




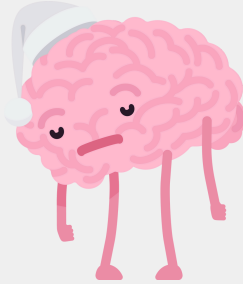




Heinrrich's User Journey Map

	MORNING	ARRIVING AT SCHOOL	FIRST PERIOD	LUNCH BREAK	AFTERNOON CLASSES	END OF SCHOOL DAY	AFTER SCHOOL REFLECTION	NIGHT
USER ACTIONS	Getting ready for school.	Entering the school gates	Sitting in class, trying to focus on lessons.	Sitting in the cafeteria with friends or alone.	Going to classes after lunch.	Leaving school and heading home.	Reflecting on the day, possibly discussing with close friends or family.	Engaging in personal hobbies or social media (Checking social platforms)
EMOTIONS								
FRUSTRATIONS	None	Feeling of uncertainty about what might happen today, especially if bullying has happened before.	Struggling to adequately replace fluids lost during the race, leading to prolonged dehydration and delayed recovery.	Feeling of exclusion or being targeted by specific individuals or groups, leading to anxiety about finding a safe space.	The emotional toll of dealing with harassment. The teen may try to isolate themselves from classmates to avoid further bullying.	Anxiety about facing the next day of school, potentially carrying emotional scars from the harassment.	Not having enough support or knowledge on how to address the issue. Feeling as though the situation is not taken seriously by authorities.	Social media harassment or seeing things that remind the teen of the bullying at school.
INSIGHT	This step shows the user's readiness for the day ahead. There's no immediate thought of harassment, but it's important to establish the neutral baseline.	This is a key emotional transition, as it marks the shift from home life to school life. The teen may feel vulnerable or anxious, expecting possible harassment.	The classroom may become a hostile environment where learning is disrupted by external distractions. Bullying may not always be overt but can manifest through subtle gestures, looks, or comments.	Lunchtime is a critical moment where the teen's social interactions are under pressure. Feeling isolated can lead to further emotional harm and a lack of support.	This marks a shift where the teen may actively avoid certain areas or individuals in school, potentially leading to withdrawal from school activities or groups.	Though the school day ends, the emotional strain may persist. The teen may dread the cycle continuing the next day, and there's a lack of solutions that the teen feels are accessible.	This is a pivotal emotional point where the teen seeks validation or advice but might not know where to turn for professional support.	Digital bullying can spill over into the teen's personal time, causing emotional distress outside of school hours. This also increases isolation if they feel the harassment continues online.