Investigators challenge

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Introduction

For this module, Jasper, Ilse, and Fleur, we have been working on a project for the past ten weeks. For Interactive Storytelling, we were tasked with creating an exposition that incorporated the theme: "(Nothing) Out of the Ordinary." As a group, we started by brainstorming and generating various ideas. Ultimately, we narrowed it down to a murder/mystery case in which we aimed to address an underlying theme. We quickly landed on the topics of framing, social media, and algorithms, inspired by the TikTok videos and trends surrounding the Johnny Depp and Amber Heard case. We noticed that each of us had different perspectives and opinions on the case because of the different videos and content about the case that we were exposed to on TikTok and other platforms, which led us to the concept of framing. We further brainstormed and developed an educational yet interactive experience to raise more awareness amongst young people about social media and its consequences when it comes to influencing your worldview. We conducted research on the target audience and for example their development in the context of social media usage. Subsequently, we focused on crafting compelling narratives in our experiences and determining which ones worked best for what we wanted to achieve with this concept about framing and social media. Throughout the past ten weeks, we collaborated as a team and assigned roles accordingly. We remained flexible and adjusted tasks as needed, sometimes taking on additional responsibilities or letting go of others. We fostered open discussions and critically evaluated our own actions as well as the team's performance. This document will guide you through each phase and provide descriptions. Additionally, you will find all the materials we used for our product in the appendix. Enjoy reading about our experience creating an educational, immersive, and interactive experience about framing in social media.

Explore sprint

Interactive Experience analysis - Naturalis: The Rexperience

For our interactive Experience Analysis, we went to the Naturalis Museum in Leiden. And then especially the Rexperience that you could participate in there.

Naturalis is a museum about biodiversity. It's also a national research center for biodiversity. They have different exhibitions about life, nature, geology, the ice age, dinosaurs, death, and seduction. It is one of the few museums to showcase a T-rex skeleton and has an impressive collection of objects. For our analysis, we focussed on the Rexperience that shows the life of Trix. Trix is the T-rex skeleton that is shown in the exhibition.

If you look at the website they promote it as an exciting experience where you can come eye-to-eye with a dinosaur. They make use of scare, light, and motion effects which gives the expectation that it's going to be a real adventure which is a bit scary. They also tell you you're going on an adventure in a time capsule to learn all about Trix but that you have to watch out for the meteors. This already tells a bit about what you're going to experience.

Who is the visitor?

The targeted audience for the experience is everyone above the age of 8. The experience contains scares, motion, and light effects which makes it not suitable for children younger than 8 years old. The targeted audience is also visitors of Naturalis who have a bigger interest in anything that has to do with dinosaurs or who would like to know more about this.

Reasons to know?
The targeted audience finds out about the experience when you buy your tickets for the museum. You also get an extra option to buy a ticket for the Rexperience. They also advertise the experience on the website.

Reasons to go?
They interest the targeted audience with the promise of an adventure back in time where you can come eye to eye with a t-rex. They ask the audience if 'you dare to go' into the experience. Hinting that the experience is exciting.

Reasons to grow?
People who like dinosaurs, or are interested in this can come eye to eye with a dinosaur. Giving the experience as if you truly are there back in that time era. This can be something exciting and if you like movies like Jurassic Park then this truly is an exciting experience to

go through. You learn about the dinosaur 'Trix'. Which is one of the most important parts of the dinosaur collection that Naturalis owns.

Reasons to remember?
Guests remember standing eye-to-eye with Trix, this was the climax of the story and the most exciting part. The 4D time capsule part was also really impressive which also stays with the audience. But besides the physical experience you also subconsciously learn a bit more about Trix her life. How she didn't always have the easiest life and during the experience, you learn about her story.

Research environment

The Rexperience is part of the Naturalis Museum and is about the T-Rex 'Trix'. This is why the location is also at the Naturalis Museum. Naturalis has multiple floors, the Rexperience is on the same floor as the dinosaur skeletons. This way you can see the skeletons easily before or after visiting the Rexperience. Naturalis is one of the only museums in the Netherlands to have dinosaur skeletons, so the competition is very little. Especially t-rex skeletons are very rare to see but you can spot them at Naturalis during the Rexperience.

Experience Checklist

Body
The experience is made attractive by the decor and the fact that you can stand face to face with a dinosaur. When you are waiting in line for the experience you are in a waiting room for a time-traveling company. They really made it feel as if you were about to travel back in time. You had to walk through a disinfection zone before entering the time capsule and wear 'protective' glasses (3D glasses). The time capsule was a 4D experience, you had to secure your seatbelt, and you could feel the 'time capsule' move while they showed some information about Trix and her life. But after a meteor hit the time capsule, we had to rush out quickly but quietly because we were now 66 million years back in time with dinosaur Trix very closely nearby. There were plants everywhere and you could hear the sounds of the jungle. To fix the time capsule we had to press a button but that didn't work the first time. A realistic robotic version of Trix came poking through the plants and looked you dead in the eyes. When she disappeared, we had to press the button again and we had to walk through a hallway back to the present to exit the experience. It was a very immersive experience!

Mind
The subject is so interesting because it's so surreal. That giant reptiles walked the earth millions of years ago sounds almost unreal and that is what makes the topic so interesting. The unknown is something that can be scary but interesting to us humans. Another thing that makes the subject interesting is movies like Jurassic Park or World. These movies are an easy way to introduce people to the world of dinosaurs. During the movie, the characters are faced with dinosaurs. In the Rexperience you can actually experience this yourself!

Heart
To touch the visitors emotionally they make use of a lot of scare effects. For example, seeing the head of Trix really has a thrill to it because even if you know it's fake it still feels realistic

and kind of scary. Another way they touch the visitors emotionally is by showing the life of Trix in a video and also showing her babies who were really cute. Because you, as a visitor, get to know more about Trix and her background story, you automatically can feel way more compassion towards the dinosaur and what she goes through during the actual experience.

Soul
Teaching visitors about the life of Trix is an important topic for the organization and at the same time interesting for the visitors because not many people know about the life of the dinosaur. Naturalis does research on this and wants to teach visitors about the results of their own research. People who are interested in dinosaurs can learn more about Trix during a fun experience that stays with you for a little while. Young children can also enjoy the experience of witnessing Trix and maybe can develop an interest in dinosaurs later on in life.

Experience Journey

Invitation: when you buy a ticket to the museum or reserve a time slot you also get the option to buy a ticket for the Rexperience. They also promote this on the website itself.


Transition: as soon as you stand in front of the experience you have to wait in a sitting area that looks like a waiting room for an airplane but then more futuristic. This already gives the visitor the feeling as if they are going to enter the experience. Another part of the introduction is when you have to walk through a disinfection zone by yourself. You get 3D glasses and have to wait in front of the time capsule after you walk through the special zone.

Introduction: as soon as everyone is waiting in front of the time capsule you get a video with information about what is going to happen. That you will enter the time capsule and will learn about Trix.

Exploration: this is during the experience, you sit in your chair and get information about Trix as if you are looking at her from the time capsule. Suddenly a meteor hits the capsule, and you crash and land on Earth 66 million years ago.

Admiration: you walk into a room filled with jungle plants and sounds and it really feels as if you are walking on Earth 66 million years ago. We have to rush to a button to fix the time capsule before Trix finds us.

Immersion: suddenly you see a video in the back playing with Trix and her children. When suddenly one of the children appears in front of you, this is a really cute dinosaur. But her mom might look for her which makes the visitors more immersed because you can feel the tension of the big t-rex who might show up
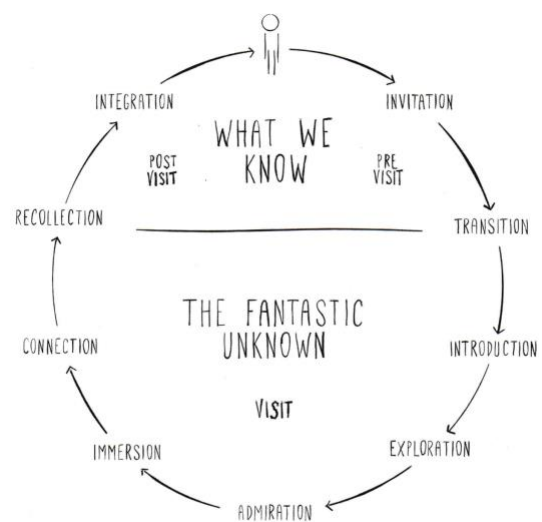
Connection: Trix shows up and we all have to be very quiet. You can see how she cares for her child, and you feel connected to the story about Trix's life. But you are also kind of tense because the robot Trix is life-size and really realistic which makes the whole situation kind of scary even though you know it is fake.

Recollection: to quickly go back in time and fix the time capsule we had to press the button again this time it did work. And we had to walk back through a hallway with neon lights as if we were jumping back to 2023. And then you exit the experience.

Integration: after the experience, we got an email asking how we liked our visit and if we had any feedback for the museum for next time. This is a reminder of our day at Naturalis and the Rexperience.

Our advice for Naturalis

- Better promotion beforehand, we did not know the experience existed if we didn't hear it from Ilse. Making a multimedia campaign (posters, more social media, or television promotion) would reach more people.
- More interaction, you had to walk through, and it was very immersive, but if you could make touch some of Trix her scales or feathers, plants, etc it would make the experience more interactive
- The 'guide' throughout the story was nice but also very distracting from the surroundings. Because this was a television screen that walked you through the experience. Kind of ruining the experience of walking through the jungle. Making use of an actor would solve this problem.
- The integration step of the experiential journey was kind of lacking. Maybe they could have added something that you could take home. Like a tiny dinosaur toy for children. Or a flyer.
- A picture moment afterward to post on social media would have been really cool. As a fun reminder that you can also post online. That would also spread more awareness about the experience.

Conclusion

The entire experience was really fun and immersive. They made great use of different mediums to make it immersive and entertaining. Like a 4D simulation, a walk-through experience where they made use of sound and decor, and light. And the extra interaction was really cool that you had to press a button. We would change how they promoted the experience a bit and the integration. Another change we would make was the guide throughout the experience. This kind of pulled you away from the immersion, especially after the capsule crashed. But besides these minor changes, we think this was a great and inspirational visit.

Step-by-step plan

Desk Research

As a group, we have chosen the subject *framing*. Framing on social media refers to the way in which information is presented to the audience to shape their perception of a particular issue. In the case of young children between the ages of 11-14, framing on social media can have a significant influence on their attitudes and beliefs. Children of this age are still developing their critical thinking skills and are more likely to accept information at face value. Some may not have the ability yet to evaluate the validity of information they encounter online, making these ages more susceptible to the framing effects.

Media texts act as cultural resources upon which humans draw when they attempt to make sense of the world and consumption practices (e.g., Fitchett & Caruana, 2015; Humphreys, 2010a, 2010b; Humphreys & LaTour, 2013). The media may also have more direct effects on the affected individuals. As the media acts as a cultural resource, which consumers draw upon to understand the world, it may also act as a resource in their attempt to understand and legitimize their own behavior. What we see on social media or in the newspapers therefore becomes part of the way we look at the world. Especially, younger children are actively creating their own perspective on the world. Therefore, we think it is important to teach young children about framing and how every story does not have one side. There are more sides to stories and on fast-paced platforms like TikTok we mostly do not see all the sides of a story. In the case of the legal battle between actors Johnny Depp and Amber Heard, apps like TikTok were flooded with footage of older interviews, small fragments from the courtroom and snippets of leaked interrogations and official police files. Algorithms on apps like TikTok create a certain bubble where some people are only shown the fragments in favor of Johnny while other people are only being exposed to the footage that puts Amber in a positive daylight. As described earlier, this process is called framing because due to algorithms we are only exposed to certain frames in which a news or fragment is being placed. It is very logical that people are quick to form an opinion, but when they do not know the full story (because they do not have access to it due to algorithms) it is a toxic workflow. In short, algorithms used by social media platforms often reinforce certain types of framing by promoting content that is likely to engage users. This can result in the amplification of certain perspectives of ideas, further shaping children's perceptions of the world around them.

We can conclude that there are positive and negative sides of social media. Social media is a tool for children to get early learning, exposure to new ideas and knowledge and it creates increased opportunities for social contact and information. But the negative sides of social media usage can be the exposure to inaccurate, inappropriate, unsafe contacts and contents. Learning skills and coping skills for social media is key to creating better critical thinking when it comes to using social media (Hill et al., 2016). As described earlier, children are not fully developed yet when it comes to these specific coping and learning skills. Research from The Dutch Institute for the Youth has shown that children of the age of 7 are already involved with the usage of social media. They have also concluded that usage of social media only increases more and more over the years. Around the ages of 11-14 the usage of social media amongst children reaches a peak, with almost 36% of all Dutch

highschool student stating to use social media all throughout the day, (*Cijfers over mediagebruik | Nederlands Jeugdinstituut*, z.d.). We think that it is very important to create more awareness about the usage of social media and its possible dangerous consequences. Especially in a target audience that still lacks the right skills to use these powerful tools in a conscious way and therefore is still too vulnerable to be processing all the information.

Framing can be more problematic when it comes to sensitive issues such as politics, mental health, social justice etc. Therefore, it is essential that educators and parents help children to develop critical thinking skills and to be more mindful of information they receive online. As educators or parents, you can teach children to seek out diverse perspectives and help them to understand the ways which framing can shape their perceptions of ideas. With our project we want to teach children from this age about framing and the different perspectives that the algorithms can form online. Children of this age are going to use social media more frequently, which means they come in contact with more (fake) news.

Purpose

The impact and influence of quickly rising apps such as tiktok, instagram etc. These apps have a complicated algorithm which can influence our worldview and judgements of other people, cases or opinions. This is getting bigger and more dangerous. Therefore we think it is important to let young people understand how these apps can influence your judgment on a daily basis and the effects of this on your personal bubble and personal development.

Target group

Our experience is for teenagers starting at the age of eleven up to fourteen. It is meant for the people who are starting to use (social) media more frequently in their life. This target audience ranges from grades 7-8 to approximately the second or third year of secondary school. This audience is increasingly coming into contact with social media, and usage among young people is on the rise. Nearly half of the primary school students (49%) used social media (almost) daily in 2019. Among secondary school students, this percentage is significantly higher: 84% use social

media (almost) daily. This is shown by a report by the Trimbos Institute (2019), titled "Jeugd en riskant gedrag 2019."
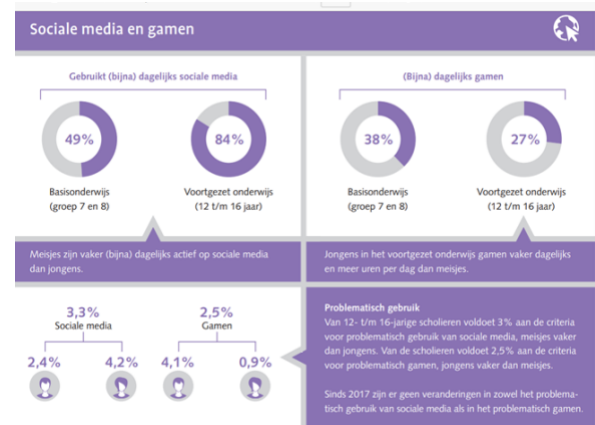
Location

We want to create 3 a 4 different rooms, within a location. Think about a museum such as beeld en geluid or a new pop-up location. We want it to be accessible for schools. If the location is in one place or on the road is something we are still discussing. When it is in one location, we could use transfer buses to the location. The pop-up form will be in a moving truck, so it can visit schools itself. Both have their positive sides and negative sides. In our concepting phase we will make a more concrete decision about the location.

Conclusion

The influence of social media on young children, who are still developing their critical thinking skills, can have a significant impact on their beliefs and attitudes. Media plays a role in shaping how individuals perceive the world and behave. While social media offers positive aspects like learning opportunities and social connections, it also exposes children to inaccurate and inappropriate content. Algorithms used by social media platforms further reinforce specific perspectives, shaping children's perceptions from an early age. This underscores the importance of educators and parents promoting critical thinking and helping children navigate the effects of online environments. The project's goal is to educate children about framing and the perspectives shaped by algorithms. With the increasing popularity of social media among young people, understanding its impact becomes crucial. The target audience for the project is 11-14-year-olds, who are increasingly engaging with social networks. The project can be hosted at a museum or a pop-up location, making it accessible for schools. The specific location is yet to be determined during the concept phase.

Concept

In the concepting phase we are making our idea a plan. We utilize various theoretical models for our project. We started with making a mood board for our project, what kind of mood do we want? Then we made our ''big idea''. This is divided in the what, why, who and how. Then we used one of our guest lecture models and we used the hard-mind-body and soul model from the world of wonder. We looked at the experiential journey and used it for our exhibit.

Mood board

For our mood board we wanted to use some cold colors in contrast with bold colors. We used colored and black/white pictures to create the feeling of two sides to a person and story. YOu can see it with different perspectives.

The big idea

We want to create a museum experience for students of age 11 up to 16 where they have to solve a murder mystery, but both get to see a different side of the story, creating a discussion and emphasizing the concept of framing

What	Why
There is more then one truth, and that you need to think or look outside your (online) bubble	The impact and influence of rising (social) apps. Learning about framing, deceiving media.
Who	**How**
young adults starting the age of 11 up to 16. Meant for people who is starting to use (social) media more frequently	3 to 4 different rooms connecting to each other.

Hero, Goal, Foe

To take our concept to the next level, we took some time to dig into who we are as a brand and what we're all about. We discovered that our brand is the closest to the Sage archetype *(Neill, C., & Neill, C. 2020).* Because we want young kids to understand and gain knowledge about the negative sides of social media. This is also why our goal is to help people understand how social media works and how it can impact their worldview. Because of this archetype and goal, we also have a foe that we battle against, this is the lack of knowledge about framing and algorithms.
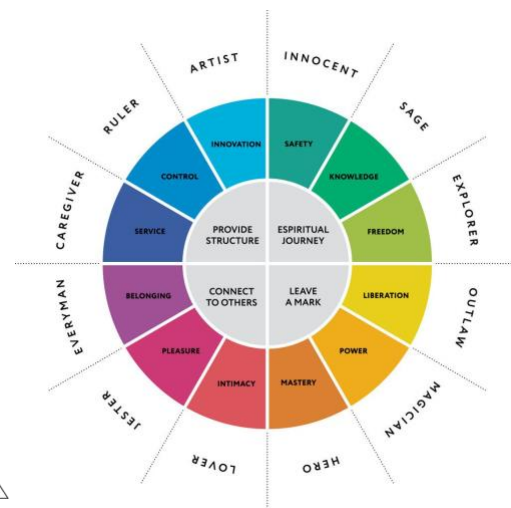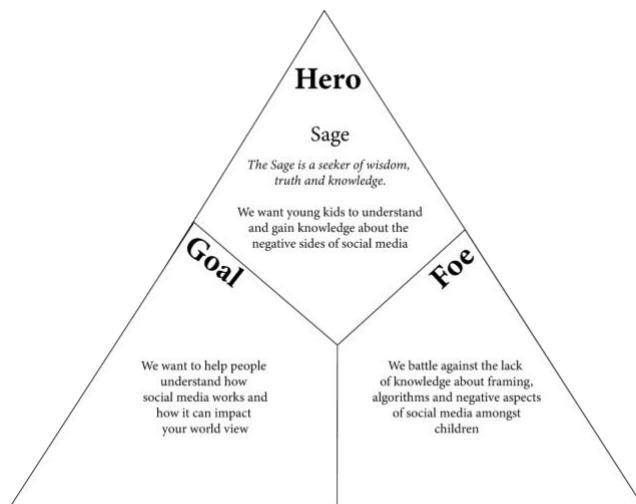
(Friends & Foes. 2023)

Reason to go-model

Reason to know: The guests find out about us through school. The experience will be promoted at schools as a school trip for the younger children. They can go to the museum as a class and go through the experience as part of an exhibition.

Reasons to go: Our guests are interested in social media and enjoy investigating or escape rooms. Our story is also about influencers, which spikes the interest of our targeted audience because this is something that they come in contact with on a daily basis when they are on their phones.

Reasons to grow: Our guests can grow from this experience by learning about framing and social media algorithms. During the experience 2 students will both see other sides of the same story, pushing them in the direction of making a choice about who is guilty and who is not. After they both come back together to discuss who they think is guilty they will both most likely have a different answer than the other, creating a discussion but neither will be right. The real thief was the neighbor who only had good intentions. Because of this experience, they will learn about algorithms and how they were guided into framing one person because they only saw one side of the story.

Reasons to remember: The guests will discuss the experience in the class after they get back to school. This way the teacher can emphasize the framing once again and make sure that the students understand the message. Also after the experience, the truth will get revealed who is guilty, and then both students can see into each other files and realize that they both only saw one side of the story. This will also make them reflect on their choices and give the realization that the experience is about framing.

(Bär, E., & Boshouwers, S. 2018)

Heart-mind-body-soul

Body: The experience is interactive and puts the targeted audience on the spot as police officers. Giving them a task to do. The experience will also look like a police building with evidence and the police officer actor also adds extra pressure to make the users really immersed in the experience.

Mind: The subject is interesting because social media plays a significant role in the lives of young people. Many students make use of various social media platforms. Exploring the impact of social media and how framing and algorithms work and limit their view can help them understand how important it is to not only listen to one side of the story and to look further than what they see.

Heart: Because this generation is involved in social media they most likely already experience this, without maybe even noticing it. TikTok for example already makes use of an algorithm that only shows videos that the user likes or might enjoy. This is already a form of framing. After the experience, the visitor might realize this and touches them because it also happened to them without even realizing this.

Soul: We make the visitor conscious about social media framing. This is meaningful for the visitors because they get in touch with social media on a daily basis which can have a great impact on their lives. Making them aware of the risks will hopefully prevent them from not only looking at one side of a story but also looking further. Shaping their own opinion and not letting the algorithm shape this for them.

(Bär, E., & Boshouwers, S. 2018)
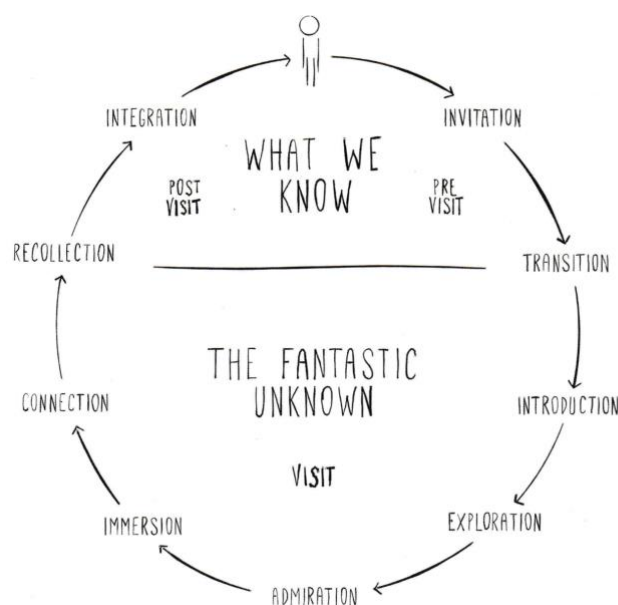
Experiential journey

Invitation: This is when schools get notified about the exhibition in the museum and they can plan a school trip here to teach their students about social media use.

Transition: This is when they enter the building and stand in front of the experience. The experience will go in pairs of 2, the other students can walk through the museum while two others are in the experience.

Introduction: As soon as they enter the experience a cop will tell them a story about a stolen necklace, and the suspects. The two students are both new officers and need help finding out who is guilty and stole the necklace

Exploration: The two students split ways and both go into a room where there are different clues and evidence for who is guilty. Only in one room, the evidence leads to one suspect, and in the other room, all the evidence leads to the other suspect. The students will gather all the clues and take in all the information and try to come to a conclusion about who is guilty

Admiration /immersion: The decoration, video, and setting are immersing the students into the story world. They are put into the spot as officers, everything looks like police evidence and fits with the setting and worldbuilding. The students also both get back together to discuss who is guilty, this creates a discussion because they both say someone else. And because of this discussion they really get involved in the story and the pressure that they have to make a choice. The officer pressuring the two students to quickly make a choice also adds to the pressure.

Connection: After giving one name to the officer both of the students get to hear who actually did it and they get to see into each other files. Seeing that they both saw different sides of a story. The students can also imply this in past experiences of their own life, where they only heard one side of someone's story, or if something similar happened to them.

Recollection: The students leave the experience, and continue on with the museum before they leave to go back to school. This is when they can discuss with each other what just happened.

Integration: When the students get back to school a teacher will discuss the experience in class to make sure that the students understood the message or learned something from it. This makes sure that the students keep in touch with the experience and that they have a change of worldview.

(Bär, E., & Boshouwers, S. 2018)

Narrative and interactive elements

The story

<u>Introduction by Officer Johnson</u>
"Welcome new agents, please sit down immediately! I'm Officer Jack Johnson and today we have a very interesting case that we need your help with to figure out! Let me tell you more."

This is what the two officers hear when they enter the police station for the first day of work.

"Grab your notebooks and make some notes about what I am going to say next. Last night we received a call from the world-famous influencer Lucy Lux about a missing necklace that is worth half a million dollars. She believes the expensive necklace was stolen from her home while she was attending a press event. According to Lucy and her management 'Luxury Kittens' the necklace was delivered by DHL Security Plus on June 2nd around 10.00 PM last night. When Lucy came home from the press event around 11:00 PM the necklace was nowhere to be found."
Officer Johnson gets three photos from his files to show the possible suspects.

"As of now, we have three possible suspects. Lucy's neighbor Mr. Alexander Gray, her roommate and fellow well-known influencer Max Brook, and Miss Lucy Penelope Lux herself. We like to believe that Lucy and Max are our main suspects considering Mr. Gray was spotted leaving the luxurious building for a work emergency around the time of delivery. We haven't got the chance to speak with him because he is still in the hospital working his shift."

The agent starts a PowerPoint presentation with two pictures of Lucy and Max.

"We know that the necklace was part of a special sponsorship that Lucy Lux had with the brand *Pearls & Sparkles.* Last night around 9 PM, Lucy announced on her Instagram Stories that a very expensive package was about to arrive which could have encouraged the thief to steal the package from her apartment. Lucy was having drinks at a press event with her roommate Max Brooks. Multiple people have stated that Max was seen leaving the event early and abandoning a very tipsy Lucy. Meanwhile, the package was delivered around 10 pm according to this DHL message and a statement of the previously mentioned doorman confirmed this delivery by DHL."

The officer goes to the next slide showing an Instagram picture of Lucy and Max together having drinks in a bar, and a picture of an Instagram story with Lucy announcing she was going to film an unboxing that night. And a picture of a DHL email stating that the package would get delivered on June 2nd.

"So, in short: the necklace went missing somewhere between 10:00 PM and 11:15 PM. We spoke with two of the suspects: Lucy Lux and Max Brook and we like to believe one of the two is responsible for the theft. Now it's your task to find out who of the two is actually guilty!

You both got a case file and laptop full of information. Let's solve this case! After 10 minutes we will come back together and decide who is guilty! The case needs to be solved tonight."

The officer hands out the case files to the investigators and sets the timer for 10 minutes.

<u>Finding the suspect</u>

Content of the case file - suspect Lucy (Officer A)
Summary of the events and story that Officer Johson has told
Photo + basic information of all three suspects on the police report
Message of DHL Security Plus that the necklace was successfully sent away
Message of DHL Security Plus that the necklace was successfully delivered
Security footage of Mr. Alexander Gray leaving the building to go to work
Juice Channel: a video of a very tipsy Lucy talking about the necklace and how much she could buy that would have the same value as the necklace she received.
* Photo and video of the very tipsy Lucy
* The interrogation of Max where he says that Lucy has debt and could have sold the necklace herself because she definitely needs the money to take care of herself. He also states that he has seen a letter from the Tax Administration while opening mail.
* The interrogation of Lucy: neutral message
Letter from the Tax Administration: an overview of Lucy's debts
An overview of Lucy's expenses showing that her bank account has a negative saldo

Content of the case file - suspect Max (Officer B)
Summary of the events and story that Officer Johson has told
Photo + basic information of all three suspects on the police report
Message of DHL Security Plus that the necklace was successfully sent away
Message of DHL Security Plus that the necklace was successfully delivered
Security footage of Mr. Alexander Gray leaving the building to go to work
Juice Channel: picture of Max talking to a creepy guy and handing something over where they also mention the press event because of a possible fight with friend Lucy.
* Picture of Max talking to a creepy guy
* The interrogation of Lucy states that Max can get jealous of her success and wealth and that she found a piece of paper next to the trash can when she arrived home.
* The interrogation of Max: neutral message
A crumpled-up piece of paper next to a trash can with a note: "10.30 meeting! On the corner of St. Thomas Avenue and New Yorkers Lane. Bring the package!"

<u>Determine the ultimate suspect</u>
"Alright agents, time has run out, we need to know who is guilty! Put the photo of the thief in the envelope and hand it to me. Our officers are waiting to make the arrest!"

The officers put the photo of their chosen suspect in the envelope and hand it to Johnson.

"We have two different thieves. You have two minutes to discuss this and give me ONE name. It's very important that we can arrest a suspect right now considering all the media attention this case has already gotten. Two minutes start now!"

As the clock is ticking and the two minutes come to an end the two agents have to come to a conclusion. The officer paces back and forth to build some more tension between the two.

"Agents, the two minutes are over. I need a name… RIGHT NOW! Who did it?"

The two new investigators say ONE name to Officer Johnson.

"Good work agents, I will make the call to arrest this thief!"

As Officer Johnson starts to walk away his phone rings. He puts the call on speaker and makes the visitors clear they NEED to listen. It turns out to be one of Johsons' colleagues.
"Hello Officer Parker, I am putting you on speaker. Do you have any new information?"

"Yes! I just received a call from Lucy's and Max's neighbor, Mr. Alexander Gray. He just came off his night shift in the hospital and you need to hear this. Apparently, he took the package from Lucy's front door because he saw the delivery guy put it on the doorstep. He saw that it was marked as very important and wanted to put it in safekeeping for Lucy to prevent someone from stealing it from her. After he took the package in he got a call from work that he had to perform an emergency operation in the hospital so he didn't have time to give the package back to Lucy when she arrived home or let her know that he took her package. Lucy has her package back now, so it all turned out to be a misunderstanding."

Characters

In our story are Officer Johnson, Lucy Penelope Lux, and Max Brook the main characters. Additionally, the students who assume the roles of officers and have to crack the case also have significant roles as main characters.
On the other hand, Mr. Alexander Grey, Officer Parker, and the doorman take on the roles of supporting characters.

The investigation revolves around Lucy and Max, who are the primary suspects in the case. They are both influencers with the same management: 'Luxury Kittens'. They are close friends according to social media and live together in the same apartment.
Lucy is involved because she was supposed to receive the package and with her substantial debt she is suspected that she may have sold the necklace.

Max becomes a suspect due to his premature departure from the event he attended with Lucy on the same day the necklace was supposed to arrive. Furthermore, he met up with a suspicious stranger the same evening which adds to the suspicion surrounding him. Mr. Alexander Grey holds a stronger alibi since the doorman can vouch for his whereabouts, this decreases the suspicion about him. Mr. Grey's departure that evening was because of an urgent surgical procedure he needed to perform, given his profession as a surgeon.

The antagonist is whichever suspect one of the students chooses. Because one officer will most likely suspect Lucy and the other one Max. Because of this, there will be conflict. But the real antagonist is Mr. Alexander Grey, who took the package in order to keep it safe from actual thieves. So he had no bad intentions at all but he was the cause of the disturbance. The protagonists are the two students, they are the main characters in this story and take the lead in choosing who is suspicious.

Arena

The arena will be a room in which the interior design is like a police station. This is where the two students get an introduction from an (actor) police officer who informs them about the suspects and the stolen necklace.

The introduction room

After the introduction the students will both go their separate ways into two different hallways. These hallways will be filled with clues directed toward one of the suspects. So one hallway is filled with clues that put Lucy in the spotlight as a suspect, and the other hallway leads to Max. The clues are different screens where the students can witness different video and audio files but there will also be objects such as letters or notes.

The hallways

In the last room the two students meet again after both seeing the clues. In this room they will have to put one name on the wall so that Officer Johnson can make the arrest. This room will look once again like one from a police station and Officer Johnson will be there to pressure the students into making a choice. There will also be a clock with a timer so that the students feel the time pressure as well. After they have decided who is guilty they get to reflect again on their choice when Officer Johnson gets a call from Officer Parker, notifying them that Mr. Grey took the package in safety. This makes both of the students realize that they were both wrong and that nobody was guilty. We hope that students learn to not draw conclusions to quickly after just hearing one side of a story.

The last room

The entire experience

Time

The story takes place on June 2 and 3, 2023. And the time span is 2 days. But from the moment the two students enter the experience they will be involved in the story for about 20 minutes max.
5 minutes for the introduction, 10 minutes for the investigation, and then another 5 minutes for the ending.
We choose to let the story take place in 2023 to make it more relevant for the students who visit the experience. This way it is recognizable and they can easily relate to it and understand the underlying message about social media framing.

Structure

The story structure is told as if it has a beginning, middle, and ending. This is because the story starts with a briefing from the officer who tells what happened and what the students are going to do. This is all in the present. The moment the necklace got stolen is in the past, and all the evidence is also from the past, but the students are solving the case in the present and not in the past. We didn't make use of a flashback either since Officer Johnson is telling the story as a briefing, not as an actual flashback where the students can see what happened.

Conflict & plot

Plot Structure Diagram

Name Fleur, Jasper, Ilse

Date _____

Period _____

TURNING POINT
(The main event between the protagonist and the antagonist or the moment for which the reader has been waiting.) ⑤

They choose one Name and officer Johnson is about to make the arest

RISING ACTION ⑥
(The major events that lead to the turning point.)

discussion between the students
both saying A different name
making up mind and meeting again
finding clues
going separate ways
briefing

FALLING ACTION ⑦
(The major events that lead to the resolution.)

a call from officer Parker stating Mr Grey took it for safekeeping

both students realise they where both wrong

Seeing each others clues which are different

CHARACTERS* ①
Protagonist and Main Character(s)

2 students, Lucy, Max, doorman, Officer Johnson

Antagonist

Mr. Grey, Lucy, Max, The Student with a different opinion ②

SETTING*

Time
2 & 3 June, 2023
±20 minutes

Place
Police Office

Title
Everyone is Blind

Author
Fleur, Jasper, Ilse

Genre
Mystery/detective

CONFLICT* ③
(What's the problem between the protagonist and the antagonist?)

Someone stole the Necklace, but who?
The two New Officers are in Conflict who is Guilty, Lucy or Max

RESOLUTION ④
(How was the conflict solved?)

They both now know about framing Now and to Not only look at one side of The story but dig. deeper

THEME ⑧
(The lesson or message the author is trying to help us understand.)

don't only look at one side of the story, dig deeper before you shape your opinion, Algoritms and social media can easily shape your opinion.

How To Figure Out the Theme
1. Actively read the text.
2. Fill out the Plot Structure Diagram (follow the circled numbers)
3. Examine the conflict, resolution and turning points.
4. Ask yourself, "What is the lesson the protagonist learned?"
5. Reword #4 so that it can apply to anyone who reads the story.

*Characters, Setting, Conflict and Mood (how the story makes you feel) combine to create the EXPOSITION which helps you "get into" the story, novel or movie from the very beginning.

The conflict during the experience is figuring out who stole the necklace. Both suspects blame each other and the two students are supposed to figure out who did it. This can also result in conflict if they both disagree with each other.

Synopsis

Officer Johnson introduces two new agents on their first day of work, where they are briefed on an intriguing case involving a missing necklace. Officer Johnson informs them that the necklace, worth half a million dollars, was reported stolen by the renowned influencer Lucy Lux. The necklace was delivered by DHL Security Plus the previous night, but when Lucy returned home from a press event, it was nowhere to be found.

Three potential suspects are identified: Lucy's neighbor, Mr. Alexander Grey, her roommate and fellow influencer, Max Brook, and Lucy herself. Mr. Gray is considered less likely to be involved due to his absence during the time of the delivery. The agents are presented with photographs of Lucy and Max as part of their investigation.

Additional details emerge during the presentation. The necklace was part of a sponsorship agreement between Lucy Lux and the brand Pearls & Sparkles. Lucy had publicly announced its impending arrival on her Instagram Stories, potentially attracting the attention of the thief. Lucy and Max were together at a press event during the evening, but Max left early, leaving behind a very tipsy Lucy. The DHL delivery message and testimony from the doorman confirm the delivery timing.

The agents are tasked with finding the guilty party, with each assigned a suspect's case file. Officer A investigates Lucy, considering her financial situation and the possibility of her selling the necklace. Officer B focuses on Max, who had a suspicious encounter with an unidentified person and was seen with a note mentioning a meeting and a package.
After a 10-minute investigation, the agents must decide and submit the photo of their chosen suspect. However, before Officer Johnson can make the arrest, he receives a call from Officer Parker who talked with Mr. Grey, who reveals that he had taken the package inside to safeguard it for Lucy. Due to an emergency at work, he couldn't return it or inform Lucy, leading to a misunderstanding.

The case is resolved without an arrest, highlighting the importance of not only listening to one side of the story before you shape your opinion about a person or situation but to dig deeper than what you see.

Script

"Welcome new agents, please sit down immediately! I'm Officer Jack Johnson and today we have a very interesting case that we need your help with to figure out! Let me tell you more."

"Grab your notebooks and make some notes about what I am going to say next. Last night we received a call from the world-famous influencer Lucy Lux about a missing necklace that is worth half a million dollars. She believes the expensive necklace was stolen from her home while she was attending a press event. According to Lucy and her management 'Luxury Kittens' the necklace was delivered by DHL Security Plus on June 2nd around 10.00 PM last night. When Lucy came home from the press event around 11:00 PM the necklace was nowhere to be found."

"As of now, we have three possible suspects. Lucy's neighbor Mr. Alexander Gray, her roommate and fellow well-known influencer Max Brook, and Miss Lucy Penelope Lux herself. We like to believe that Lucy and Max are our main suspects considering Mr. Gray was spotted leaving the luxurious building for a work emergency around the time of delivery. We haven't got the chance to speak with him because he is still in the hospital working his shift."

"We know that the necklace was part of a special sponsorship that Lucy Lux had with the brand *Pearls & Sparkles.* Last night around 9 PM, Lucy announced on her Instagram Stories that a very expensive package was about to arrive which could have encouraged the thief to steal the package from her apartment. Lucy was having drinks at a press event with her roommate Max Brooks. Multiple people have stated that Max was seen leaving the event early and abandoning a very tipsy Lucy. Meanwhile, the package was delivered around 10 pm according to this DHL message and a statement of the previously mentioned doorman confirmed this delivery by DHL."

"So, in short: the necklace went missing somewhere between 10:00 PM and 11:15 PM. We spoke with two of the suspects: Lucy Lux and Max Brook and we like to believe one of the two is responsible for the theft. Now it's your task to find out who of the two is actually guilty!

You both got a case file and laptop full of information. Let's solve this case! After 10 minutes we will come back together and decide who is guilty! The case needs to be solved tonight."

TIMESKIPP

"Alright agents, time has run out, we need to know who is guilty! Put the photo of the thief in the envelope and hand it to me. Our officers are waiting to make the arrest!"

"We have two different thieves. You have two minutes to discuss this and give me ONE name. It's very important that we can arrest a suspect right now considering all the media attention this case has already gotten. Two minutes start now!"

TIMESKIPP

"Agents, the two minutes are over. I need a name… RIGHT NOW! Who did it?"

"Good work agents, I will make the call to arrest this thief!"

"Yes! I just received a call from Lucy's and Max's neighbor, Mr. Alexander Gray. He just came off his night shift in the hospital and you need to hear this. Apparently, he took the package from Lucy's front door because he saw the delivery guy put it on the doorstep. He saw that it was marked as very important and wanted to put it in safekeeping for Lucy to prevent someone from stealing it from her. After he took the package in he got a call from work that he had to perform an emergency operation in the hospital so he didn't have time to give the package back to Lucy when she arrived home or let her know that he took her package. Lucy has her package back now, so it all turned out to be a misunderstanding."

Design aspects

Our experience makes use of visual and auditory senses. Visitors can also touch certain objects and have the choice to write notes down making use of touch as extra sense. During the experience, they will listen to audio files of an interrogation. See a video of drunk Lucy, and a suspicious picture of Max meeting up with a suspicious stranger. They can also look at different hints like a letter from the bank confirming her debts, or a crumbled-up note from Max stating he should bring 'the package'

Thematic development

The thematic development of the story revolves around concepts of perspective, perception, and trust. Throughout the
story are the two students faced with the challenge of discovering the truth from the information that they receive. The theme perception highlights how initial impressions can be misleading if you don't dig into it deeper. Shaping your opinion without knowing the full story. The students are led to suspect either Max or Lucy based on their circumstances without hearing the other's opinion.

Critical thinking

Enhance critical thinking skills by examining different perspectives, questioning information, and seeking the truth

Trust is an underlying theme in the story. The students are faced with different pieces of evidence that they are provided with. Forcing them to determine who is guilty or not, it is up to the students who they trust and who they don't. The information given is also something they are going to have to trust in, but this can also be false information, or information can be held back, like social media does as well. The students are challenged to use and develop better critical thinking skills throughout the experience. By providing this exhibit students will be more aware.

Another underlying theme is how not everything always is what it seems and the complexities of appearances. Lucy keeps up an outstanding appearance on her social media, but off camera, she actually has a huge debt and financial problems. Max has a secret boyfriend offline and is jealous of Lucy, while on camera he seems to be best friends with her. This is something that is still an issue on the internet. Students and children overall see these images and life on social media and connect them to a normal life or their goal in life. Which can lead to a negative perspective on life or an unrealistic one.

Framing

Framing is also a theme in the story, as the students delve into the case they encounter evidence and testimonies that implicate only one suspect. Manipulating their assumptions about who is guilty or who is not. The concept of framing highlights the dangers of drawing conclusions based solely on the evidence presented and how it can skew the perception of truth. This also adds to the reliability of evidence and how much trust the students put into this.

Algorithms & social media:

We want to teach the children to understand how algorithms filter and prioritize content, influencing what we see and shaping our online experiences and how social media platforms can shape narratives and present a biased view of events

Logline

We use different loglines because, at the start of the exhibit, we don't want to tell a lot about the experience or story. We want to surprise and intrigue the visitors.

Logline based on the story: *When a famous influencer reports her prized necklace missing, two new detectives embark on a race against the clock to discover the truth. As they dig deeper into the lives of the suspects - her envious roommate and herself - they soon realize that appearance can be deceiving, leading to an unexpected revelation that turns their investigation on its head.*

The logline on the poster: *Welcome to the investigators challenge exhibit. Get ready to step into the shoes of a detective and solve the captivating case of the stolen necklace.*

Narrative techniques

We made use of different narrative techniques in our story. Such as foreshadowing, a plot twist and red herring.

Foreshadowing
Foreshadowing is a way to provide hints about events in a story before they happen *(handout narrative techniques, 2023).* We have subtle hints of foreshadowing in our story because we already show pictures of the neighbor as one of our suspects. And if the students look closely they can notice on the evidence picture of the neighbor leaving the building that he left on a time after the package arrived so that he could have taken the package himself.

Plottwist
Some writers introduce an unforeseen event in a story that dramatically alters the narrative, this is called a plot twist *(handout narrative techniques, 2023).* Officer Johnson gets a call from Officer Parker, revealing that no one was guilty and that the entire situation was a big misunderstanding. This is a plot twist because the students were made to believe that at least someone was guilty and stole the necklace.

Red herring
A red herring is a technique for presenting misleading information that directs a character away from an important concept or fact *(handout narrative techniques, 2023).* In our story, both students are both presented with misleading information about the other suspect. Leaving out some important information so that one student will suspect Max and the other one Lucy. We also tell the students that Mr. Grey has an alibi so that he is less suspicious, misleading them into thinking either Lucy or Max is actually guilty and creating an element of surprise in the story when we reveal that no one is guilty and that Mr. Grey put the package in safekeeping for Lucy.

Prototyping

Version 1 prototype

For the first version of our prototype, we designed a smaller version of the prototype we wanted to exhibit during the presentations. We did this so we could figure out what was needed to make this concept and the story successful. We chose to develop around 5 pieces of evidence for the investigation because we wanted to figure out if that would be too much or too little for the expected duration of our experience. We struggled with finding the right 'crime' story for our targeted audience. We started off with a story about a murder that was committed, but we soon figured out that it would be too graphic and intense for the young children we wanted to reach with this experience. Eventually, we decided it should be a story about a theft because that would be less scary and still interesting enough for the children to investigate. To make it more relatable for our target audience we chose to make the main characters influencers since these types of people are a huge part of their everyday life. It also ties in perfectly with our greater theme: 'media wijsheid' because influencers are also a big part of framing on TikTok and other platforms. Together we wrote a story about an influencer whose expensive necklace was stolen from her and how her management and another influencer were the main suspects. This became too complicated right away because we couldn't figure out what would be believable motives for them to steal the necklace from the well-known influencer. After a little break from the story, we came back to it with some great new ideas which made it into the story that is now known as The Stolen Necklace. A thrilling, immersive, and fun story about the missing necklace from Lucy Lux.

Somehow we wanted to incorporate the underlying warning message of framing and algorithms on social media platforms. Therefore we wanted to create a situation where both of our investigators would have a different suspect at the end of the experience. So Officer A should figure out with the information and evidence they received that Suspect A should be the thief while Officer B should figure out that Suspect B is the one who stole the necklace. In the actual experience, they would be separated from each other in different rooms which could suggest the different social media bubbles were all in when using the same platforms. For the first version of our prototype, we wanted to create this feeling by just separating the two investigators from each other while they were still able to see each other. During the actual exhibition, we want to use a theater curtain as a division between the two visitors. Eventually, this warning message also influences the outcome of our story. To make sure that both of the visitors get the needed confrontation about how much they believed the truth of the provided information (which made them forget about all the other possible outcomes), we wanted an ending where it turned out to be neither Suspect A nor B. Instead, it all turned out to be a misunderstanding, because it was actually Suspect C who was only briefly mentioned in the beginning but does not have a strong alibi. We believe that with this outcome the warning message of framing in the media and on social media is more clear.

After the story was written out and very clear to all of us, it was time to work on the pieces of evidence. For the first version of the prototype, we aimed to make about 5 different pieces of evidence per case file. We did not want to incorporate too much evidence into the case files because we thought it could cause an overflow of information for our visitors. It was also

important that it would not be too little evidence for our investigators to not be able to solve the case at all. As you may have noticed by now, this was definitely a struggle as well. None of us has experience in designing an escape room or murder mystery-solving game so it was sometimes difficult to know if we were making the experience too complicated or too easy. Therefore we chose to just create 5 various pieces of evidence so that we could test if they were too complicated to comprehend or that they would give away way too much or that there was too little information to even figure out this case in the first place. We also needed to think about creating different pieces of evidence for both of the case files, so that both officers would be directed to think a certain way. Here is a list of all the prototype evidence:

Case File A - leading to Lucy as the thief (actual evidence included in appendix)
Summary of the events and story that Officer Johson has told
Photo + basic information of all three suspects on the police report
Message of DHL Security Plus that the necklace was successfully sent away
Juice Channel: a video of a very tipsy Lucy talking about the necklace and how much she could buy that would have the same value as the necklace she received.
The interrogation of Max where he says that Lucy has debt and could have sold the necklace herself because she definitely needs the money to take care of herself. He also states that he has seen a letter from the Tax Administration while opening mail.
Letter from the Tax Administration: an overview of Lucy's debts

Case File B - leading to Max as the thief (actual evidence included in appendix)
Summary of the events and story that Officer Johson has told
Photo + basic information of all three suspects on the police report
Message of DHL Security Plus that the necklace was successfully sent away
Juice Channel: picture of Max talking to a creepy guy and handing something over where they also mention the press event because of a possible fight with friend Lucy.
The interrogation of Lucy states that Max can get jealous of her success and wealth and that she found a piece of paper next to the trash can when she arrived home.
A crumpled-up piece of paper next to a trash can with a note: "10.30 meeting! On the corner of St. Thomas Avenue and New Yorkers Lane. Bring the package!"

Testing

hoe ging het testen, wat was ons doel van het testen, wie hebben we getest, voeg foto's toe, de resultaten en daarna een conclusie met wat anders moet.

Our main focus during the testing phase was getting answers to the burning questions: does our story make sense or are there holes in the plot and does our investigation-concept work well enough? So we decided to make a smaller version of our prototype so that we could test our story and the main concept (investigating) to see if they were good enough or if they needed some more tweaking and fixing. For our test, we used two tables, two laptops, two headphones, and two case files filled with different pieces of evidence so that our testing candidates could investigate the missing necklace case.

We tested our prototype with two different groups of classmates. The first group consisted of Cynthia and Yasmin. They were both very excited to partake in our test and with great

enthusiasm they dived into the story. Cynthia and Yasmin both had their own case files and laptops as described above and they both 'investigated' the case as true officers. Unexpectedly, they both had the same outcome because they both thought Max stole the necklace from Lucy. We were a little bit surprised because we didn't think it would happen for them to have the same outcome. At the same time, it said a lot about our prototype at that time. It was not good enough yet and therefore we interviewed Cynthia en Yasmin about their thoughts and feedback on our prototype. From that interview, it was clear that they both liked the story very much and thought it would be a good fit for our targeted audience, but they also both agreed that the evidence was lacking in believability. For example, the integration of Max that Yasmin made her believe he was the thief while it should actually steer her in the direction of Lucy. They also missed some evidence that led to the actual 'thief' , the neighbor Dr. Grey, because they both completely forgot about him since he was only mentioned briefly in the story. They suggested that there should be more and stronger evidence to make Lucy a believable suspect and they insisted that there should be some signs of Dr. Grey in both of the case files for the eventual outcome to make more sense. We agreed that this should be incorporated in the next version of our actual prototype.

The second group we tested with consisted of Lucas and Amber (and also Yarinda who watched us test the experience with Amber and Lucas). They also had a lot of fun during the experience and their test resulted in a more expected outcome. While they both thought differently about who actually stole the necklace, they both also had the wrong outcome based on the case files they received. So, this further proved we needed to work on our prototype and especially the concept of it. While the investigation part works perfectly fine, the evidence is as concluded earlier lacking in believability and persuasion. Amber and Lucas specifically gave us the following feedback: shorten the introduction, shorten the amount of text in the case files and make more evidence that could lead to the neighbor. As you can see Amber and Lucas thought it was way too long and way too much information for the amount of time that we have for this experience. They gave some specific suggestions like making a powerpoint presentation that accompanies the introduction so that the visitors also see the numbers, information and data that is being said by officer Johsnon. A visual aid helps to understand the story better according to them. Also highlighting important sentences in the big chunk of text would help to scan the text quicker and understand what is being said. To make the conclusion of Dr. Grey being the one with the package, they suggested adding some security camera footage that could make him a more shady suspect while not making it too obvious right away. With this link you get access to all the testing feedback:

https://hogeschoolutrecht-my.sharepoint.com/:p:/g/personal/jasper_vandenhoek_student_hu_nl/EbVHAShfDdtPnTlJHxFXqNwB3cHmiMtz9wXfcKrXF3cEgA?e=LSGzTY

For version 2 of our prototype, we are definitely going to take all the suggestions that our testing candidates made with us. We genuinely believe that these suggestions are the key to making the experience work in the most perfect way possible. We are really happy that the testing went smoothly, and we are also glad that it gave us a lot of constructive feedback that can absolutely help to make our experience stronger in the end. Although, we think testing with our target audience would have been the best key to success because we noticed our candidates were too clever to think on an elementary thinking level. So in the

end, we don't know if it would work this way for younger children, but it is a fact the concept is perfectly fine and very fun to do for people our age. Considering the little amount of time we had during this project, we were not able to do testing with a younger audience, what a bummer!

Version 2 prototype

As concluded before, the suggestions made by our classmates were very good according to us and we were willing to take it all into consideration. The feedback was mostly directed towards the contents of the case files because both test groups had fun and thought the concept was quite good. The pieces of evidence just needed a little bit more fine tuning. We also added a presentation at the beginning of the introduction because we agree that a visual aid could be helpful to understand the story better. Here is a list of all the pieces of evidence after the changes (changes marked in yellow):

Content of the case file - suspect Lucy (actual evidence included in appendix)
Summary of the events and story that Officer Johson has told (shortened and highlighted)
Photo + basic information of all three suspects on the police report (shortened)
Message of DHL Security Plus that the necklace was successfully sent away
Message of DHL Security Plus that the necklace was successfully delivered
Security footage of Mr. Alexander Gray leaving the building to go to work
Juice Channel: a video of a very tipsy Lucy talking about the necklace and how much she could buy that would have the same value as the necklace she received.
Photo and video of the very tipsy Lucy
The interrogation of Max where he says that Lucy has debt and could have sold the necklace herself because she definitely needs the money to take care of herself. He also states that he has seen a letter from the Tax Administration while opening mail.
The interrogation of Lucy: neutral message
Letter from the Tax Administration: an overview of Lucy's debts
An overview of Lucy's expenses showing that her bank account has a negative saldo

Content of the case file - suspect Max (actual evidence included in appendix)
Summary of the events and story that Officer Johson has told (shortened and highlighted)
Photo + basic information of all three suspects on the police report (shortened)
Message of DHL Security Plus that the necklace was successfully sent away
Message of DHL Security Plus that the necklace was successfully delivered
Security footage of Mr. Alexander Gray leaving the building to go to work
Juice Channel: picture of Max talking to a creepy guy and handing something over where they also mention the press event because of a possible fight with friend Lucy.
Picture of Max talking to a creepy guy
The interrogation of Lucy states that Max can get jealous of her success and wealth and that she found a piece of paper next to the trash can when she arrived home.
The interrogation of Max: neutral message
A crumpled-up piece of paper next to a trash can with a note: "10.30 meeting! On the corner of St. Thomas Avenue and New Yorkers Lane. Bring the package!"

Exposition

For the exposition we are using our final prototype. As said in the testing we take our feedback seriously and we have made small adjustments to our product. For the expositions, we all take the role of Officer Johnson. Everyone will be dressed in a white blouse and a blazer. We want to create the look of a detective. In our exposition, we have a room divided into two smaller rooms. The visitors started in a "central'' room and after the introduction, we divided the room into two separate rooms. Both visitors will get a case file, a laptop with headphones, and a whiteboard marker. We laminated all the papers so the visitors can write on the papers without vandalizing them.

Once the room is divided and both visitors are in their place the time will start. After the time has ended the officer comes back and pressures both visitors to make one decision. After choosing we will provide them with both file cases and we talk about framing and how we see it back in this case.

Exposition Overview

Together with three other groups, we were in the drama classroom. We chose the spot where the curtain could be pulled, creating a separation between the two officers. Unfortunately, we didn't have a whiteboard or bulletin board to stick all the instructions and posters on. We improvised by using two cardboard towers to hang our materials and set up the time clock. We managed to set up our exhibit on a smaller scale. In the game The Sims, we created an example of how we envision our exposition.

Reactions and feedback from peers

Several fellow students visited our exposition. They briefly looked at the posters and flipped through the materials. The reactions were mainly focused on the amount of work, attention to detail, appealing appearance, and the variety of materials. They also asked about the underlying theme of our exposition.

Iza and Romy were the first two fellow students who wanted to fully experience the exhibit. They were taken into the story of the stolen necklace. Ilse and Fleur briefly briefed the two students using the PowerPoint on the iPad. Then, they were given ten minutes to solve the case and come up with a name. They worked individually and were only allowed to discuss at the end. Ilse and I quickly realized that it would be helpful to allocate more time, as they spent 2 to 5 minutes initially just examining all the materials and arranging everything properly. So, we gave them extra time at the end.

They came up with different names, and we emphasized the need to have one name as soon as possible. We also gave the students a few minutes for this decision. Ultimately, the choice was made for Max Brook, with the argument that he had left earlier and the camera footage didn't look good. However, Iza mentioned that Lucy is also not innocent and has significant debts. Romy explained that she wasn't aware of that. In the end, we revealed to Iza and Romy the correct answer, that the neighbor had come across the package on the

way to work. This conclusion could have been reached by carefully examining the times and listening to the story.

Afterward, Iza and Romy read our museum sign and understood the connection to framing. They found it very enjoyable and felt the time pressure. However, they mentioned that there was quite a lot of information, which could be overwhelming for the target audience. They did believe that if it were in Dutch and spread out in a larger space, it would be more manageable. They also found it interesting to see how we translated the algorithms of social media into a physical form. Unfortunately, we didn't have any more fellow students who wanted to try the full experience.

Presentation and experience with Iris and Nynke

For the presentation moment with Iris, Nynke was chosen as the second officer in the experience. Nynke had hardly heard or seen anything about our idea, so she went into it completely unaware. We started with a brief introduction and had them read the introduction board/poster. We briefly explained how we had envisioned our exposition and how we had built it. Jasper played the detective, and Ilse and Fleuren were the assistant detectives. Fleur and Ilse were positioned at their designated spots as the two officers. Jasper quickly started with the introduction. Then Nynke and Iris were given five minutes to prepare and start reading the summary. After five minutes, the ten-minute timer started, and the time pressure was increased. Ilse walked briskly in her heels, and I also moved around at times. We also had discussions in between to hopefully enhance the sense of time pressure. In our final exposition, this would naturally be done with a timer, the sound of a ticking clock, and the assistant detectives entering the rooms and inspecting the work. Since we were working on a small scale and certain elements were not possible with the space and materials we had, we adapted by having Ilse walk around a lot and engage in discussions and conversations to create that sense of time pressure. We could tell that Nynke was very confused and, in the end, she had chosen two suspects, which was really amusing. She suspected the neighbor and Max because she thought they were secretly involved in a relationship. Iris also quickly suspected Max. We then told the officers that we needed one name, and they were given time to come up with a single name together. In hindsight, we should have given them more time so that they could actually go through the files and compare the evidence side by side. In our final exhibit, we have space allocated for this as well.

Ultimately, Max Brooke was the culprit, and after a while, we revealed the answer. The reactions during and after the experience were very positive for us. We had the participants read the museum sign, and they understood the connection to our goal. They found it very enjoyable and felt the sense of time pressure. They suggested carefully considering whether the story and all the materials would be manageable for the target audience but mentioned that it would be much easier for them if it were in Dutch. Also, for us, the debts of Lucy may not seem like a big issue, but for the target audience, it might be different.

Possible Adjustments

For the next round of testing or experiences, we would like to involve the target audience. This is to determine which hints and stories resonate with the audience. We also consider allowing more time and space for individual work and post-discussion, so that participants have more time to engage in discussions and hopefully gain insights into the different perspectives they have received. A larger space will also facilitate the execution of the tests, allowing participants to stick things, display materials, and hopefully create a better overview for themselves than just having one table.

As a group, we are certainly proud of the prototype we have been able to create, and we believe we have made a solid start toward what could ultimately become an interactive experience.

Reflections

Reflection group effort

To reflect on our group effort we made use of the STARR method.

Situation: for this module, we, Jasper, Ilse, and Fleur have been working on a project for the past ten weeks. For interactive storytelling, we were given the task to create an exposition in which the theme "(Nothing) Out of the Ordinary" is incorporated.

Task: our task as a team was to create an interactive experience that followed the grading form with the different learning competitions. We had to work together as a team in order to show an interactive and immersive end product at the exhibition in week 10.

Action: we started the first week with a lot of brainstorming and came across different ideas with potential. We ended up with the theme 'framing' because of the Johnny Depp and Amber Heard case. We were all passionate about this theme and wanted to develop an interactive experience around this. We quickly already knew the idea of how we wanted to shape our experience. We wanted to do this with two different rooms that both held different information about certain people. So that students would both frame someone else with the information they got, in order to make them aware of social media bubbles, algorithms, and critical thinking. But to develop a story for our project took a bit longer, at first we wanted to create a murder mystery. But considering our targeted audience we decided to not go with a murder but with theft since that is a less gruesome topic for children between the ages of 11 and 14.
This is how we came up with the story of a stolen necklace, we developed different scenarios around a stolen necklace, like Grandma Iconica Smeeths who lost her necklace by accident but she thought it was a theft. But since we want to emphasize how social media works and to keep it relevant for our targeted audience we figured that our story should be about a topic that interests children between the ages of 11 and 15. This turned into our story about two influencers: Lucy Lux and Max Brook and how Lucy's necklace got stolen after it got delivered to her house.
We created different pieces of evidence and put these in different files. One file had evidence that framed Lucy and the other file framed Max. We tested this concept with the targeted audience, which gave us good insights into the flaws of our product and what we had to change for the last version of our product. For example the pieces of evidence, we needed more evidence leading to Lucy, because, in one of our tests, the suspect both parties handed in was Max, which was not how we wanted our concept to work.

Result: to work together we divided the tasks well and made use of everyone's strong sides during the progress, Fleur knows a lot about the targeted audience and therefore provided a lot of valid information about this, she also put this into consideration while we were thinking of the story concept. Jasper is a very critical thinker and comes with the right questions to ask, which helped us with the testing phase and brainstorming. Ilse has experience with design and concept development and created some of the visual designs and also helped a lot with brainstorming, and different techniques to use when you want to develop an idea.

While working together we all were considerate of each other's lives outside of school and how we are all busy besides the minor. This caused us to mostly meet up online or after class. A few times we even met up at school when we didn't have class, we did this to brainstorm together and work on the prototype.

Our end result is something we are all very happy with and it was a project that we all worked on without experiencing much stress about the project. We are confident in our concept and are happy with how we worked together as a team.

Reflection: working together as a team worked really well, we divided the tasks equally, took into consideration each other's lives outside of school, and made sure that the work was done on time. The comfortable work atmosphere around each other created space to have fun during the work on the project, while still being productive.

Our teamwork proved to be highly effective as we collaborated on this project. We distributed the task evenly, respected each other's personal lives outside of school, and tried to find solutions together. Sometimes we have a small argument but this was solved quickly and only improved our end product because of the critical thinking and small discussions. We all made sure to complete the work on time and we kept our word on the agreements we made. The pleasant working atmosphere we has allowed us to enjoy ourselves while remaining productive throughout the project. For a next project, we would keep up this work structure because this works great for us as a team.

Individual reflections

Fleur

Situation: for this module, I had to work together with Ilse Kors and Jasper van den Hoek. We have been working on a project for the past ten weeks, for interactive storytelling. We were given the task to create an exposition in which the theme "(Nothing) Out of the Ordinary" is incorporated.

Task: our task as a team was to create an interactive experience that followed the grading form with the different learning competitions. We had to work together as a team in order to show an interactive and immersive end product at the exhibition in week 10.

Actions: In the first part of the module, we used the time to develop and pitch various ideas. Unfortunately, due to circumstances, I couldn't attend the first class, but I was kept well informed about their initial ideas and requirements. We all worked on developing our own idea and built upon it. From the beginning, we made clear agreements as a team to maintain a balance between school and personal life. I found this experience very pleasant. We gave each other space and adjusted our efforts when necessary. My task was mainly focused on providing background information for our target audience since I am familiar with it and I am one of the characters in the story. The three of us met online and in person, and we also worked individually on the project. I consulted colleagues in my field and showed them some products, and I also asked fellow students from the PABO for their initial reactions to the product. I conducted further literature and background research. Afterward, I extensively used Canva to create the products for the case files. We maintained a good workflow, which ensured that we were almost always productive.

Results: When I look back at the results I achieved individually and as a team, I am extremely positive. We were able to create a good initial prototype that definitely gives a taste of our ultimate idea. Personally, I managed to maintain a good balance between school and personal life, and my team members also provided great support in this aspect. This resulted in little to no stress and a pleasant working atmosphere. I am particularly happy with all the products in the case files and the attention to detail. We thought of everything from juice channel products to the emails from DHL confirming package delivery. The products complemented each other well and created a puzzle-like experience.

Reflection: As I mentioned before, I look back positively on this collaboration and my own actions. Normally, working in a team is quite nerve-wracking for me, especially when collaborating with classmates who have high expectations for themselves and, inadvertently, for others. I sometimes find it challenging to strike a balance between work and personal life because I don't want to disappoint my team members and I don't want to feel a sense of failure myself. However, that was not the case here. I couldn't attend all the classes and work sessions, and I would have preferred it to be different. In hindsight, I would have liked to be more present during certain testing moments so that I could experience and observe them. Other than that, I wouldn't change much about my own actions and our collaboration. I look back on it positively!

Ilse

Situation: for this module, I had to work together with Fleur Rump and Jasper van den Hoek. We have been working on a project for the past ten weeks, for interactive storytelling. We were given the task to create an exposition in which the theme "(Nothing) Out of the Ordinary" is incorporated.

Task: our task as a team was to create an interactive experience that followed the grading form with the different learning competitions. We had to work together as a team in order to show an interactive and immersive end product at the exhibition in week 10.

Action: In the first few weeks we worked together as a team to develop our concept and think of an idea, we brainstormed a lot together and tried different brainstorming methods. I have some experience with brainstorming and came up with the crazy 8 methods. This is a method I really enjoy and seem to be very productive again this time, eventually, we all came up with an idea of how we wanted to shape our experience. While working on the story I noticed that I'm better at concepting and overall idea's that aren't worked out in great detail. There are some details but I don't delve as much into the story details as I should, my teammates did and all had a structure in their workflow. This also worked really nicely for me as well because this caused me to follow their structure and think about the finer details than just the concept and overall idea. One of my insecurities is that I don't follow the expectations of my teammates and that I don't produce work on the level that they would expect, this is why I asked my teammates a lot of questions if my work was good enough and it is what they expected of it.
Furthermore, I helped with testing, this was really fun to do and something I also want to do more often. I study CMD and one of the specializations is UX design, which involves a lot of testing. I really want to follow this specialization.
After testing I also helped with creating some of the evidence and PowerPoint for the end product, I didn't have a major role in creating the evidence such as the interrogations because Jasper was playing Max, and Fleur was Lucy. Which left me without a role. I don't mind that I didn't have a character to play, since it's not really my thing, but I did enjoy working behind the scenes. Plus I worked a lot on other evidence such as the pictures of Mr. Grey, I tried making the police reports look physically appealing and easy to read and altered the signs of the exhibitions to look more appealing as well. Design tasks are something I enjoy doing.

Result: I'm happy with the amount of work I did, and the little stress I felt while working on this project. It was all going smoothly, this is also because it really felt like me and the rest of the team were on the same line. We all respected each other's opinions and understood that we are also busy besides school, so we planned around this and communicated well about this which I am really happy about. The end product is something I'm happy and proud of, I never created this kind of experience before, and working on this really gave me some insightful lessons and new methods to put to use such as the experience journey map. I was insecure if I asked too many questions to my teammates about certain topics in the portfolio, but I'm happy I did ask, because this way we could all put in our own thoughts in the pieces that I wrote.

Reflection: I'm really happy with how this project went. I usually experience high pressure and the fear of failure, especially in group projects, because I don't want to disappoint my teammates. But this time, the work atmosphere was very pleasant, and I'm really glad I got to work together with Fleur and Jasper. We had a lot of fun during the process but still worked productively. We also finished all the work on time, which really helped with my fear of failure and the stress I sometimes undergo. Because we finished all the work on time, we also had time for our own personal lives and the other subject 'Storytelling Skills.'

One of the reasons we weren't that stressed in the end is because we worked on Interactive at least once or twice a week, making great progress every time and quickly making decisions. We kept the order and tried not to get stuck on one simple or small thing but to keep going. For the next project, I would want to continue doing this when I have multiple classes that I need to deliver work for. Also, not putting the work pressure too high but allowing ourselves to have fun during work sessions is something I would want to keep doing in the future.

Next time, I will try to have more faith in my own skills as a teammate and not be insecure that I'll do something wrong. I'm going to have to trust my teammates to tell me if something I deliver is not exactly the way they would want it to be.

Overall, I'm really happy with the entire end product and teamwork. I learned a lot about interactive experiences and about myself, and how I can work efficiently without damaging my own mental health due to stress and pressure I put on myself.

Jasper

Situation: For this module, I had to work together with Fleur Rump and Ilse Kors. We have been working on an interactive and immersive project for the past ten weeks, for Interactive Storytelling taught by Iris van Vliet. We were given the task to create an interactive exposition with immersive elements in which the theme "(Nothing) Out of the Ordinary" is also incorporated. We created the unforgettable experience called The Investigators Challenge: 'Stolen Necklace' about the effects of framing on different social media apps.

Task: Our task as a team was to create an interactive experience that followed the grading form with the different learning competitions. We had to work together as a team in order to present an interactive, immersive end product at the exhibition that took place in week 10.

Action: During the first week, Ilse and I started brainstorming about what could use a subject for our experience and what could be an interesting and original concept to work with. We used different brainstorming exercises to work out (they are included in the appendix) our thoughts about the subject and the concept. We quickly came up with the theme 'everyone is blind/there is more than one truth'. We worked out three possible concepts that we could pitch to Fleur the following weeks. Luckily, Fleur was also enthusiastic about our concepts and together we decided (taking Iris' feedback on all of our concepts in to regard) to go for the experience that is now known as The Investigators Challenge. From the beginning, we also decided that we wanted to convey an important moral/societal message with our experience. Since Fleur is a (very good and qualified) teacher, she pitched that it maybe would be a good idea to take younger children as our target audience because according to Fleur 'mediawijsheid' is becoming more and more important in elementary schools. Our experience would be a right fit and a great and inspiring learning opportunity for children. After that, we took some weeks to work out the details of the experience like The Big Idea, the Arena and the desk research. After we had a clear vision for our experience, it was time to work on the story we wanted to tell. Firstly, we wanted to tell a story about a murder, but we couldn't come up with a story that we would fit the target audience. So, we switched to a story about a theft involving some influencers to cater the story more to our target audience. To be honest, as a group we really did everything together. Everyone had his or her own input in every phase of the project and ensured that that phase was completed successfully. When it was time for testing, we made all the evidence pieces ourselves to make sure the experience could be experienced to the fullest. We gathered some feedback from the testing which helped us a lot in perfecting our experience before the exhibition in the final week of the minor. After all the hard work the past ten weeks, we presented a flawless and (under the known circumstances) really great experience that was received well by all the classmates who participated in the challenge.

Result: I am really happy with and proud of what we presented last week. We worked really hard together to create a fun, educational and flawless experience and I think we did a really good job. We all had the same amount of input, weren't afraid to give each other feedback to get the result we wanted and most importantly we had a lot of fun creating this whole experience. Looking back at our time working together, I must say that this was the most fun and most efficient group that I got to work with. That really helped to put together this experience in the most perfect way that we could have imagined. I am a little sad that it is

now all over for our precious Investigators Challenge and that my time working together with the creative Ilse and the insightful Fleur is done, but still I am so proud of all we have done!

Reflection: As described earlier, I am really happy with the end result and the process of working together with Fleur and Ilse. We had a very clear communication flow going. When one of us did not feel right about something regarding the actual product or the teamwork, there was a lot of time and space to talk to each other about this. I really think this helped us to have a good and productive time working together and also making sure that we create the most perfect experience possible. So in the future, I would definitely like to keep this way of communicating directly and honestly because I believe it improves the end result but also the process and teamwork. I would have to mention something that went 'wrong' according to me then it would be that I did not also live up to the deadlines. Especially, in the beginning of the project during the explore sprint I did not live up to some of the agreements that we made regarding finishing the desk research. My personal life was just too hectic to find some time to work on it and I kept making promises I could not keep. Luckily, my teammates were very understanding when I told them honestly that I was not able to finish it right away. They gave me the time and space to fix it when I had more time to work on it. In the future, I would surely like to work on my planning to make sure my partners are not disadvantaged by my work attitude and my hectic personal life. It all worked out in the end, but I need to work on it.

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Appendix

Handout narrative techniques

Narrative techniques can be seen as methods for developing a story. Use them wisely and motivate.

Create Foreshadowing	Foreshadowing is a way to provide hints about events in a story before they happen. Writers often use foreshadowing to add an element of tension and emotion to their stories, as readers may recognize the event and continue reading to see if they're correct.
Include sensory imagery	Writers often use sensory imagery to create all the visuals of a scene using only words. This technique can help a reader understand a scene's varied elements, allowing them to understand a physical environment. For instance, a scene that takes place in a grocery store might include details about voices a character hears on the loudspeaker or the food they smell, taste, see and touch while they shop.
Provide a cliffhanger	A cliffhanger describes an ending of a story that withholds information about how a narrative resolves. It often suggests multiple ways a story could resolve, which allows readers to speculate about their preferred ending. Writers sometimes include cliffhangers to generate excitement about the next installment of a story.
Change the chronology	Some writers use a flashback or flash-forward to include relevant experiences from a character's past or future. Adding a scene about a past event can reveal why a character takes certain actions in the present timeline of a story. Incorporating a future event can provide dramatic irony, which occurs when a reader learns how a story ends before the characters do.
Use different point of views	Point of view typically describes who narrates a story's events. Writers typically choose a perspective that best conveys the information they prefer readers to know versus what they prefer to obscure. For example, a first-person narrative only reveals the motivations of one character. A third-person point of view uses she, he or they pronouns, revealing the observations of many characters while the narrator exists outside of the story entirely.
Incorporate character voice	Character voice is the particular way a character expresses themselves in their inner monologue or to others in a story. You can reveal a character's voice through their personality traits, dialogue and narration. Writers often develop a character's voice to affect how a reader interprets their actions and to give the story a tone. They may also include this technique to help readers distinguish one character from another.
Use symbolism	Symbolism is the use of objects or words to represent an abstract concept or mood. Writers often incorporate symbols in a story to develop its core themes and add another emotional element. For instance, a character might see a certain type of weather pattern whenever they process their relationship with another character. As a result, you could describe that weather pattern as a symbol for the relationship overall.
Record a stream of consciousness	Stream of consciousness is a method of conveying the immediate thoughts and perceptions of a central character moving through a scene. It typically involves long sentences and focuses more heavily on a character's emotions than a sequence of plot points. Writers often use stream-of-consciousness descriptions to explore how a character processes sensory information. You can also use this method to write nonlinear stories, as a person's immediate thoughts often involve memory recall.
Personify an animal character	Personification is a technique for applying the qualities of one entity to another. Writers often personify animals by giving them the attributes of humans, allowing them to have human motivations and language abilities. Many fable and fairy tale writers personify animals to give the story a fantastical style and tone. You can also personify animals to encourage readers to connect with them emotionally.
Plottwist	Often referred to as a plot twist, some writers introduce an unforeseen event in a story that dramatically alters the narrative. Writers often include plot twists to add a dramatic element and adjust a reader's expectations. For example, consider a character trying to find their family. At a climactic moment, they learn that a supporting character they've known since the beginning of the plot is secretly their relative, which changes the focus of their narrative arc.
Make a satire or parody	Satire uses humor to make social commentary. You can use literary devices such as exaggeration and irony to make commentary about a person or a situation. Parody is a similar technique that involves imitation of a writer's style or a genre that exaggerates features for a comedic effect. For instance, a parody of a popular celebrity may involve exaggerating their mannerisms.
Compose a metaphor	Metaphors are a type of figurative language that describes something by referring to something else. When writing a metaphor, you typically describe one emotion, object or concept as another to create a connection between them and add imagery. For instance, consider the phrase, "Love is an ocean." Equating these terms can allow readers to consider their similarities in new ways.
Include a simile	Similes are another type of figurative language that makes direct comparisons between objects or concepts. You can usually differentiate a similar from a metaphor by observing whether it uses the words like or as to describe a comparison. Using the elements from the metaphor above, an example of a simile might be, "Love is like an ocean."
Use a hyperbole	Hyperbole is a style technique involving an intense exaggeration to convey a fact. Writers often include hyperbole to emphasize these statements to readers, offering them more clarity about a situation or its emotional relevance. Consider the hyperbole, "I walked a thousand miles" spoken by a character who lacks this capability. Including it may help readers comprehend how this character reacted to this situation.

Construct an allegory	An allegory is a story that represents a larger idea or event from a society that actually exists. Writers sometimes use an allegory to share their perspective on that larger idea or event covertly instead of directly stating their opinion. For example, consider a story about a child looking for a lost item by talking to their neighbors. This might be an allegory for humans who look for a purpose in life through other people.
Red herring	A red herring is a technique for presenting misleading information that directs a character away from an important concept or fact. Writers often use red herrings in mystery novels to frame one character as a likely suspect while another character is the actual culprit. You can also use them to mislead readers about a certain aspect of a plot or character to add an element of surprise to a story. For example, in mystery fiction, an innocent party may be purposefully cast as highly suspicious through emphasis or descriptive techniques to divert attention from the true guilty party.
Add defamiliarization	Defamiliarization is a technique where a writer describes a common situation using uncommon descriptions. You can use this technique to examine aspects of daily life in a particular society to help readers develop a new perspective. For example, you could describe a character who observes pet one day and thinks about what it means to share a life with a non-human creature who communicates in different ways.
The Kuleshov Effect	Viewers make split-second deductions about a film's meaning based on how the visual and auditory elements marry together during post-production. From minute visual details to musical accompaniments, an audience's interpretation of a film is guided by the filmmaker.
Chekhov's Gun	Chekhov's Gun simply refers to any seemingly unimportant element that becomes significant later on in the story. "Remove everything that has no relevance to the story," Chekhov wrote. "If you say in the first chapter that there is a rifle hanging on the wall, in the second or third chapter it absolutely must go off.
Write a narrative-within-a-narrative	Some writers have a character tell a story within a larger, encompassing one. Writers often use this technique to comment on storytelling as a practice. For instance, you might have characters introduce a narrative-within-a-narrative at the beginning of a story, write this full narrative in the middle, then bring the original characters back to discuss it at the end.
In medias res / beginning in the middle of the story	Works that employ in medias res (begin in the middle of the story) often later use flashback and nonlinear narrative for exposition to fill in the backstory. In Homer's Odyssey, the reader first learns about Odysseus's journey when he is held captive on Calypso's island. The reader then finds out, in Books IX through XII, that the greater part of Odysseus's journey precedes that moment in the narrative.
Poetic justice	Virtue ultimately rewarded, or vice punished, by an ironic twist of fate related to the character's own conduct. Wile E. Coyote coming up with a contraption to catch the Road Runner, only to be foiled and caught by his own devices. Each sin's punishment in Dante's Inferno is a symbolic instance of poetic justice.
Amplification	Amplification refers to a literary practice wherein the writer embellishes the sentence by adding more information to it in order to increase its worth and understanding. E.g., Original sentence: The thesis paper was difficult. After amplification: The thesis paper was difficult: it required extensive research, data collection, sample surveys, interviews and a lot of fieldwork.
Paradox	A phrase that describes an idea composed of concepts that conflict.

Division of group

Jasper	Fleur	Ilse
Planning	Expert on target audience/development	Desginen/Draw/Sketching
Concepting	Concepting	Concepting
Desk research	Portfolio/dummy work	Portfolio/dummy work
Finishing touches portfolio > assignment one > End product > Red APA fixing > Product	> explore sprint+ assignment one > Desk research >product	> explore sprint+ assignment one > product

Hyperlinks to files

On this page, you will find all the links to the created materials, including those made with CANVA. You can leave comments if necessary. We deliberately opted for links to ensure that all materials are accessible and that documents do not freeze or save incorrectly.

Museum sign & overview

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Presentation for Officer Johnson

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Presentation Officer A

Officer A Powerpoint.pptx
This PowerPoints considers interrogations and a video that lead to Lucy as a suspect

Presentation Officer B

Officer B powerpoint.pptx
This PowerPoint considers interrogations that lead to Max as a suspect

POLICE REPORT

02- 06 - 2023

P🔥LITIE

THE STOLEN NECKLACE

CASE NR : 5012

POLICE REPORT

Case nr : 5012

Date : 02 – 06 – 2023

Reporting Officer : Johnson

Time : 11.30

Incident :

A stolen necklace. The very expensive necklace: "Sparkles" was supposed to get delivered at Lucy Lux her appartment at 10.10 but after she got home the necklace was no where to be found.

DETAILS OF THE EVENT:

Last night we received a call from the world-famous influencer Lucy Lux about a missing necklace that is worth half a million dollars. She believes the expensive necklace was stolen from her home while she was attending a press event. According to Lucy and her management 'Luxury Kittens' **the necklace was delivered by DHL Security Plus on June 2nd around 10.00 PM** which was last night. When **Lucy came home from the press event around 11:00 PM the necklace was nowhere to be found** according to the influencer herself. Approximately thirty minutes later Lucy contacted us about the theft.

We know that the very expensive necklace was part of a special sponsorship that Lucy Lux had with the luxurious jewelry brand Pearls & Sparkles. The influencer was supposed to film a so-called "unboxing video" to showcase one of the most expensive necklaces of the upcoming collection of Pearls & Sparkles. Last night around 9 PM, Lucy announced on her Instagram Stories that a very expensive package was about to arrive for that special unboxing which could have been a sign for anyone with bad intentions to take that expensive package from her apartment. **Lucy was having drinks at a press event with her best friend and roommate Max Brooks** who happens to be an influencer as well. Multiple people have stated that **Max was seen leaving the event early** and abandoning a **very tipsy Lucy.** Meanwhile, the package was delivered according to this DHL message and a statement of the previously mentioned doorman confirmed this delivery by DHL."

SUMMARY:

The necklace went missing somewhere between 10:00 PM and 11:15 PM. we have **three suspects. Lucy's neighbor Mr. Alexander Gray, her roommate and fellow well-known influencer Max Brook, and Miss Lucy Lux herself. Mr. Gray, the neighbor of Lucy, isn't our main suspect because he was working a night shift in the hospital at the time the necklace was reported missing.** The doorman of the luxurious building the three suspects live in has confirmed that he saw Mr. Gray leave the building last night in his work clothes. That means we are left with the two other suspects.

PØLITIE

SUSPECT DESCRIPTION:

Name: Max Brook
Sex : Male
Race : White
Height : 1.80
Weight : Unknown
Hair : Short blonde hair
Age : 21

DETAILS:

Max was at the same event as Lucy the night the necklace was stolen but multiple people have stated that Max was seen leaving early.

PØLITIE

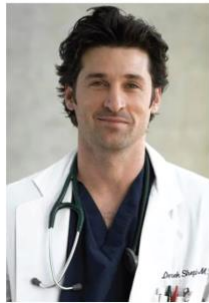**SUSPECT DESCRIPTION:**

Name: Lucy Penelope Lux
Sex : Female
Race : White
Height : 1.65
Weight : Unknown
Hair : Long blonde wavy hair
Age : 21

DETAILS:

Lucy was having drinks at a press event on the evening that the necklace was stolen.

Around 9 PM, Lucy announced on her Instagram Stories that a very expensive package was about to arrive for a special unboxing.

She left the event pretty tipsy but when she got home the package wasn't there.

PØLITIE

SUSPECT DESCRIPTION:

Name: Alexander Grey
Sex : Male
Race : White
Height : 1.93
Weight : Unknown
Hair : Dark wavy
Age : 39

DETAILS:

Mr. Grey was working in the hospital the night the necklace was stolen, this is confirmed by the doorman who saw Mr. Grey leave the building last night.
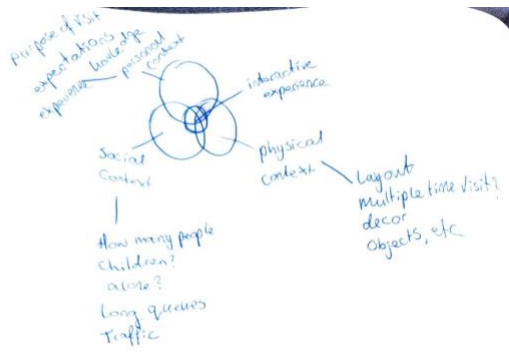
Note: Mr. Grey still needs to participate in an interrogation since he is still at work right now performing an emergency operation Officer Parker is taking a look into his alibi and whereabouts.
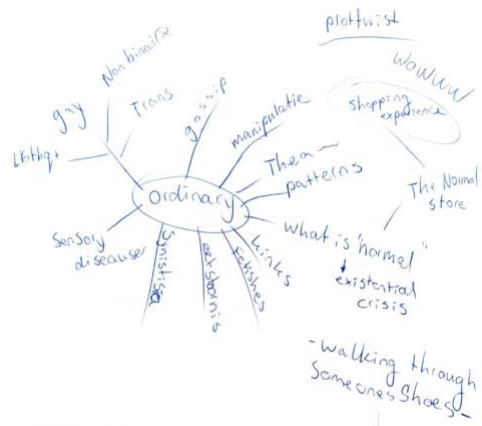
Dummy Jasper

Evidence pictures

Dummy Ilse

Left page notes:

purpose of visit
expectations age
knowledge
experience
personal context
interactive experience

Social Context
physical context

→ Layout
multiple time visit?
decor
objects, etc

How many people
children?
alone?
Long queues
Traffic

The big Idea

↳ Turn a topic in an adventure

"Core Message?"
"intended effect?"
↳ knowledge
experience
convey

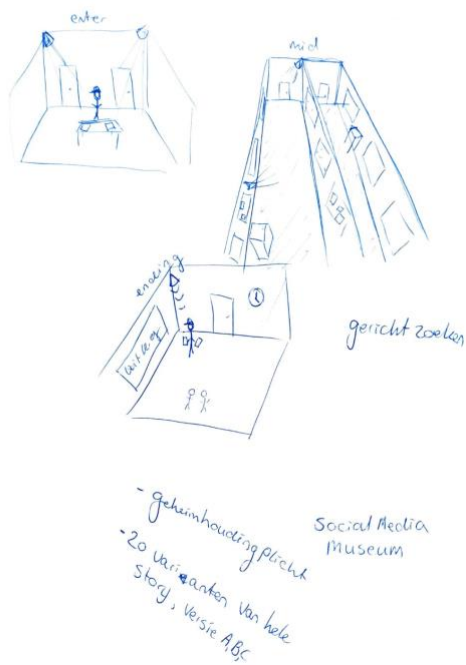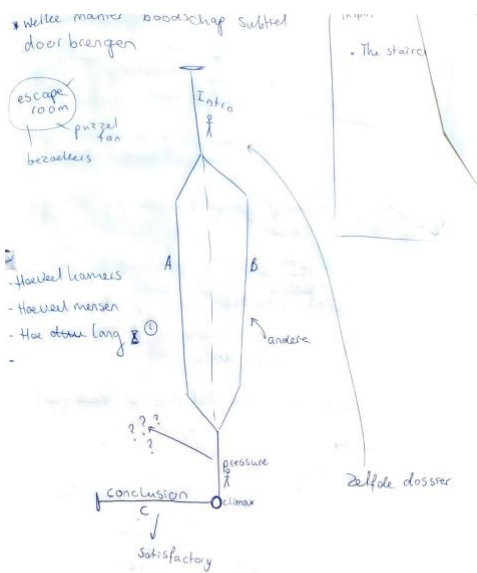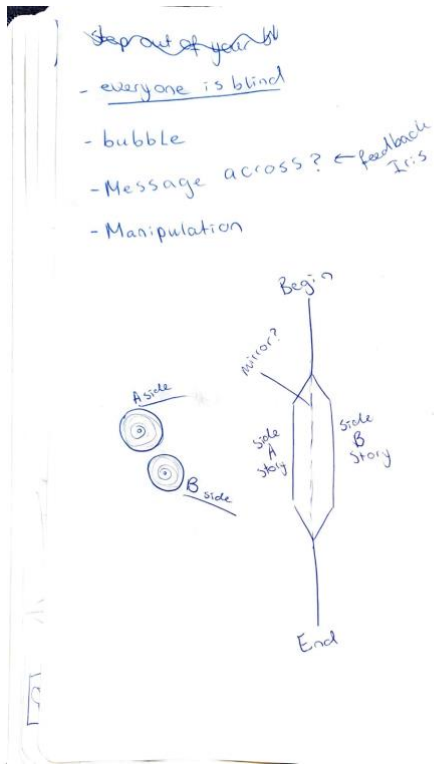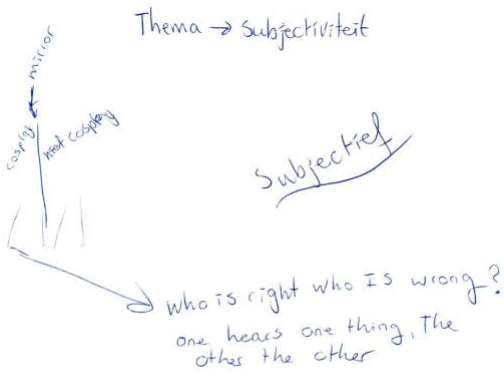- who is story for?
- Why be told?
- What must visitor remember
- ?

Right page notes:

"Nothing" out of the ordinary

plottwist
wowww
shopping experience

Ordinary (center)
LGBTQ+
gay
Non-binair?
Trans
gossip
manipulatie
Thea-patterns
The Normal store
what is "normal"
existential crisis
Sensory disease
Sinistise
ex stories
fetishes
Links

- walking through someones shoes -

Sijonurkatie
Simmulatie van een situatie

maatschappelijk inzicht

zebra print

Wi   gigraf   Pressure

Which box are you?

[? ?]

Thema → Subjectiviteit

mirror
cosplay   not cosplay

Subjectief

who is right who IS wrong?
one hears one thing, The
other the other

---

step out of your bu

- everyone is blind
- bubble
- Message across? ← feedback Iris
- Manipulation

Begin

Mirror?

A side

B side

side A story   side B story

End

---

* Welke manier boodschap subtiel doorbrengen

inspir

. The staircase

escape room
puzzel fan
bezoekers

Intro

-Hoeveel kamers
- Hoeveel mensen
- Hoe lang

A   B

andere

??? ?

pressure

conclusion C

climax

Satisfactory

Zelfde dossier

---

enter

mid

ending

gericht zoeken

- Geheimhoudingplicht
-20 varianten van hele
Story, versie A,B,C
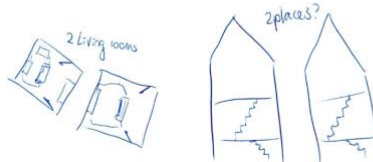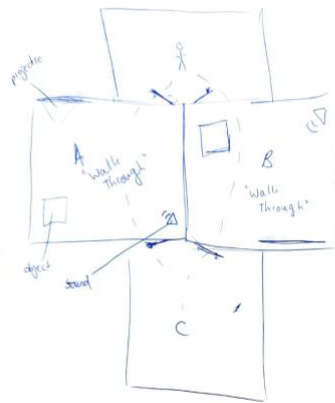
Social Media Museum

madam Iconica Smeets

characters

Iconica geuzen, heeft dure letting van
                              een sponser
Pieter-Jan, manager, will geld want
              Iconica wilt hem ontsla
Sabiena, influencer friend, pase,
      Pieter-Jan wil alles doen voor Iconi
      want zei geeft hem veel geld

geen moord want kinderen
wel diefstel

Dummy Jasper

Mostly feedback from Iris, but also the brainstorming exercises that were mentioned in this portfolio. It also includes the three different ideas we had: the investigators challenge (you see multiple sketches of this one), the Shopping Experience and the Expectations.
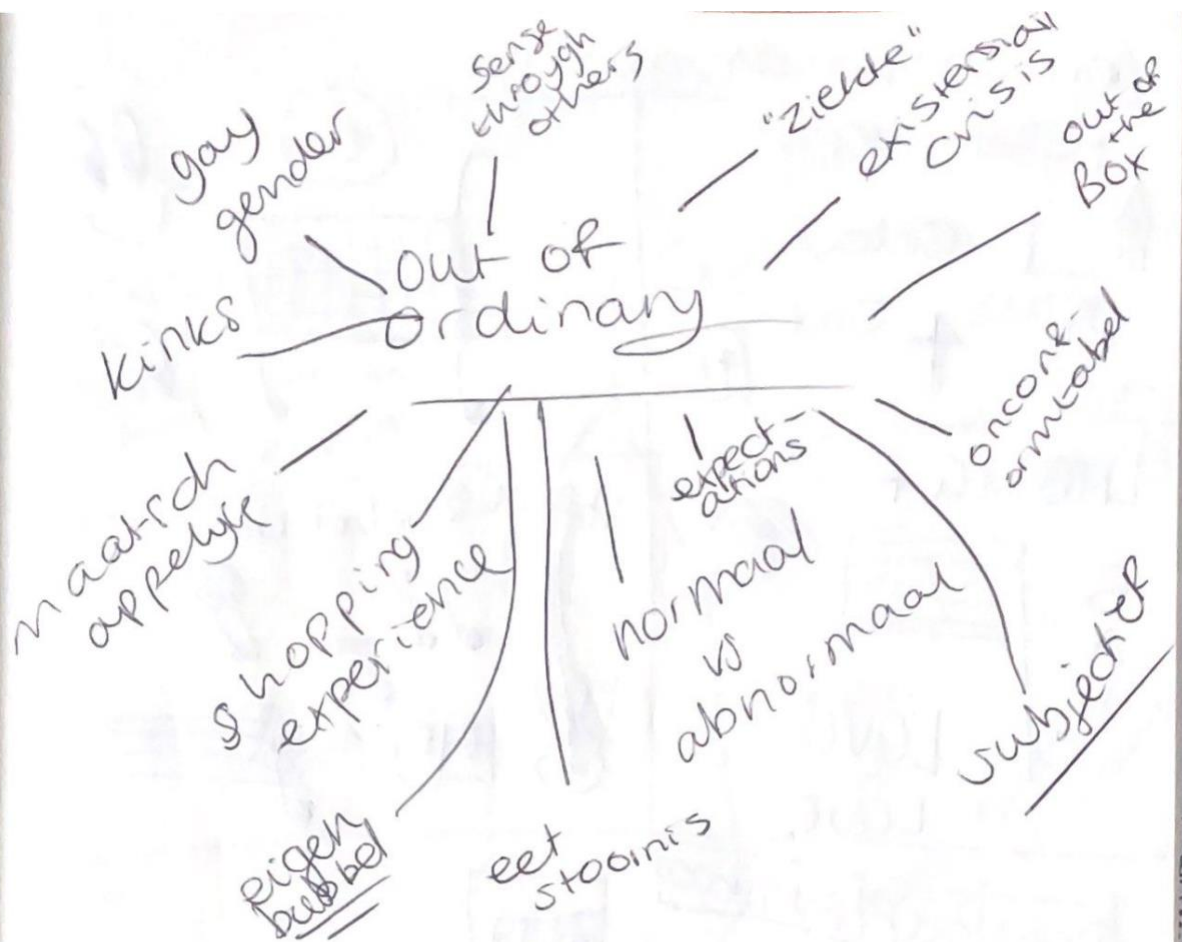
Theme:
↳ (Nothing) out of the ordinary

plot twist

manipulate

lose

wow

patterns

naturalis

ghosting

interactive storytelling

gossip

structu simulatie

immerse

bood schap

pov?

musea

↳shopping experience
ED

Case study
↳ Beeld & Geluid!

gay
gender
Sense through others
"ziekte"
existential crisis
out of the Box

kinks

Out of ordinary

maatsch appelyk

shopping experience

expectations

onconfromtabel

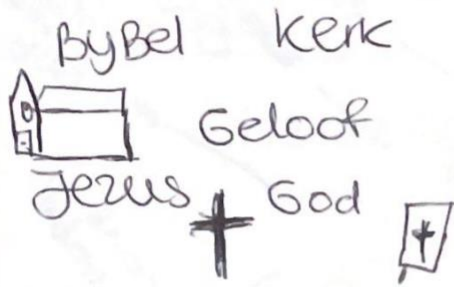normaal vs abnormaal

subjectief

eigen bubbel

eet stoornis

Doel: maatschappelyk inzicht
walking though someones
shoes

Thema → subjectiviteit
van
normaal
waaheid
verhalen

Concept = vaag

" Everyone is blind "

normen/waarden ordinary

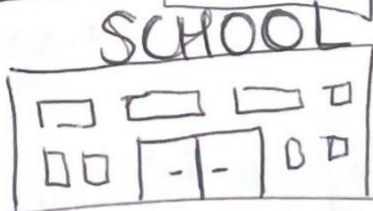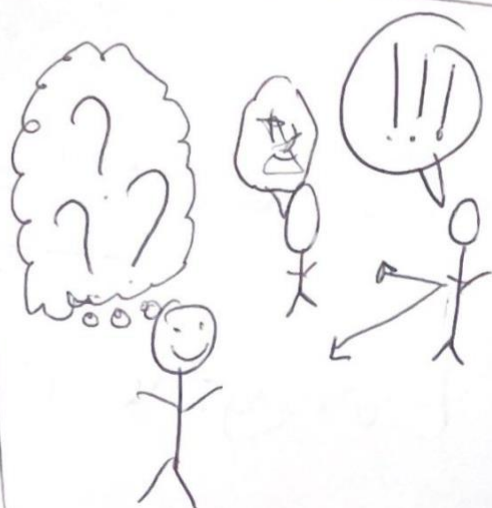Bybel   kerk

Geloof
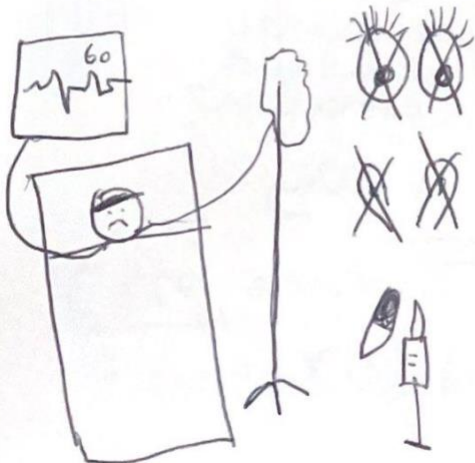
Jezus + God

LHBTIQ+

GAY

LOVE
=
LOVE
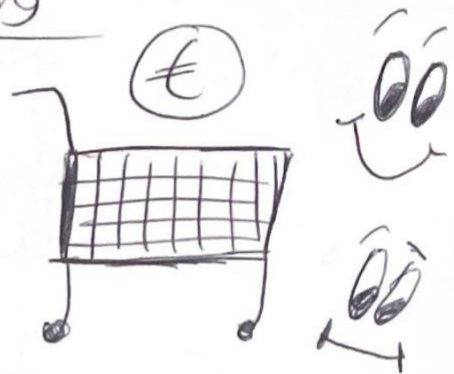
DoReMiFaSoLaTiDo

Populair   muzikaal

Slim   goed in Sport

THEATER

SCHOOL

60

BEGIN

meerdere genres
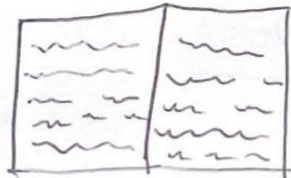
Explaining

message:

Truth can be subjective

story A

- aantekeningen
- bewijsmateriaal
- Audio
- video

story B

- Bril opdoen
- kleur contrast

Hoe ga je mensen confronteren met 'n eigen biases?
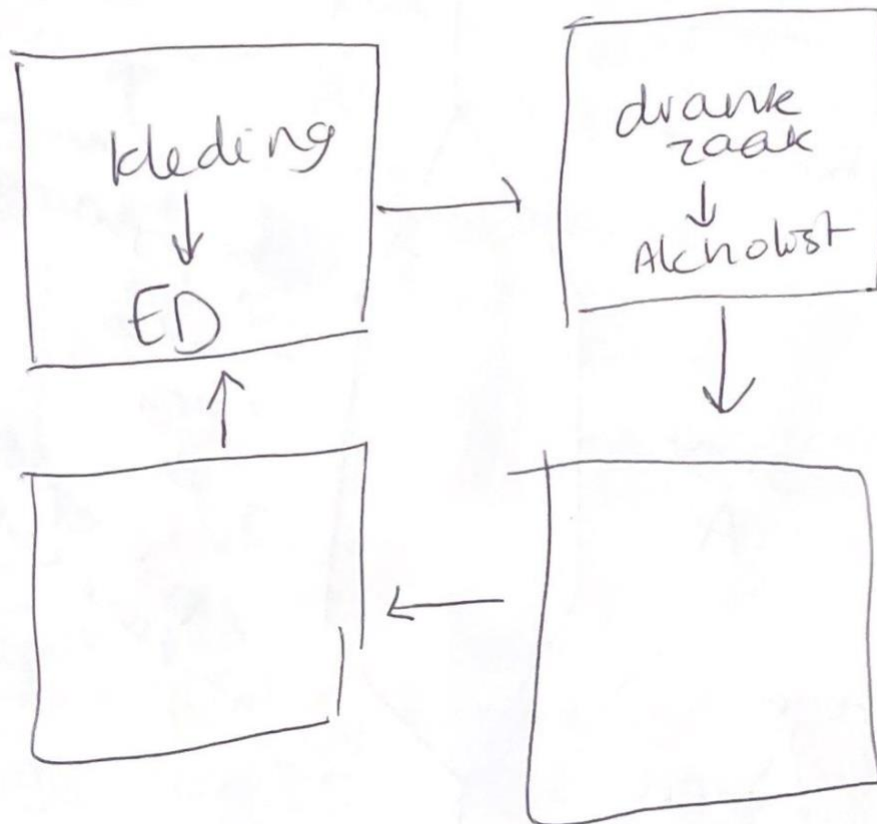
conclusion pressure "make a choice"

End

* puzzel element: 2 side of one story
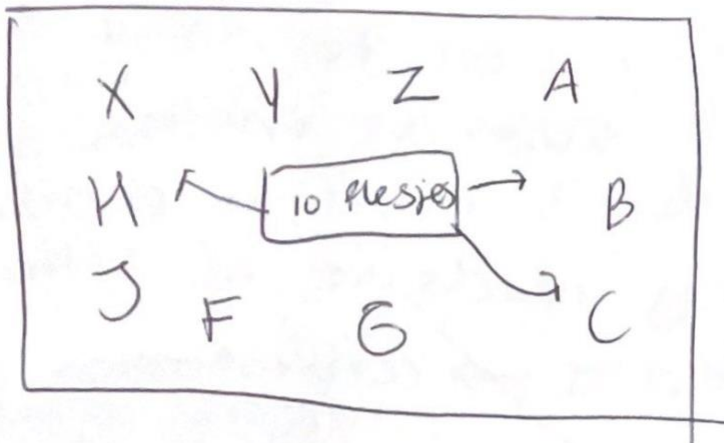
Jij bent de "detective"
↳ moord
↳ gossip
↳

shopping experience

```
┌─────────────┐        ┌─────────────┐
│             │        │   dranke    │
│   kleding   │───────→│    zaak     │
│     ↓       │        │     ↓       │
│    ED       │        │  Alcholist  │
└─────────────┘        └─────────────┘
      ↑                       │
      │                       ↓
┌─────────────┐        ┌─────────────┐
│             │        │             │
│             │←───────│             │
│             │        │             │
│             │        │             │
└─────────────┘        └─────────────┘
```

" Normal is a subjective
       concept " — Snapchat AI

- Expecatations
    ↳ subjectiviteit
    ↳ carrièrepaden of studies

- Pressure

EXPECTATIONS

X   Y   Z   A

H ←— [10 flesjes] →   B

J   F   G   C

Mow do you see other people?
— judging people
— expectations
— hokjes plaatsen
— subjectieve normaliteit
— muziek linkje
   ↳ QR- codes scannen

Inspiratie: The Cut - YT

stereotypes uit jouw bubbel

step out of your own

Idea ① —→ meerdere verhalen
       —→ conclusie verschillend
       —→ IRis loves it

Feedback ①
- Story idea 1 could be amazing
- See the vision for that
- Love the subjective theme
- Story idea 3 could be good, but
  the story needs to be better develpd
- For idea 1 → confrontation with
        message make
           that clear
- Fun brainstorm ideas, good job

---

x Soul Mind Body - model
x Visitors' journey - model
x Reasons to go - model

↳ How do apply that

1/3e van de kamer → verdeel

---

subject → framing / mediawyshed
target audience → mediagebruikeas. 12+
                  puzzelfans, jeugd
purpose → niet alles is wat
                  het lijkt (middelbare)
Location
/place → pop-up bij scholen

FLEUR

worden als agenten behandeld

(theater)
→ verteller

– twee verdachtes (projectie)

– dossier pakken

– dossier pakken

A
(verdachte A)

– video
– audio
– beelden

deciding who →

← deciding who
↓
B

↓
A

→ gezamenlijke conclusie

→ druk: agent
– geluid
– licht

op entertainig manier tot een inzicht gekomen

((video)
– plot uitkomst
– andere uitkomst

Feedback ②

→ snel geneigd een kant te
      kiezen

→ Hoe gebeurt dat dagelijks?

→ Hoe gaan we de boodschap
     stukje bij beetje kenbaar
        maken?

→ Wat is de grotere boodschap
    en hoe ga je dat kenbaar
       maken?

→ Afvragen: of route C nog wil
              of dat het teveel zien?

* Inspiration: The Staircase
    ↳ wel of geen uitkomst?

→ originele take on escape room

Target audience

↳ escape rooms
   puzzel fans

→ ga het concreet maken
     - wat wordt het verhaal?
     - hoeveel mensen kunnen erin?
     - hoelang duurt het?
     - hoe zien de ruimtes eruit?

prototype → gecomprimeerde
                versie van product
probeer het gevoel van die
twee kamers over te brengen
↳ A: 3 foto's + audio
  B: 3 andere foto's + audio
  Detective + 2 tafeltjes met doek
                ertussen.
- Ga vooral aan de slag
  met het grote geheel.
        pak later het prototype aan
- docent in gesprek gaan klas met

onderzoek

- behoefte om kamp te kiezen
- zwart / wit - denkers als mensen
- het belang van een brede blik
- groeiende zorg met AI / Fake News
    ↳ wat betekende de waarheid
        in een veranderde samenleving

Takss:

→ Fleur: Desk Research
→ Ilse: Museum
→ Jasper. Desk Research

SERIOUS play
generating new perspectives

Story related to spatial design
  ↳ everything needs to make
     sense: mood. atmosphere

IDEA → MESSAGE → NARRATIVE

Not let the visitor end up
  in the discomfort zone
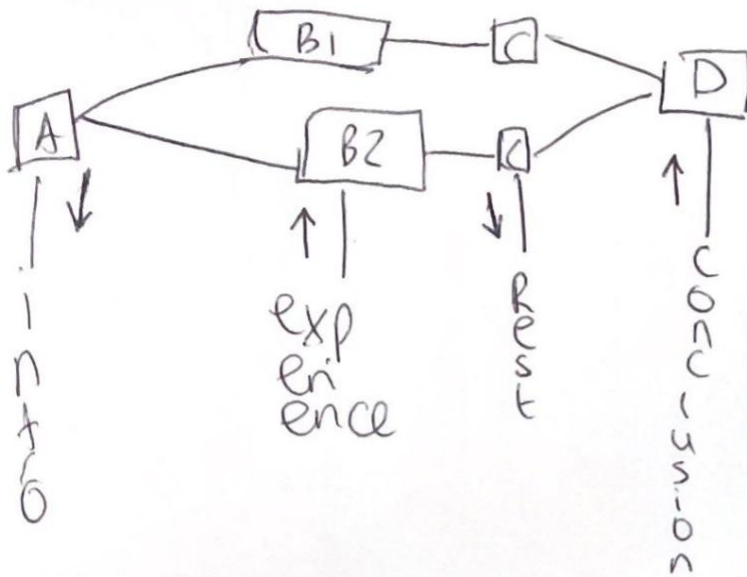 ↳ too many impressions
     too much information
     too much text
     too many experiences

Give the visitor a moment
  to rest and digest

- description & visualization
  what, when, where

Diagram: boxes A, B1, C, D (top row) and B2, C (lower row) connected by paths forming a loop. Arrows labeled below:
- A — "into" (with up and down arrows)
- B2 — "experience" (up arrow)
- C — "Rest" (down arrow)
- D — "conclusion" (up arrow)

- Function, meaning, interest
- Storytelling
- Visitor's Flow