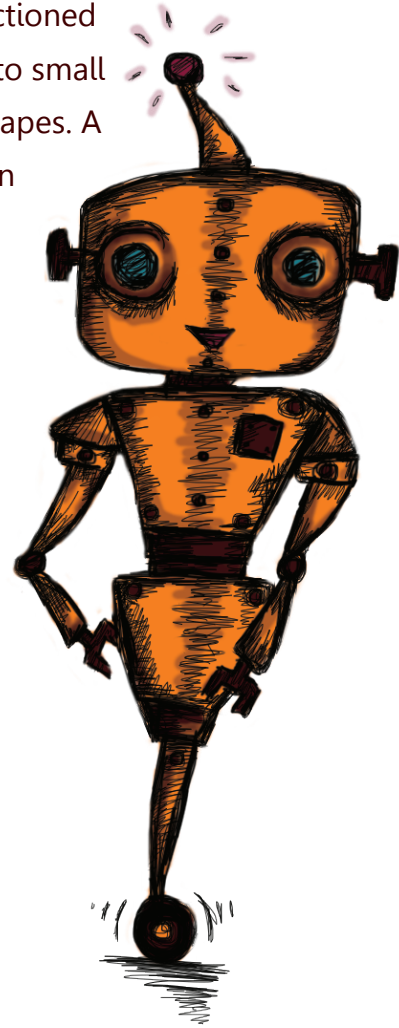
traditional robotic structure may be too conventional and would also take up valuable screen space. As such a smaller more compact body shape would best suite the character needs. I have also considered how the character will move, such as hovering through the air or gliding on wheels, although I feel traditional walking motions would keep in line with the human like theme. In terms of colour scheme the orange tone gives off a copper metallic feel while also appearing bright and friendly. After look through the design options, I feel the sketch below combines the other-worldly theme with human like elements. Making the character both interesting and relateable, I have constructed various colour options for the client to choose from.
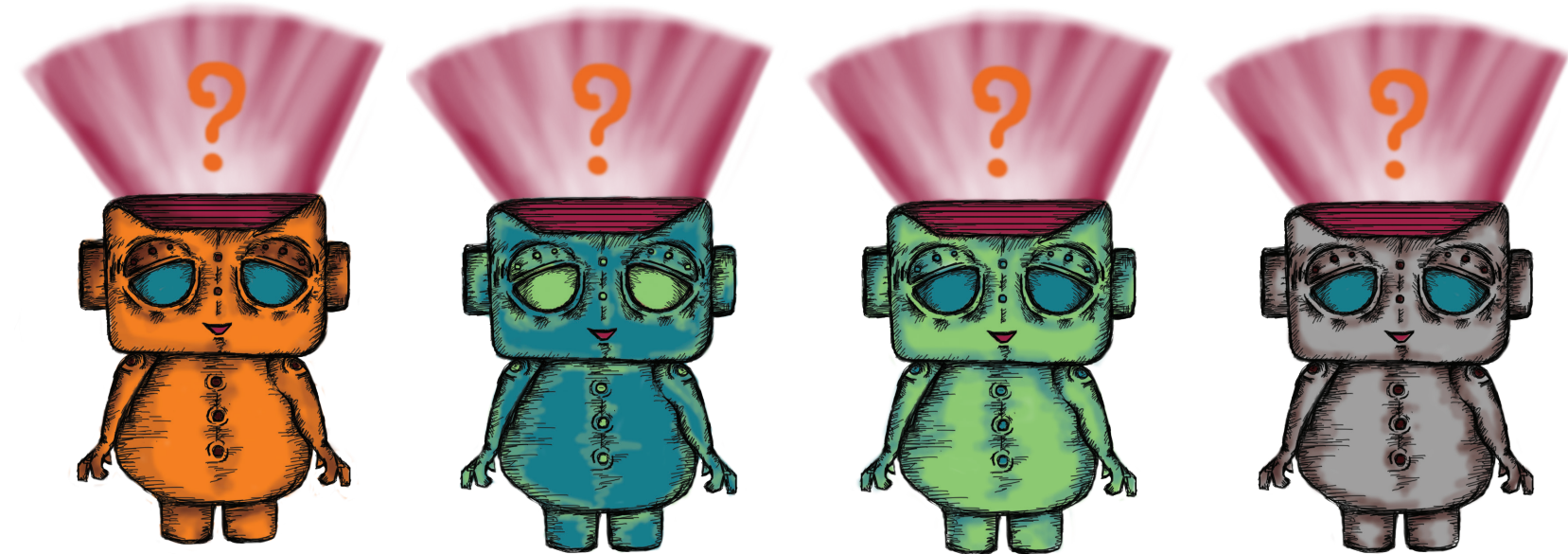
# Initial Character Design Sketches/ Ideas

## Idea 4. Alien/ Other Worldly

Here I have looked at Alien type characters to keep in line with the possible other worldly theme. To allow our KS3 target audience to relate to the character, I have chosen a teen type/ aged character. The design again in keeps with site colour scheme for a greater consistency in design. A have created a number of versions of the character type. The first example is more traditional representation of an alien, with design elements such as green skin, strange clothes, extra facial features. I then developed the character further and made some human like changes to make more the character more relateable.

E.g. hair, hat and a more normal clothes. I also felt that a school uniform type clothing would help associate the character with the educational theme. This type of

young clothing will also help the target audience associate more with the character. The character has an overall unique but also friendly appearance.
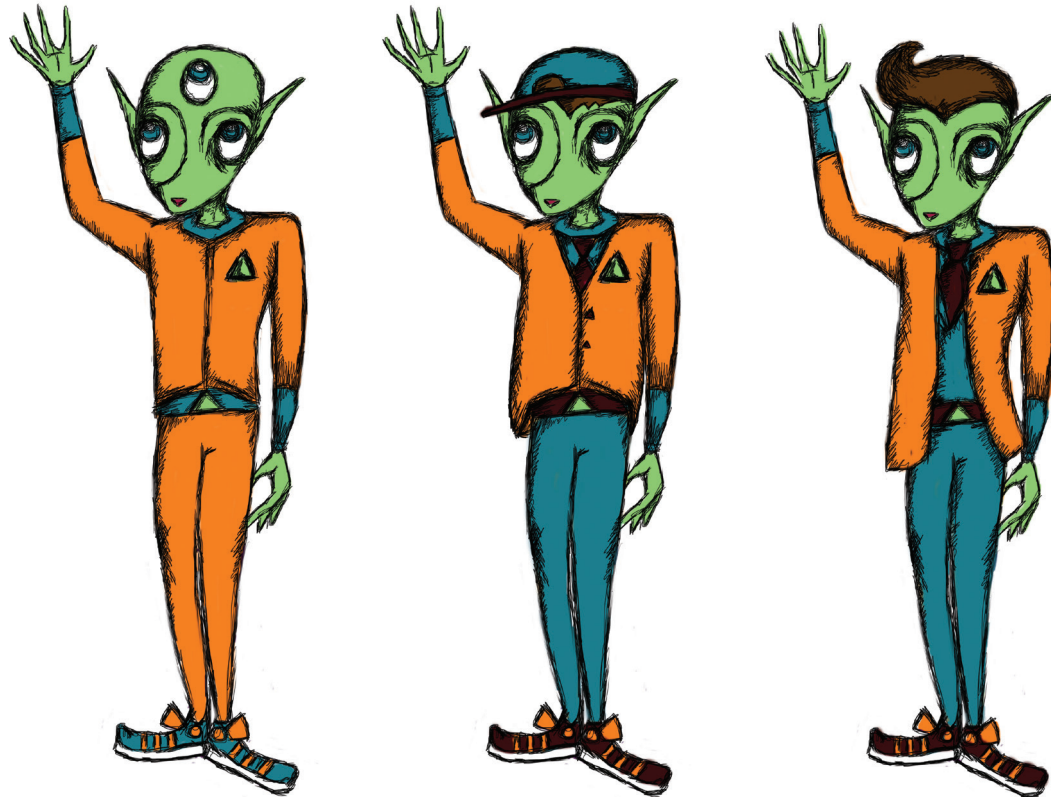
# Character Development

## Morphing Alien/ Other Worldly

The next character design within the other worldly theme is a morphing alien entity. The character has cute facial features to make the character more likeable. The character falls within the alien theme but in design is

less conventional. The character can morph into different shapes, symbols, words to explain the global citizen message, aims and views. I have experimented with a range of different colours for the client to choose from. I have also sketched a more simplistic version of the character. This design might

be more practicable in terms of saving space and for the animating process. Further target audience and research is needed to work through the re-design in more detail.

## Finalising Character Design
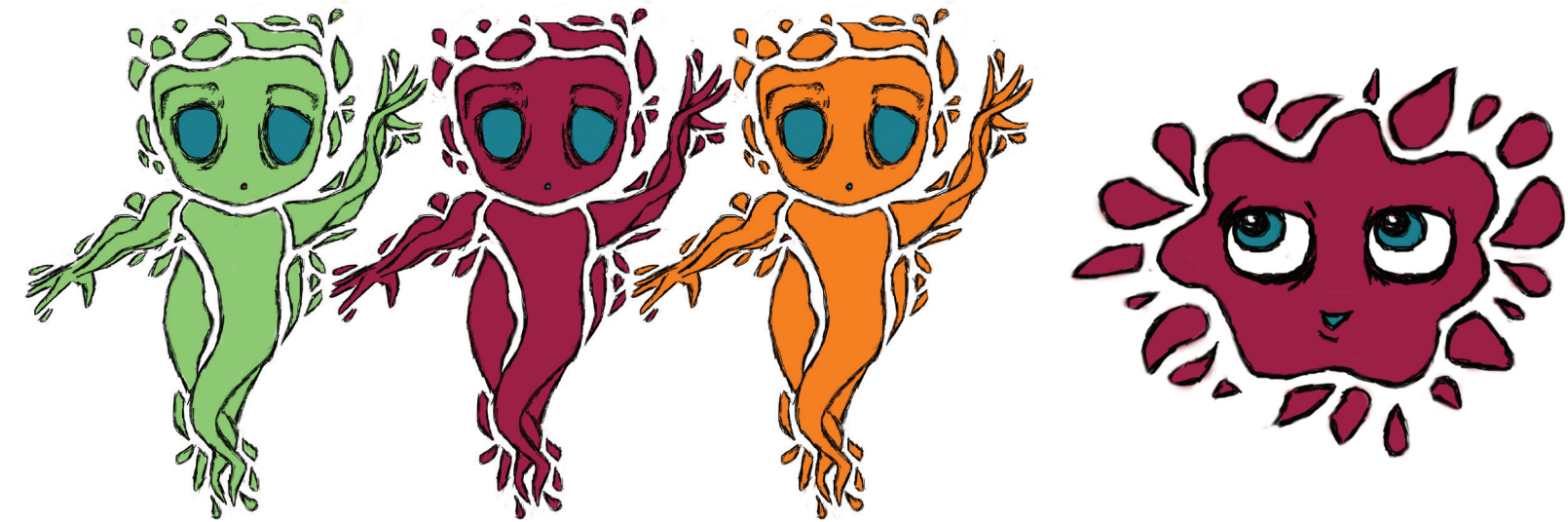
After finalising the character design, I then set out to start animating the character. I have sketched the character from a side view to allow for a clearer walking action shot. Again I have drawn the character in a range of colours, for the client to choose from during the pitch. The character will have a number of animated movements, such as blinking, moving arms, moving legs, head and flashing lights and symbols. I will practice the animation walk cycle in After Effects and test out the different colour combinations, creating an animation to give the client an idea of the character. I also hope to test out the beam of light and symbol system. In order to fully animate the character, each section body part is broken down into its own layer, allowing for more fluid movement. As the character is robotic, small and has short legs, his movements will be soft and slow. This suites the character persona, as he is patient and peaceful (representing that he thinks before he acts).
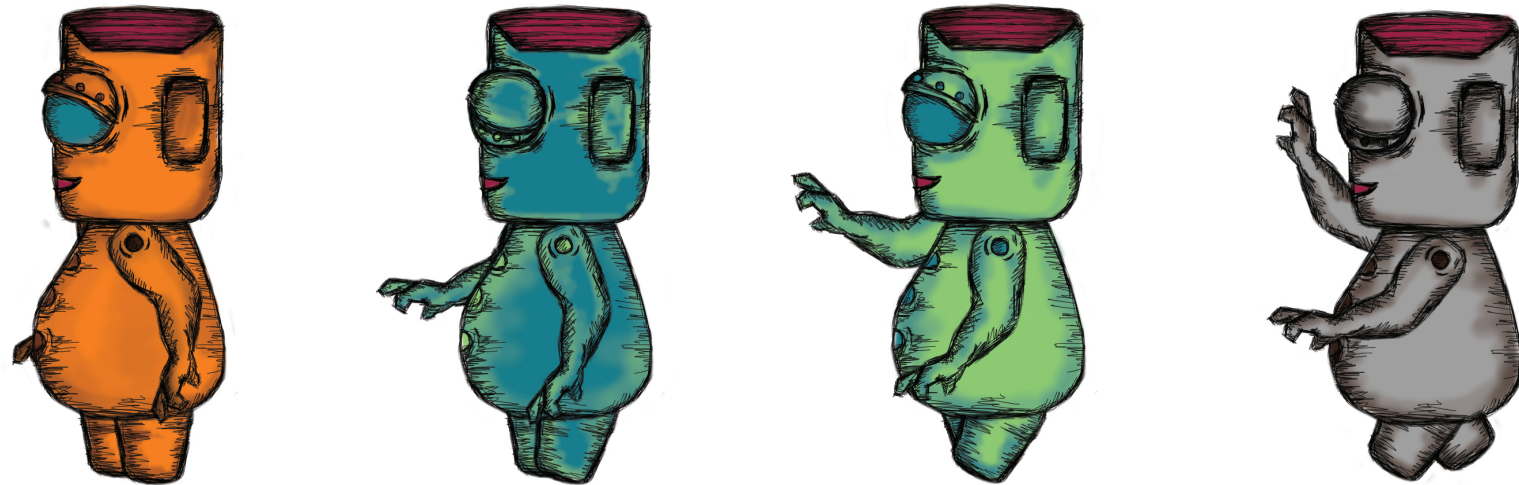
The character will have no voice but will communicate with the user through symbols and some text. Allowing for more engaging graphic and interactive content and less blocks of text. I have started looking at the types of symbols we should employ, basic symbols that are easily recognisable e.g. a tick or question mark. I also thought it would be interesting to include some cultural symbols such as emoticon's to connect with the target audience. Another element of the character development we hope to develop further is the characters back story. The back story is elaborated on in the activity 'Spaceship Earth'. That the characters race had a home planet/ spaceship but because of issues of inequality and neglect of its natural resources, his planet was lost. They had to start again and so they now visit other planets and make sure they don't go through the same mistakes. This kind of setting will allow the character to feel more real and help engage the user in the issues he represents.
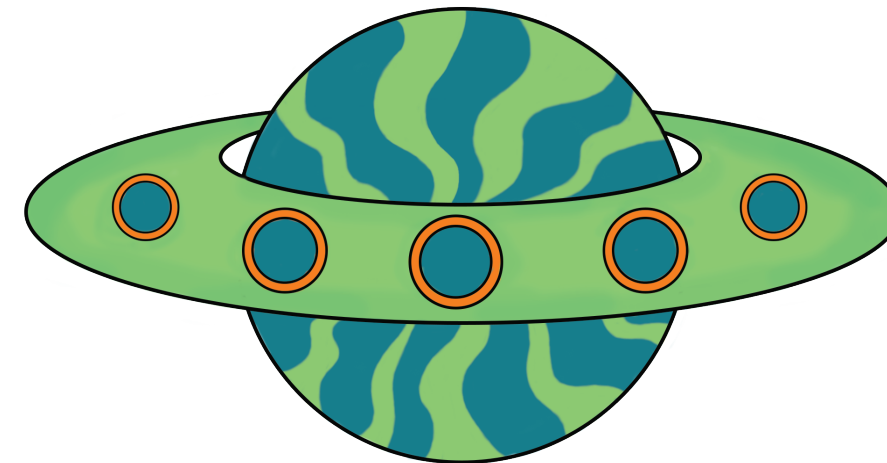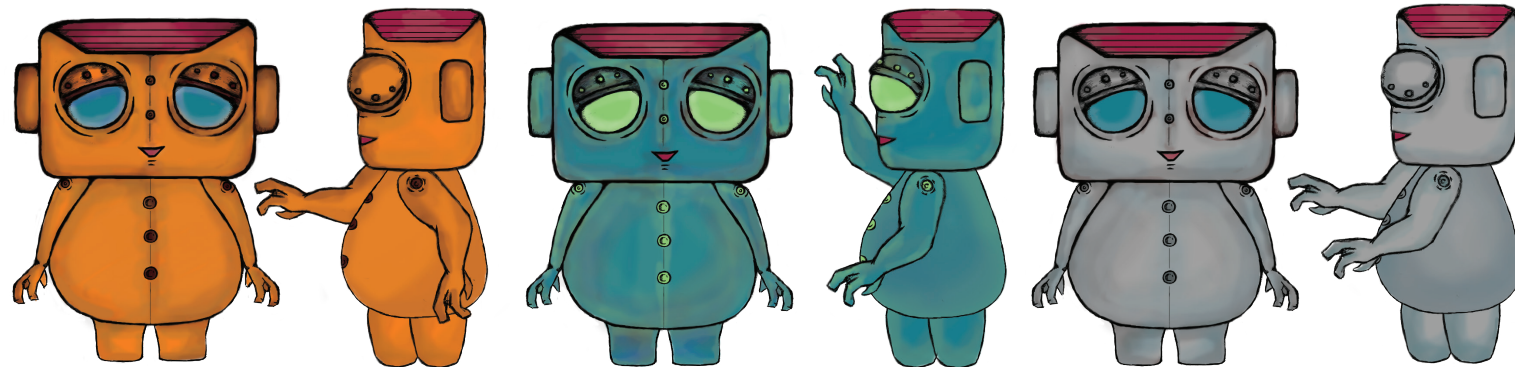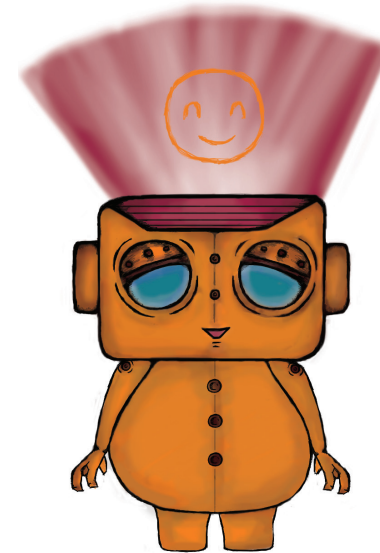
# Refining The Character Design

Here I have refined the earlier robot character by changing the design aesthetic. From the character designs produced so far our group feels this character design to be the most effective. Although the final choice will be left to the client. It was felt that the previous graphic style 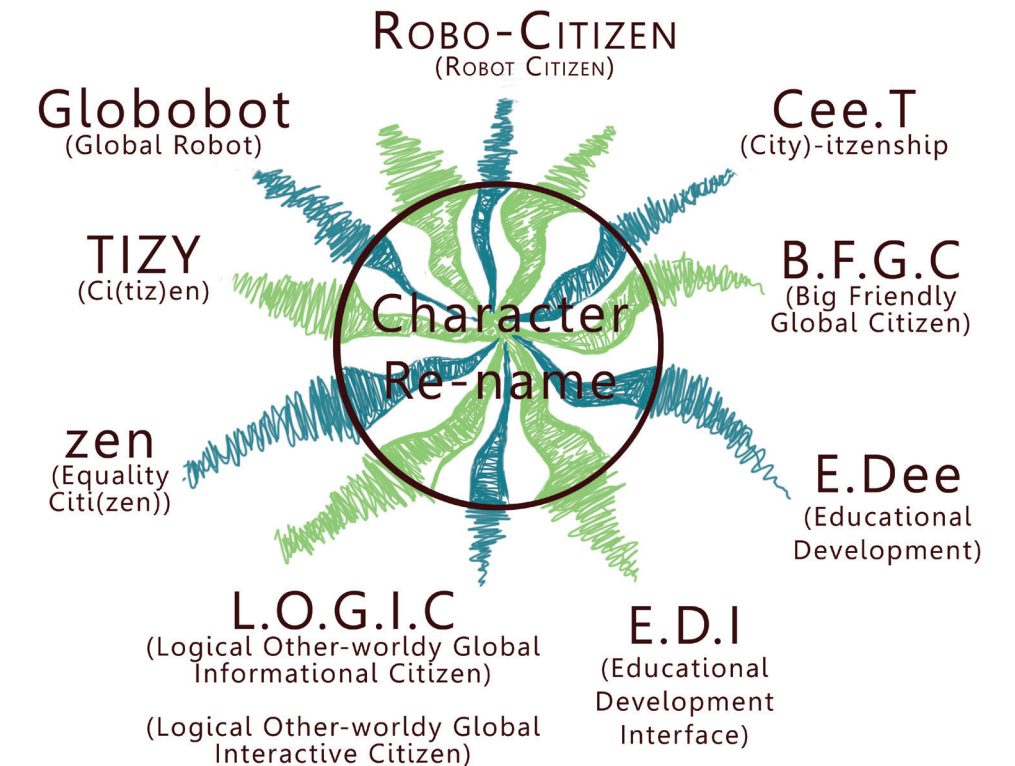was too gritty for our target audience and so the design has been simplified. The lines of the character have been smoothed and rough details have been removed. The colours and tones have also been smoothed in the range of colour designs. The new style allows the character to feel more friendly and gentle, more suitable for the Global Citizen theme.

# Deciding On A Name

## Character Re-name

Here we have looked at some possible substitutes for the current character name 'Gertie'. Because the character design has changed, a more suitable name would help the character stay in line with the Global Citizenship persona. We have looked at a number of abbreviations as they are often used in robotic names and they also provide a means of explaining the character to the user. We have also tried to connect the themes of Global Citizenship, education and equality within the name. The three names we decided were the most appropriate were zen, Globobot and Tizy. We have assigned them to three different character designs for the clients to choose from.

Robo-Citizen
(Robot Citizen)

Cee.T
(City)-itzenship

Globobot
(Global Robot)

B.F.G.C
(Big Friendly Global Citizen)

TIZY
(Ci(tiz)en)

Character Re-name

zen
(Equality Citi(zen))

E.Dee
(Educational Development)

L.O.G.I.C
(Logical Other-worldy Global Informational Citizen)

(Logical Other-worldy Global Interactive Citizen)

E.D.I
(Educational Development Interface)

## Storyboarding
## Spaceship Earth

Here I have broken down the current 'Spaceship Earth' activity down to its main elements in order to fully understand it in the storyboarding process. Looking at elements from Graphics to the storeys message and outcome. After looking at the resource, I feel there needs to be a few changes. Such as instead of humans boarding the spaceship Earth, it could be instead be the home/ spaceship of a race of aliens/ other worldly beings. I feel this would be more realistic and could relate to the main characters race. I feel with the inclusion of animated graphics, interactivity and audio, the resource would be more engaging.
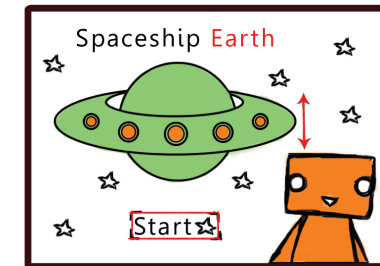


**Content**
The text makes it seem as if the posts/activities are constant updates, when it is obviously not the case. The Gertie character is not very involved with the activities; possibly more involvement would engage the user in the resources and the character. Some of the text is a bit waffly and doesn't make sense, there should be a better means to introduce the character and paint the picture of the scene.

**Audio/ Interaction**
Some other elements such as audio, interactive animations and interactive choices might help the user connect further with the story.

**Characters**
Rather than using graphics of people, it might be a better idea to use a different type of character. Possibly an alien race, to help avoid stereotypes of the set of 20 and 80 people.

**Graphics**
The current graphics of the site are simplistic and unengaging and needs updated. Some animated elements explaining the story would help develop the narrative.

**Layout**
Too text heavy
Too small a font
There needs to more interaction to the activity.
Use of animations/ interactive choices.

**Colour Scheme**
Try and in keep with the sites current colour scheme, some alterations may need to be made.

**Message**
The story symbolises how we should think about equality and distribution of resources. The gap of wealth between countries and different classes.

**Story Narrative Summary**
The story consists of a spaceship set out from Earth containing 100 people, it can never return to Earth. But the spaceship can sustain the life on board as long as the people on board look after the ship as a whole. Unfortunately 20 of the passengers are using 80% of the ships resources, leaving 20% for the other 80. This leads to anger, neglect of the ship and so the ship could not renew the resources, leading to the near demise of the ship and its boarders. The story is then related to the Earth and how it currently divides it resources, trying to get the students to think about the current situation of inequality.
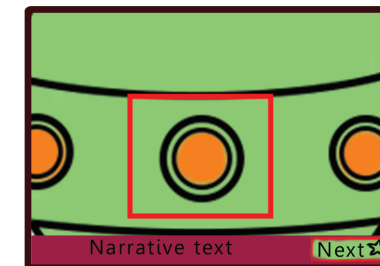
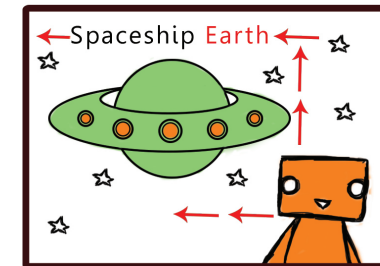Project Name: Project Spaceship Earth.     By:Sarah Killen     Date: 17/02/2015     Page:1/3
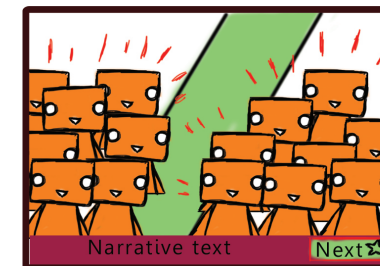


1. Start page. Spaceship in background, hovering up and down. 'Main Character' at the front. With general animated movements. Animated start button. Audio- spaceship noise
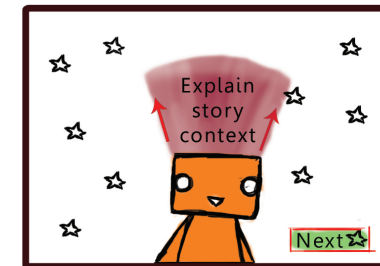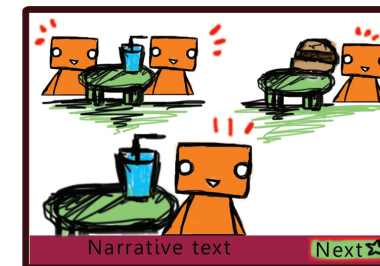
2. When start button is pressed, the spaceship hovers up and off screen and the main character centres on screen. Audio- spaceship noise- hovering.
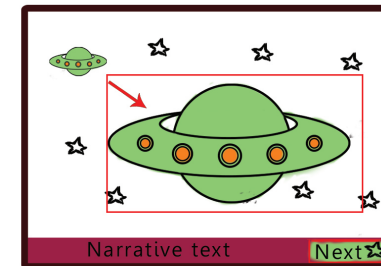
3. The Main character explains the context of the story. Beam of information/ symbols. Next button moves to next scene. Audio- beam noise

4. Transition from previous scene. Spaceship fly's in from distance towards screen. Narrative text explains the scene. Close up on spaceship. Audio- spaceship flying noise.

5. Further close up on spaceship. Pan in through spaceship window, to inside spaceship. Audio - zoom noise.

6. Animation of all the beings happy inside the spaceship, moving about, spaceship background. Noise- chatter, walking, general.

7. Animation of the beings enjoying the resources on board the spaceship e.g. food/ drink. Noise- chatter, walking, general.
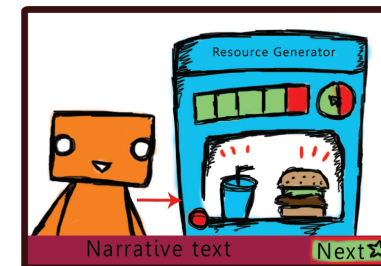
8. Animation of a being using the renewable resource generator. Pressing the button and food appearing. Audio- mechanical noises

**Fig. 5**

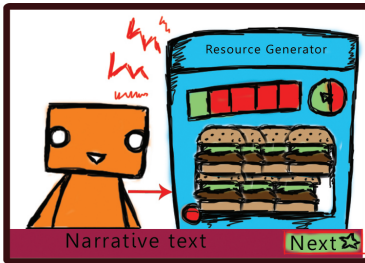# Storyboarding

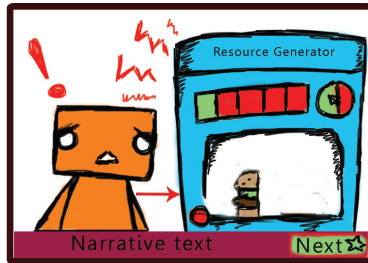Project Name: Project Spaceship Earth.        By:Sarah Killen        Date: 18/02/2015        Page:2/3
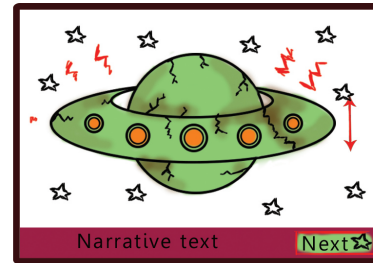


9. The Resource Generator is over used by some of the passengers. 80% of the resources are used, so 80% of the lights go red. Audio- generator overloading.

10. This leaves only 20% for other passengers. Animation food appearing. Character look of shock. Audio- Mechanical noise and sounds of Annoyance.

11. Cut to scene outside spaceship. Starting to show signs of wear due to inequality. Spaceship hovering. Audio- sounds of mechanical trouble.
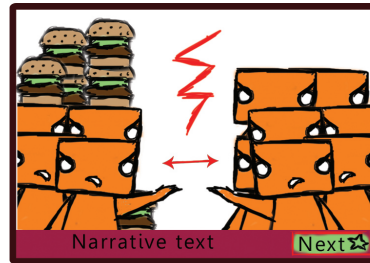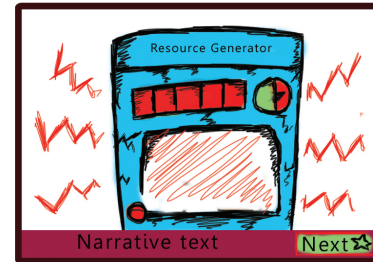
12. Anger break out due to inequality. Characters demonstrate angry movements. Audio- frustrated mumbling.

13. Spaceship inside starts to deteriorate, fade in cracks and dirt while characters argue. Audio- frustrated mumbling and 'rotting' noises'
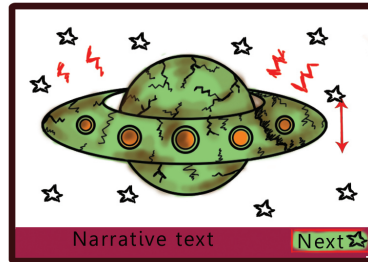
14. Spaceship gets worse, continues to hover, starts to wobble. Audio- sounds of worse mechanical trouble.

15. Resource generator breaks due to the spaceship deterioration. Audio- machine powering down
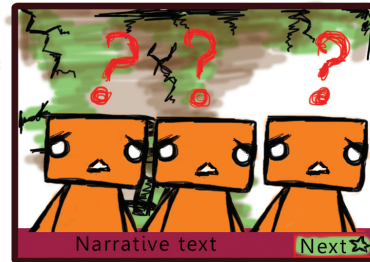
17. Characters realise their spaceship/ planet is falling apart. Start to panic. Audio- sounds of panic.

---

Project Name: Project Spaceship Earth.        By:Sarah Killen        Date: 18/02/2015        Page:3/3
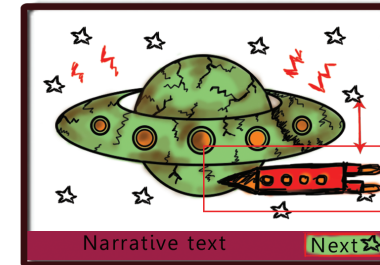


18. The characters must leave their spaceship. A little rocket leaves the crumbling spaceship. Turns to close up of rocket window. Audio- rocket noise- sounds of destruction.

19. Close up on the passing rocket. Characters looking out the window at their spaceship planet. Audio- rocket noise- sounds of destruction.

20. The spaceship planet breaks apart. Audio- Sounds of destruction and dramatic music.
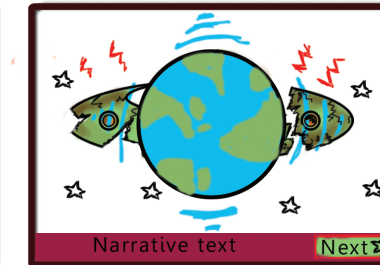
21. An image of the earth starts to appear, as the previous scene and sounds start to disappear.
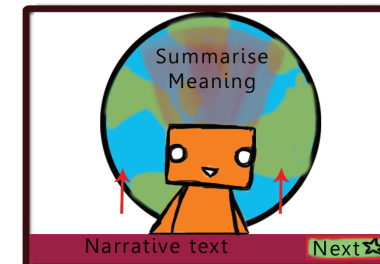
22. The 'main character' narrating the story appears over the image of the Earth and summarises the meaning and message of the story.

# Client Pitch

## Character design 1.

For the client pitch we prepared some character design pages to allow the client to fully understand each of the designs choices. We decided to keep the style of the pages the same as our content so far to continue the design consistency. The first character design choice was that of Globot. In the pitch we talked about the design, colour scheme, character personality and the connecting back story of the character. The client immediately connected with the design, they liked the simple but friendly design. They especially liked the beam projection idea, allowing for more effective communication of the learning outcomes. Out of the different colour options based around the Children in Crossfire colour scheme, she liked the orange version, although the other versions can be used in the background for the activity's.

### Character Design Idea 1.

**Character Persona**
•Patient and understanding of all people and the worlds issues
•Curious about our world and wants to help us improve it for all people.
•Hard working, active, engaged to help.
•Fun, colourful, visual and engaging.

**Character Design**
•Robot/Other worldly character.
•Human like features - to make the character more relatable to the target audience.
• He communicates through projected symbols and words from a panel on his head. Simple recognisable symbols from emoticon's to question marks. This allows information to be communicated in a more engaging, less text heavy way.
• The design is a mix of traditional robotic elements such as a rectangle head, large eyes, bolts and metallic features. But it also contains some human like elements such as friendly eyes, hair like outline, ear like antenna and squishy body shape and arms.
• As the character is robotic, small and has short legs, his movements will be soft and slow. This suites the character persona, as he is patient before he acts).

**Character Colour Scheme**
•In line with the Children In Crossfire colour scheme - to provide consistency and a link
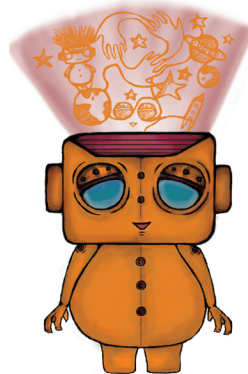
### GloBot

between resources.
•The characters race could contain a variation of colours which would tie in with the 'Spaceship Earth' activity.

**Character Back Story**
•The back story is elaborated on in the activity 'Spaceship Earth'. That the characters race had a home planet/ spaceship but because of issues of inequality and neglect of its natural resources, his planet was lost. They had to start again and so they now visit other planets and make sure they don't go through the same mistakes.
•The character has a sensor which identifies moral inequality's in the universe, which is why he has come to Earth. He has sensed Earth's issues and has come to spread his knowledge of Global Citizenship and help to solve Earth's issues by making its occupants more aware.
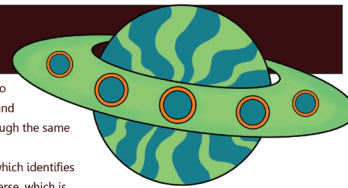
•He is not fully aware of earth's customs, divisions, laws or politics and so sees all people as equal, he has a neutral opinion off all counties- natural global citizen.

---
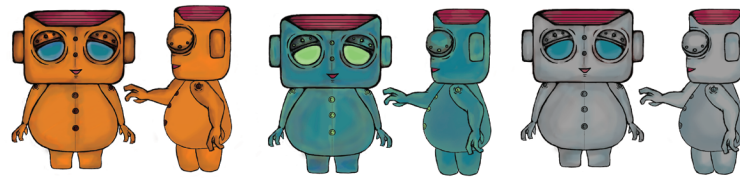
# Character Boards

## Character design 2.

The second design choice was that of the character Zen. An other worldly alien type character design with relateable human like features. We talked about the different design options, the characters relationship with education, the global citizen theme as well as the character persona. We also discussed the meaning of the name, relating to the word citizen and relating to themes of peace and equality. The client liked the more humanised versions of the character, as the target audience age group would be able to relate with the character. The client also liked how the character is strongly linked to the education system e.g. through gap year back story and school like uniform.

### Character Design Idea 2.

**Character Persona**
•Curious about our world- wants to learn more and help educate others
•Fun, engaged and active
•Hard working and kind - wants to make a real difference for the Earth.

**Character Design**
•Teenage type/ aged character- makes the character more relatable to the target audience.
• Different variations
• The first example is more traditional representation of an alien, with design elements such as green skin, strange clothes, extra facial features.
• The next design choices have more human like elements to make the character more relatable. E.g. hair, hat and more normal clothes.
• School uniform type clothing would help associate the character with the underlying educational theme. This type of young clothing will also help the target audience associate more with the character.

**Character Colour Scheme**
•In line with the Children In Crossfire colour scheme - to provide consistency and a link between resources.
• Choice of colour scheme variations

### Zen

**Character Back Story**
• He is a young alien, taking a gap year to travel the universe, he studies Global Citizenship.
• He has come to learn about different planets and to also help improve them with his knowledge of Global Citizenship. He has come to educate the people of Earth about the issues they face and how to overcome them together.

# Client Pitch

## Character Design 3.

The third character design we presented was that of Tizy, another alien type character. In contrast the last design, this character can morph into different shapes, to help narrate the learning aims. Again we discussed the different options, the characters persona, ability's and back story. The client again appreciated the different colour options. The client also liked the morphing abilities, giving way to different possibilities in terms of the way it communicates, making it more open to different country's/ languages. Although the client enjoyed all the different design options, they felt the first option Globot suited their needs to the greatest extent. They liked the friendly and open design and its method of communication, as well as how its back story connects with the global citizen theme.
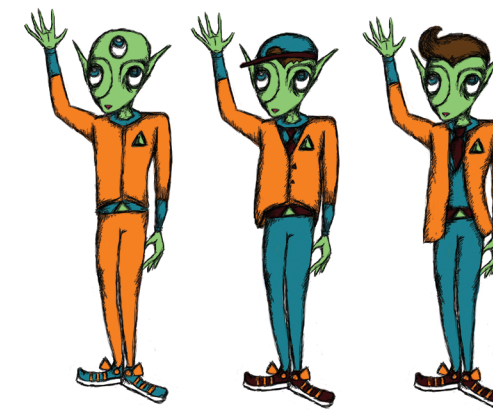
### Character Design Idea 3.

**Character Persona**
•Curious about our world- wants to learn more and help educate others.
•Hard working, active, engaged to help.
•Fun, colourful, visual and engaging.

**Character Design**
•Other Worldly/ morphing alien

•The character has cute facial features to make the character more likeable. The character falls within the alien theme but in design is less conventional.
• The character can morph into different shapes, symbols, words to explain the global citizen message, aims and views.
• Making the content more visually engaging.

• To the left are some morphing symbol examples.
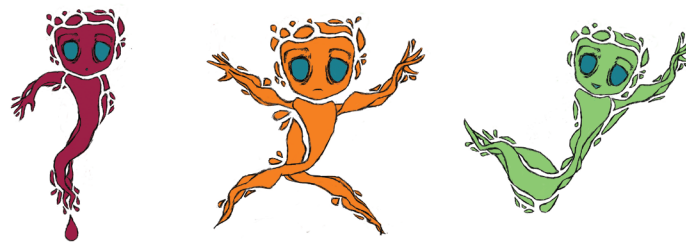
**Character Colour Scheme**
•In line with the Children In Crossfire colour scheme - to provide consistency and a link between resources.
• Choice of colour scheme variations
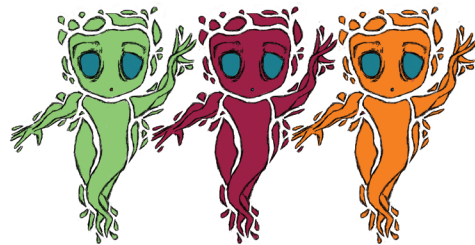
### Tizy

**Character Back Story**
• The characters back story would be similar to that of GlobeBot.

# Character Boards

## Home Page Mock Up

For the pitch we also created a mock up of the how the new home page might look like under the new theme. We looked at how the we might incorporate the other worldly theme in the design, the use of the children in crossfire colour scheme and how the new character would be used. We looked at how the different categories would be represented through the use of projected graphics onto the spaceship windows. We also demonstrated how we will implement greater use of animation and interaction to bring the resource to life.  In the pitch we also showed the client the improved storyboard ideas of the three resource activity's. Overall the response from the client was very positive about all the content and ideas.

### Draft Character Home Screen Layout

**Theme**
•Other worldly/ alien/ spaceship.
•Spaceship design in background.
•E.g. bolts, machines, panels, ship windows.

**Colour Scheme**
•In line with the Children In Crossfire colour scheme - to provide consistency and a link between resources.

**Categories**
•Each section of the resource is split into 'spaceship' windows.
•Each show text and an image to explain the category.
• More information will be given when the user hovers over the window.

**Interaction/ Animation**
•Spaceship windows are an interactive opening into the various/ resources and activities.
•When hovered over with the mouse they glow, the character will also explain what the section is about through text and visuals.
•When the user clicks on the window, an animation will play, the camera zooming through the window into the next screen/ activities.
•The character will move slightly e.g. arms, blinking while the user decides what to interact with.
•Spaceship noises will be heard in the background.
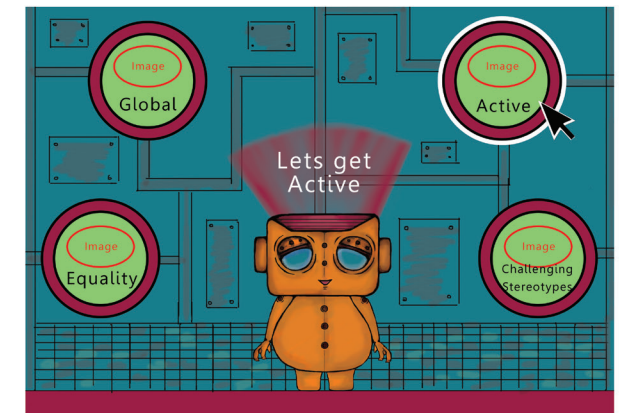
# Graphic Assets List

## Home page

In order to fully organise the asset making process, I have created a mind map of all the assets needed for each of the activity's. The home page assets will consist of the spaceship type background, containing elements such as bolts, panels and pipes. All the assets will continue to tie in with the designated colour scheme. All of the activity's will require the Globot character from the front and side angle. There will also need to be window buttons for each of the category's, elements which identify interaction will also need to be taken into consideration. Background animated elements be implemented e.g. changing computer screens/ buttons.

Background- spaceship, bolts, panels, computer screens, wires.

Keep to 'Children in Crossfire' colour scheme.

Spaceship theme- in keeping with character design.

Glowing beam with different text for each activity.

Lights blinking in the background. With changing images on computer screens.

**Homepage Assets**

Globot character- with animated features e.g. eyes, arms, legs and glowing symbol.

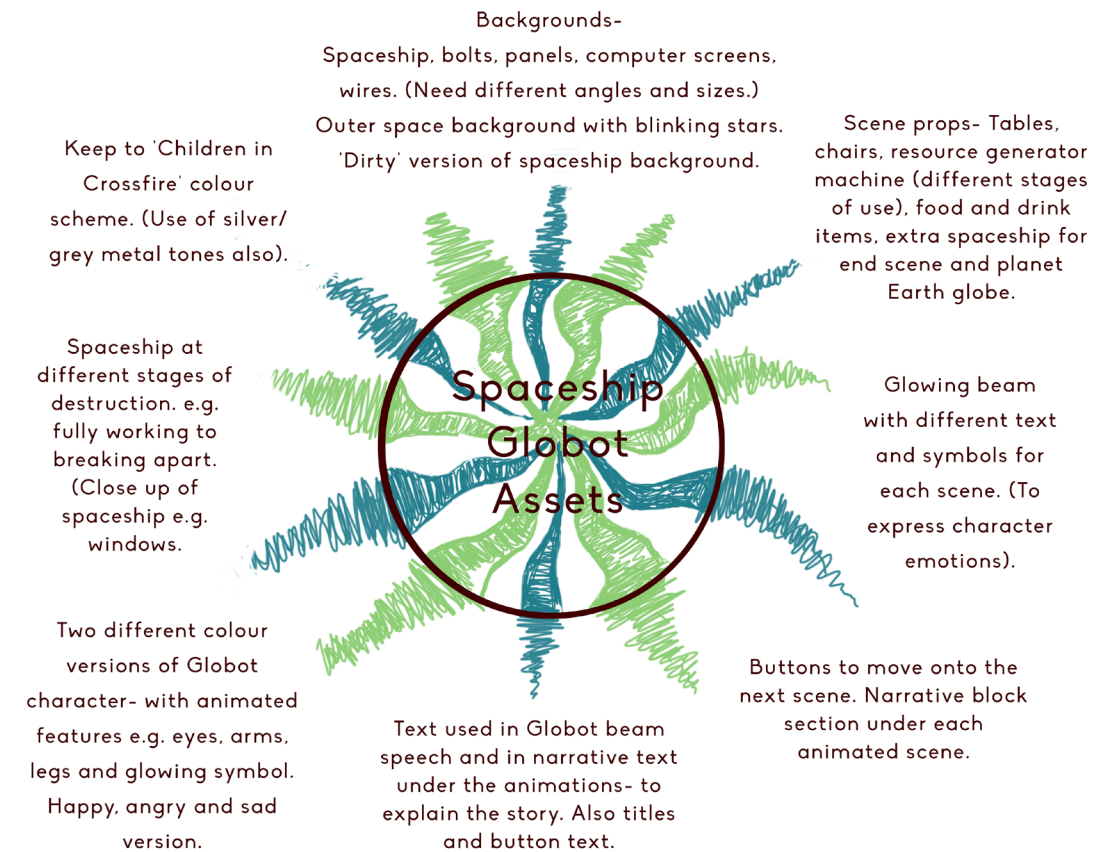Spaceship windows/ buttons -Each defined by the category e.g. image/ title/ colour.

Extra- possibly also an About Globot page- giving backstory- extra category.
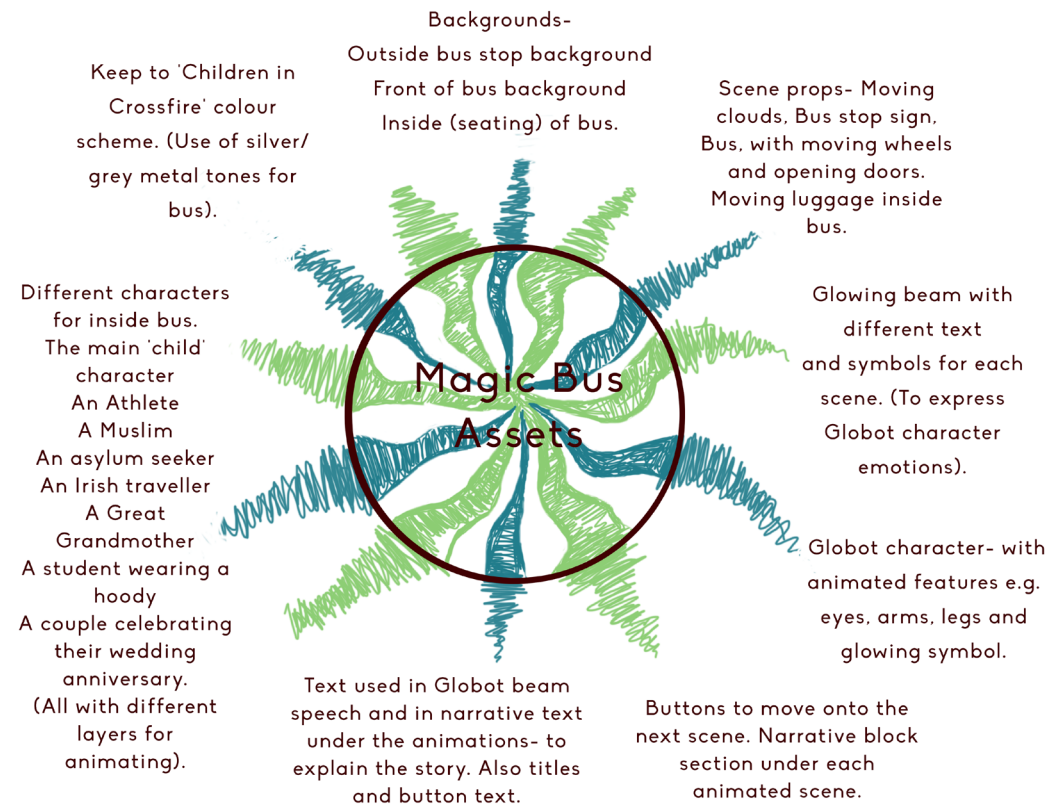
## Spaceship Globot

The spaceship Globot activity is more of an animated story than an activity and so the assets will be broken down into individual frames from the storyboard to allow for easier animation. There will also need to be a number of text snippets to be planed out on each frame to narrate the story. The background scenes will relate to the design of the homepage in style and colour scheme. The story will contain two different colour versions of the Globot character to demonstrate the narrative message. Other elements such as buttons to move onto the next scene and a text bar will also be included.

Backgrounds- Spaceship, bolts, panels, computer screens, wires. (Need different angles and sizes.) Outer space background with blinking stars. 'Dirty' version of spaceship background.

Keep to 'Children in Crossfire' colour scheme. (Use of silver/ grey metal tones also).

Scene props- Tables, chairs, resource generator machine (different stages of use), food and drink items, extra spaceship for end scene and planet Earth globe.

Spaceship at different stages of destruction. e.g. fully working to breaking apart. (Close up of spaceship e.g. windows.

**Spaceship Globot Assets**

Glowing beam with different text and symbols for each scene. (To express character emotions).

Two different colour versions of Globot character- with animated features e.g. eyes, arms, legs and glowing symbol. Happy, angry and sad version.

Text used in Globot beam speech and in narrative text under the animations- to explain the story. Also titles and button text.

Buttons to move onto the next scene. Narrative block section under each animated scene.
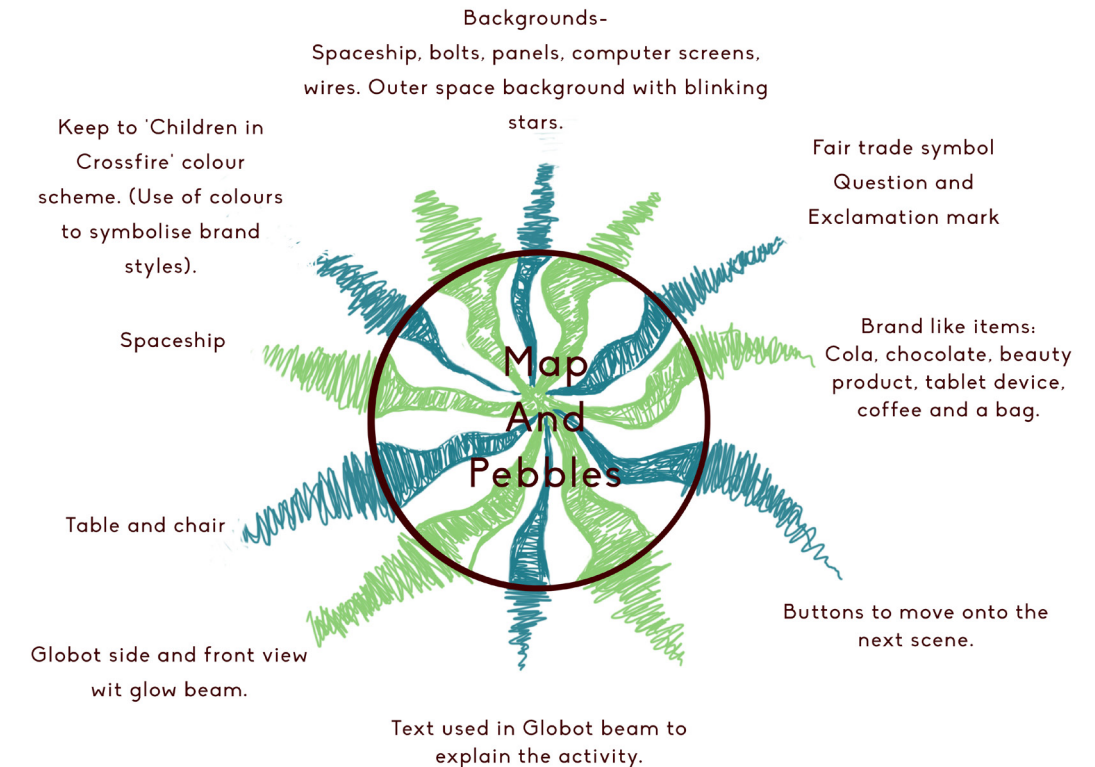
# Graphic Assets List

## Magic Bus

The Magic bus assets will contain a number of different backgrounds. The story will start at a bus stop, where a bus will pull up, with the inclusion of animated clouds for a more realistic background. There will need to a character design of a representative child who narrates the story along side Globot, one that the target audience can identify with. The story will also require the bus interior, both the front of the bus and the isles. The main element of the assets are the different graphical representations of the characters, e.g. an athlete, a Muslim, the drawings will have to be representative but not stereotypical or negative.

Keep to 'Children in Crossfire' colour scheme. (Use of silver/ grey metal tones for bus).

Backgrounds- Outside bus stop background Front of bus background Inside (seating) of bus.

Scene props- Moving clouds, Bus stop sign, Bus, with moving wheels and opening doors. Moving luggage inside bus.

Different characters for inside bus. The main 'child' character An Athlete A Muslim An asylum seeker An Irish traveller A Great Grandmother A student wearing a hoody A couple celebrating their wedding anniversary. (All with different layers for animating).

Magic Bus Assets

Glowing beam with different text and symbols for each scene. (To express Globot character emotions).

Globot character- with animated features e.g. eyes, arms, legs and glowing symbol.

Text used in Globot beam speech and in narrative text under the animations- to explain the story. Also titles and button text.

Buttons to move onto the next scene. Narrative block section under each animated scene.

## Map And Pebbles

The Map and Pebbles assets will consist of everyday house hold items that the target audience will be familiar with. In the asset design the products will have to be recognisable but also unbranded items as not to cause any copy right issues. The items will consist of a soft drink, chocolate, beauty product, coffee and a tablet device, all everyday items which are made in questionable circumstances. The resource will hopefully encourage the user to think about where their products come from and to try and support fair trade products more so. Other assets will include a spaceship background and other elements such as table and chair to add to the scenes effect.

Keep to 'Children in Crossfire' colour scheme. (Use of colours to symbolise brand styles).

Backgrounds- Spaceship, bolts, panels, computer screens, wires. Outer space background with blinking stars.

Fair trade symbol Question and Exclamation mark

Spaceship

Map And Pebbles

Brand like items: Cola, chocolate, beauty product, tablet device, coffee and a bag.

Table and chair

Globot side and front view wit glow beam.

Buttons to move onto the next scene.

Text used in Globot beam to explain the activity.

# Creating Project Assets

## The Process

The first step in the asset creation was taking direction from the other members story boards and notes. Identifying through group discussions what assets was needed and in what time frame.

As my other members needed the assets as soon as possible in order to start the animating process I put asset creation as top priority. Before drawing out the assets I first created a asset check list for each section of the site, to make sure no element was left out. I then created the assets section by section and posted them on base camp as they were created. Allowing for group feedback and any alterations needed to the assets. For each section I created each

# The Process

item layer by layer and named them appropriately. This allows for a smoother animating process later on. When creating the assets I had to take into account how everything will be placed and fit on screen. I also had to make sure the style, colour scheme, sizing and content was consistent in the design. I also had to plan how the items would be animated, such as by leaving enough room and separating the layers for movement. Other interactive elements such as a range of buttons had to be created and integrated. Although the process was long, it proved very rewarding and the feedback of the designs from my members and the client so far have been positive.
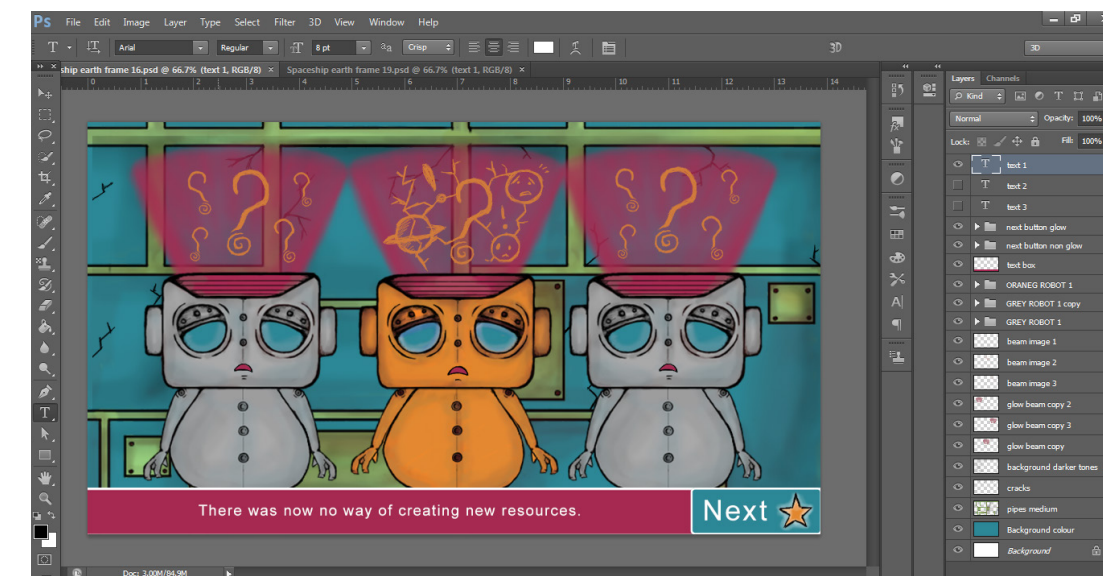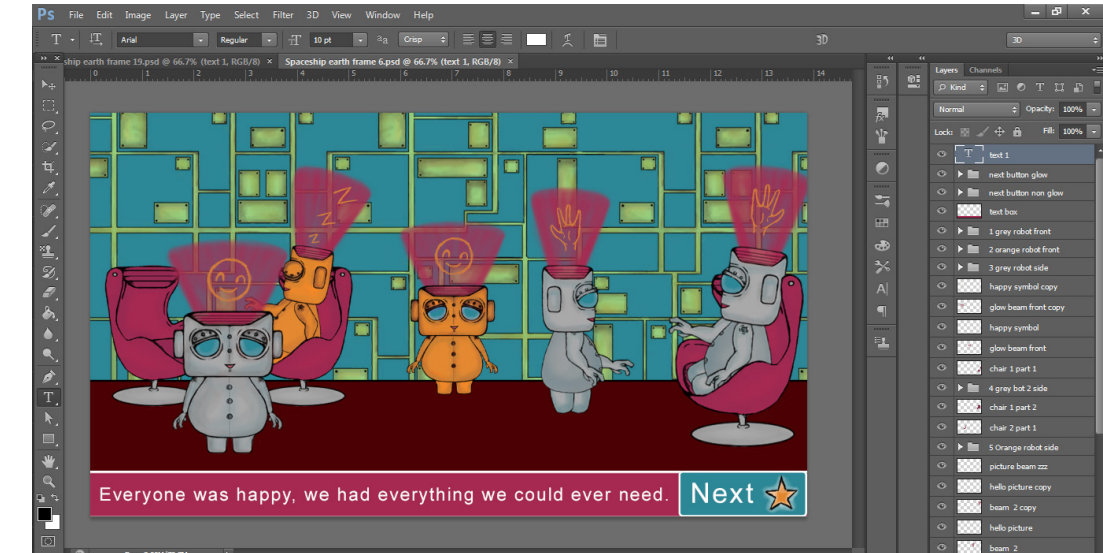
# Creating Project Assets

## Home Page Assets

The home page design has developed along the lines of the initial mock up shown to the clients. The colour scheme continues in line with the Children in Crossfire colour scheme for design constancy. The design of the home page combines the other worldly theme and global citizen theme. Showing spaceship panels and pipes in the background while also focusing on images of planet Earth on the changing computer monitors. This style and background will remain consistent in the relevant resources such as 'Spaceship Globot'. The main character Globot will be placed in the centre of the screen, as he is the main focus. In keeping with

# Home Page

the spaceship theme, each of the activity's are placed in spaceship windows. When the user hovers over a window, a corresponding image will appear in Globot's beam to illustrate the activity. The window will also glow to identify the user interaction. The home page will include some small animations such as small movements of the Globot character e.g. blinking, moving head and arms. The computer monitors and buttons will also change in the background. The well placed use of animation gives life to the scene without making it too distracting for the user. Each of the elements are separated into different layers to aid the animation process.
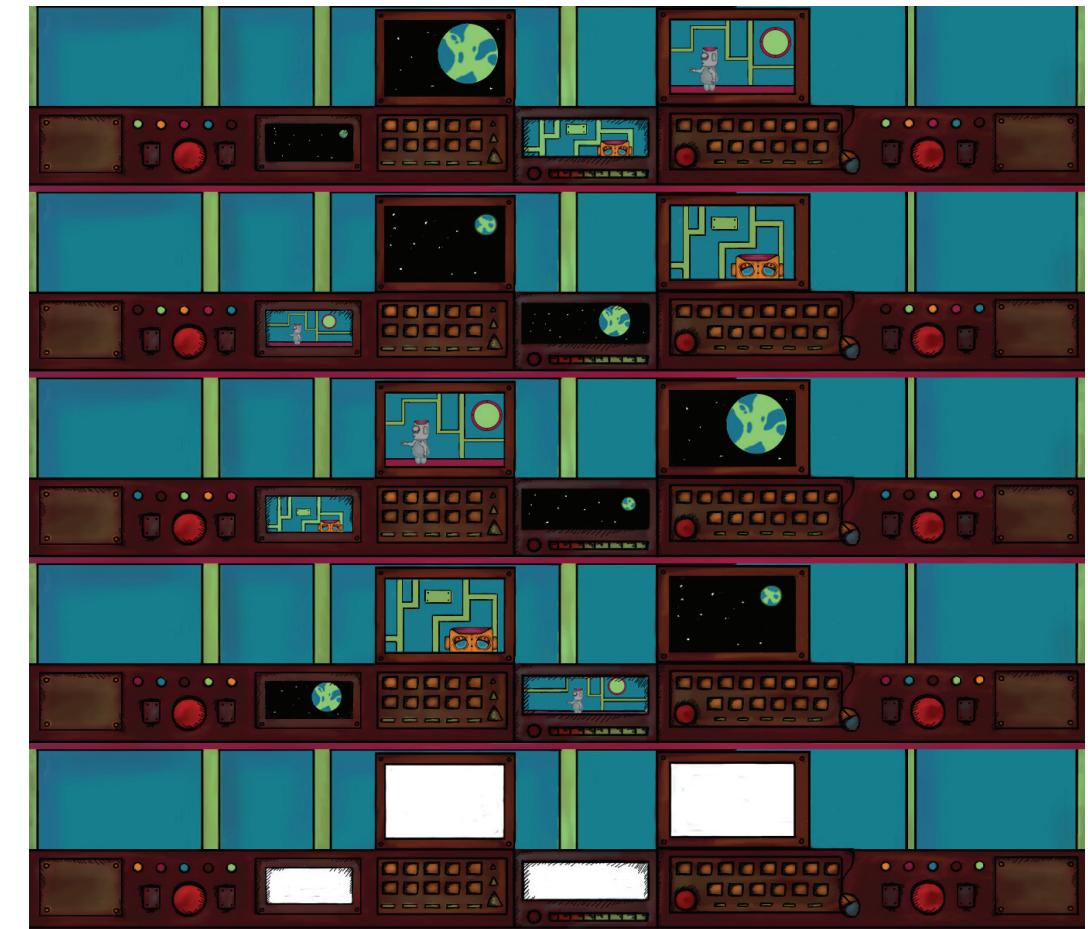
# Creating Project Assets

## Spaceship Globot

The start page of the activity/ story uses a simplistic star background with the spaceship in the background hovering and with Globot to the forefront. The background includes a subtle animation of the stars glowing to add a more life like effect to the scene. The setting of the scene will be illustrated by Globot to engage the user to continue. The next button will be placed in the same area for consistent design.

There will be a text bar at the bottom of the screen to narrate the story, making it clear to follow. The use of graphic symbols and a focus on the animations and images allows the text to be kept at a minimum. The graphical
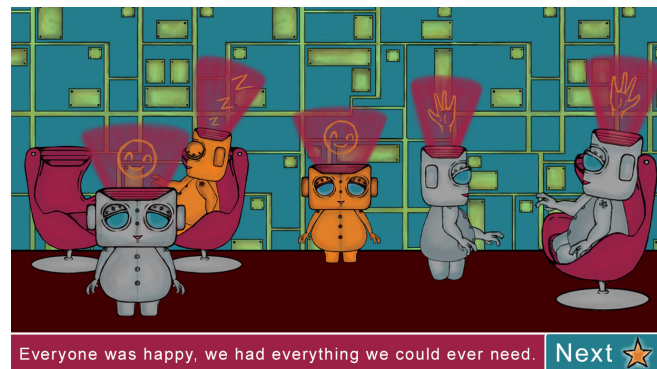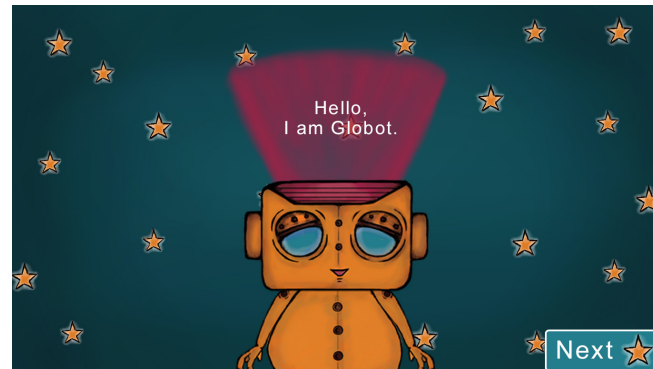
# Spaceship Globot

narration of the story/ message is more engaging for the audience. The same type of background as in the home page, will be used to keep the design more consistent. Although different sizing of the assets was needed for close up and long shots. Other assets e.g. chairs and tables were used to illustrate the story, again the design style remains constant. The food and drink resources are demonstrated through familiar and relateable items. The symbols used are simplistic E.g. happy faces for easy understanding of the characters emotions. Repetition in the scenes helps the audience understand the story's message. Such as the scenes demonstrating the resource generator, how some
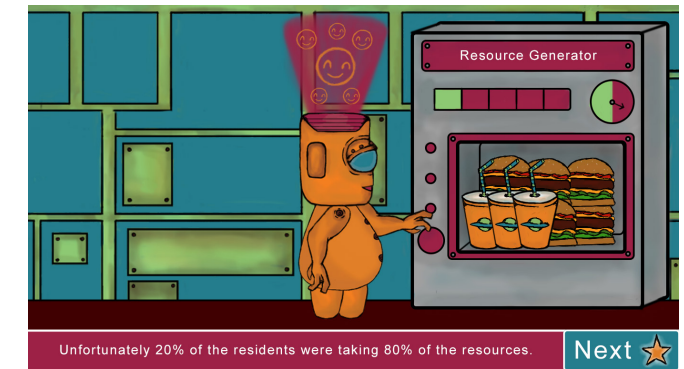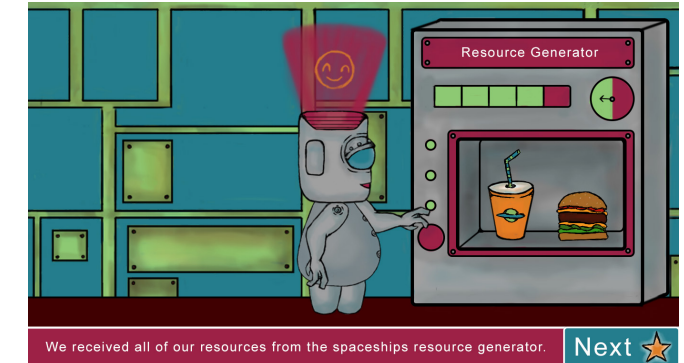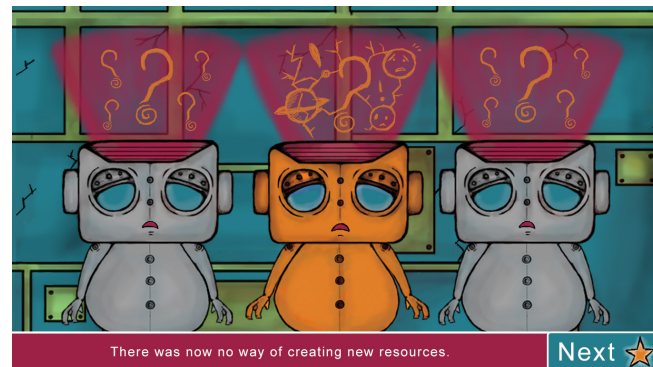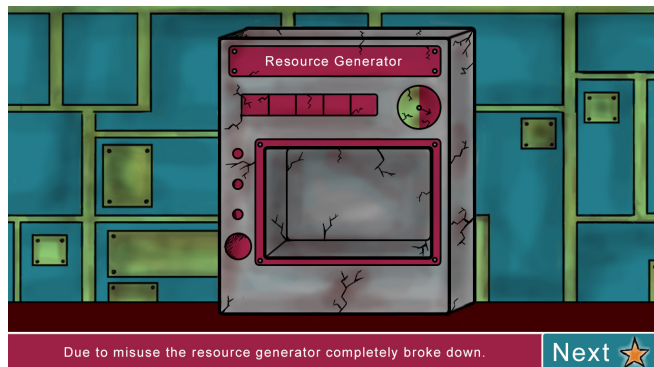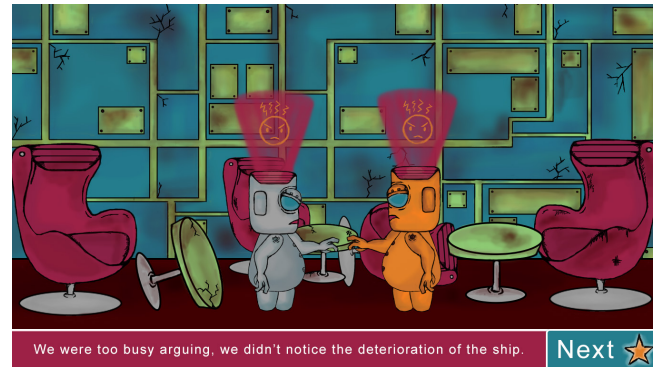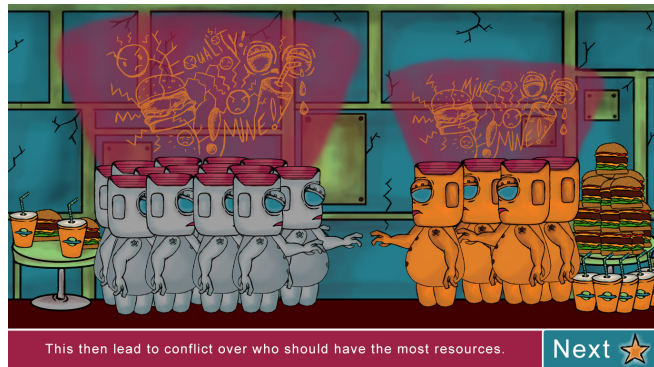
# Creating Project Assets

characters are taking more than their fair share. Small animated elements from the moving dials on the machine to the characters movements helps to engage the user in the pl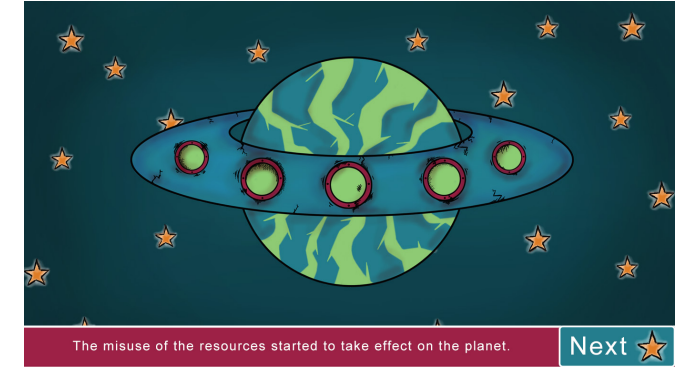ot events. The use of the beaming graphics helps to illustrate the characters anger and confusion, especially when they morph as one, showing the split between the characters race. The destruction of the spaceship Globot happens gradually, the viewer can see this unfold. This transformation makes the point of the story more effective. Especially from the outside point of view of the spaceship breaking up. The real message comes across when Globot relates his own personal story to the Earth, identifying that



This then lead to conflict over who should have the most resources.

Next



We were too busy arguing, we didn't notice the deterioration of the ship.

Next



Resource Generator

Due to misuse the resource generator completely broke down.

Next



There was now no way of creating new resources.

Next

# Spaceship Globot

we are following the same path and need to change our ways. The story questions the user, allowing the user to relate their own life to that of the characters, promoting change and further thought on the issues.



The misuse of the resources started to take effect on the planet.

Next



That is why we come to planets all over the universe.

Next



The planet continued to get worse.

Next



Think about how the earths resources are devided.

Replay



We eventually built another Spaceship Globot and we have learnt from our mistakes.

Next

# Creating Project Assets

## Magic Bus

The first section of the Magic Bus assets is the starting scene at the bus stop. The scene contains the bus stop and moving cloud background to add realism to the scene. The bus has a number of layers e.g. moving wheels and closing doors to add to the scenes effect. Again the colour scheme remains consistent with the addition of some other colours to add to the scenes realism. The additional child character has both a side and front view for the range of scenes. The design style remains consistent while the age and look of the character is relateable to the target audience. The main aspect of the assets is that of the different representative character
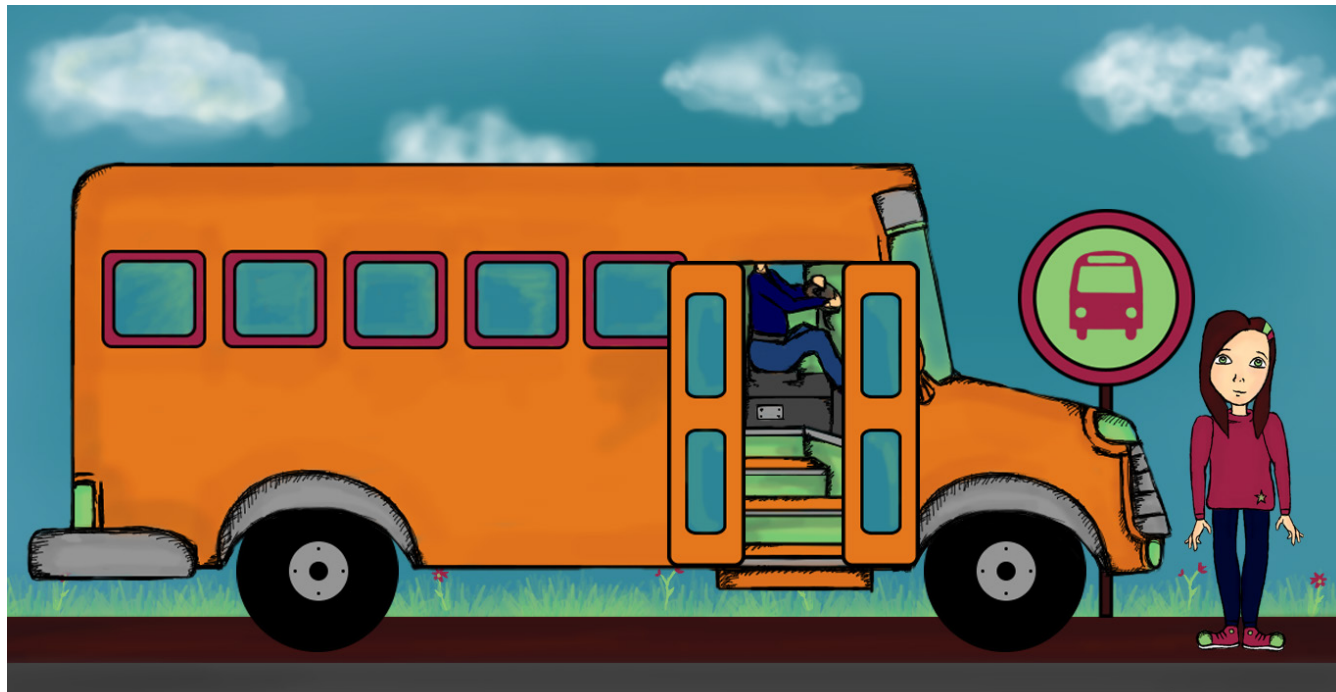


designs. The different character designs include, an Athlete, a Muslim, an asylum seeker, An Irish traveller, a Great Grandmother, a student wearing a hoody and a couple celebrating their wedding anniversary. The different characters are there to challenge the users views of stereotypical representations of different types of people. As such the character designs needed to be recognisable but also in keeping with the friendly aesthetic of the project. The interior of the bus again in keeps with the colour scheme of the project, the walls, windows and seats again relate to the previous designs e.g. Globot/ home page design.

## Map And Pebbles

This activity will match the style of the other resources e.g. in colour scheme, theme and through items used. Such as the background will contain the same spaceship background to keep the theme and resources consistent. Again the resource remains in line with the designated colour scheme and style of assets. In the activity when the user hovers over an item, Globot will explain where the product was made and under what conditions. Giving the user a better incite into how and where our everyday items are made. Giving a view into the inequality of the worlds resources and how we take such items for granted. The use of graphic symbols such as the

question and exclamation mark provides a more effective means of communication, highlighting Globots emotions on the subject. We will also be using the fair trade symbol in the activity, to identify the importance of buying fair trade products. The assets include a shopping bag with activity symbol,

cola, chocolate, beauty product, tablet device and coffee, items the target audience use in their day to day life. The items used are recognisable but not branded products as not to cause any copyright issues but to still allow the user to relate the products and the message behind it.

# Creating Project Assets

## About Globot

As an extra element to the product I have created a Globot about section. This part of the site gives some extra information which will help promote the global citizen message. The page again takes inspiration from the previous asset designs, using the same theme and colour scheme. The resource uses the same symbols and images from previous activities to create a constancy in design. There are three main sections on this page, split into three different screens on the scene 'computer monitor' When the user hovers over each button, each with its own symbol, Globot will give the title in his beam. The first section contains a little information about Globot, who he is and what he does, leading the user to explore the other activities such as 'Spaceship Globot'. The next section explains what is a Global Citizen, giving the user some incite into the term. The final section is that of a Global Citizen Manifesto, a quick citation of the aims and objectives of being a Global Citizen. This gives the user a chance to feel more involved and to think about how being a Global Citizen affects them.

### About Globot

Globot is a Global Citizen.

Globot has come to help educate us about the world's global issues and teach us how we can help.

Globot is hard working, active, and engaged to help.

Find out more about Globot in the Spaceship Globot activity.

### What is a Global Citizen?

A Global Citizen is a person who puts first the global community before that of the area where they live.

They see no boarders, no politics, no races or divisions but view the world and everyone in it as a whole.

They aspire to be selfless, caring, a neutral thinker and engaged for change.

### Global Citizen Manifesto

I will never ignore the world's issues. I know changes need to be made.

I will try to make an effort to make a difference such as buying Fairtrade products and supporting charities.

I will never judge any person on negative stereotypes.

I will always be open minded and understanding.

I am a Global Citizen.

# About Globot Page

### About Globot

Globot is a Global Citizen.

Globot has come to help educate us about the world's global issues and teach us how we can help.

Globot is hard working, active, and engaged to help.

Find out more about Globot in the Spaceship Globot activity.

About Globot

# Branding Samples

## Branding

As an extra element to the project I also mocked up a few merchandise examples which may prove useful for the future as the Children In Crossfire organisation develops. I feel that the Globot character has branding potential, he is fun and colourful, he is a great way to engage audiences. I have created a few mock ups of some badge examples. Badges are a great publicity item, especially as the Globot resource is designed for the school environment. This might be an interesting item to pass out to pupils as part of the learning program or even as a merchandise shop item. The badge designs draw from the content, character and symbols used in the Globot resource, all relating to the learning experience. The badges will also help relate to the Children In Crossfire organisation through the designated colour scheme.

**Fig. 43**
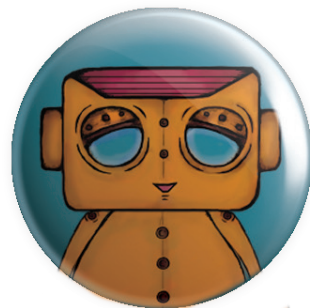
I also looked at some T-Shirt design mock ups, again another possible merchandise shop item. Again the product would help create awareness of the Globot resource and Children In Crossfire organisation. The content of the designs focuses on the Globot character, global citizen themes as well as the symbols and content from the resource. The colours are again in line with the Children In Crossfire colour scheme, making it bright, fun and connected to the site content.

**Fig. 44**

## End Of Year Show Display

As part of the project we also had to produce a display for the project work for the end of year show. Such as printed banners for the display. For the banners we again kept to the 'Children in Crossfire' colour scheme. The first poster includes the organisation name as well as the character Globot, the main element of the project. We felt the blue tone from the colour scheme best suites the style of the product. The font colours are again taken from the 'Children in Crossfire' logo/ colour scheme. We also included graphics from the piece such as stars and the Globot spaceship, adding a more engaging graphic effect.



Children In Crossfire

Globot

The Global Citizen
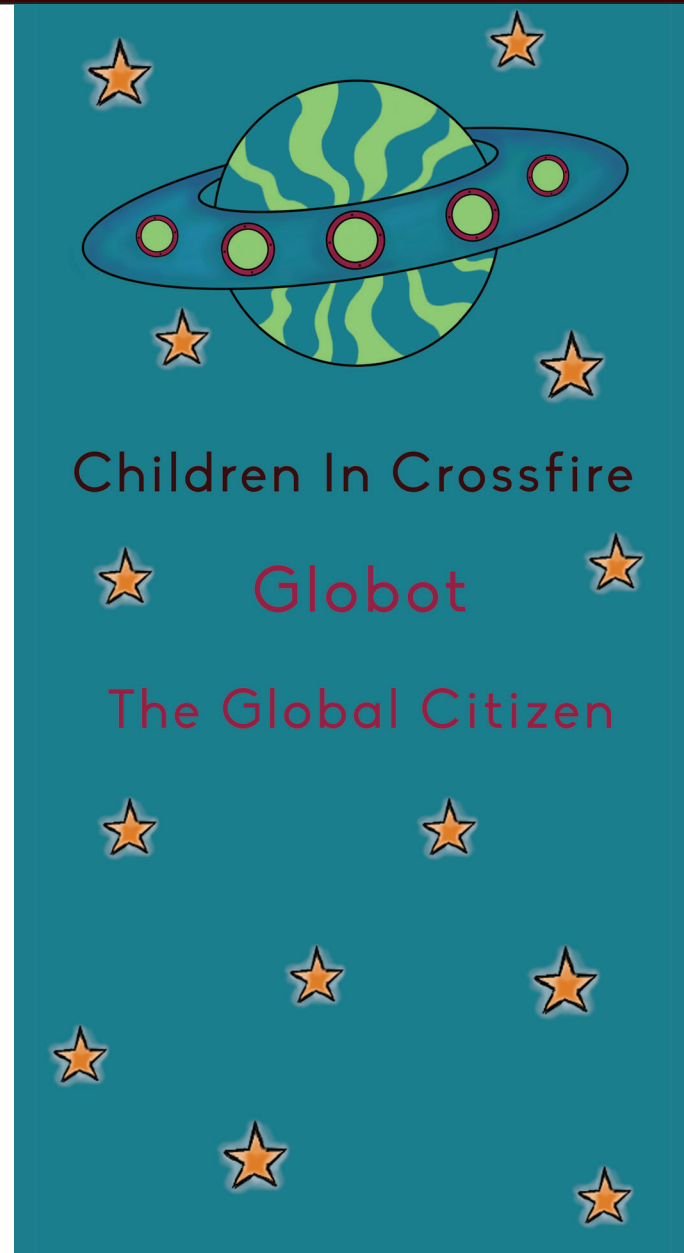
## End Of Year Show Display

The second banner includes the main element, the Globot character. Again the same background colour and graphics are used for design consistency. We have also used an earth image from the resource, filling the space bellow. In Globots beam we have also included the 'Children in Crossfire' logo but in the Globot graphic beam style to identify its significance in the project.
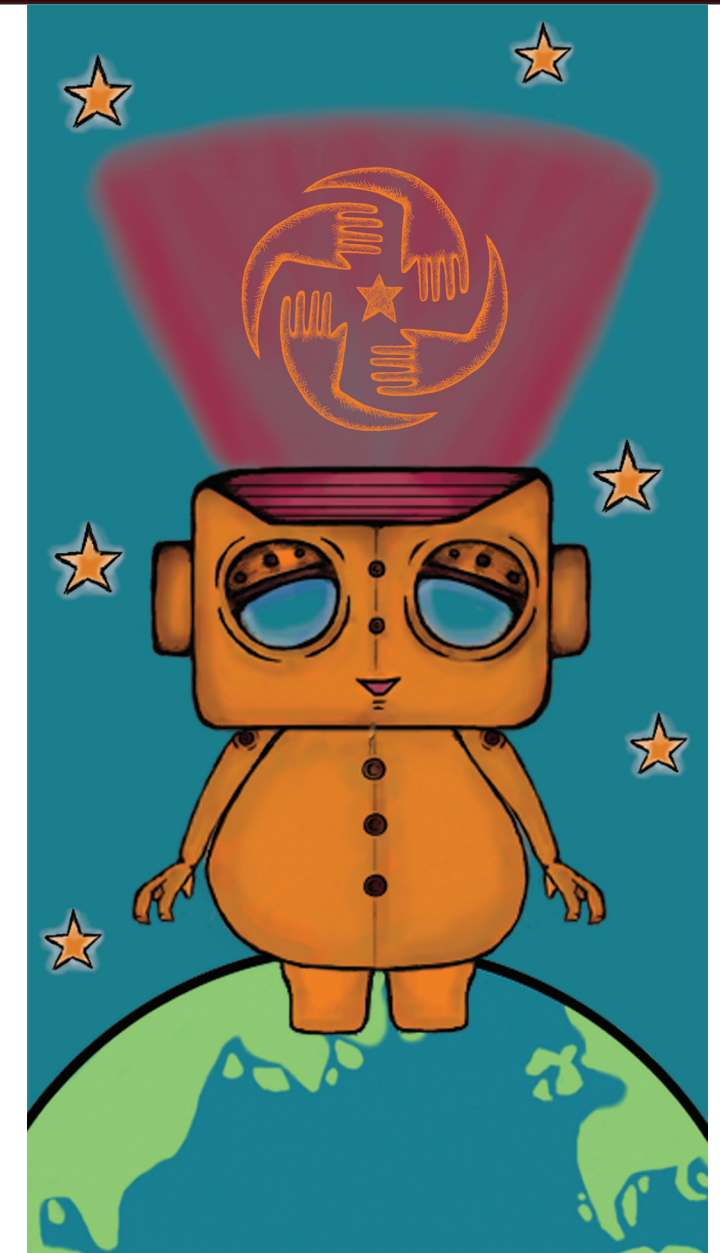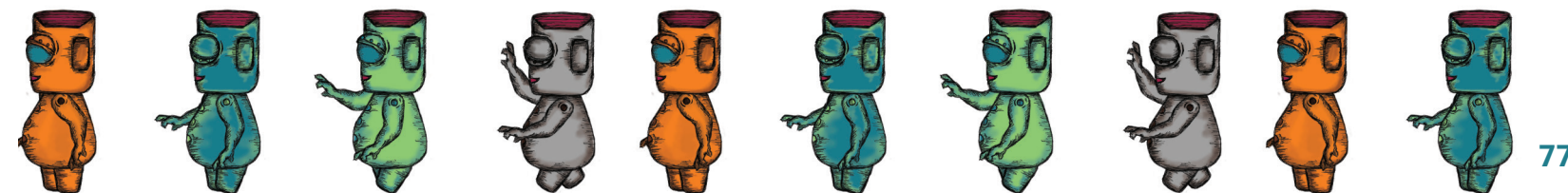
# Bibliography

Fig.1 (Children In Crossfire logo), Available at: (http://www.childrenincrossfire.org/home), Accessed (04/02/2015)

Fig.2 (Children In Crossfire about page), Available at: (http://www.childrenincrossfire.org/about), Accessed (04/02/2015)

Fig.3 (Children In Crossfire educate page), Available at: (http://www.childrenincrossfire.org/educate), Accessed (04/02/2015)

Fig.4 (Gertie resource front page), Available at: (http://www.childrenincrossfire.org/educate/meet-gertie), Accessed (04/02/2015)

Fig.5 (Spaceship Earth activity), Available at: (http://www.childrenincrossfire.org/educate/global/spaceship-earth), Accessed (04/02/2015)

Fig.6 (True/ false Quiz), Available at: (http://www.childrenincrossfire.org/educate/clever/true-or-false), Accessed (04/02/2015)

Fig.7 (Magic Bus activity ), Available at: (http://www.childrenincrossfire.org/educate/stereotypes/magic-bus), Accessed (04/02/2015)

Fig.8 (BBC Bitesize KS3 home page), Available at: (http://www.bbc.co.uk/bitesize/ks3/), Accessed (11/02/2015)

Fig.9 (BBC Bitesize KS3 Geography home page), Available at: (http://www.bbc.co.uk/education/subjects/zrw76sg), Accessed (11/02/2015)

Fig.10 (BBC Bitesize resource layout), Available at: (http://www.bbc.co.uk/education/topics/zx38q6f), Accessed (11/02/2015)

Fig.11 (BBC Bitesize animated resource), Available at: (http://www.bbc.co.uk/education/guides/zw9qtfr/revision/2), Accessed (11/02/2015)

Fig.12 (BBC Bitesize animated resource), Available at: (http://www.bbc.co.uk/education/guides/zw9qtfr/revision/2), Accessed (11/02/2015)

Fig.13 (BBC Bitesize animated resource), Available at: (http://www.bbc.co.uk/education/guides/zw9qtfr/revision/2), Accessed (11/02/2015)

Fig.14 (BBC Bitesize animated video resource, Available at: (http://www.bbc.co.uk/bitesize/ks3/geography/physical_processes/weather_climate/activity/), Accessed (11/02/2015)

Fig.15 (BBC Bitesize Quiz resource), Available at: (http://www.bbc.co.uk/bitesize/quiz/q56427568), Accessed (11/02/2015)

Fig.16 (Citizenship Video Resources), Available at: (http://www.bbc.co.uk/education/topics/zdwqtfr), Accessed (11/02/2015)

Fig.17 (NI Curriculum, Local and Global Citizenship), Available at: (http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/learning_for_life_and_work/local_and_global_citizenship.asp), Accessed (11/02/2015)
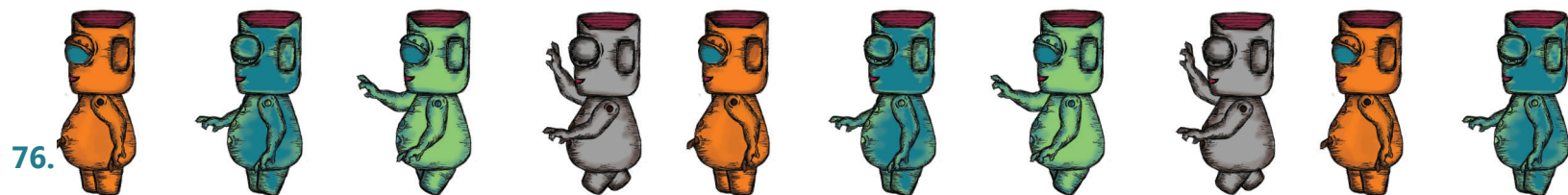
Fig.18 (NI Curriculum resources), Available at: (http://www.nicurriculum.org.uk/key_stage_3/areas_of_learning/learning_for_life_and_work/resources/units_123.asp), Accessed (11/02/2015)

Fig.19 (NI Curriculum resources PDF), Available at: (http://www.nicurriculum.org.uk/docs/global_dimension/Migrant%20Workers.pdf), Accessed (11/02/2015)

Fig.20 (NI Curriculum resources PDF), Available at: (http://www.nicurriculum.org.uk/docs/global_dimension/global_dimensions_science.pdf), Accessed (11/02/2015)

Fig.21 (Global Citizen about page), Available at: (http://www.globalcitizen.org/AboutUs/AboutUs.aspx), Accessed (11/02/2015)

Fig.22 (Global Citizen about video), Available at: (http://www.globalcitizen.org/AboutUs/AboutUs.aspx), Accessed (11/02/2015)

Fig.23 (Global Citizen Manafesto), Available at: (http://www.globalcitizen.org/Content/Content.aspx?id=b36a548c-1ca7-4527-b537-07bfd5fd8a13), Accessed (11/02/2015)

Fig.24 (Global Citizen Action page), Available at: (http://www.globalcitizen.org/AboutUs/AboutUs.aspx), Accessed (11/02/2015)

Fig.25 (Global Citizen outcomes), Available at: (http://www.globalcitizen.org/Content/Content.aspx?id=843a5cb2-14ee-4c00-8635-cac6af9da345), Accessed (11/02/2015)

Fig.26 (Global Citizen Educational articles), Available at: (http://www.globalcitizen.org/UserHome/UserHome.aspx?catid=20), Accessed (11/02/2015)

Fig.27 (Gertie Global Citizen Logo character), Available at: (http://www.childrenincrossfire.org/educate/meet-gertie), Accessed (13/02/2015)

Fig.28 (Gertie Resource, Magic Pebble activity), Available at: (http://www.childrenincrossfire.org/educate/global/map-and-pebbles), Accessed (13/02/2015)

# Bibliography

Fig.29 (Board Works Character Resource), Available at: (http://www.boardworks.co.uk/ks3ks4-religious-studies_99/), Accessed (13/02/2015)

Fig.30 (BBC Bitsize character example, Romeo and Juliet), Available at: (http://www.bbc.co.uk/education/guides/zyn4jxs/revision), Accessed (13/02/2015)

Fig.31 (Disny Pixar Wall-e Character), Available at: (http://www.empireonline.com/images/features/100greatestcharacters/photos/63.jpg), Accessed (13/02/2015)

Fig.32 (Disney Big Hero 6, BayMax Character), Available at: (http://tanukinosippo.com/big-hero-6-hd-wallpapers/), Accessed (13/02/2015)

Fig.33 (Blue Sky Studios, Robots Movie, Character Example), Available at: (http://www.me.rochester.edu/courses/ME201/webproj/HarryMarv.jpg), Accessed (13/02/2015)

Fig.34 (OurKingdom Article, 'What does it mean to be a Global Citizen'), Available at: (https://www.opendemocracy.net/ourkingdom/ron-israel/what-does-it-mean-to-be-global-citizen), Accessed (03/03/2015)

Fig.35 (Wikipedia, Global Citizenship), Available at: (http://en.wikipedia.org/wiki/Global_citizenship), Accessed (03/03/2015)

Fig.36 (GlobalCitizen), Available at: (http://www.globalcitizen.org/Content/Content.aspx?id=e7a1bf8c-f2b9-44bf-95f8-5f5ac4c21aec), Accessed (03/03/2015)

Fig.37 (Disney 'Stitch'), Available at: (http://imgarcade.com/1/alien-cartoon-movie-characters/), Accessed (03/03/2015)

Fig.38 (Sony Pictures, 'Planet 51'), Available at: (http://img2.wikia.nocookie.net/__cb20111119072037/planet51/images/1/18/Lem.png), Accessed (03/03/2015)

Fig.39 (Dreamworks, Bob, Monsters VS Aliens), Available at: (http://images1.wikia.nocookie.net/__cb20120326060553/monstersvsaliens/images/0/03/B.O.B..png, Accessed (03/03/2015)
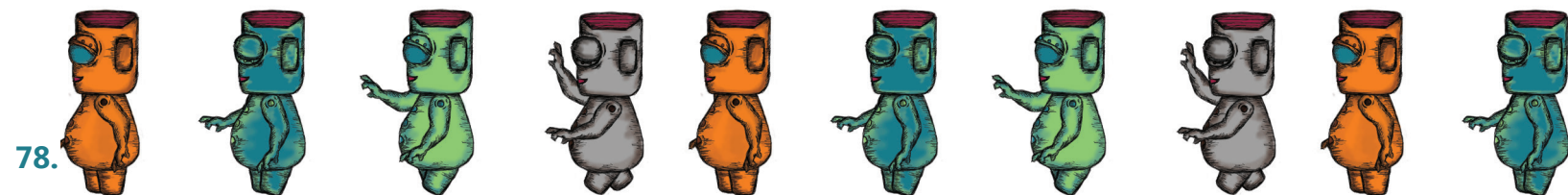
Fig.40 (Oxford University press, educational writing resource), Available at: https://global.oup.com/education/promotional/images/primary/primary_px_BWA_image.jpg. Accessed (03/03/2015)

Fig.41 (Oxford University press, educational spelling resource), Available at: https://global.oup.com/education/content/primary/series/rwi/spelling-new/;jsessionid=1E0969155E49F02AF7B99BE714C2FDE8?region=uk. Accessed (03/03/2015)

Fig.42 (Science shop logo), Available at: http://www.qub.ac.uk/sites/media/Media,430496,en.jpg. Accessed (03/04/2015)

Fig.43 (Pixeden Badge template), Available at: hhttp://www.pixeden.com/psd-mock-up-templates/psd-button-badge-pin-mock-up Accessed (03/04/2015)

Fig.44 (Qwertee T-shirt template), Available at: https://www.qwertee.com/submit-design. Accessed (03/04/2015)