



GREENPEACE

“GETTING THE YOUTH INVOLVED”



XD Prototype

<https://xd.adobe.com/view/2c4e6862-7288-488d-64ea-119ce7d3d70d-5a7f/>

Long Video

<https://youtu.be/S-Ts8cBd2sQ>

Short Video

youtube.com/watch?v=tpvzBFg2z3c

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I. Etudes de terrain

A. S.E.A.L









Team Canvas

Team name

S.E.A.L.

Date

24/09/19

PEOPLE & ROLES  What are our names and the roles we have in the team? Lisa: Design / creative / coder Liam: Design / creative / coder Chris: Design / creative / coder Nadia: Design / creative / coder What are we called as a team? S.E.A.L.	COMMON GOALS  What do you as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded? We want our project to be picked by GP as the best campaign. PURPOSE We believe in the issue of climate change and want to help spread the message. Why we are doing what we are doing in the first place?	VALUES  What do we stand for? What are guiding principles? What are our common values that we want to be at the core of our team? 2 Vegans + 1 Vegetarian +1 Lactose Free = 1 very climate aware group	RULES & ACTIVITIES  What are the rules we want to introduce after doing this session? How do we communicate and keep everyone up to date? How do we make decisions? How do we execute and evaluate what we do? KANBAN Chart on Trello, daily SCRUM Meetings, CHRIS is the decider
PERSONAL GOALS  What are our individual personal goals? Are there personal agendas that we want to open up? We want our project to stand out and to impress our target audience.	NEEDS & EXPECTATIONS  What each one of us needs to be successful? What are our personal needs towards the team to be at our best? We want to be organized and need reliable team-members. We all are willing to go the extra mile and think outside of the box.		
STRENGTHS & ASSETS  What are the skills we have in the team that will help us achieve our goals? What are interpersonal/soft skills that we have? What are we good at, individually and as a team? We have x 2 team implementors, one optimiser and one generator. We have great communication and have worked in a group before so we know we have a good and strong groups dynamic.		WEAKNESSES & RISKS  What are the weaknesses we have, individually and as a team? What our teammates should know about us? What are some obstacles we see ahead us that we are likely to face? Friendship can get in the way of honesty but we are quite confident that we have passed this hurdle. We have worked together previously which can mean we will fall into our old roles easily which we might want to change.	

I. Etudes de terrain

B. Greenpeace

Market overview

POLITICS

The political environment in Denmark is stable and policies are often carried even when the governing party changes. Greenpeace has also participated directly with the Danish parliament in regards to decision-making about climate goals. This allows Greenpeace to be a direct contributor when it comes to laws and safety regulations.

ECONOMICS

Greenpeace has both opportunities and challenges when it comes to Denmark's economic landscape. On one hand, green energy companies, such as Vestas, could be used to push for greener energy, however, another large industry in Denmark is pig farming, which might make it a difficult issue to target. There is a general economic stability in Denmark.

SOCIAL

The need for action on the climate and environment issue is at an all time high for the Danish voters. At the most recent election (2019) 57% of the voters felt that this issue was the most important when deciding who to vote on. And when looking at people in the age between 16-35 the number is 69%, showing that it is an even more pressing issue for the Danish youth.

TECHNOLOGY

Climate-friendly technology is getting more and more popular and you see large tech-firm such as Apple, starting to make efforts to recycle old electronics. New technologies would make a way for Greenpeace to suggest these newer and more climate friendly alternatives, which could support their push for a better climate.








I. Etudes de terrain

B. Greenpeace

Business Canvas

The Business Model Canvas

TEAM S.E.A.L

Key Partners  <p>Who are our key partners? Why are we key partners? What key resources are we bringing to the partnership? What key activities are we jointly performing?</p> <p>~ Municipalities ~ Schools ~ Local Business</p>	Key Activities  <p>What key activities do our Value Propositions need? Do Customers Demand? Customer Relationships? Business Channels?</p> <p>~ Local Communications ~ Volunteers ~ Local Schools ~ Municipality support</p>	Value Propositions  <p>What value do we deliver to the customer? Which one of our customer's problems are we helping to solve? What unmet products and services are we offering to reach Customer Segments? Which customer needs are we satisfying?</p> <p>~ Providing information other platforms may sensor. ~ Give youth a voice. ~ Facilitate Youth being part of solution. ~ Linking youths and creating a community. ~ Youth Week and other initiatives.</p>	Customer Relationships  <p>What type of relationship does each of our Customer Segments expect us to establish and maintain with them? Which are being we establishing? How are they interacting with us and other business models? How costly are they?</p> <p>~ Transparency ~ Open communication ~ Maintain community</p>	Customer Segments  <p>For whom are we creating value? Who are our most important customers?</p> <p>~ School Kids ~ Local Community ~ Global online community</p>
Cost Structure  <p>What are the most important costs involved in our business model? What key resources are being consumed? What key activities are being performed? What key channels are being used?</p> <p>~ Printed marketing material ~ App / Webpage</p>		Revenue Streams  <p>For what value are our customers really willing to pay? For what do they currently pay? How are they currently paying? How much does each Customer Segment contribute to overall revenue?</p> <p>~ Non-profit partnerships / Sponsorship ~ Green Peace subsidiary ~ Government subsidiary</p>		

I. Etudes de terrain

B. Greenpeace

Sender Analysis

IMAGE

Non violent

Independent

Ready for action

IDENTITY

Greenpeace is an independent, campaigning organization which uses non-violent, creative confrontation to expose global environmental problems, and to force solutions for a green and peaceful future. Greenpeace's goal is to ensure the ability of the earth to nurture life in all its diversity

MISSION VALUES

Investigate

We believe in the public's right to know about what's happening to our planet. Our investigations expose environmental crimes and the people, companies and governments that need to be held responsible.

Connect

Each one of us can make small changes in our lives, but together we can change the world. Greenpeace connects people from all over the globe. We bring together diverse perspectives, and help communities and individuals to come together.

Act

We have the courage to take action and stand up for our beliefs. We work together to stop the destruction of the environment using peaceful direct action and creative communication. We don't just identify problems, we create solutions.

I. Etudes de terrain

C. The Target Group

Persona Collage



I. Etudes de terrain

C. The Target Group

1st Interview

All of the kids that we interviewed had some prior knowledge to climate change, not through social media as expected but from a class they had had earlier in the year.

After the 'amusing' take in the single use plastic video we showed them ((<https://www.youtube.com/watch?v=42w8LC9sZQQ>)), they all explained how they themselves found that the different and slightly humorous approach the video took made it easier to digest. They went on to explain that the others in the class would most likely feel the same way.

Nevertheless the last girl we interviewed did expand on that idea and went on to explain that she would like to see more 'in your face' imagery.

So maybe the aspect of 'softening the blow' for a younger audience may be void and can be expanded on in the next interviews.

2 out of the 3 kids we spoke to had had an influence on the way that their household is run. For example the choice of not eating beef or at least limiting the meat intake of the parents, was a big aspect of their effect at home. More surprisingly was the fact that things such as even buying a new electric car and not getting any new clothes and only pre-owned, added even more of an influence on these strong willed kids.

In regards to the most prominent social media platform, instagram was surprisingly not popular, the same with twitter and tik tok. Facebook and more notably Snapchat were the most popular in the class. But the idea of adverts being an influence on them didn't seem to be a matter that they spoke about in much light. It was quoted that snapchat adverts would become a good way to spread knowledge on the climate. Youtube adverts are always skipped and don't get much prominence.

One big point to take from the interviews was again the knowledge that children this age already possess. They all seemed more than eager for more knowledge on the subject as did their classmates. They didn't feel like they were being lectured on something they don't really take precedence to, and all had somewhat of an effect on their own carbon footprint. Furthermore, they seemed to take pride in this fact. From choosing the bananas without the plastic bags and using reusable bags, the single use plastic problem is starting to peak the interest of the younger generation.

I. Etudes de terrain

C. The Target Group

1st Interview (transcripts)

Person #3

Humor is good, loud and funny

“I don't know enough” -

wants to get involved - wanna do more - her own desire to know - share that with her peers

YouTube - always skip, TikTok - ads are annoying, Snapchat - ads are something to watch, IG - have it but doesn't use it

Doesn't use SoMe much for information

Plays CoD, fortnite = it is done,

Doesn't care about clothing - buys her clothes at thrift store because it can make an impact, doing something good - doesn't only lose money, also give something

Aware of the plastic waste, use a cotton bag

Wanna know more about plastic waste - if SoMe ad could teach her she would like

Has an impact on her parents - they don't eat beef because of her values

Mom also thrift shops, occasionally buys from fast fashion still - not necessarily because of her

Always tries to get the stuff not packed in plastic

Family recycles - in part because of her

Not much impact because she is one person - more needs to join in

We have the information now it is time to act

Peers are also very aware

Wants to have an impact, Learned about climate change mostly from school, School helped a lot especially for peers

Palm oil video - didn't know about all the product with palm oil - didn't know about good palm oil - cartoon aspect didn't matter - speech more important- real images much more interesting - the plastic one had a bigger impact because drawings are a little too 'sweet' - would like it more brutal

Doesn't need encouragement from celebrities - bigger impact from peers

I. Etudes de terrain

C. The Target Group

1st Interview (transcripts)

Person #1

Video

Amusing - not funny, real problem, A fun way to show the future - peers similar view

Have heard about plastic, a land of plastic, Message gets through, Easier to think about, Better than serious, Confirms ideas, Says we have to clean up for ourselves and other

Some needs the extreme other can do something from a little less

It's changing fast, ice is melting, 10-11 years = ice age, water pollution many placed - kills the tree.

Where did u learn? Read newspaper - see it in the media - first time was when it was taught in class

Snapchat, amino, YouTube, IG

Sometimes, not regularly- roadblocks

Walk in whatever in the closet - grandparents buy most clothes #richgrannies - hm and samsoe

Sea life is getting worse

Dad goes food shopping - not really opnsilted - lot of veggies - conscious about eating less meat - family eats a lot of meat

Okay what they eat but sometimes tells parents to get more veggies

Family tries to use less plastic - recycles, and thinks about it a lot - plastic container at school but not respected

Plastic consumption is fine

Feel like can make a change - must be more than only a few - peers are more and more conscious

Family over celebrities

Images

Knows her - spoke about her in class - national climate day protest - seen a little in the news

Knows the name - doesn't know his goal - might be influenced by celebrities but not really

Didn't her about amazon fires - doesn't remember

Made their own signs

Jaws too old

I. Etudes de terrain

B. The Target Group

1st Interview (transcripts)

Person #2

Video

Use Les Palm Oil, bad for the animals habitat

Drawings made it easier to understand

Didn't know that there was good palm oil

Problems with climate change

Melt the poles, Denmark will flood

Driving and eating meat is bad

Don't eat cow - he chose

Parents were happy with it

Social media - Facebook the most used in order to Sell and buy stuff, Snapchat, instagram, YouTube - whats inside channel

Learnt in Class first - made more Aware by it

Minecraft and counterstrike

No fav brand

Heard h&m was bad for Indonesien kids, Feels like he has an influence on his parents, Has an electric car he pushed for it, Knows about plastic thinks about it, takes bananas without the plastic, Buy the clothe bags so don't have to bring , Always recycles parents did that anyway, Not good at using trash for other kids, if teachers said more then the bins would be used better, Try and inspire people around you would be a help
The Kids still go to Burger King.

Both videos were impactful

I. Etudes de terrain

B. The Target Group

3rd Interview

Kids feedback on the video

As we discovered on our prior trips to the school, the kids like to see the funny side of things of course. Nevertheless we did find out that they did in fact want the more controversial imagery and believed that their fellow students also did. This was important to know as we couldn't get around to all the kids so we needed this knowledge to proceed with our video concept.

When we showed the kids first, we did explain to them that there would be some potentially controversial and shocking imagery that they should be aware of. This would possibly be something that we could maybe warn about on the website before the video was shown, but we didn't know for sure yet.

The first 3 students we showed were surprisingly neutral in their expressions as we went through the first playback. When we questioned them the answers were surprising given their facial expressions. They went on to explain that the use of animals being in pain was something that really grabbed their attention and was not easy to watch. They did go on to explain that they knew that they needed to see these things in order to know the full extent of the issue, which was a very mature way of looking at it. We hope that if others of the same age were to also see the video, it would also entice some of the same emotions in them.

The next students were only 2, and the feedback was a nice kind of conversation between the two which was really helpful. First of all they were showing more expressions as the video went on which was good to see so we could gauge where we were in the initial shock factor which we were going for. They also looked at each other in a sort of remorseful way when the turtle was being shown. After the video they began to revert back to the expression that they shared during the 'hardest' part of the video to watch. Explaining that she really tries to not use plastic straws but still does from time to time, and going on to say she will really try to never use them again if this is what happens was a great reaction.

They also went on a bit more of an explanation in regards to the latter part of the video, with the picket signs being made and the kids showing some important interactions in the climate change fight. They went on to say how it reminded them of stuff they had seen before. When we explained a bit that the latter part of the video was a reference to a green week we would try and introduce to schools they were very pleased and said that they would be more than happy if that were to happen.

So to conclude the feedback we got, especially from the second duo, was a breath of fresh air. The fact that the 'controversial' side of it was not only accepted but also in a way encouraged as they spoke of changing their own habits because of the things they saw.

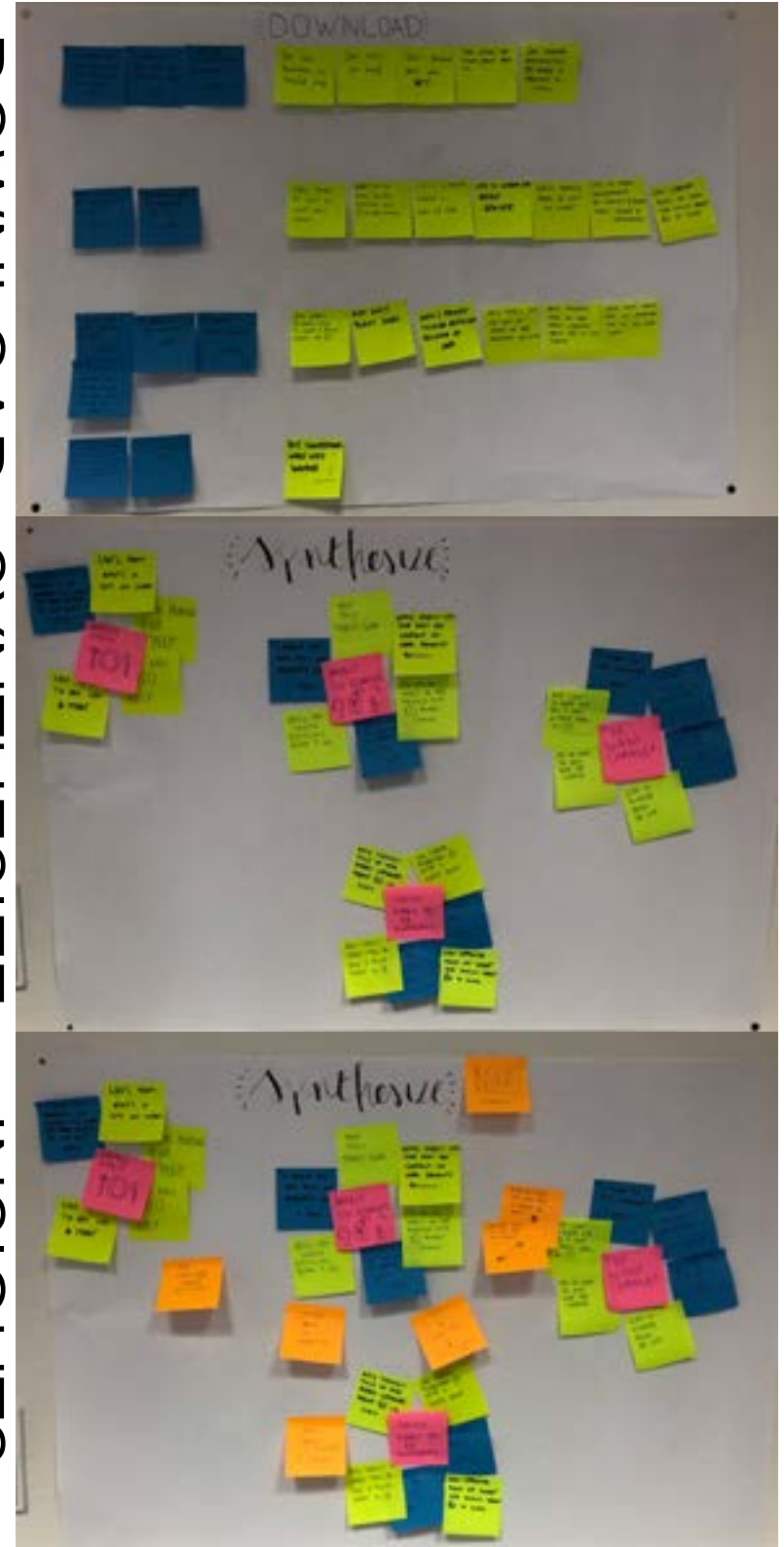
II. Mission

A. Concept

GETTING THE YOUTH INVOLVED

A platform for the youth to be heard and take action.

DOWNLOAD SYNTHESIZE INSIGHTS



II. Mission

B. Content Strategy

Structure of Campaign

WEBSITE		GREEN YOUTH WEEK	SoMe
CALENDAR <ul style="list-style-type: none">- informs about meetups- important dates- cleanup activities- green weeks etc- events to unite the youth		Focused on school life Inititiatives such as: <ul style="list-style-type: none">- school garden- waste awareness- plastic initiatives- transport intititiatives- recycling clothes	INSTAGRAM <ul style="list-style-type: none">- Short DIY- Informs on challenges
BLOG <ul style="list-style-type: none">- informs about meetups- important dates- cleanup activities- green weeks etc- events to unite the youth			YOUTUBE <p>Platform for the youth activists for their</p> <ul style="list-style-type: none">- report- DIY / Workshops
VIDEOS <ul style="list-style-type: none">- DIY on how to do home made deter- gent- WORKSHOPS on how to do Bee hotels- INFO on your little garden- UPDATES on initiatives etc		GREEN ACTIVISTS <p>Involving the youth as the active voice of the green initiative.</p> <ul style="list-style-type: none">- they create their own content, video/article wise- this can start their portfolio and make them feel valued- they can have an active impact by having a platform to raise their voice on- this directly ties into SoMe and also the website itself	SNAPCHAT <p>Have our own tab of info which can log:</p> <ul style="list-style-type: none">- DIY- Intitiative recaps
IMPROVE			FACEBOOK <ul style="list-style-type: none">- has the events- can display youtube videos- can display IG videos- can recruit more activists
DICTIONARY <ul style="list-style-type: none">- products- waste- solution	ACTIONS <ul style="list-style-type: none">- day to day im- provements and intitiatives		

II. Mission

B. Content Strategy

Structure of Campaign

Green youth week

Monday	Tuesday	Wednesday	Thursday	Friday
<p>8:00 - Introduction to youth week. Run down on the activities throughout the week.</p> <p>9:00 - Speech by local greenpeace representatives on the effects of climate change and how we can make a difference.</p> <p>10:00 - Break (15/20 mins)</p> <p>10:20 - Intro to the school garden and the idea behind it. Picking seeds to plant and finding an area for yourself in the garden.</p> <p>11:00 - Tending to your garden and planting your seeds.</p> <p>12:00 - Lunch (1 hour)</p> <p>13:00 - Short video (documentary) on single use plastics</p>	<p>8:00 - Trip to the garden to water your plants.</p> <p>8:30 - Get your hands dirty with our gardening expert in to help you. Learn the tips and tricks for a successful experience.</p> <p>10:00 - Break (15/20 mins)</p> <p>10:20 - Back to class for an in-depth face to face with the activists trying to get their voices heard in the fight against single-use plastic.</p> <p>11:30 - Short break (10 mins)</p> <p>11:40 - A question and answer with the activists until lunch</p> <p>12:00 - Lunch and end of the day.</p>	<p>8:00 - Walk around the local area to pick up plastics, whoever picks up the most plastic gets a prize.</p> <p>9:00 - A more in depth look at the impact of single use plastic and the alternatives that can and should be used in place of them.</p> <p>10:00 - Break (1 hour)</p> <p>10:20 - Local recycling plant workers speech + question and answer on how we could be doing better.</p> <p>11:00 - Compare each others household recycling habits and note down what can be done better and take that home with you.</p> <p>12:00 - Lunch (1 hour)</p> <p>13:00 - A view of the ocean. A video on the impact of climate change on the world.</p>	<p>8:00 - Water your plants, check out your friends.</p> <p>8:30 - How did you get to school today? An idea of what transport is being used and the effect of fossil fuels on the environment. Additionally, different ways to get to school in an environmentally friendly way.</p> <p>10:00 - Break (15/20 mins)</p> <p>10:20 - A fun group quiz on climate change, winners get a prize.</p> <p>12:00 - Lunch (1 hour)</p>	<p>8:00 - Recap of the week's events.</p> <p>9:00 - A talk from a local gardener on how to keep your gardens going and bring some green to your school.</p> <p>10:00 - Break (15/20 mins)</p> <p>10:20 - Get your ideas flowing! Start recapping the week and draw some ideas for some climate change posters.</p> <p>11:00 - Start making your posters/flyers whatever you want, be creative and show the same message, climate change needs to stop!</p> <p>12:00 - Lunch (1 hour)</p> <p>13:00 - Continue with your posters and put them up around the school so everyone can see them and learn from them.</p>

II. Mission

Green Ambassadors

B. Content Strategy

Structure of Campaign

The way that we have envisioned our campaign to be, is as an addition to the school schedule for one week on a bi-annual basis. The underbelly of the political side of things (as we have been informed) would be something that is already done. So our goal as an NGO would be to get the right volunteers (experienced) and the teachers of the schools nationwide to be aware of what our campaign is. This would be with the introduction of the schedule for the green week which would be rehearsed and tested version that would be released to the educational institutions prior to the green week so the schools can organise around it individually.

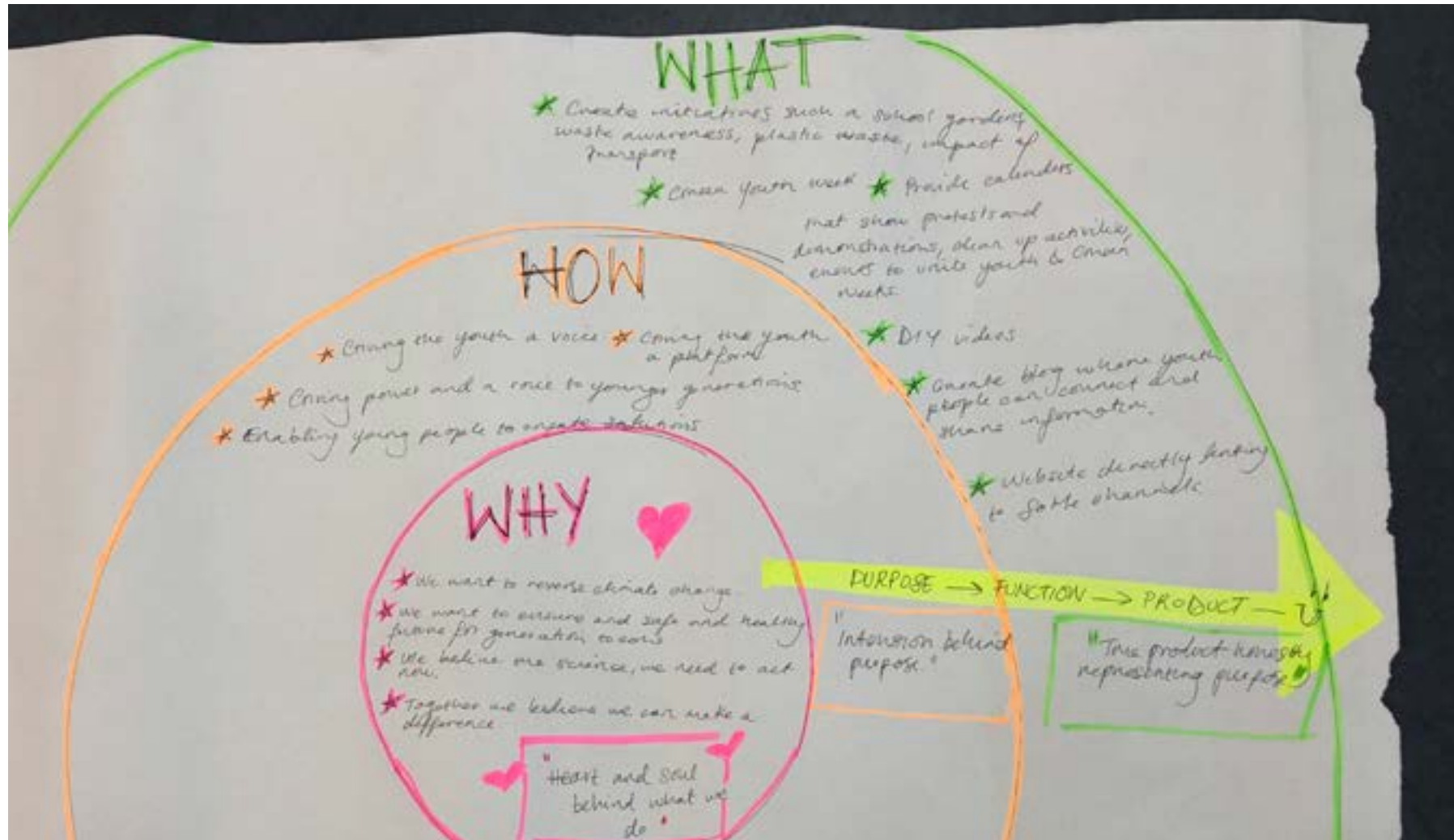
Once the educational board has given the green light a final and definite date for the green week would be decided on a nationwide census. Then let the environmentally friendly fun begin!



II. Mission

C.SoMe Strategy

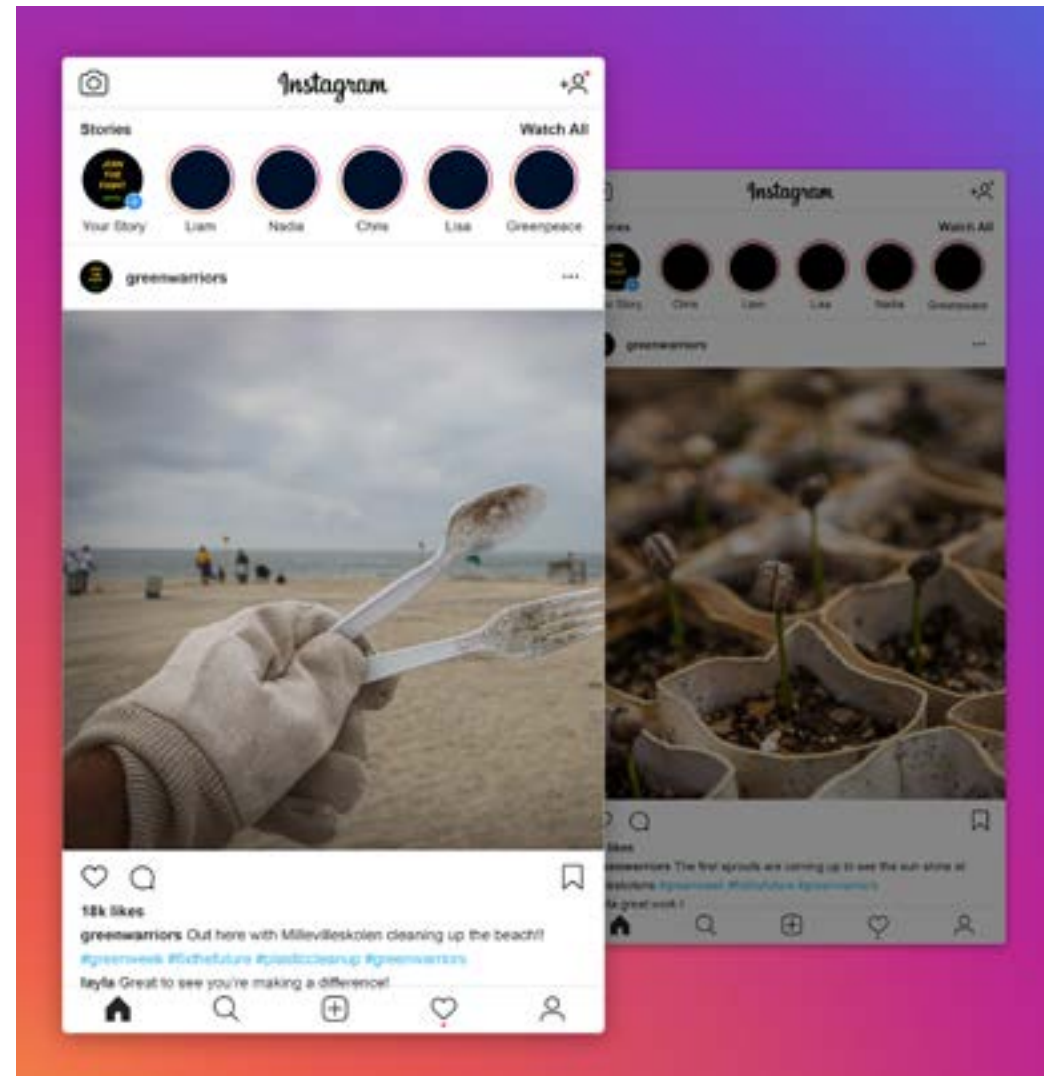
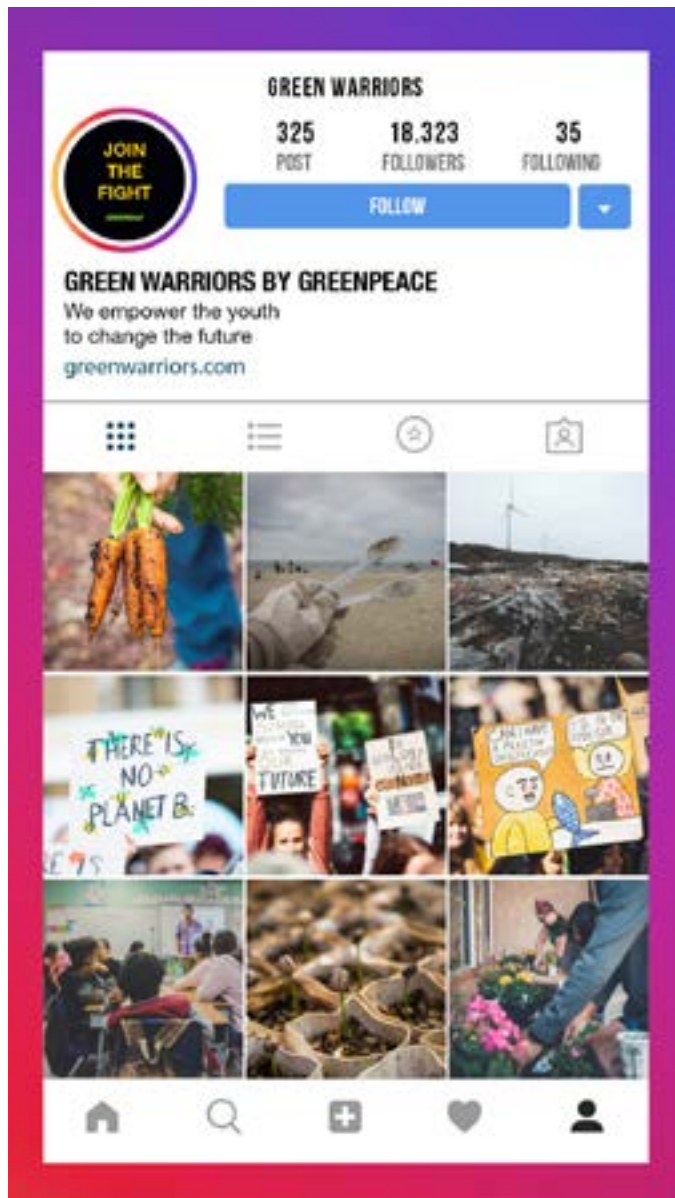
Golden circle



II. Mission

C.SoMe Strategy

Mock Ups



II. Mission

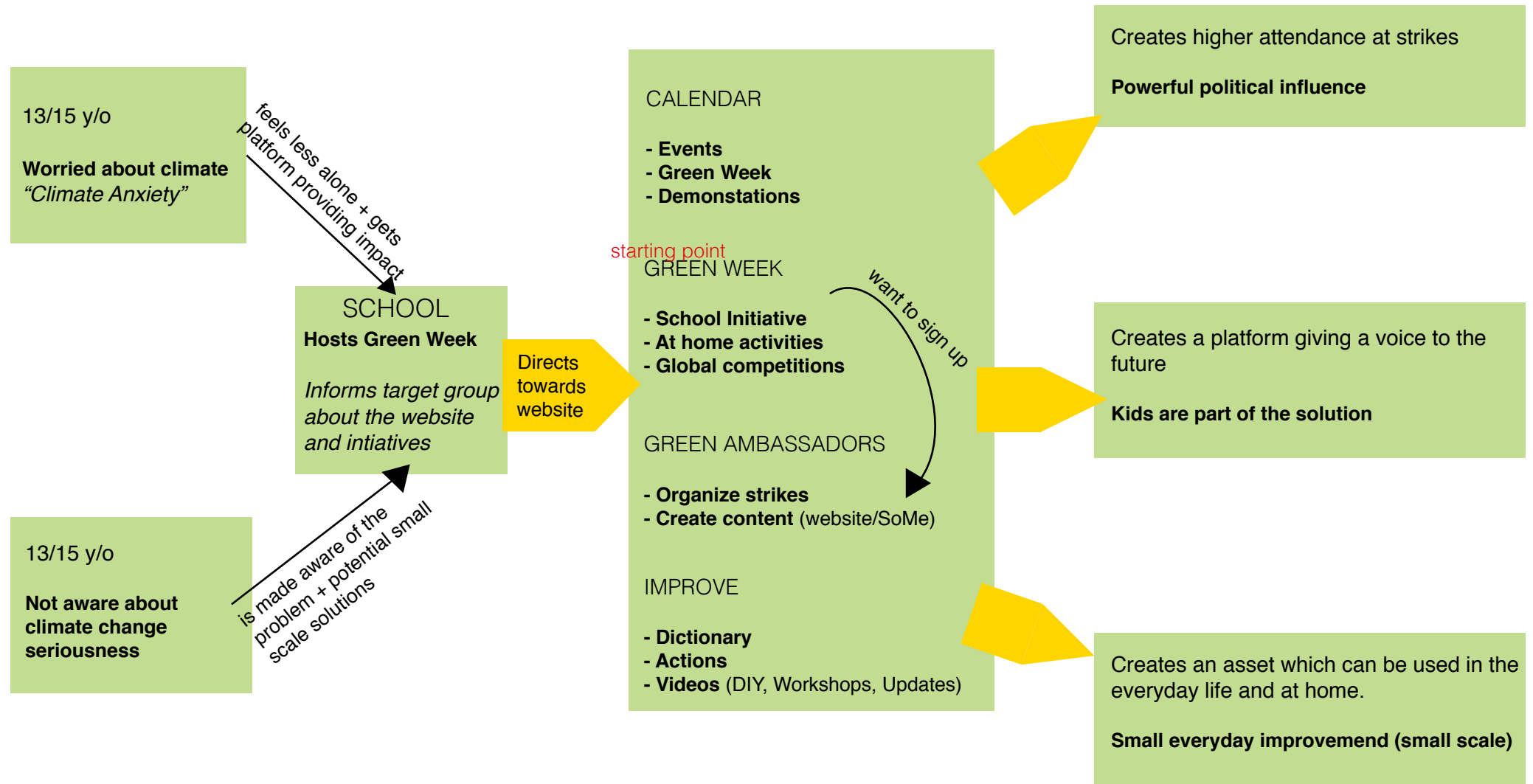
C.SoMe Strategy

Mock Ups



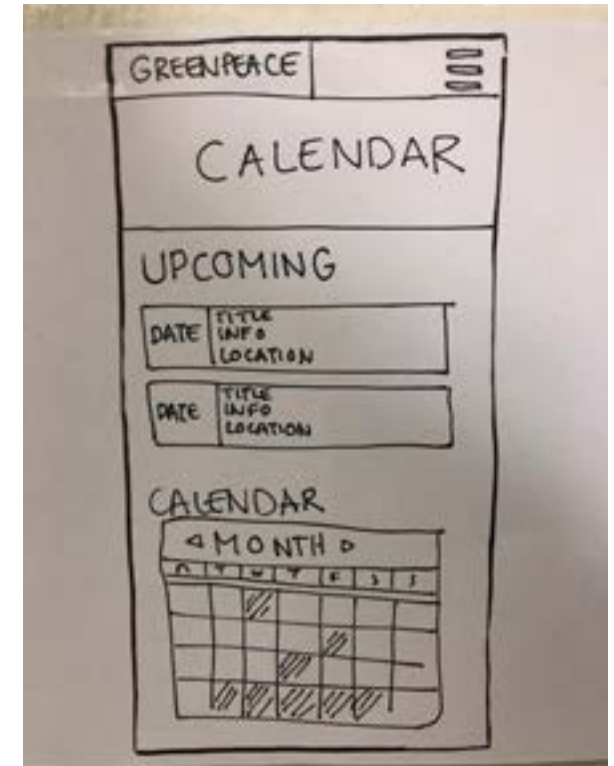
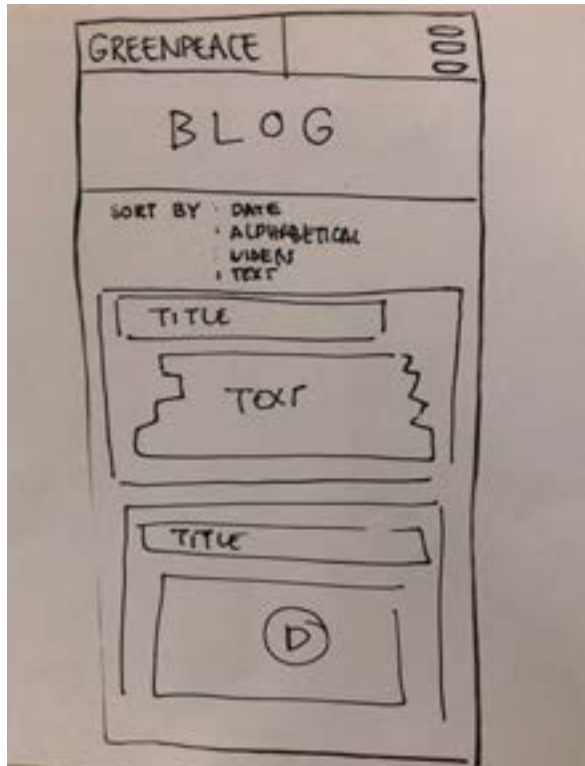
II. Mission

D.User Journey Map



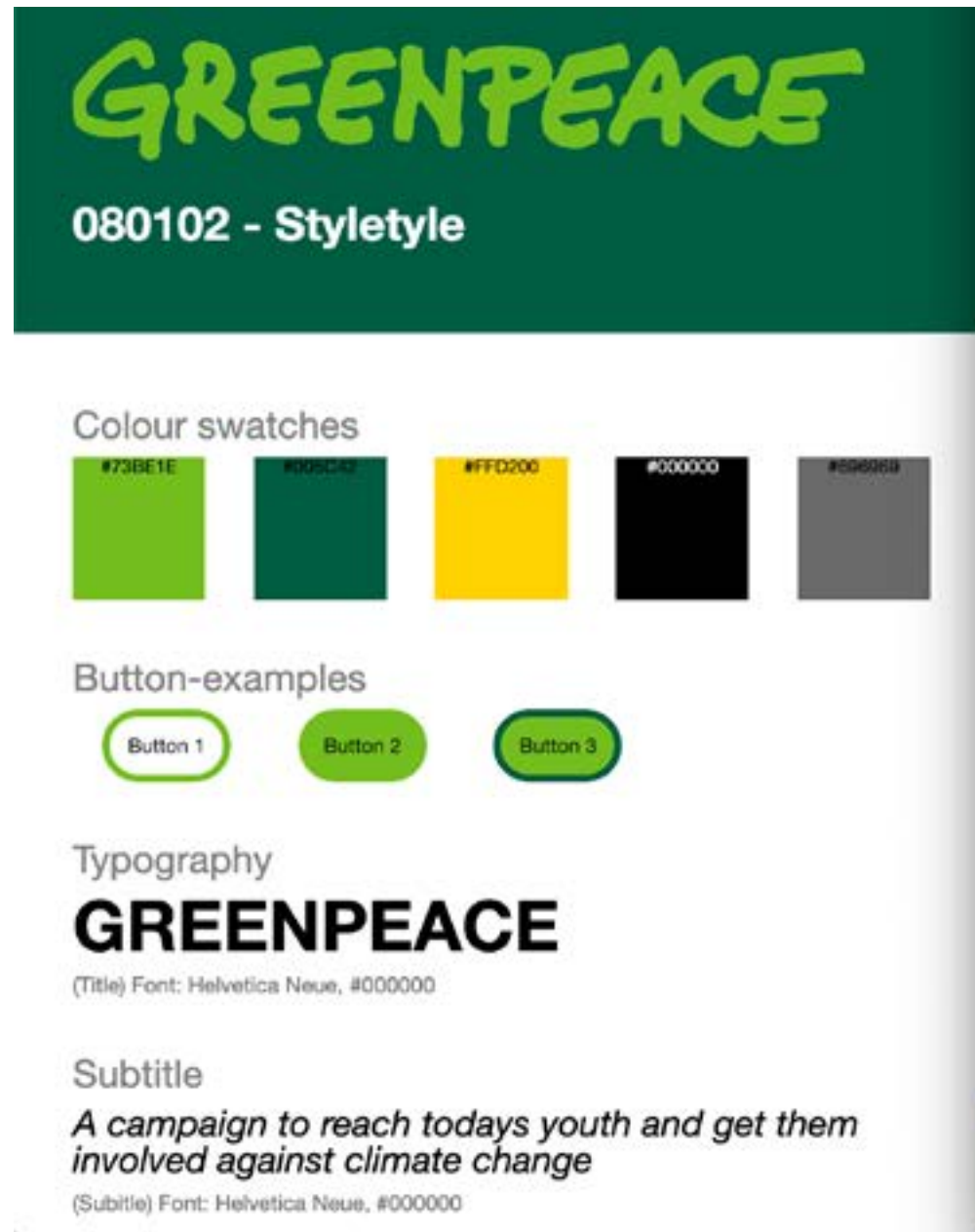
III. Design Analysis

A. Wireframes



III. Design Analysis

B. Style Tyle



Text-example

Text-example

This sample paragraph has **strong parts** and *emphasized parts*. We would like to propose this SoMe strategy with the aim to raise awareness among youth about climate change, It's causes and potential impacts, and what individuals can do to reduce emissions. Motivating youth to take actions in their own lives to reduce waste, specifically plastic waste and to encourage others in their lives (peers, families, communities) to reduce waste.

(Text) Font: Helvetica Neue, #000000

Link-example

REFUSE REDUCE REUSE

(A link) Font: Helvetica Neue, #297CB3

Adjectives

Youthful

Fresh

Persuasive

Hopeful

Back to Lalisa.dk

III. Design Analysis

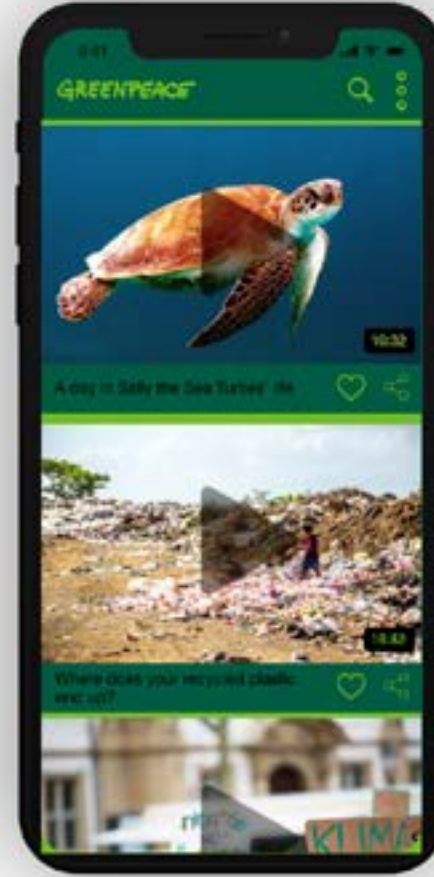
C. Design Mock-Ups



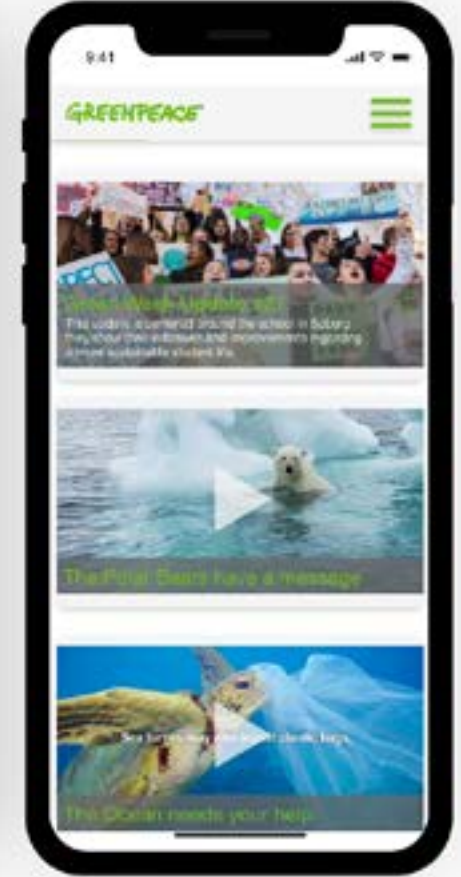
LIAM



NADIA



CHRIS



LISA

III. Design Analysis

D. XD Prototype



III. UI/UX

A. Think aloud test

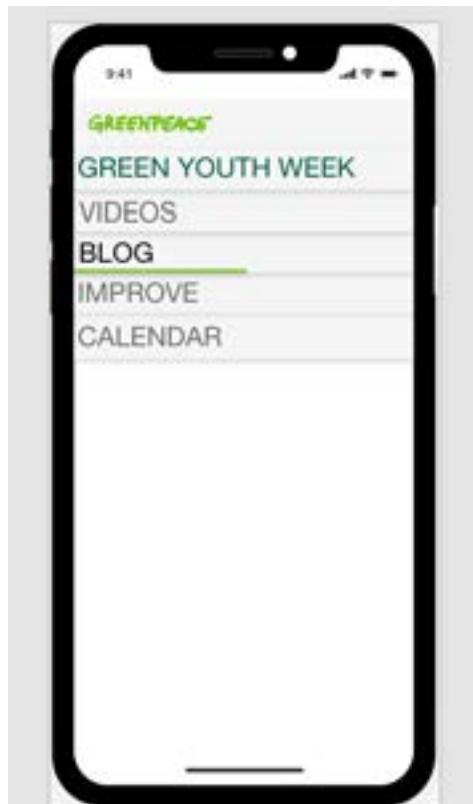
I feel like the nav bar is a bit too small for my fingers. Its okay but I think maybe to make that bigger I don't know, maybe it's just me.

I really like this! Its cool how there is so many videos, they feel clickable I'm gonna try that, okay so it takes me to like a video play page. Okay it doesn't play but I get that this is where it would be. Nice and easy.

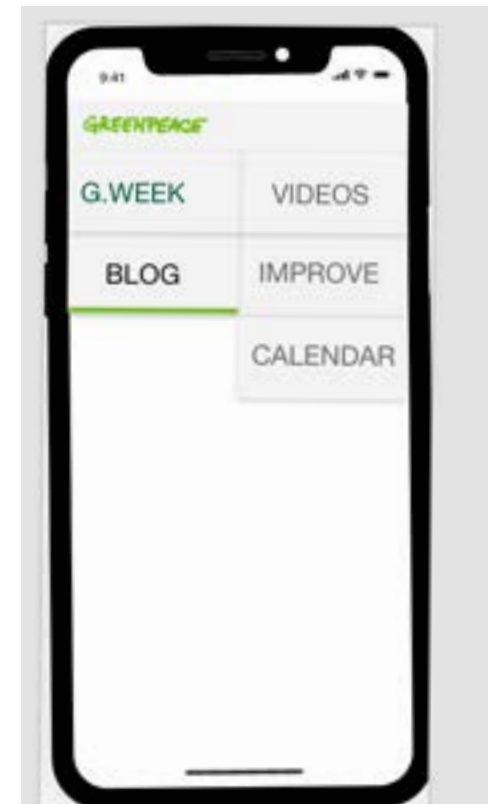
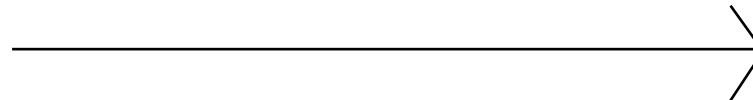
Cool click between the two part nav thing, again it's just like super easy to navigate and everything is where I would expect it to be.

Plus for more info, what I would guess, I can see you have also like an arrow but i think just leave it with the plus is fine.

Cool with the events and upcoming stuff, has like a facebook event feel to it.



We did a think aloud test with our XD prototype. We analyzed the results and chose to change the navigation bars button so they are larger and easier to click.



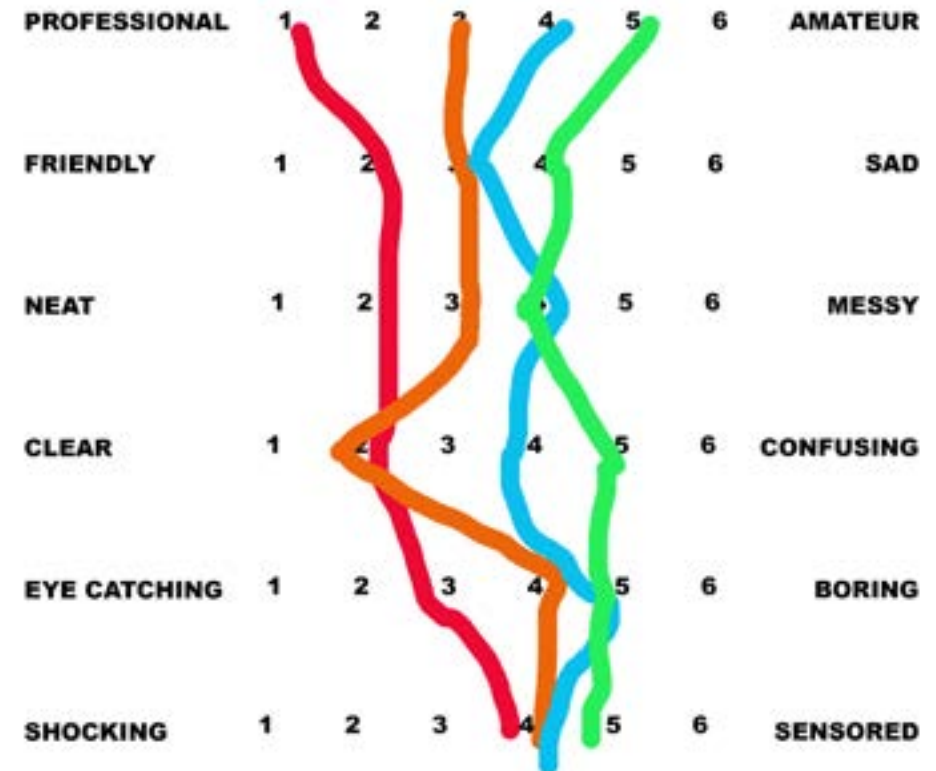
III. UI/UX

B. BERT Test

We did a BEET test to decide on which styletile we would use. All of the styletiles were made with the styleguide provided by GreenPeace in mind.

BERT TEST - TEAM S.E.A.L Campaign Style tile - Mobile App.

● LISA ● CHRIS ● LIAM ● NADIA



IV. Video

A. Plan of Video Production

After some mixed reviews on the videos that greenpeace had done themselves with the kids, we had a lot to mull over.

We knew that we had to do a hard hitting video to grab their attention, but we also had to take into consideration that too much wouldn't have the same impact.

We had a task in class to make some different target audience archetypes and link them up with some locations. We kind of went for some quite bizarre ideas here, sort of pushing the boundaries.

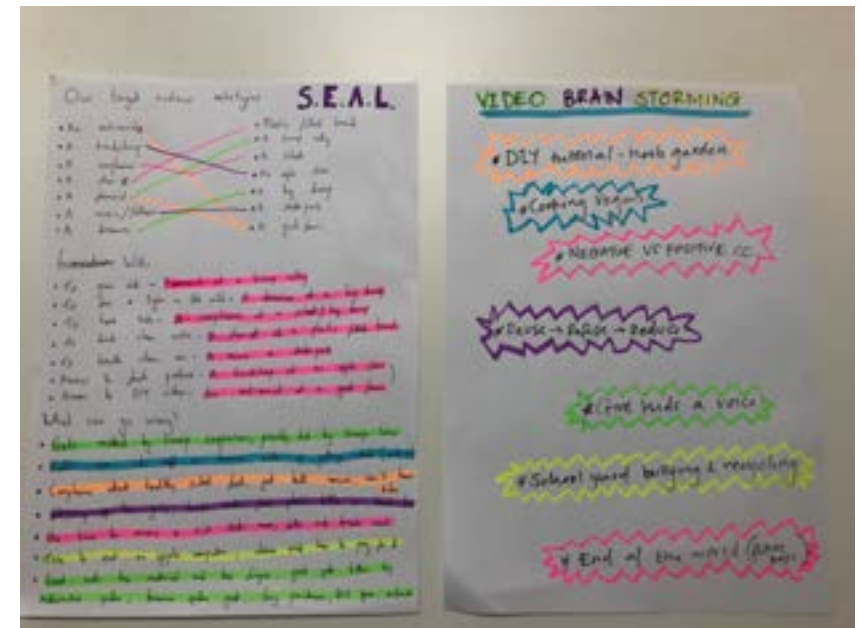
We had to follow this up with a will, what the archetype wanted from life. These were also in the same strange and weird tone, some very interesting ideas were flowing.

Now we had a character and the will, now we had to present a problem as this is why we are all doing this campaign in the first place, because climate change is a huge problem. We did stray far from that problem though and came up with our favourite idea. This was an extremist at a goat farm wanting access to DIY videos. A strange idea but it did lead us (in a roundabout way) to the idea of a goat in a post apocalyptic world, where everything is trash and there is one dying tree with a single apple on it. The goat starts to put the trash together to form a hill so he/she can reach the apple. By the time he/she gets close enough to take the apple, it and the tree are both dead.

We attempted to make this as an animation but the workload was just insane and we were too strapped for time in the end.

But during this whole process we sat down together and gathered some imagery, both shocking and controversial, and happy and promising. This followed the narrative curve of a big midway climax, followed by a process of 'healing' and a denouement to wrap it all up. This was the main video, so the process was fairly simple in the fact of filming, but the diving for content was extremely time consuming and took a lot of patience.

We ended up using the short video as a sort of 'trailer' for the longer video.



IV. Video

B. Video Concept

C. Storyboard



Our video idea was to show the intense effect that climate change has on our planet. Followed by our target audience in the latter half of the video making a difference in respect to our idea of a youth week.

We took shocking and graphic imagery to show the intensity of the issue to start the video off. We took the idea of the kids we interviewed wanting more hard-hitting content rather than skipping around the subject. Our whole campaign is to give the kids a voice and feel like they are included in the conversation on their future. So the fact of hiding the true ugliness of the problem is a redundant thing.

We also think these graphic imagery will spark controversy and that will hopefully make the video more popular.

We wanted to use short clips of videos to build the tension and intensity of the issue. This keeps continuing in the narrative curve as the suspense builds to reach somewhat of a mid-way climax.

This shows the issues we are facing and now we needed a solution for our protagonists. As our campaign revolves around a youth week in schools to educate kids in climate change, we chose our protagonists to be the youth as a whole. The idea of a youth week to be that yes we can all do our own individual things but if we don't get together and help one another then we can't make the kind of impact that the earth needs and deserves.

As the second half of the video begins we start to see the good side of the horizon, and the youth fighting to make themselves heard. As we wanted to focus on our youth week we took elements such as the green garden, protests and learning in class and put them together.

IV. Video

C. Storyboard

We made a storyboard that didn't showcase all the frames but rather the general feel. We used this for when we searched for clips, which made it easier to find the right amount of clips for the different sections. We also made a moodboard in order to have an overall visual vision

