

GNG 1103

# Deliverable D

Conceptual Design

Team #F3.3

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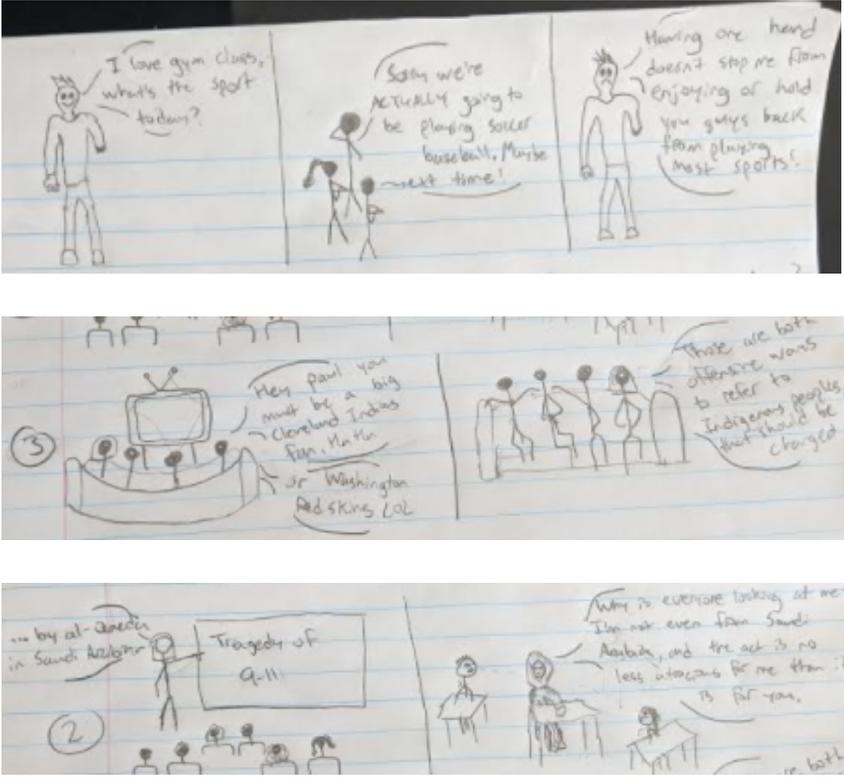
Faculty of Engineering — University of Ottawa

# Introduction

The Ideas that we have been working on for the past few weeks are being brought to life through the conceptual sketches below. These sketches are representations of the virtual scenes that will be included in the virtual reality game prototype. We each designed subsystems to represent our visions of the game, and chose the ones that we all agreed best represented our design concepts.

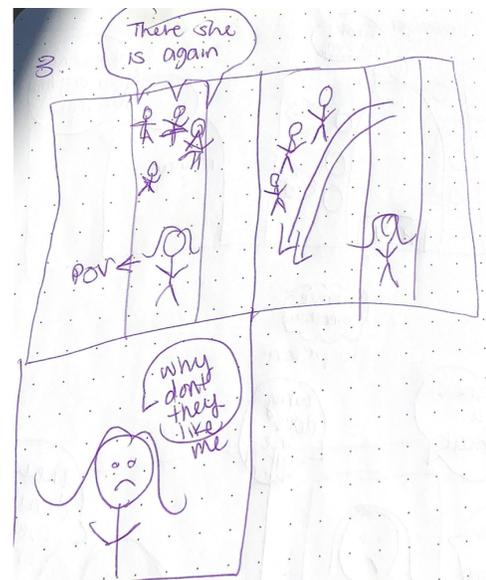
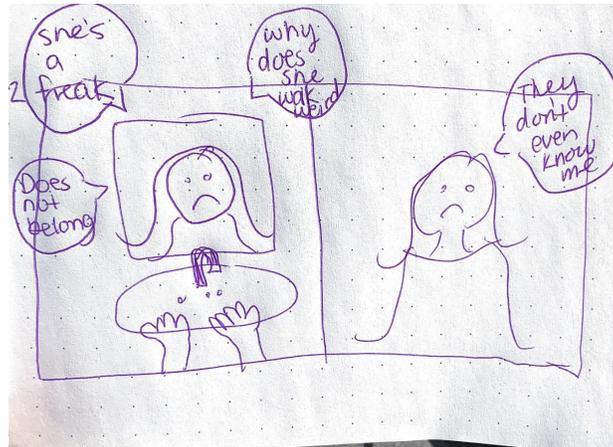
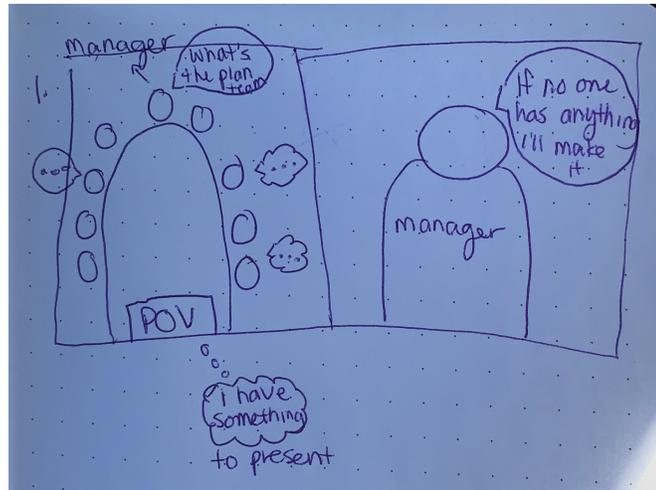
## Concepts

- Ignored/Excluded
- Hateful speech
- Body language

Concept Description	Visuals
<p><b>Creator - Bennett</b></p> <ol style="list-style-type: none"> <li>1. Exclusion is a problem many face even if they are accepted. This explains how people with disabilities still can, want to, and should be involved in sports or physical activities</li>   <li>2. There are many derogatory or outdated terms when speaking about Indigenous peoples, even on the name of sports franchises. That does not make it ok to use them.</li>   <li>3. Islamophobia became an increasingly common occurrence after the 9/11 attacks. Those who committed the act were extreme terrorists who do not represent the religion of Islam.</li> </ol>	 <p>The visual column contains three hand-drawn sketches on lined paper. The top sketch shows three stick figures in conversation. The first figure asks, 'I love gym class, what's the sport today?'. The second figure replies, 'Seem we're ACTUALLY going to be playing soccer baseball. Maybe next time!'. The third figure says, 'Having one hand doesn't stop me from enjoying or hold you guys back from playing most sports!'. The middle sketch shows a stick figure sitting at a desk with a television. A speech bubble says, 'Hey Paul you must be a big Cleveland Indians fan. Ma Ma Jr Washington Redskins LOL'. To the right, another stick figure says, 'These are both offensive ways to refer to Indigenous peoples, that should be changed'. The bottom sketch shows a stick figure pointing to a board that says 'Tragedy of 9-11'. A speech bubble says, '... by al-Qaeda in Saudi Arabia'. To the right, another stick figure says, 'Why is everyone looking at me? I'm not even from Saudi Arabia, and the act is no less atrocious for me than it is for you.' There are small circled numbers 3, 2, and 1 next to the sketches.</p>

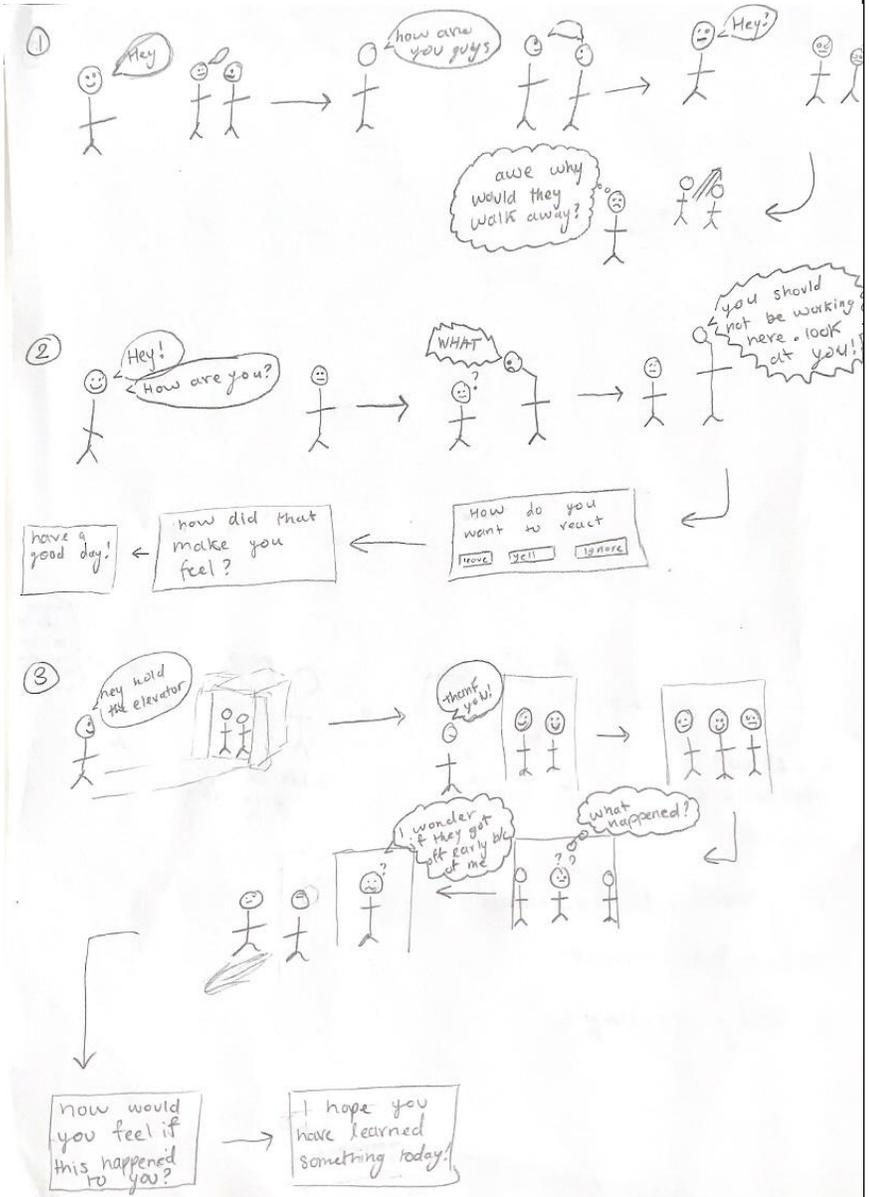
**Creator - Sophie**

1. Ignored in team meeting
2. Whispers of hateful rumors when washing your hands in the bathroom
3. When walking past coworkers, they always seem to turn their back to you



### Creator - Liel

1. Ignoring those who are different and alienating them for being who they are is a major issue. This scene will allow those who have never felt ignored to see how it feels to be left out just for being themselves, hopefully encouraging them to start including others whenever they can
2. Even today people degrade others by using hateful speech and slurs. This scenario is designed to let people hear the derogatory language that is often used to make those who are different feel insignificant, so that they can learn how to react to it and to do it less (if they are the ones doing this)
3. Body language is a common and subtle reaction to being near someone who may look or act differently. These are usually unnoticed by the doer, however the individual to whom this is done too takes this very negatively, making them feel confused and upset. This scene allows people to understand how this looks to a person who may be different, they can learn how to avoid this and how to react.

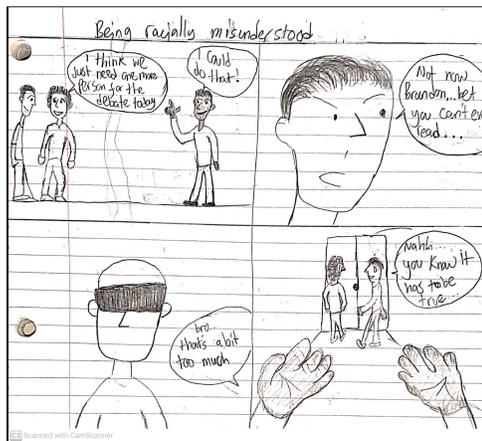


**Creator - Joshua**

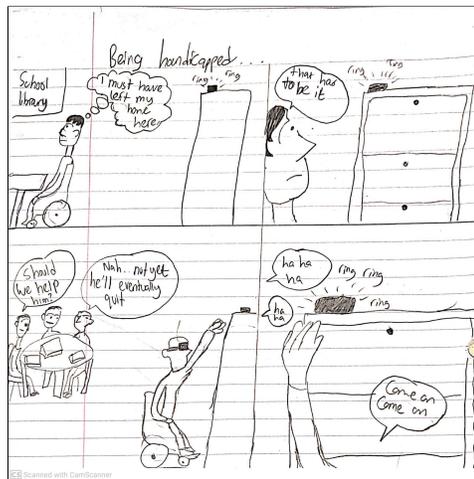
1. Transgender conforming people may experience discomfort, rejection, and even harassment from those who do not agree with their attitudes on their identities



2. Racism, to some extent still exists as a result of people's refusal of others' ideas in their ethnicity and beliefs in general



3. Being physically disabled is hard to handle, especially around those who don't understand what pain it is and place stereotypical ideas on them.



# Analysis and Evaluation

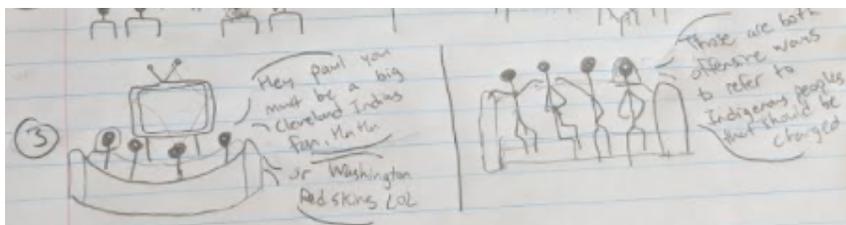
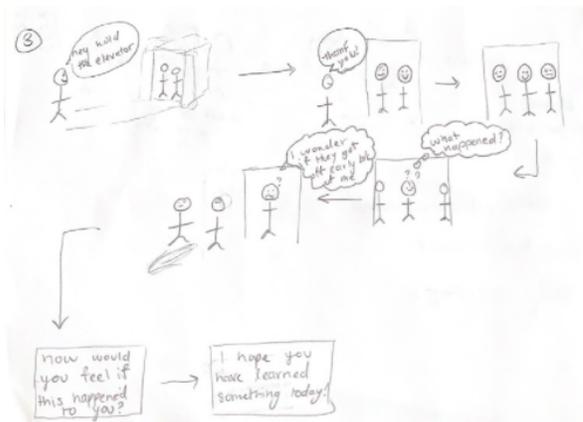
B = Bennett    J = Joshua    L = Liel    S = Sophie

	Sub-system	Ignoring	Hateful speech	Body Language
	Team Member	Drawing 1 B J L S	Drawing 2 B J L S	Drawing 3 B J L S
Criteria	Weight			
Ease of development	3	1 3 4 4	4 4 4 4	1 2 3 2
Age appropriate	3	5 4 4 4	4 2 2 2	2 4 4 4
Effectiveness	5	3 3 3 2	4 5 3 3	5 4 4 3
Time of simulation	2	4 2 2 4	3 3 2 4	4 2 3 4
Depth of Training	5	2 3 2 2	3 3 4 3	5 4 4 3

	<b>Total</b>			
		51	65	67
		55	64	62
		53	57	67
		52	56	56

**Table 2.0:** Decision matrices comparing all of the conceptual design options. Rated out of 5, (1 being harder to reach/create and 5 being easy to develop)

## Group Design Concept Selection



We selected:

Joshua's design for our first subsystem - ignoring

Bennet's design for our second subsystem - hateful speech

Liel's design for our third subsystem - body language

Based on our evaluation that rated each drawing on our design criteria out of 5, the lower end being harder to develop/create and less effective and the higher end being easier/more effective

## **Conclusion**

During the design thinking stage, our team constructed 12 different sketches coordinating with our 3 proposed subsystems. After we evaluated and discussed, we had 3 sketches for each subsystem that met our criteria discussed with our client. In the future week, we will have a meeting with the client to discuss any questions or concerns that we are faced with throughout this process. We will also begin the next step of our project plan and cost estimate for the design.