Assignment 2: POVs and Experience Prototypes

CS 147: Augmented Humans

Our team

Sofía

Chris

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Our domain
Mental Health
within Augmented Humans

We met...

Ben, a high school senior from Palo Alto High School

We we were amazed to learn...

He used to run daily to destress but stopped once he got sick

It would be gamechanging if...

We could design a solution that gave people a way to destress that fit with their current lifestyles

"Privilege often leads to a lack of resiliency"

Pressure to succeed prevents actual self-learning

John Barton

"There are beneficial and detrimental approaches for dealing with stress"

"Saying no is crucial"

Dr. Julie Sutcliffe

Sets aside time every evening to destress

Technology is the biggest distraction

Matthew

We met...

Caroline, a Bridge peer counselor

We we were amazed to learn...

Not all students fit into the Bridge's step-by-step program

It would be gamechanging if...

We could give each student a plan that worked for them

We met...

John Barton, a RF in West Flo

We we were amazed to learn...

Most of the students with mental health crises didn't have previous issues, but instead came from privileged backgrounds and had never learned resiliency

It would be gamechanging if...

Teach people resiliency without having to undergo trying experiences

We met...

Jules, a high school student from Paly

We we were amazed to learn...

Technology played a big role in organizing her life but also caused a lot of stress

It would be gamechanging if...

We could find a way to keep her organized without her phone

How might we...

make procrastination productive

How might we...

teach resiliency through good experiences

How might we...

understand someone else's experiences

Reward for challenges

Task genie

make procrastina-tion productive

understand someone else's experiences

teach resiliency through good experiences

Switch bodies with another person

Prototype 1: Learning from experience

1. Person A plays a card game in person
2. Person B watches video of Person A's game
3. Compare responses

⭐

Doing task =
detail-oriented,
self-reflective

❌

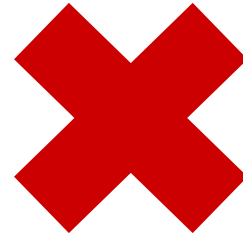Undergoing
unfamiliar task
was very
stressful

Prototype 2: Choices, choices, choices

1. Participant copies poem
2. Give choice to watch funny video or finish HW

Suggested a healthy break to get to know organizer

Did not choose the productive route, task was boring

Prototype 3: To prepare or not to prepare

1. Give participant a quiz
2. Give them opportunity to make study guide

Did not choose to dedicate time to study, despite greater chance of reward

Reward might not have been enough to justify means

Key Takeaways

- People are willing to take from work to do things that interest them
- Learning from experience is much more effective than learning secondhand

How can we use breaks to learn new skills?

How can skill-building be a means to maintaining mental wellbeing?