

TRI-O

Create - Build - Learn

A proposal by Creating for Radical Change team
for Acumen & OpenIdeo

How to stimulate children through
creativity and play in low income
neighborhoods in Paris?



Early Child Development

Research has indicated that brain develops at a tremendous rate in the first few years – this rate is not repeated again. Our early life experiences determine the capacity of our brains. New studies now show that creativity and play can help in strengthening the capacity of the brain in early development.

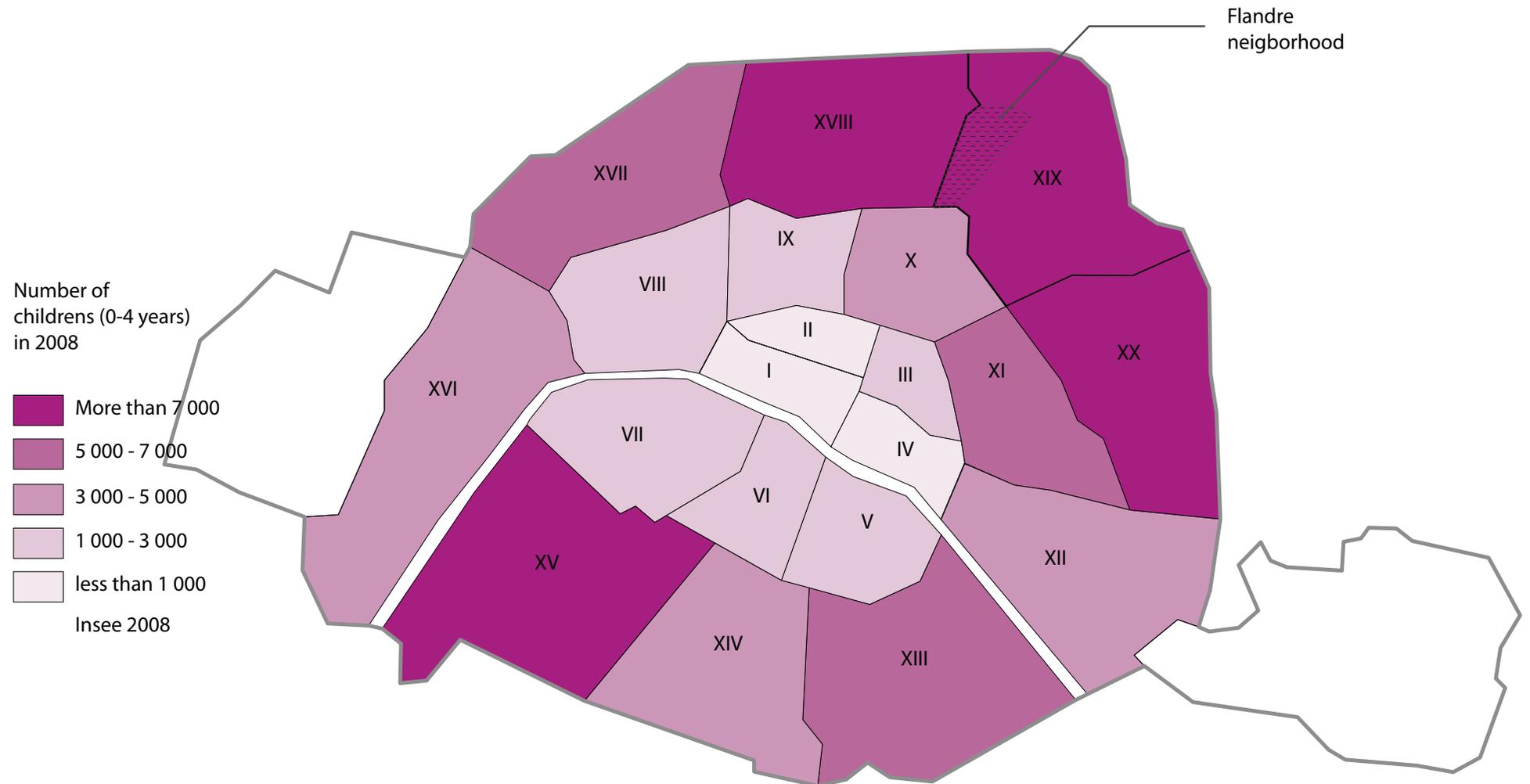
A black and white photograph of a busy city street. The scene is filled with pedestrians walking along a sidewalk lined with shops and buildings. On the left, there are dark awnings over storefronts, one of which has a sign that partially reads 'GAS'. In the center, a group of people is walking away from the camera. On the right, two men are standing near a utility pole; one is wearing a dark jacket and a beanie, and the other is wearing a dark jacket with a white stripe on the sleeve. A circular 'no entry' sign is visible on a pole in the middle ground. The text 'Where we focused & why?' is overlaid in a bright orange color across the center of the image.

Where we focused & why?

Flandres Neighborhood - Paris XIX

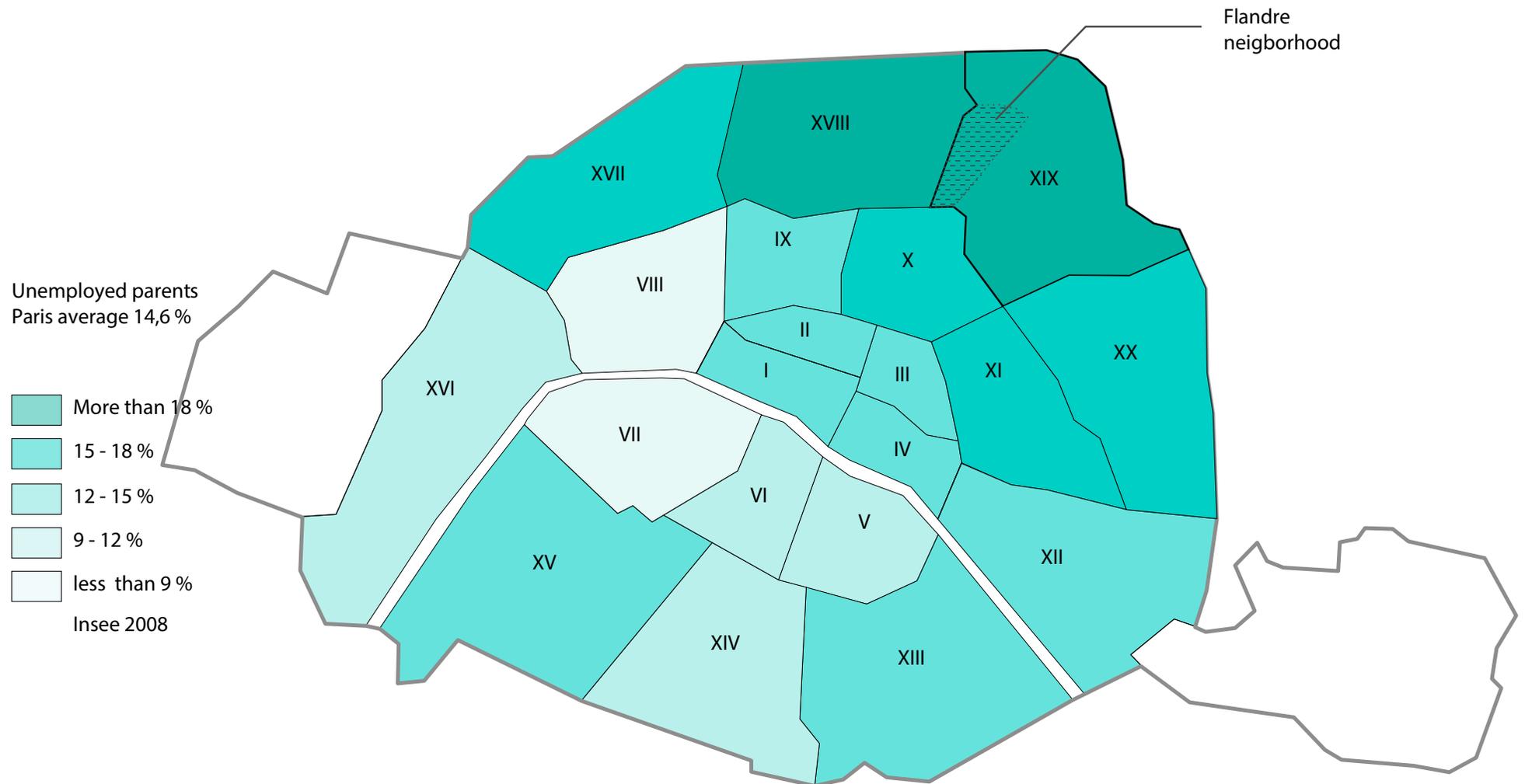
Nearly 1/3 families are large families (of more than 3 children)

29,2% people are under 18



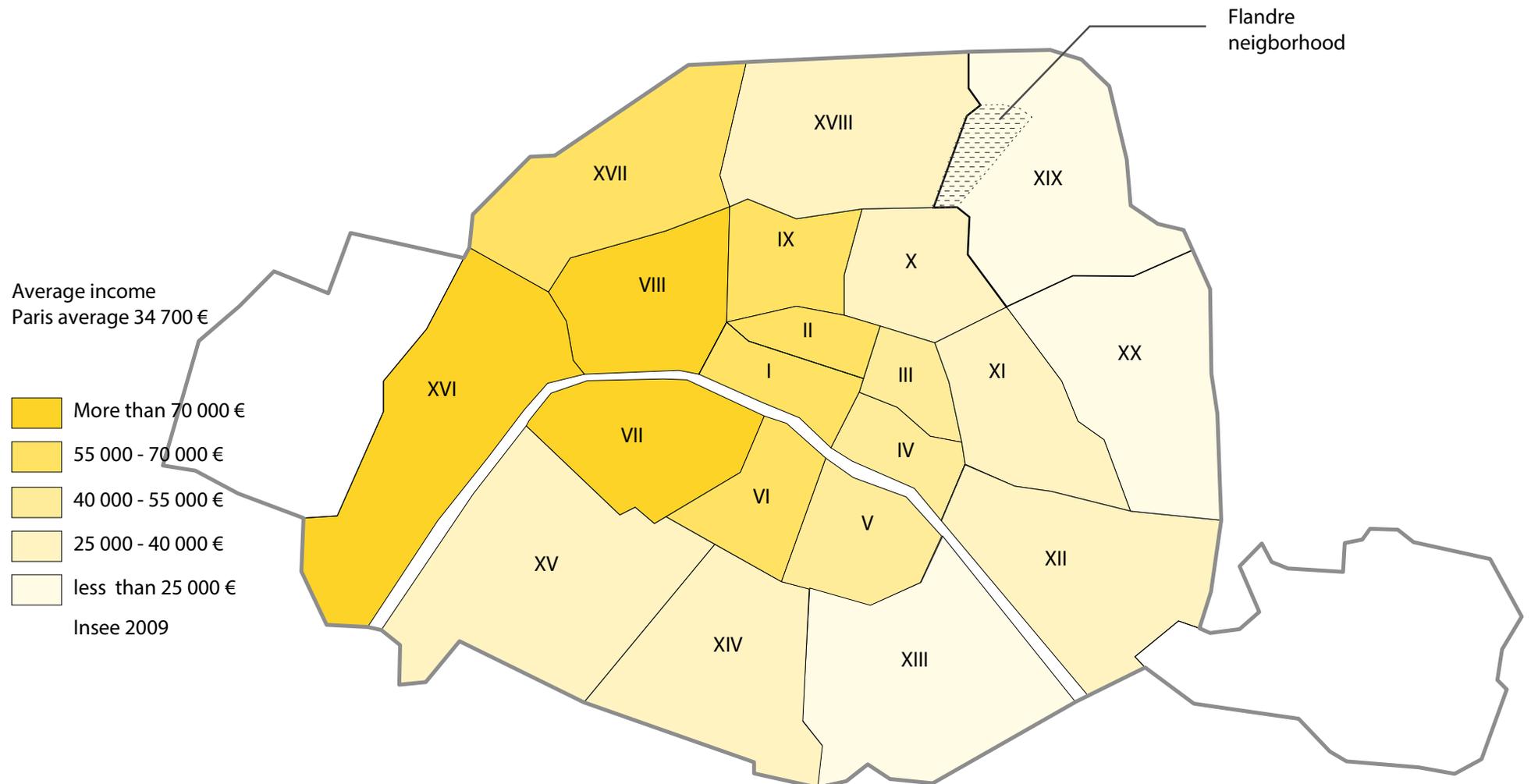
Flandres Neighborhood - Paris XIX

Unemployment 18.8% compared to 12.1% Paris overall



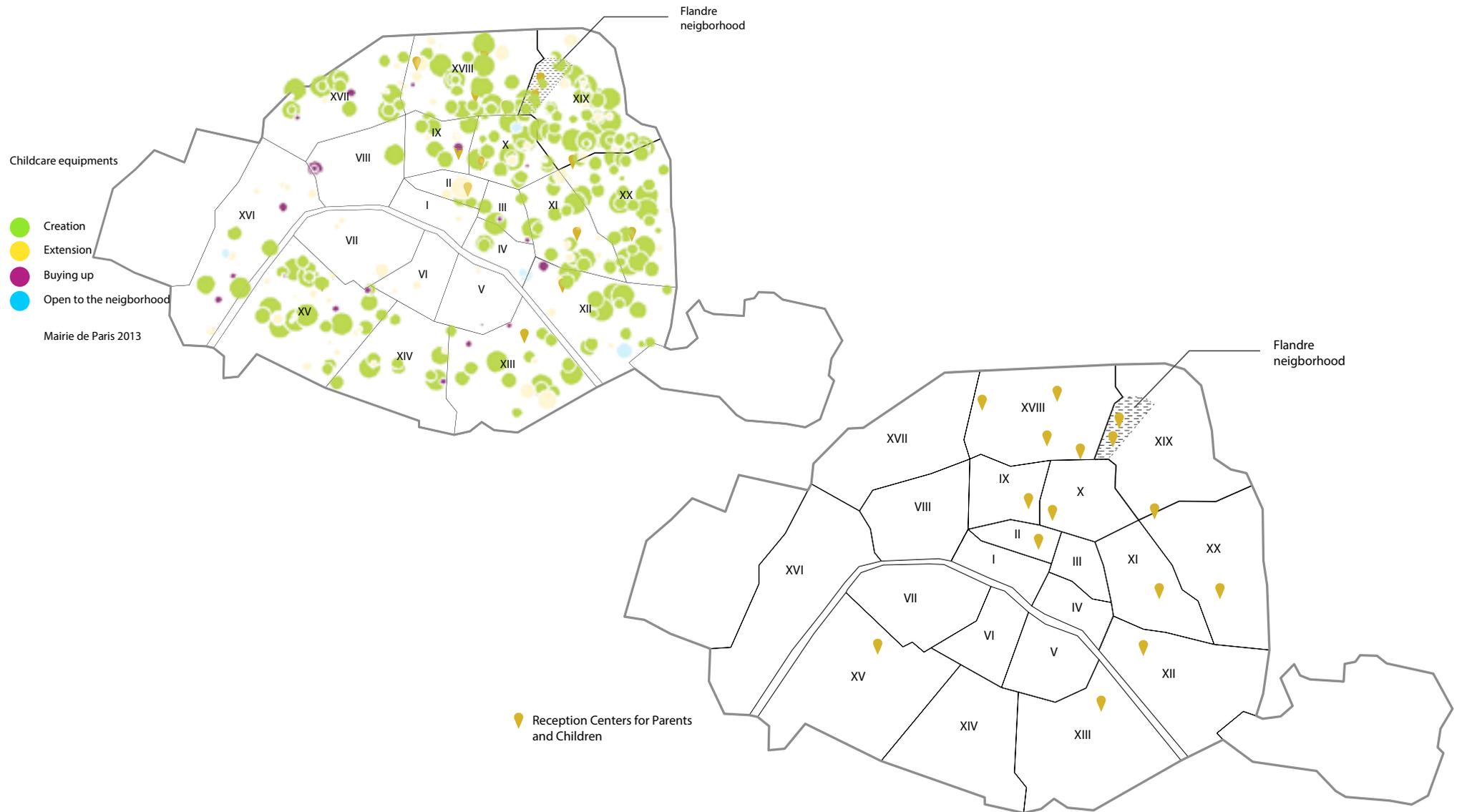
Flandres Neighborhood - Paris XIX

19,2% are low-income families compared to 12% Paris overall

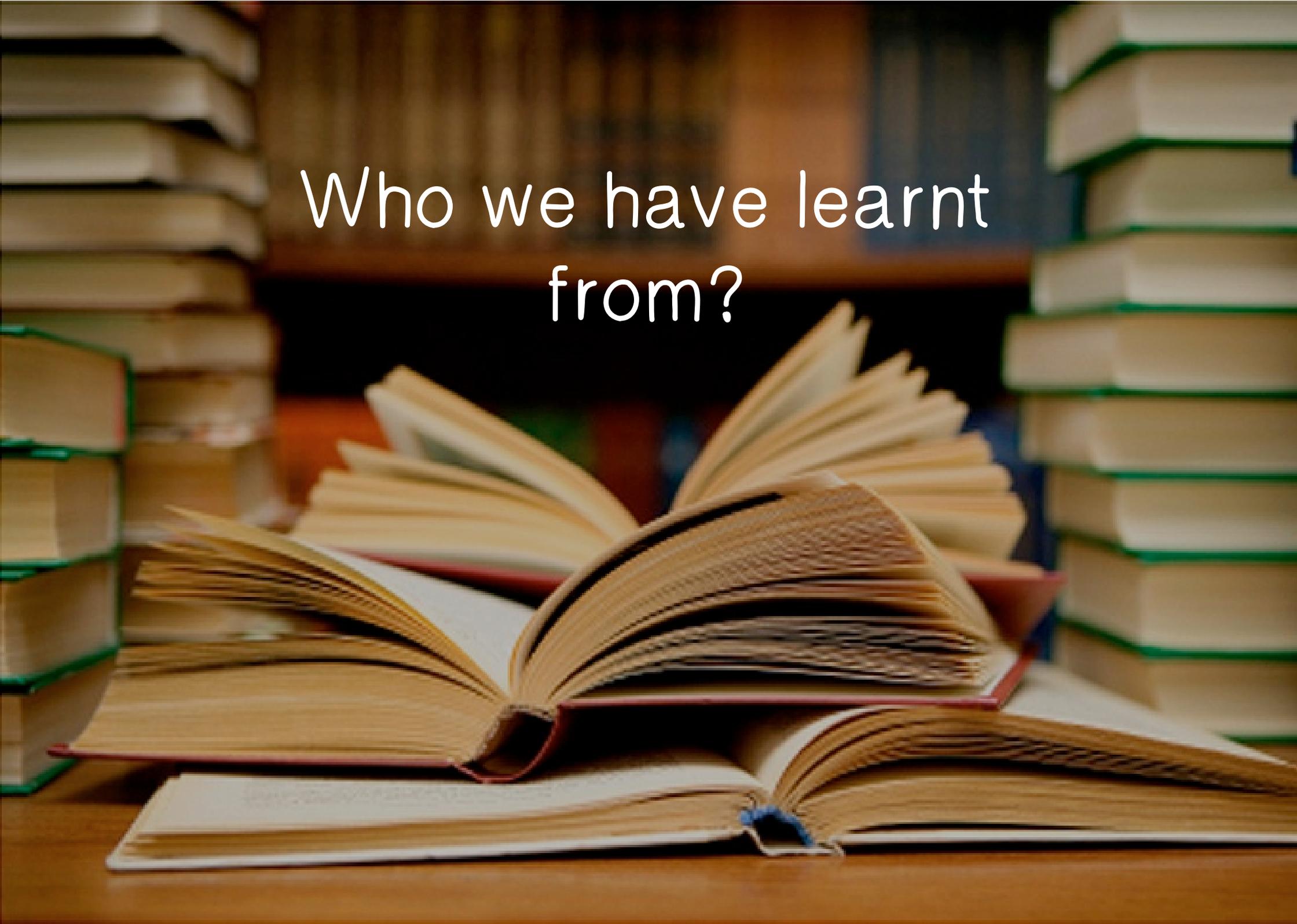


Flandres Neighborhood - Paris XIX

- 18.1% of children have difficulties at primary school compared to the Paris average of 12.7%
- Govern aids in this area double the Paris average.



Who we have learnt
from?



Friederich Fröbel



Maria Montessori



La Maison Verte



La Maison des Petits du 104



Key Insights - what we uncovered

Handwritten notes on orange and yellow sticky notes at the top of the board, including diagrams and the word "COLLECTIVE CAPACITY".

Handwritten notes on light blue sticky notes, including a diagram of a cube and the word "Parents".

Handwritten note on a light blue sticky note with the word "ABSTRACTION".

Handwritten note on a yellow sticky note with the text "THE CURRENT STATE OF THE WORLD".

Handwritten note on an orange sticky note with the text "Join the team".

Handwritten note on an orange sticky note with a diagram of three circles.

Handwritten note on an orange sticky note with the text "GO Home and do it with parents".

Handwritten note on an orange sticky note with a simple face diagram.

Handwritten note on an orange sticky note with a diagram of a hand holding a pencil.

Handwritten note on an orange sticky note with the word "Variants".

Handwritten note on a yellow sticky note with the word "FOOD".

Handwritten note on a light blue sticky note with the word "KIDS".

Handwritten note on an orange sticky note with the text "THE GOAL IS TO GET THE MOST OUT OF THE SYSTEM".

Handwritten note on an orange sticky note with the text "HOW TO KNOW WHAT YOU ARE GETTING OFF".

Handwritten note on an orange sticky note with the text "HOW TO KNOW WHAT YOU ARE GETTING OFF".

Handwritten note on an orange sticky note with a diagram of a hand holding a pencil.

Handwritten note on a light blue sticky note with the word "EMOTIONAL".

Handwritten note on a light blue sticky note with a diagram of a hand holding a pencil.

Handwritten note on an orange sticky note with the word "Variants".

Handwritten note on a yellow sticky note with the word "Variants".

Handwritten note on a yellow sticky note with the text "THE GOAL IS TO GET THE MOST OUT OF THE SYSTEM".

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on a light blue sticky note with the text "LOOK AT THE SITE".

Handwritten note on a light blue sticky note with a diagram of a hand holding a pencil.

Handwritten note on a light blue sticky note with a diagram of a hand holding a pencil.

Handwritten note on a light blue sticky note with the word "EXPLORE".

Handwritten note on a light blue sticky note with the word "COGNITIVE".

Handwritten note on an orange sticky note with the word "SENSING".

Handwritten note on a light blue sticky note with the word "EXPLORE".

Handwritten note on a light blue sticky note with the word "EXPLORE".

Handwritten note on a light blue sticky note with the word "EXPLORE".

Handwritten note on a light blue sticky note with a diagram of a hand holding a pencil.

Handwritten note on an orange sticky note with the text "LOOK AT THE SITE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on an orange sticky note with the word "VARIANTS".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".

Handwritten note on a light blue sticky note with the word "DISCIPLINE".



Parents don't have time to carve out extra time to play into their already **over-planned routines**

Sometimes it's not easy for both parents and children to actively engage and **learn through creativity and play**

It's important to develop something that can be **linked** from outside the home activities and inside home activities?

Sometimes parents don't understand link between **creativity and development** in other areas such as sciences or cognitive skills.

Buying toys at different ages becomes **expensive**



Children possess an incredible imagination that can be stimulated to help develop character and skills.

Lego Foundation CEO Randa Grob-Zakhary said creativity and play allows children to Explore Experience & Experiment – all vital pillars in laying the foundations for them to secure a positive future for themselves.

Mealttime

is a challenge because...

Is a **MOMENT** to **SHARE** all along our lives.

Sometimes, a **HARD DAILY MOMENT** for parents

Lot of **RULES** are implicit **NO MATTER** the **COMMUNITY** you focus on.





How might
we...

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW MIGHT
WE...?

HOW MIGHT
WE...?

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW
MIGHT
WE...?

HOW MIGHT
WE...?

HOW
MIGHT
WE...?

How might we...

Encourage parents and children to **interact** through creativity and play?

Make this time easier – the parent-child relationship by **spending time together**, playing, eating...

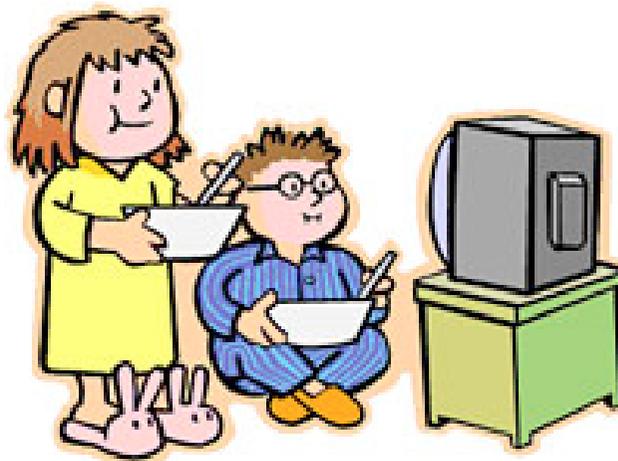
Design a solution that builds on creativity to **foster development** in other areas?

Work out where the design solution can easily fit into already **existing family routines** and systems?



How might we...

Avoid the **excessive use of TV and media** during mealtime, and transform this into a parent-child daily time?



How might we...

Approach mealtime in a different way so its more **fun, interesting** and doesn't become a boring repetitive routine?



How might we...

Take advantage of those **rules to stimulate children** instead of restricting them?



The light bulb moment!



Our design solution

We would design a **creative toy product** that **stimulates learning** and can be used around the theme of mealtime.

Mealtime: A universal **shared time** for families – removes burden of adding time

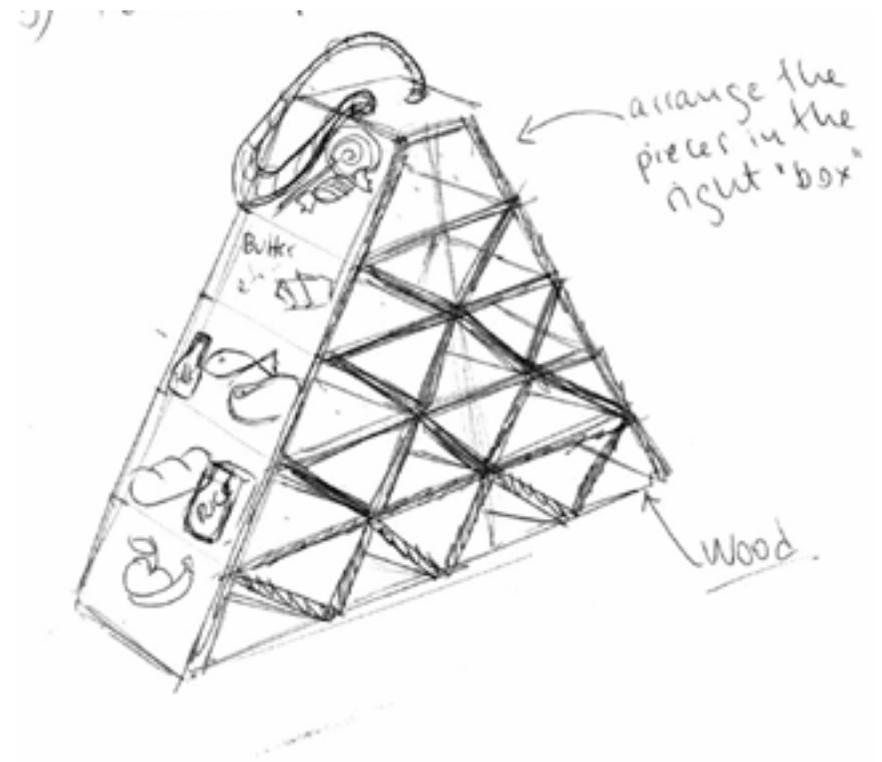
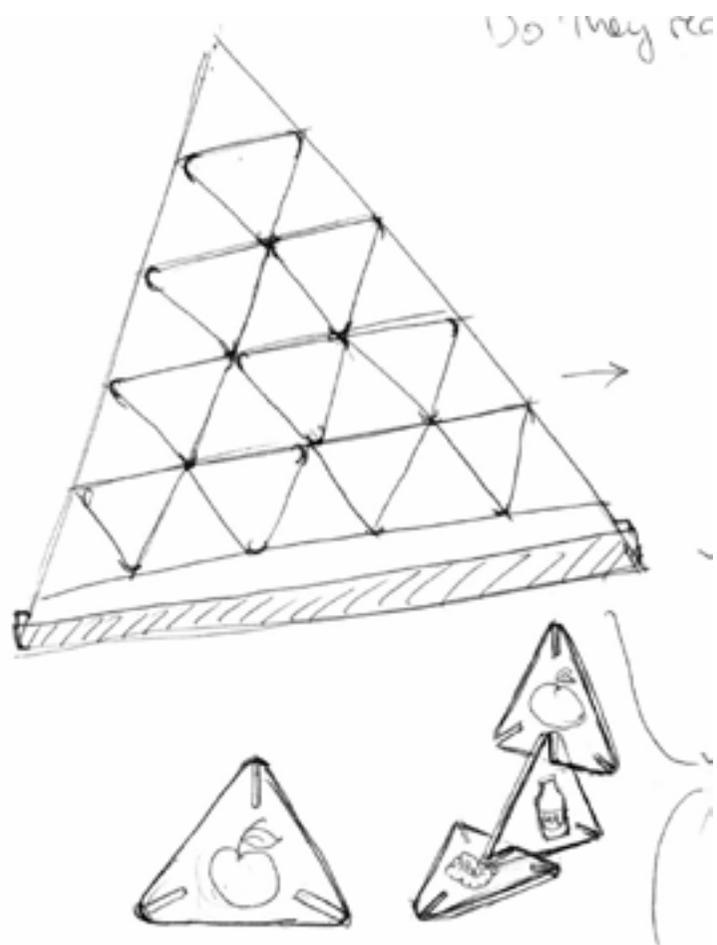
Toy: Incorporates **creativity & Play**

Learning: the product would be **adaptable for complexity** as the child gets older – one product for x number of years – cost efficient

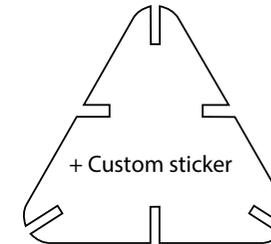
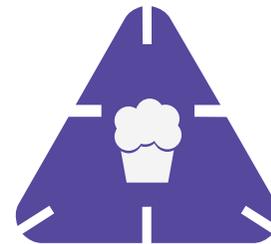
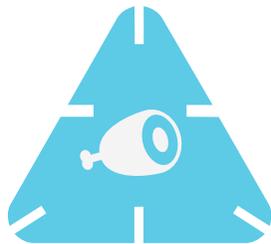
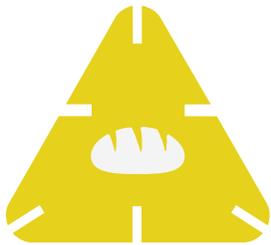


To develop a creative toy product that acts as **construction game** and is **adaptable in complexity** to different ages of children. This would also allow it to be **cost effective** since one game could last for several years. The product would **maximise its opportunities** around family mealtimes - the most universal **shared time** between parents and children and would in turn decrease the burden of parents carving out extra time to already hectic lives. This shared time will also enable the **development of the parent/child relationship** through creativity and play while fostering development. The game itself lets children create their own rules and pieces, learn about food and healthy habits, and build the unimaginable.

Ideation phase



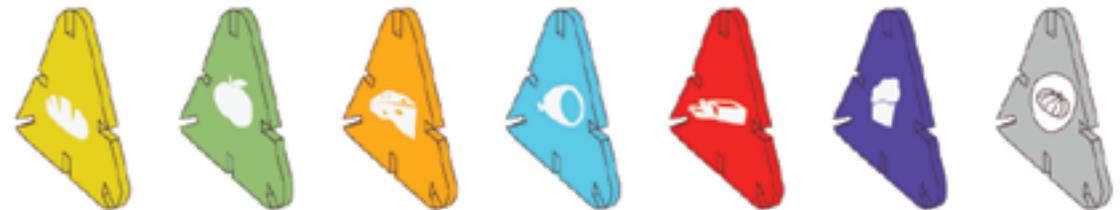
Ideation phase



Ideation phase

Every TRI-O contains :

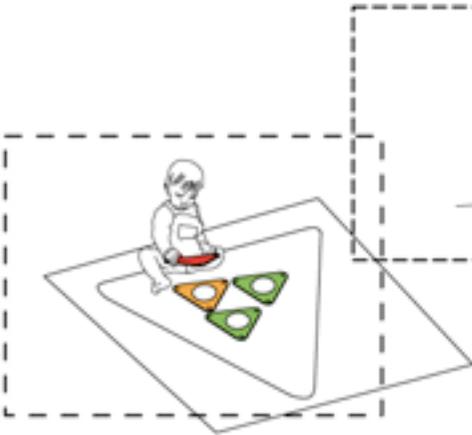
- 4 or 5 pieces of each represented food on the pyramid.
- A triangle-shaped nap with the structure of the pyramid drawn. It will be used for kids to delimitate their playing area if they want, and also as guide to learn about the food-pyramid.
- A set of blank pieces and stickers to create custom ones.
- A leaflet showing parents some ideas to use TRI-O, since easy exercises to do with babies, until complex structures to build with the pieces.



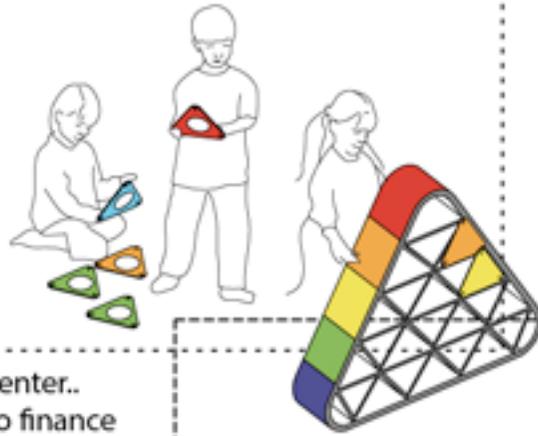
1 year old....

color recognition
shapes recognition

"learning with my mum about fruits and colors"



2-3 years old....



**at the children center..
a big prototype to finance
the home prototypes*

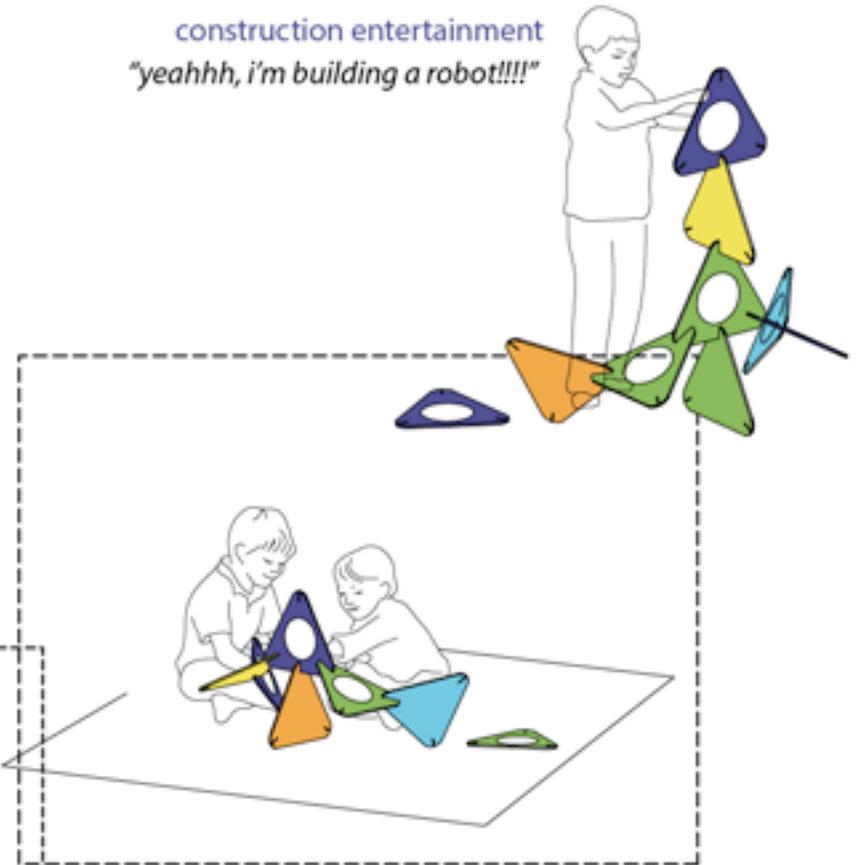
relation with parents



*"today daddy came to play with me, he told me
that we have to eat a lot a lot of fruits as we see at
the carpet "*

4-5 years old....

construction entertainment
"yeahhh, i'm building a robot!!!!"



*"Chloé is smaller than me, i'm showing her my
favorits fruits!!"*

nutritional knowledge

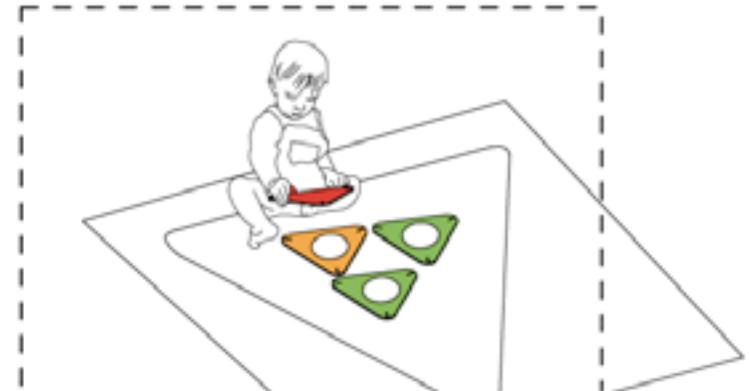


Ideation phase

As it is shown in the images above, TRI-O offers the possibility to play and interact at different levels :

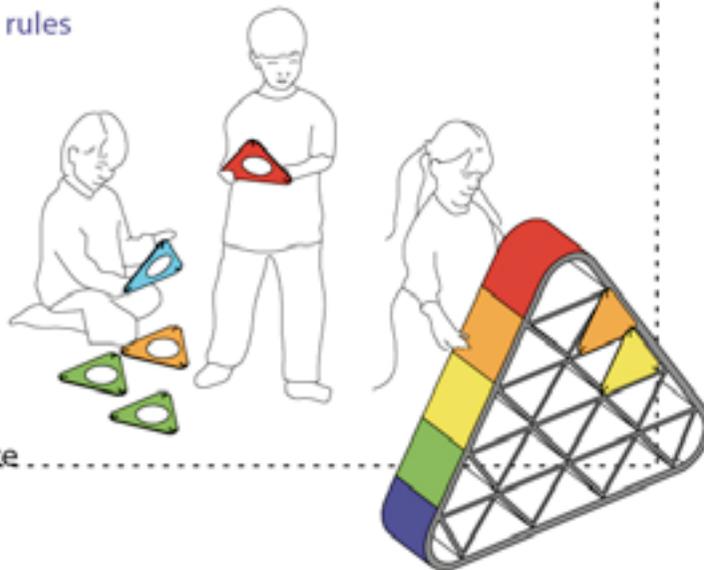
1 year old....

color recognition
shapes recognition



2-3 years old....

playing together...
building their own rules



*at the children center..
a big prototype to finance
the home prototypes

4-5 years old....

construction entertainment

"yeahhh, i'm building a robot!!!!"



Moving forward



There are two versions of the product, with just different packaging but the same content :

- A “pro” version, for centers like Maison des Petits, where children can go to play, with a big pyramide-shaped, wooden packaging.
- A domestic version, with a normal pack containing the pieces and the pyramidal nap (the wooden structure would be too big for the small appartments of Paris)

*** We have planned on using income from the initial ‘pro’ sales to fund the production of more domestic toys.**

* We think one of the keys to success is a [toy that teaches](#) – its not just about being creative but parents will hopefully see the added value it possess for their children to learn new things as they work with the toy.

