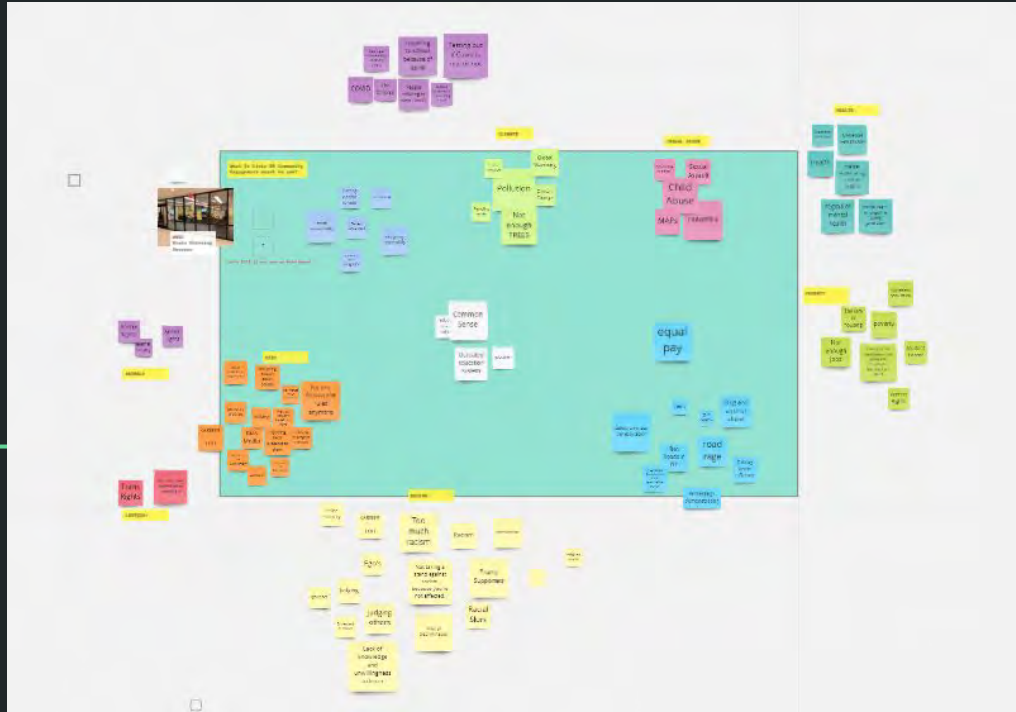


# My Process Book

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# Week 1: Discussing different topics



In class we discussed a bunch of social issues.  
(Animals, LGBTQIA+, Covid-19, Racism, Bias, Climate, Sexual Abuse, Health, Poverty, Equal Pay)

# Week 2: Break-Out Group



We were put into a group and had to break our topic down and go more in depth and ask ourselves the 5 why.

## Week 2: Research

### **Why is your topic important?**

This topic is important because a lot of people get hurt because of racism. From not getting a job because you are not a certain race or being stereotyped because of the way you look.

### **What aspects of those problems do you want to address?**

Why people have such prejudice against races that are not their own

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### **Use brainstorming techniques to expand what that topic is really about.**

Asking why people do the things they do

Why do people have prejudice against other races?

Why do people blame others?

Why?

## Week 2: 5 Whys

Use the 5 Whys to get to a possible cause of that problem.

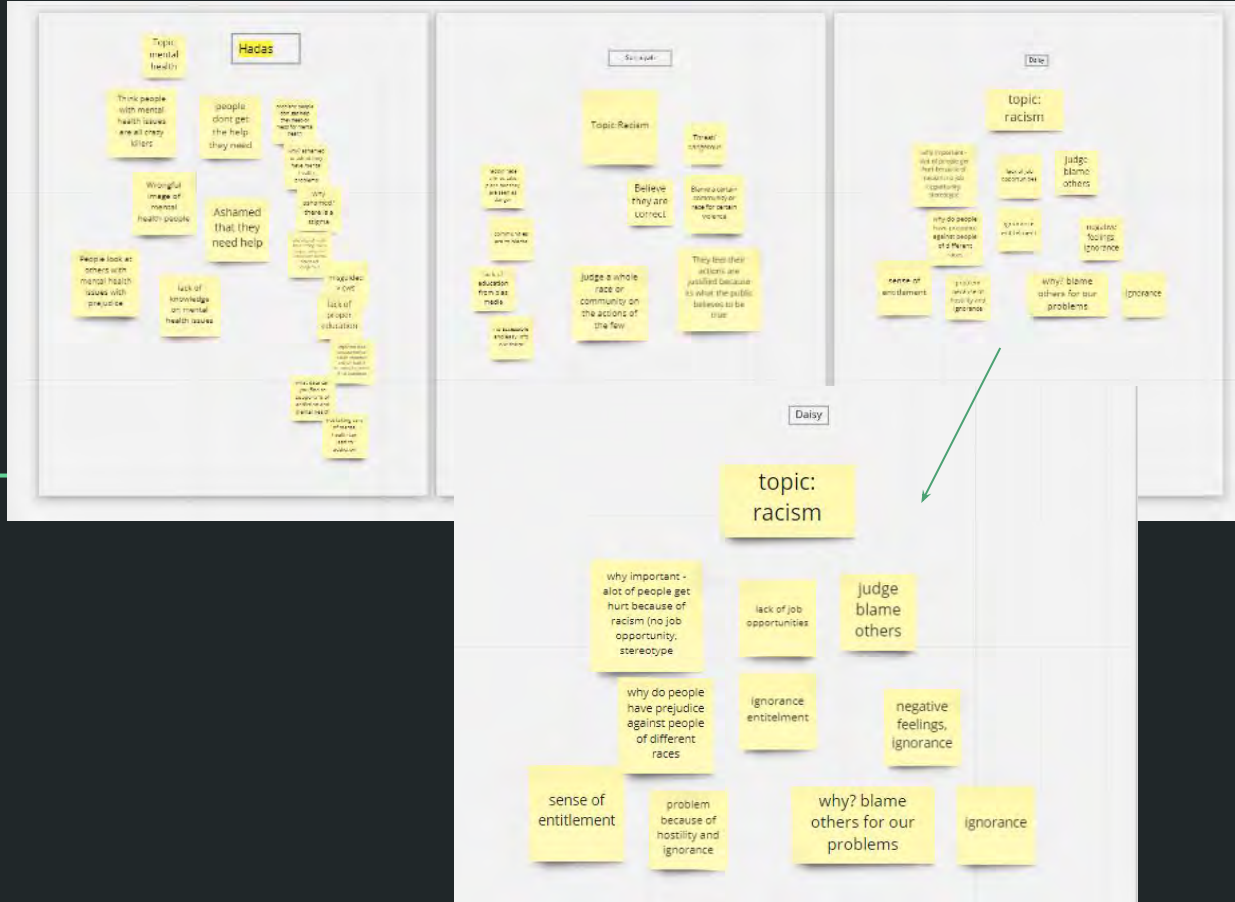
1. People are prejudice of other races
  2. People are quick to judge
  3. We blame others for our problems
  4. Victimization
  5. Superior to others
-

## Week 2: Project plan

### Steps:

- Research
  - Continue to narrow down my topic to something solvable
  - Research the new topic
  - Who is my audience
  - Ask questions to ask to how to present my idea to my audience
  - How to make an impact
  - Create a creative brief
-

# Week 3: Break-Out Group



We broke out into our groups and we talked about what each others and what we researched

## Week 3: Questions (Audience)

### **What areas of your topic do you need to empathize with?**

The area that I believe that I should empathize with is understanding that everybody has a reason to do the things that they do and understanding it can tell why they do the things they do.

### **What type of research should you do?**

The type of research I'm doing is to first trying to break down racism because racism is a big topic. Then research the more specific and less broad topic that I came to.

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### **Are you planning to design for a specific group or with a specific group, why?**

I believe that I will design for a specific group. For the topic that I narrowed down to is parenting styles. So I will design for them so they understand that certain things that they tell their kids that might be a positive can have a negative effect. So my audience will be parents



## Week 3: Questions

### **What “tactics” are most relevant to your topic?**

The tactics that are most relevant to my topic is to first find the different parenting styles. Second to break down those parenting styles.

More research:

<https://www.washingtonpost.com/news/speaking-of-science/wp/2017/08/14/why-are-people-still-racist-what-science-says-about-americas-race-problem/>

## Week 3: Brainstorm and break down (**Insights**)

Racism:

Why are people racist?

They feel like they are superior to others

They are prejudice against others

They are prejudice against others

**Why?**

---

→Because that's what was accepted and normalized by society or family

**Why?**

→Because it was what they heard over and over repeated and what ur family has deemed to believe to be true

**Why?**

## Week 3: Brainstorm and break down

→Because it is what they heard from their parents

**Why?**

→Because their parents told them the same thing so they only that it was natural to tell their kids in order to keep them safe

**Why?**

→Starting from generations ago, maybe one of their ancestors might have been at an tragic event in history when a certain group or race did bad things and it became normal to associate that group or race to that event. (without realizing that the actions of one or a few shouldn't determine how an entire group or race should be perceived)

**Why?**

## Week 3: Brainstorm and break down

→ ancestors wanting to protect their kids might tell them about avoiding this one group or race. So it gets passed down through the generations making it normal to believe this is true causing prejudice.

New Topic/Conclusion:  
Parenting styles

Racism

- people are prejudice against others
- people get told their superior
- They were taught by their parents that they are superior or certain races are dangerous
  - ↓ why?
- They are taught that by their own parents
  - ↓ why?
- because the parents might have been present during a time when a group/race of people posed a threat (so society as a whole judged or branded that race as dangerous or something)
  - ↓ why?
- so the parents tell it to their kids even though they might have not experienced this. (judging a whole on the actions of the few)
  - ↓ why?
- because they want their kids to be safe. so it continues to be told for generations. Till the kids think it's normal to think of a certain race a certain way.
  - ↓ why?

- something that might have started as trying to keep your family safe. something positive might have resulted in something negative

## Week 4: Break-Out Group

In today's breakout group we discussed about our target audience for our topic and since the hw from last time helped me narrow it down my topic to parenting styles. I believe that my target audience will be parents.

---

## Week 4: Research topic and questions

### **Who are we creating this for?**

I'm creating this for parents and kids

### **What is the benefit?**

The benefit of this is making parents self aware that they should be careful of what they say to their children.

---

### **Why is this important?**

This is important because if they are not careful what they say can come out wrong and hurt people.

## Week 4: Research topic and questions

### **Where will this have the most impact?**

I believe that the place that will have the most impact might be around school areas or places like playgrounds where there are parents and kids

### **How are you planning to implement it?**

I feel that a good way to implement my topic is by creating ads that will help parents and kids aware and careful of the things they said

---

### **Determining what the problem IS?**

The problem is showing them that their is a problem and that they should change.

## Week 4: Research

- <https://www.scholastic.com/parents/family-life/social-emotional-learning/development-milestones/age-reason.html>
- <http://www.howkidsdevelop.com/developSkills.html>
- <https://theconversation.com/how-young-children-can-develop-racial-biases-and-what-that-means-93150>
- <https://www.healthychildren.org/English/healthy-living/emotional-wellness/Building-Resilience/Pages/Talking-to-Children-About-Racial-Bias.aspx>
- <https://www.naeyc.org/resources/pubs/yc/may2018/teaching-learning-race-and-racism>
- <https://kidshealth.org/en/parents/talk-about-race.html>
- [https://www.teachingforchange.org/wp-content/uploads/2012/08/ec\\_childr\\_enraceracism\\_english.pdf](https://www.teachingforchange.org/wp-content/uploads/2012/08/ec_childr_enraceracism_english.pdf)



Week 4: Break-Out Group (How Might We...Questions)

**How might we get parents to be careful of what they say**

**How might we get others to understand that kids understand more than we think**

**What are you attempting to solve?**

---

## Week 4: Personas

### Amanda Chen

**Race:** Asian Woman

**Age:** 27

**Occupation:** Office Worker

### **Background:**

Amanda is a single working mom who is balancing her career and raising her only son Jeffrey who is 7 years old. She was raised in America after her parents immigrated to America when she was a baby.

### **Personality:**

She is very kind and caring towards her son. A bit overprotective because she is a single parent that wants to keep her son safe. She tends to stereotype different ethnicities. Which could lead to racism and caused her son to learn this and stereotype inadvertently causing him to be racist.

## Week 4: Personas

### Maya and Luis Hernandez

**Race:** Hispanic

**Age:** Maya:35, Luis:40

### **Occupation:**

Maya: Full time mother

Luis: Locksmith

### **Background:**

Maya and Luis Hernandez are parents of 2 young boys Diego and Miguel. Diego is 3 and Miguel is 5. Luis is always busy working since he is the sole provider of the family. They are immigrants that have come here to America and their english is very limited.

### **Personality:**

Maya: Strict mother wants everything in its place and doesn't believe that her race is treated fairly in America.

Luis: Workaholic father who is not too involved in his kids life. He is very caring and believes earning things through hard work.

## Week 4: Personas

### Ling Mei Huang and Li Wei Huang

**Race:** Chinese

**Age:** Ling Mei Huang:68  
Li Wei Huang:70

#### **Occupation:**

Ling Mei Huang: Full-time guardian  
Li Wei Huang: Grocery store Worker

#### **Background:**

Ling Mei and Li Wei Huang are grandparents of 2 girls. They are both immigrants. They immigrated to America to help raise their two granddaughters Ling Ling and Jia Jia before the death of their parents. Ling Ling is 5 and Jia Jia is 2. The two girls have lived with their grandparents since the death of their parents.

#### **Personality:**

Ling Mei: Is a very old traditional grandmother. She believes in traditions and respect. She believes that American children don't respect their elders because of this she doesn't want her grandchildren making friends with americans. Out of fear that they too will become this way.

Li Wei: Hard working grandfather loves his grandkids and wants the best for them.

## Week 5: KWHL Table

### **K: What do I know?**

I would first have to gather what I do know about the subject so that I can research and learn what I have yet to find out. I know that there's a lot of different parenting styles out there and there is no perfect parenting style to raising a child.

### **W: What do I need to find out?**

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I need to find the different parenting style.

I need to know at what age kids start understanding what their is telling them. What age do they start developing reasoning and start to understand what's right and what's wrong.

## Week 5: KWHL Table

### **H: How will I find the information I need?**

For how I will find my information I'll need to first find some good sources and to also research if any other people have also done research on the topic that I'm working on.

### **L: What have I learned?**

I'll have to see what I have learned as I do more research.

---

## Week 5: Concept

My concept is trying to design something for parents/guardians to understand their children a little more. To convince them that their children are smarter than they think. Answering my how might we questions. How might we get parents to be careful of what they say? By showing parents that children learn from watching us so they way we act and what we say affects the way they will act in the future. How might we get others to understand that kids understand more than we think? By providing them with the facts and showing them what they did not know before. What are you attempting to solve? I'm attempting to solve racism but since that topic is to board what I'm attempting to solve is the naivety/ignorance of parents.

# Week 6: Journey Maps (Group Break-out)

## Journey Mapping

Who is the audience?

What was created?

How do they interact with it?

Why is it beneficial?

**Who is the audience?**

Nurses and clinicians who have not used smart phones.

**What was created?**

Mobile App (Simple)

Card for patience

**How do they interact with it?**

They use the app to connect patients to their healthcare worker. Ex: reminder about appointments and find patient information faster.

Quick and efficient tracking of their blood pressure and medications and ensuring, through regular check-ups, that patients stay on treatments

**Why is it beneficial?**

- It allows for easy and fast recording of medical conditions
- updating patience data. It helps quickly find patients information cards.
- It allows for nurses to spend their time helping patience
- Able to use even if the internet is not good



## Week 6: Journey Maps

### **Who is the audience?**

- Parents/ Guardians

### **What was created?**

- An app or a booklet something to get the facts to the parents

### **How do they interact with it?**

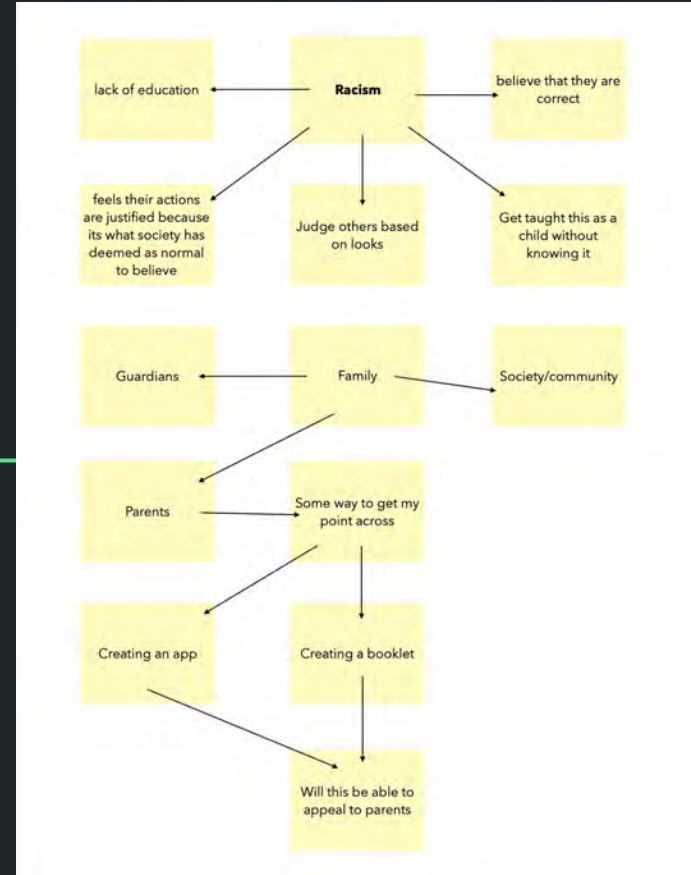
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- They will use the app to get facts about their children.

# Week 6: Journey Maps

## Why is it beneficial?

- It will help the parents/guardians to get the facts quicker and easier without having to google and trying to find which facts to be true or not.
- It will also give friendly suggestions



## Week 6: Creative Brief

### **Project Goals:**

- Show the immigrant parents/Guardians that children understand and are much smarter than we all think.
- Influence future changes in how parents talk and act around their children.

### **Audience:**

Immigrant Parents/guardians. They each have their own circumstance that make up who they are.

---

## Week 6: Creative Brief

### **Message:**

What does every immigrant parent/guardian want? They want to keep their children safe. Parents/guardians don't want anything bad to happen to their children. They might act a certain way around certain racists because they judge them on their appearance. But, children pick up on that and will act the same way resulting in racism. I want my message to be in a friendly tone one that is providing parent/guardians with information not one that is telling them that they are wrong because people don't like being told they are wrong.

---

### **Action:**

My most ideal reaction from my audience to the product that I will design will be anticipating parents/guardians change the way they view their children. My audience will become aware of the fact that children are quite smart and that they know what's happening around them. Expecting my audience will adjust their behaviors around children or explain to them the reasons behind why they do the thing they do.

## Week 6: Creative Brief

### **Deliverables:**

I will showcase my project by creating an information booklet that is cute and simple. I will also create an app that allows immigrant parents/guardians to be able to get facts on your child as he/she grows a fun informative app. The app will also be able to keep track of their child's growth.

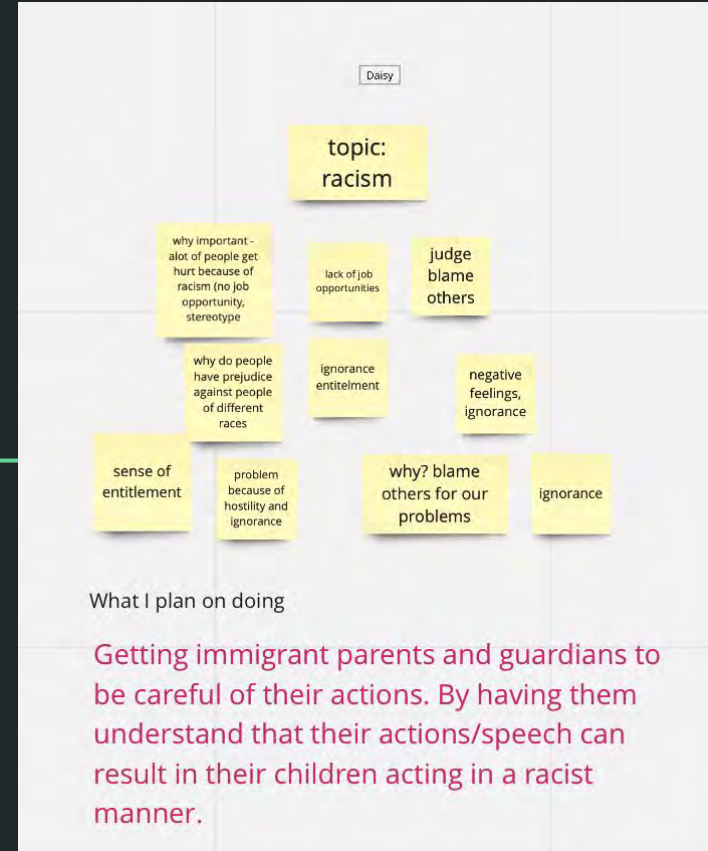
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# Week 7: Break-Out Group discussion (Pitch)

In today's break-out group discussion we talked about our pitch. I also discussed my topic with my group mates and received some feedback. From the feedback that I have received I decided to change my target audience from parents which was still too broad to Immigrant parents.

The pitch that I came up with was  
What I plan on doing

“Getting immigrant parents and guardians to be careful of their actions. By having them understand that their actions/speech can result in their children acting in a racist manner.”



Week 8: ...

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Week 9: Defining the name

Tiny Genius

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## Week 9: Mission Statement

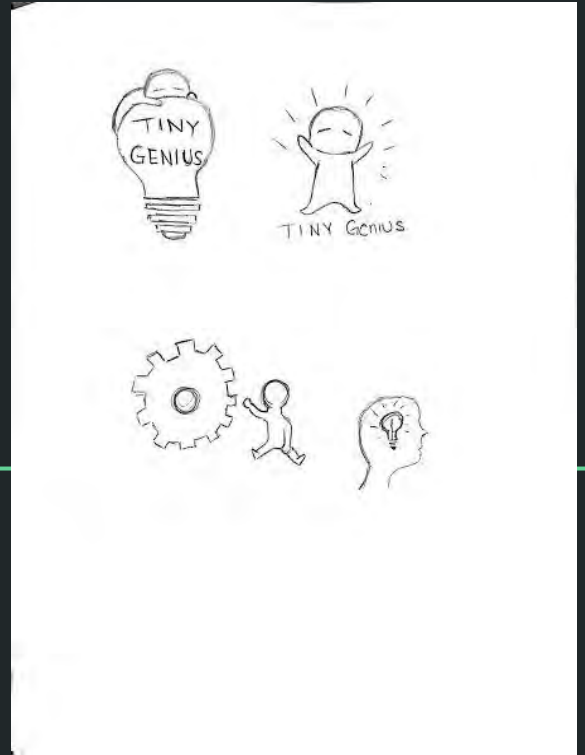
To inform parents that children's actually understand more than parents think they do. That kids tend to follow their example not truly understanding why.

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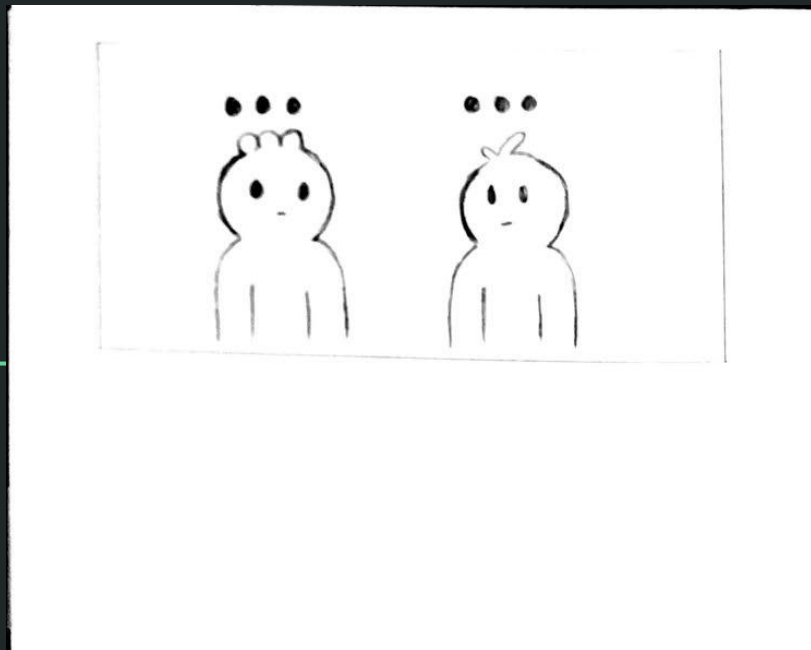
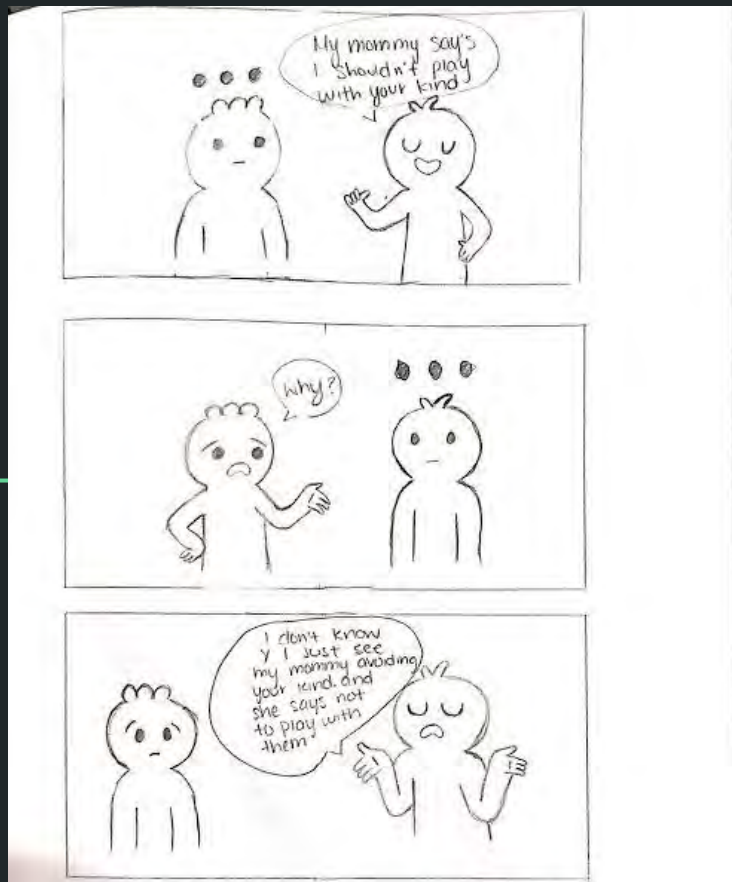
## Week 9: Update on what I'm going to do

Originally I was going to create an app that would let immigrant parents be able to learn facts about their kids and by using the app be able to consult an expert on how to best deal with racist situation if one should arise. The app will also tell them on how something they say or do could possible turn into something racist. A problem that I was asked when I stated this was how I was gonna get some of my personas to use it. So, now I thought about creating a small booklet a couple of pages long that will get the immigrant parents interesting and it will showcase some racist situations. It will be given out at school and it will be in multiple languages so the parents will be able to read it. On the back of the booklet it will have a QR code that will lead them straight to the app for download. I chose this path to show my app because when I said that for the older parents especially asians they don't really use something just because they see an add but one thing that my parents would do is when it was something I got from school they were more willing to read it and follow through.

# Week 9: Sketches



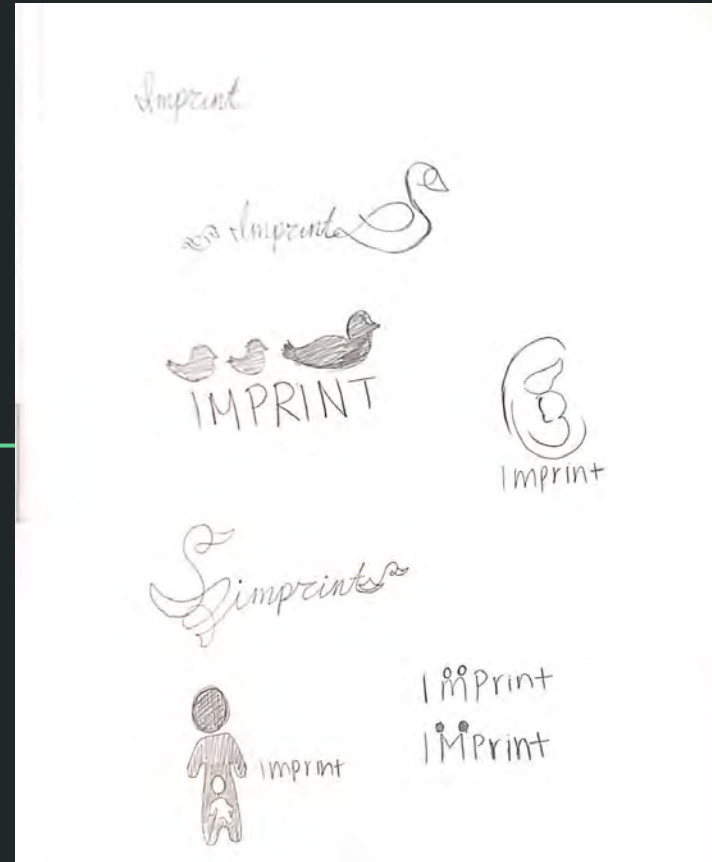
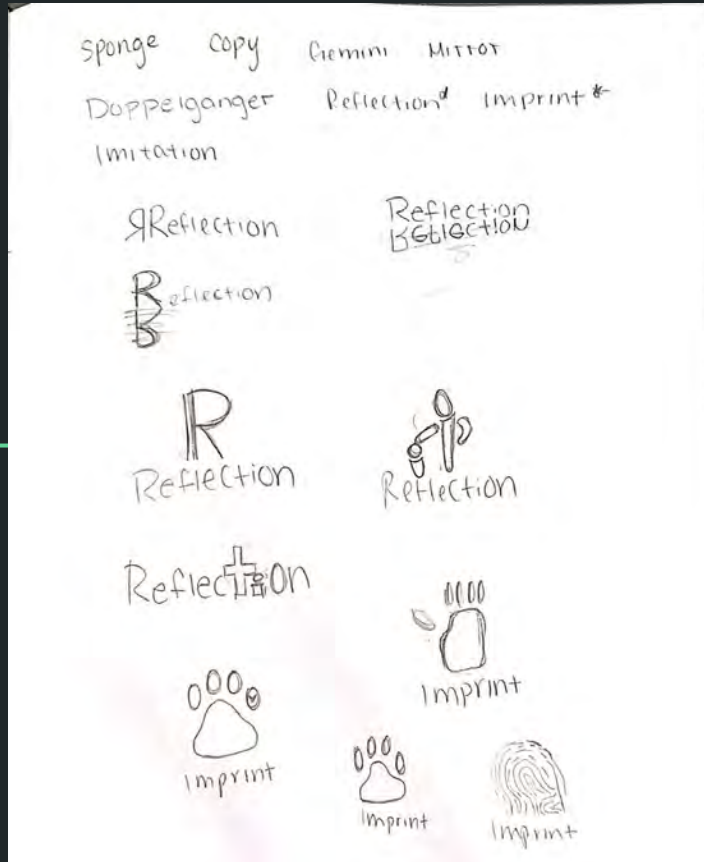
# Week 9: Sketches



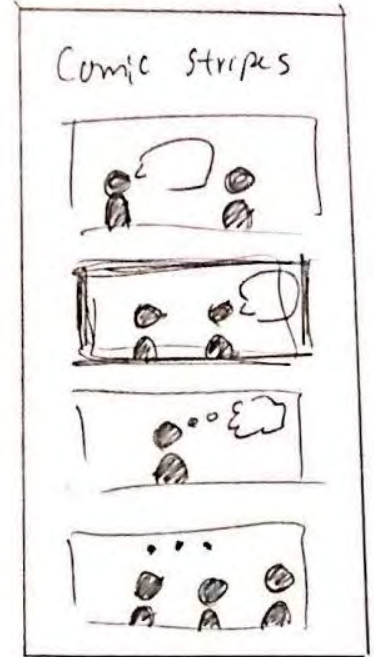
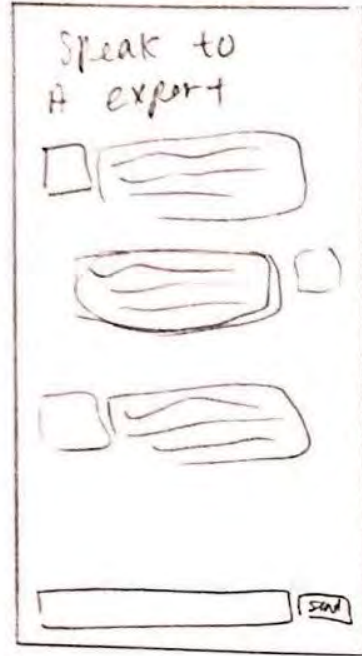
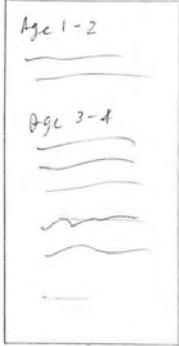
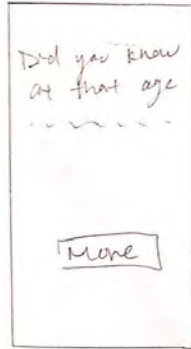
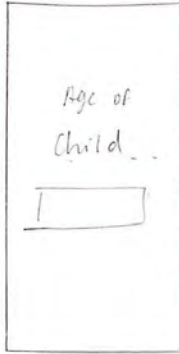
# Week 9: Sketches



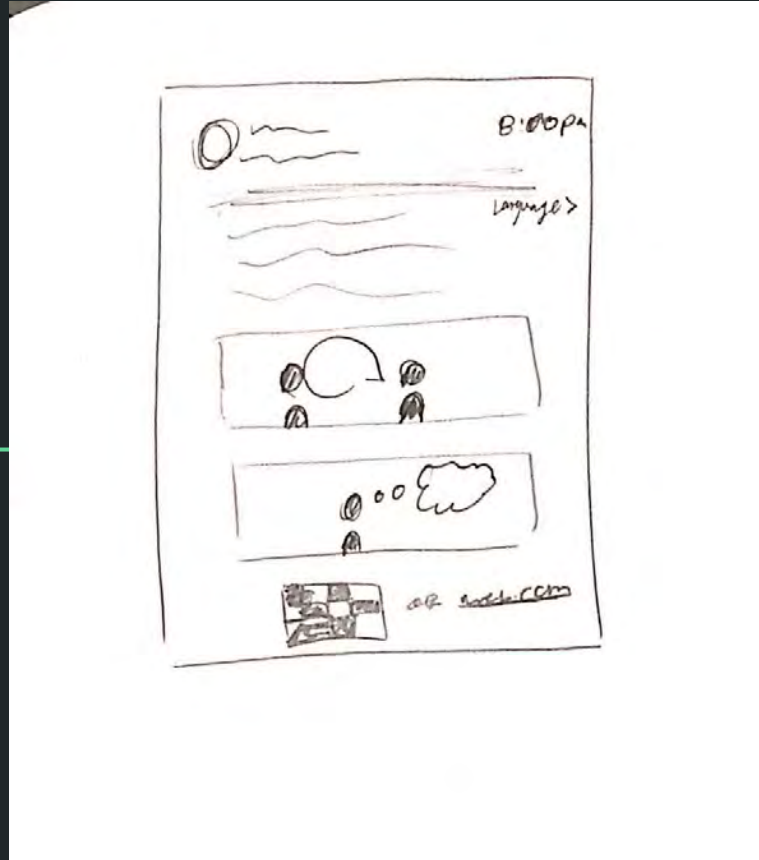
# Week 10: Sketches (Logo)



# Week 10: Sketches (App)

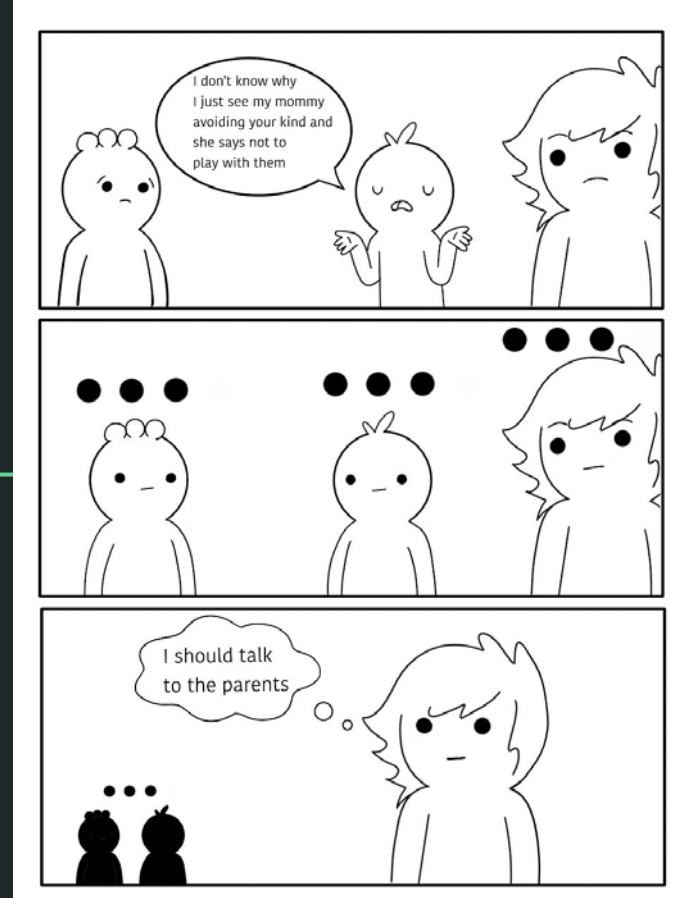
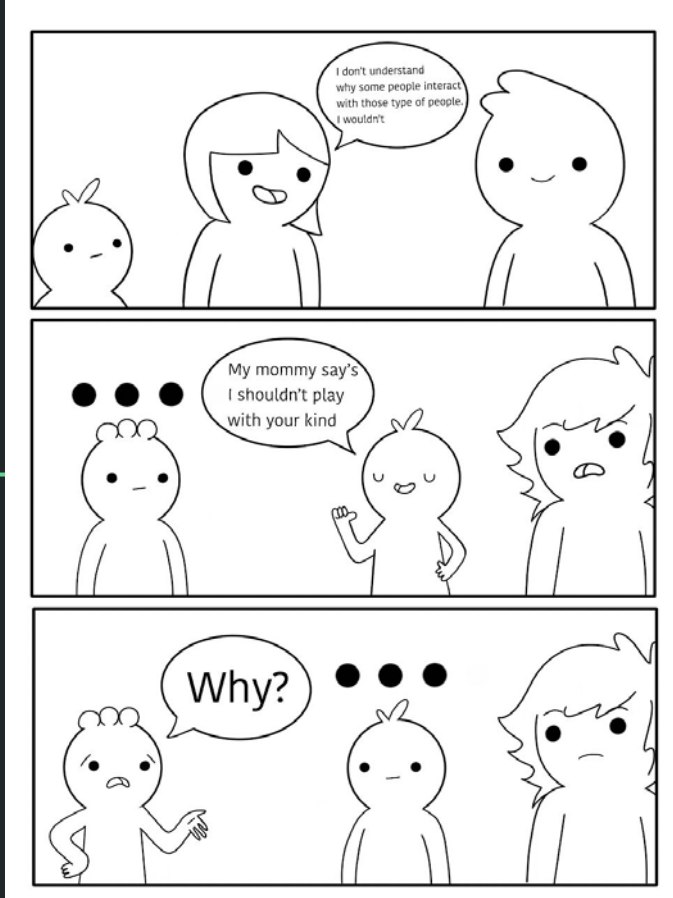


# Week 10: Sketches (Email)





# Week 10: Sketches (Comic Strip)



# Week 11:

IMPRINT

IMPRINT

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REFLECTION

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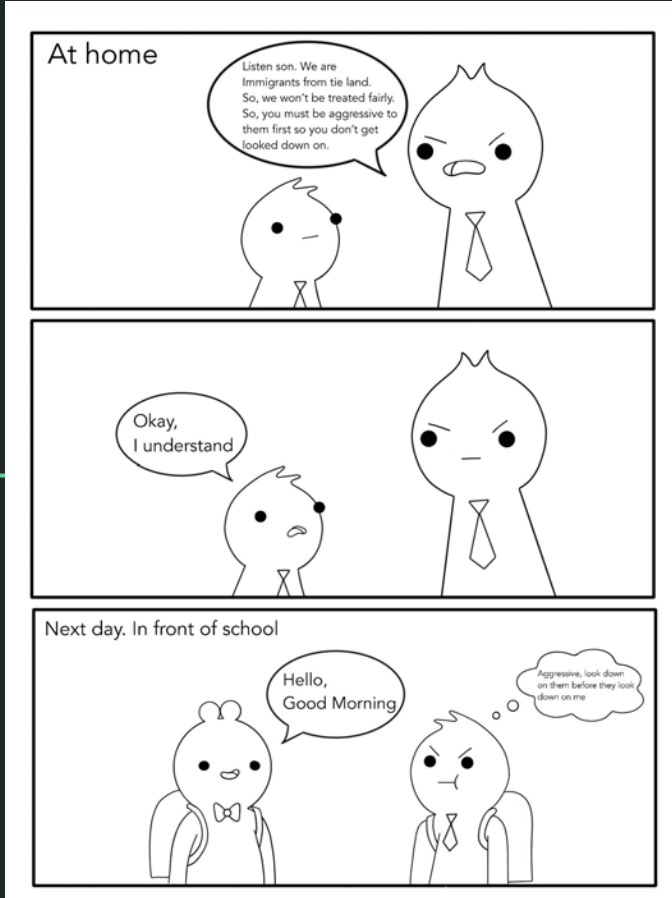
REFLECTION

REFLECTION

# Week 11:



# Week 11:



## Week 12: Child development

### 3 to 6 Months

Your baby is becoming more social these days. Your baby will smile more often, and begin to laugh. Your baby will enjoy playing simple games with you. In these games, you and your baby will take turns doing something that delights the other. Your baby learns that her actions can cause a reaction in her surroundings.

- Your baby can focus on objects as far away as three feet.
- Depth perception is developing in your baby.
- Your baby is imitating more facial expressions.
- Your baby may respond differently to the voice of a stranger than to the voice of a familiar person.

## Week 12: Child development

### 6 to 9 Months

Your baby is really beginning to move his body into different positions. Don't expect her to stay in one place for too long. Your baby still enjoys playing with toys or things that are within her reach. Now you will watch as your baby develops.

- Your baby enjoys learning about his surroundings.
- Your baby may turn his head when you call his name.
- Your baby enjoys repeating an action over and over.
- ~~She is learning that actions have effects.~~
- Your baby is picking up on your feelings by the tone in your voice.
- Your child is sensitive to your tone of voice.

## Week 12: Child development

### 9 to 12 Months

You will notice that your baby is very curious and explores his surroundings. Everything is interesting to your baby! He can now pick up those little things that he looked at before. Your baby will enjoy learning to picking up a toy in each hand and banging them together. Your baby is preparing himself to take his first step by himself.

- Notice that when you say "no," your baby may stop what she is doing and may even look at you.
- Your baby also may recognize a few familiar words. For example, if you say "Bye-bye," your baby may lift her arms to you.
- Your baby may say her first word during this period and know what it stands for.
- Your baby will recognize his name when he is called.
- Your baby may try to imitate some of the things that you do. She may try to drink from the cup the way that you do, talk on the phone, or wave bye-bye.

# Week 12: Child development

## 1 to 2 Years

Learning to walk and talk is your child's biggest job in this year. Enjoy your child's development, and remember to make sure that your child is always supervised.

- Your child will use lots of energy to learn to walk.
- When your child points at something, it is to let you know that it has caught his attention. Use your words to teach your baby the names of objects.
- Your child will learn to point to pictures he recognizes in books or points to parts of his body if you ask him where it is.
- ~~In this period, your child will begin to say words for the most familiar things or people in his surroundings. By 24 months, he should know at least 50 words.~~
- Your child may pronounce a word differently than you do. Don't correct him, just repeat the word correctly so he can hear it.



## Week 12: Child development

- Your child will be more interested in turning pages of her favorite books herself.
  - Your child will learn how to match two objects together by color, shape or size.
  - Your child is paying more attention to the actions of others, and may try to imitate those actions like feeding his doll with a cup or spoon.
-

# Week 12: Child development

## 2 to 3 Years

Your child is now a toddler. Toddlers have high energy levels. They want to do things for themselves. Keep in mind that your child is experiencing all sorts of impulses, but does not yet have control over them. Tantrums are common. Patience is important.

- Your child is more interested in scribbling with crayons. He will begin to copy lines first, and then circles.
- Your child will learn to run without tripping too often.
- Your child will also learn to jump on both feet.
- Your child will learn to walk up and down stairs independently.
- Your child will be able to balance her weight on one foot for a few seconds.
- You will be surprised at how many words your child will learn this year! Try writing down the words that he knows every three months.

## Week 12: Child development

- Your child will learn to talk in short sentences.
- Your child will be able to talk about events that he remembers happening in the near past, but will confuse words like yesterday and tomorrow.
- Though he may not always follow your directions, your child does understand you better.
- He will be able to follow directions using the words "on" "in" and "under."
- By age 3, 75% of his speech should be clear.
- Most strangers will understand at least 50% of what your child says.
- Be firm, and consistent in setting limits for your child. Too many rules may cause your child to be very rebellious, and too few limits may leave your child feeling very insecure.

## Week 12: Child development

### 3 to 5 Years

At this age, your child believes that everything revolves around her. She is the center of her world. Her world is full of magic. Her imagination is working all the time. She is also learning to be a good companion to other children her age. Preschool, day care or playgroup provides a great opportunity for your child to learn appropriate social skills.

- Your child is capable of helping with some meal preparation such as: pouring cold beverages, mixing, breaking eggs, mashing potatoes, and squeezing juice.
- Your child will learn to hold his crayon better. Fat pencils and crayons help him to start drawing and pretend writing.
- Your child will learn how to button his clothes and zip and unzip by himself.
- Your child may offer to help with household chores. He may learn to pour liquid from a pitcher into a cup. Spilling at this age is normal though, so make sure your expectations are in line with what he can do.
- Asking "why" is a favorite activity for your child during this period. Your child wants to know what causes the events around him.

## Week 12: Child development

- Your child will learn to respond to the question "why" in his own fashion and may ask "Why?" over and over again.
- Your child will learn to listen to the explanations of others with interest.
- Your child's vocabulary continues to grow rapidly.
- Your child will, by age 5, know how to tell a story with a beginning, middle, and end.
- By setting firm and consistent limits for your child, you will begin to teach your child the difference between right and wrong. He may still seem to "lie" on occasion, but he will believe this lie really is the truth.
- Your child may be very easily influenced by what he watches on TV. Supervise what he watches.
- Your support and guidance will help your child begin to gain control of his emotional, aggressive, and sexual impulses.

# Week 12: Child development

## 5 to 7 Years

Years As your child begins school, each day becomes an adventure and a time of discovery. This period of childhood is the time each child begins to learn skills needed to become a self-sufficient person. Each child has his or her own personality that influences each step of learning and development. Physically, this is also a time of tremendous growth. Your child will grow about 7 lbs. and 2 1/2 inches each year during this time. Muscular strength, coordination, and stamina increase, though your child may be somewhat clumsy at this time as his height and weight increase so rapidly.

- Your child will learn how to use a pencil to make shapes (like a square) and then to make letters, words and sentences.
- Your child will be drawing people, houses and trees with more detail than before (for example: at least 6 body parts when he draws a person).
- By age 7, your child will be able to tie his shoes (if given the opportunity to learn; with all the Velcro shoes and slip-ons around these days, it may happen later!).

## Week 12: Child development

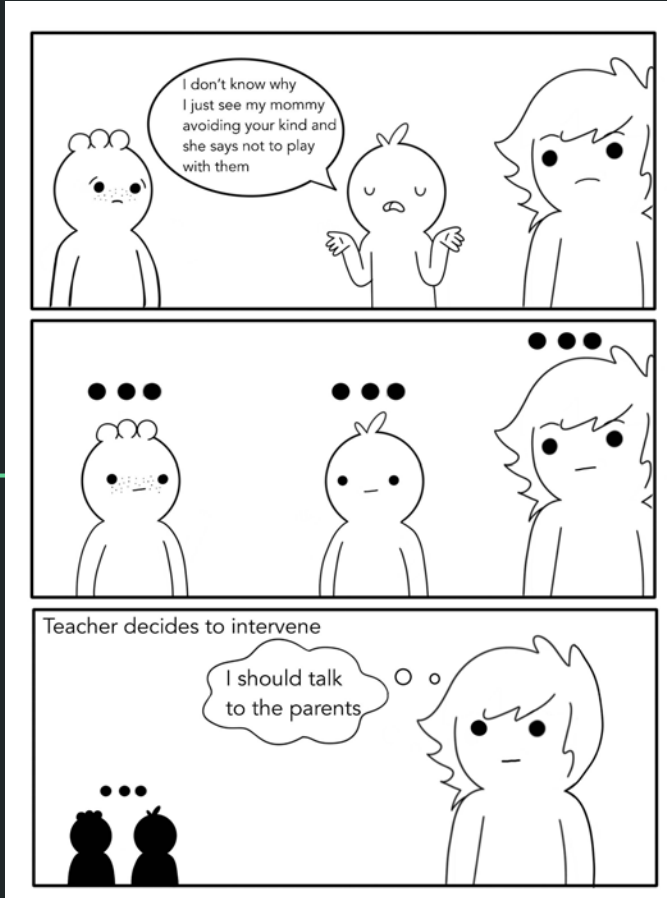
- Your child will be able to do a series of motions in a row in order to do a complicated motor activity like pumping herself on a swing, skipping, jumping rope, or swimming strokes.
- Your child will develop more visual-motor coordination and be able to catch bounced or thrown balls more easily. The balls can be smaller now.
- Your child understands the rules of conversation and is able to talk and then listen.
- Your child is eager to learn and has a strong desire to please adults.
- Your child may focus on only one part of a situation. For example, a child of this age may believe that a tall, narrow bottle of soda contains more soda than a short, wide bottle with an equal amount because one is taller than the other.
- Developing self-esteem is a central issue at this age.
- Home is still very important and is the foundation for your child to become independent.
- Your child is beginning to compare herself against other people's expectations.

## Week 12: Child development

- Your child is becoming aware that she is one of many people in the world. Up to this time, most children are focused primarily on themselves. Sometimes, this makes a child seem less outgoing than before.
  - Your child is developing the social skills to make friends.
  - Your child is a wonderful mimic. He imitates both good and bad adult behavior.
  - Your child is able to communicate well with others without your help.
-



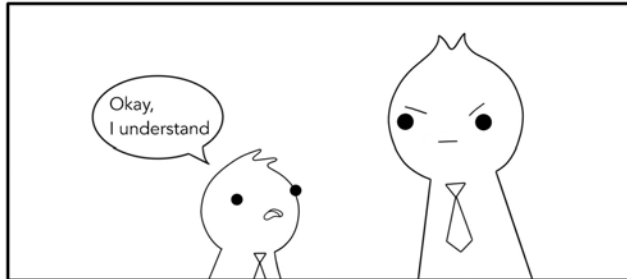
# Week 12: Comic 1



# Week 12: Comic 2

At home

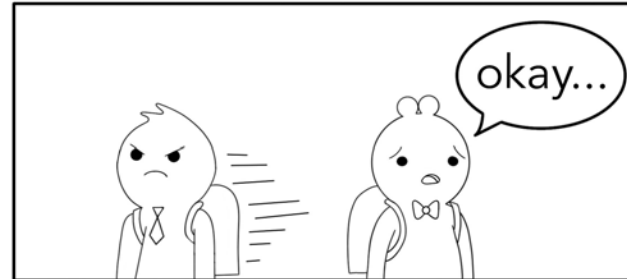
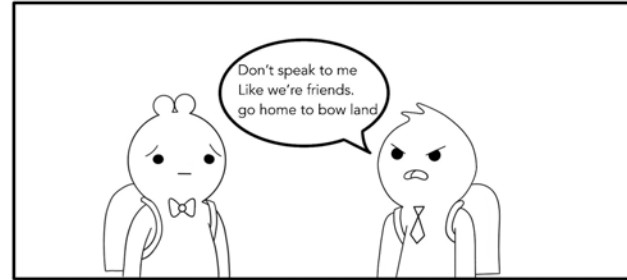
Listen son. We are immigrants from tie land. So, we won't be treated fairly. So, you must be aggressive to them first so you don't get looked down on.



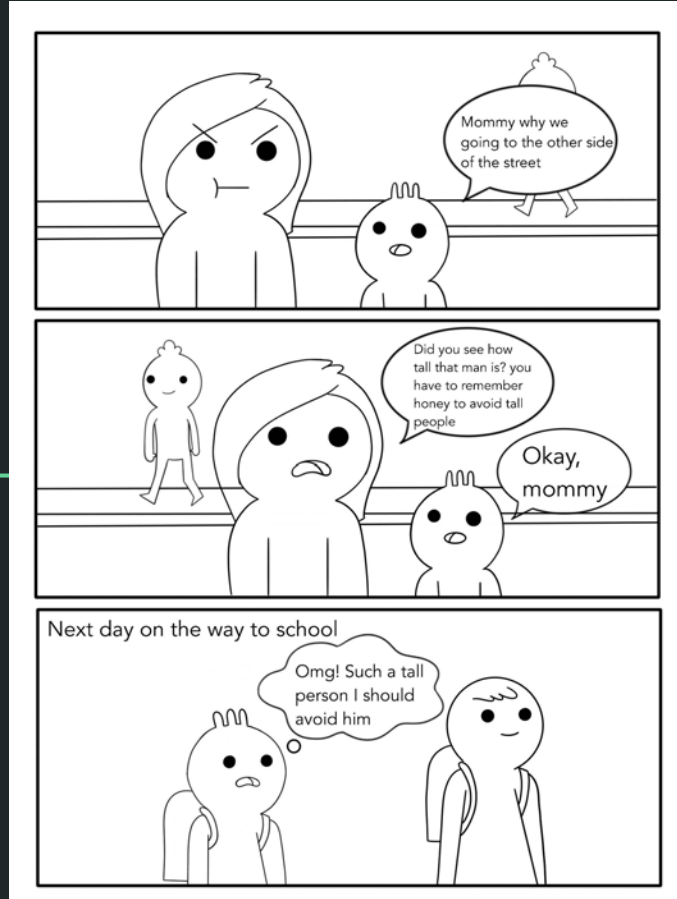
Next day. In front of school

Hello, Good Morning

Aggressive, look down on them before they look down on me



# Week 12: Comic 3



# Week 13: App

## REFLECTION REFLECTION



### Important Mile Stones

[3 to 6 Months](#)

[6 to 9 Months](#)

[9 to 12 Months](#)

[1 to 2 Years](#)

[2 to 3 Years](#)

[3 to 5 Years](#)

[5 to 7 Years](#)



### 3 to 6 Months

Your baby is becoming more social these days. Your baby will smile more often, and begin to laugh. Your baby will enjoy playing simple games with you. In these games, you and your baby will take turns doing something that delights the other. Your baby learns that her actions can cause a reaction in her surroundings.

#### Facts

- ✦ Your baby can focus on objects as far away as three feet.
- ✦ Depth perception is developing in your baby.
- ✦ Your baby is imitating more facial expressions.
- ✦ Your baby may respond differently to the voice of a stranger than to the voice of a familiar person.

[6 to 9 Months](#)



### 6 to 9 Months

Your baby is really beginning to move his body into different positions. Don't expect her to stay in one place for too long. Your baby still enjoys playing with toys or things that are within her reach. Now you will watch as your baby develops.

#### Facts

- ✦ Your baby enjoys learning about his surroundings.
- ✦ Your baby may turn his head when you call his name.
- ✦ Your baby enjoys repeating an action over and over.
- ✦ She is learning that actions have effects.
- ✦ Your baby is picking up on your feelings by the tone in your voice.
- ✦ Your child is sensitive to your tone of voice.

[3 to 6 Months](#)

[9 to 12 Months](#)

# Week 13: App

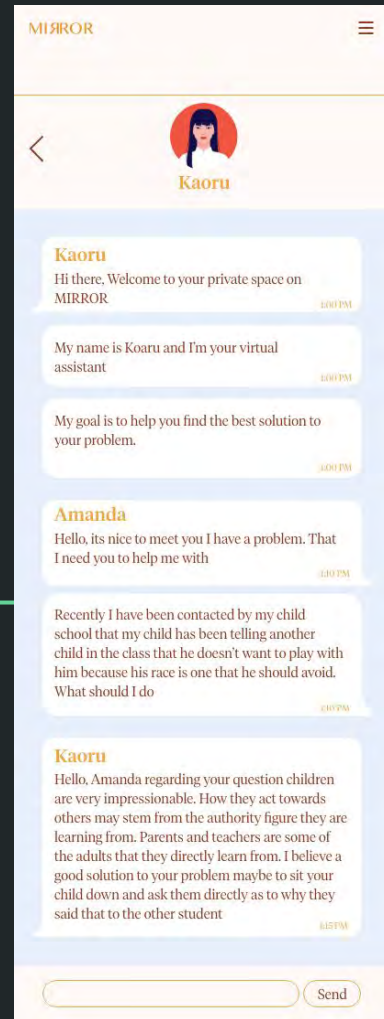


## Week 14: The Process

1. School see that the children are being racist
  2. They send an email to the parents
  3. Amanda receives the email and she checks it on her phone
  4. She uses the link that is in the email to go to the app store
  5. She downloads the App
  6. She checks out the app.
  7. In the app she is able to get information on her child and able to speak to a professional
- 

\*Important step the email to the parent how to get them to download the app  
Make it so they don't feel like they're being attacked

# Week 14: App



# Week 14: App

