

Project Pitch

09.01.2023

Project V.

video

3. This is Lukas!

- interest
- challenge / problem
- solution

THE PITCH

A. How much do you know about

B. How do you gain greater understanding and empathy for people with disabilities?

A solution

THE PITCH?

YES, WE CAN

YES WE CAN

- INTRO -

+ question to engage OR

B. Story intro of persona (Lukas) →

→ 2. THE PITCH (what it is)

3. Disabilities / Personalities

4. Minigames (How it works)

5. WHY - How it benefits the FH, faculty, students (empathy)

Pitch

- 1 - start with the question
- 5 - how it benefits the FH
- 3 - mention the three disabilities
- 4 - mention minigames
- 2 - accessibility training for faculty and students

*people are not their disabilities

VR - Here

What is this? Why we need this? YES WE CAN

GAMEPLAY

Brainstorming and general pitch structure

(Jana)

Question at the beginning:

How do you gain greater understanding and empathy for people with disabilities?

This (pointing at Wessell) is Lukas! Lukas enjoys basketball, making jokes, and hanging out with his friends. But he also has been dependent on his wheelchair for several years now to get him from place to place. He faces tons of barriers every day at his student age. He wants to finally be accepted like all of us and more importantly: to be understood.

(Diana)

And that's why we play a big role: we are YES WE CAN (let's all shout at the same time with glitter).

It is a simple accessibility awareness experience for faculty and students including virtual reality to make the experience as realistic as possible.

We specialize in teaching players the three disabilities: Paraplegia, Visual Impairment and Dyslexia. They slip into the role of an impaired person and have to solve daily barriers in their eyes. Of course, not only disadvantages accompany a disability, which is why each character ends with a mini-game that includes his hidden strength. Thus -as you have already noticed in the background- playing basketball in a wheelchair, making music as a visually impaired person and being artistic with dyslexia.

(Jana)

This is essential for our university, so that not only Lukas, but also thousands of fellow citizens with visible and invisible disabilities feel accepted and taken into account, and can experience a nice study life like all of us.

(Alternate version)

Question at the beginning:

How do you gain greater understanding and empathy for people with disabilities?

This (pointing at Wessell) is Lukas! Lukas enjoys basketball, making jokes, and hanging out with his friends. He faces tons of barriers every day at his student age, including physical environments that are not accessible for him and social environments where people may fail to see him more than his disability.

That is why we have created YES, WE CAN (let's all shout at the same time with glitter). YES, WE CAN is a virtual reality accessibility awareness experience for faculty and students that features three impairment tracks: Paraplegia, Visual Impairment and Dyslexia. Each track begins with an immersive interview with a representative guide for each disability, and later offers an opportunity for players to navigate barriers students with disabilities may face. Of course, people are much more than their disabilities, which is why each track ends with a mini-game that highlights the interests of the representative guide. Thus -as you have already noticed in the background- playing basketball in a wheelchair, making music as a visually impaired person and with dyslexia.

This is essential for the university, so that not only Lukas, but also thousands of students and faculty alike with visible and invisible disabilities feel accepted and taken into account, and can experience a nice study life like all of us.