

A USER STUDY.

hole in a wall

## USER PERSONA



**Riya**  
young aspiring designer

- Age: **21**
- Gender: **Female**
- Location: **Mumbai, India (Tier 1 city)**
- Occupation: **Design student** specializing in visual communication
- Hobbies: **Sketching, photography,**
- Personality Traits: **Creative, enthusiastic, social**

### Motivations:

Creative Expression: Riya is passionate about expressing her creativity through various mediums. She sees the game as an opportunity to showcase her design skills and innovative thinking.

### Networking:

Riya values opportunities to connect with peers and professionals in the design field. The game, being played during class breaks, provides a fun and casual environment for networking.

### Break-time

#### Engagement:

Riya appreciates activities that help her unwind during class breaks. The game serves as a refreshing break from her design projects, allowing her to return to tasks with a fresh perspective.

### Goals:

- Engage in a creative outlet during breaks.
- Connect with fellow design students.
- Showcase her design skills in a non-digital format.

### Challenges:

- Limited break time between classes.
- Balancing social interaction with academic responsibilities.

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## USER PERSONA



**Siddharth**  
the Tech-Enthusiast

- Age: **23**
- Gender: **Male**
- Location: **Bokaro, India (Tier 2 city)**
- Occupation: **EPD student** specializing in product design
- Hobbies: **Robotics, Athletics**
- Personality Traits: **Rational, ambitious, anti-social, tech-savvy**

### Motivations:

Siddharth enjoys challenges that require analytical thinking and problem-solving. The game, designed to be non-digital, offers a unique problem-solving experience away from his usual tech-focused projects.

### Skill Enhancement:

Being in the design department, Siddharth sees the game as an opportunity to enhance his design skills, especially in areas that may not be covered in his regular coursework.

### Competition:

Siddharth thrives on healthy competition. The game's competitive nature appeals to his desire to excel and prove his skills among peers.

### Goals:

- Enhance design skills in a non-digital context.
- Challenge himself with creative problem-solving.
- Compete with fellow design students in a friendly environment.

### Challenges:

- Enhance design skills in a non-digital context.
- Challenge himself with creative problem-solving.
- Compete with fellow design students in a friendly environment.

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## USER PERSONA



### Deepika Aspiring Designer from a Tier 3 City

- Age: **25**
- Gender: **Female**
- Location: **Roorkee, India(Tier 3 city)**
- Occupation: **Design student** specializing in textile design
- Hobbies: **Sewing, Crafts, Reading**
- Personality Traits: **Composed, Introverted, Patient, Ambitious, Loves Nature**

#### Motivations:

Deepika is motivated by the chance to learn and improve her design skills through unique experiences. The game represents a novel opportunity for her to engage in design beyond her classroom setting.

#### Exposure to Design Trends:

Coming from a Tier 3 city, Deepika hasn't had as much exposure to contemporary design trends. The game serves as a gateway for her to explore and adapt to the latest design practices.

#### Community Engagement:

Deepika is eager to connect with the broader design community. The game provides a platform for her to interact with students from Tier 1 and Tier 2 cities, offering a diverse perspective.

#### Goals:

- Gain exposure to different design elements and styles.
- Connect with students from diverse backgrounds and design experiences.
- Develop a sense of belonging within the broader design community.

#### Challenges:

- Limited exposure to contemporary design trends.
- Overcoming initial hesitation in engaging with students from Tier 1 and Tier 2 cities.
- Balancing her eagerness to learn with academic commitments.



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## WHAT WE KNOW SO FAR

### POGO Presents Hole In The Wall

This game was an adaptation of the Japanese game Brain Wall (also known as "Human Tetris") in which players must contort themselves to fit through cutout holes of varying shapes in a large polystyrene wall moving towards them as they stand in front of a swimming pool.

Two teams of three people play, with a hobby, occupation, or location as the team name. Two lifeguards, one male and one female, sit poolside. The contestants are dressed in the silver spandex zentai unitards and wear red or blue helmets, elbow pads, and knee pads depending on the team color.



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## BRIEF

Design an engaging and age-appropriate interactive game aimed for **college students** between the ages of 18 and 25.

The primary goal is to provide an enjoyable and refreshing **break activity** suitable for the classroom environment.

Consideration should be given to time constraints, ensuring the game can be comfortably completed within typical class break durations.

# Participatory survey

## Semi-structured Questionnaire

- Including questions regarding how often an individual is involved in playing games.
- Their pass-time preferences.
- And how would they associate Physical Activities with a game that can be played during class breaks.
- Preference of quick or longer immersive games.
- Knowing game factors user are interested in, especially in short breaks.
- Their opinions on how impactful physical activities are in enhancing ones mental health.
- Knowing their interest in testing game prototype.

ZZZZZ.....

In the context of the given doodle Draw something as ABSURD as you can!!!



On a scale of 1 to 7 how often do you play games in general? \_\_\_\_\_

What types of games do you usually enjoy playing? \_\_\_\_\_

Do you prefer solo or multiplayer games? \_\_\_\_\_

Do you see the game as a social activity that you could enjoy with friends during class breaks? \_\_\_\_\_

Do you prefer shorter, quick games or longer, more immersive experiences? \_\_\_\_\_

What factors would make a game appealing to you during short breaks? \_\_\_\_\_

Do you believe playing a game during breaks could help reduce stress or enhance relaxation? \_\_\_\_\_

Would you be interested in a game that encourages physical activity or movement during breaks? \_\_\_\_\_

Do you prefer low-intensity activities like stretching or walking during breaks, or are you more inclined toward higher-intensity exercises? \_\_\_\_\_

What factors would motivate you to engage in physical activity during breaks, especially within the context of a game? \_\_\_\_\_

If given the opportunity, would you be interested in testing a prototype of the game? \_\_\_\_\_





## DELIVERABLES

- Ensure the game is suitable for a semi-formal environment, involving both students and staff.
- Should encourage student engagement within the game, emphasizing interaction among students.
- Ensure **inclusivity** by designing the game to accommodate diverse physical abilities, interests, and skill levels among college students.
- Utilize existing classroom equipment; avoid introducing additional props or equipment to maintain playability and practicality.
- Design the game to fit within standard class break durations, respecting academic schedules.

## OBJECTIVE

- In depth user research, personas, and insights from the questionnaire that have been implemented in the final game.
- Detailed game concept, including rules, objectives, and any necessary materials.
- Potential variations or modifications for different class sizes or settings.

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# hole in a wall -THE GAME

This game is being design for design department students of IIT Guwahati. Here students will start the game on the class projector and a silhouette of human figure which will have

### 3 different sizes

according to the anthropometric data of the class.

### Maximum of 2 students

can play this game at a time. Students will select the playing size of their silhouette and stand in between of the projector and the screen. The small silhouette in a contrasting color silhouette will appear in a increasing manner on the screen and students have to **mimic the silhouette** so the the shadow of their body don't touch the borders of the silhouette, if it does the player is disqualified.

This will be analyzed in a **phone camera app**, which will be kept on a stand provided at the bottom of the projector. The speed of the silhouette increase from small to large will keep increasing to increase the difficulty level. There will also be some small shapes on the screen, which player has to cover, this shapes will occur in the interval of the different silhouettes .





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## -TECHNOLOGY BENCHMARKING

### A Projector

to project the silhouette and  
the game on the screen.

### A Phone

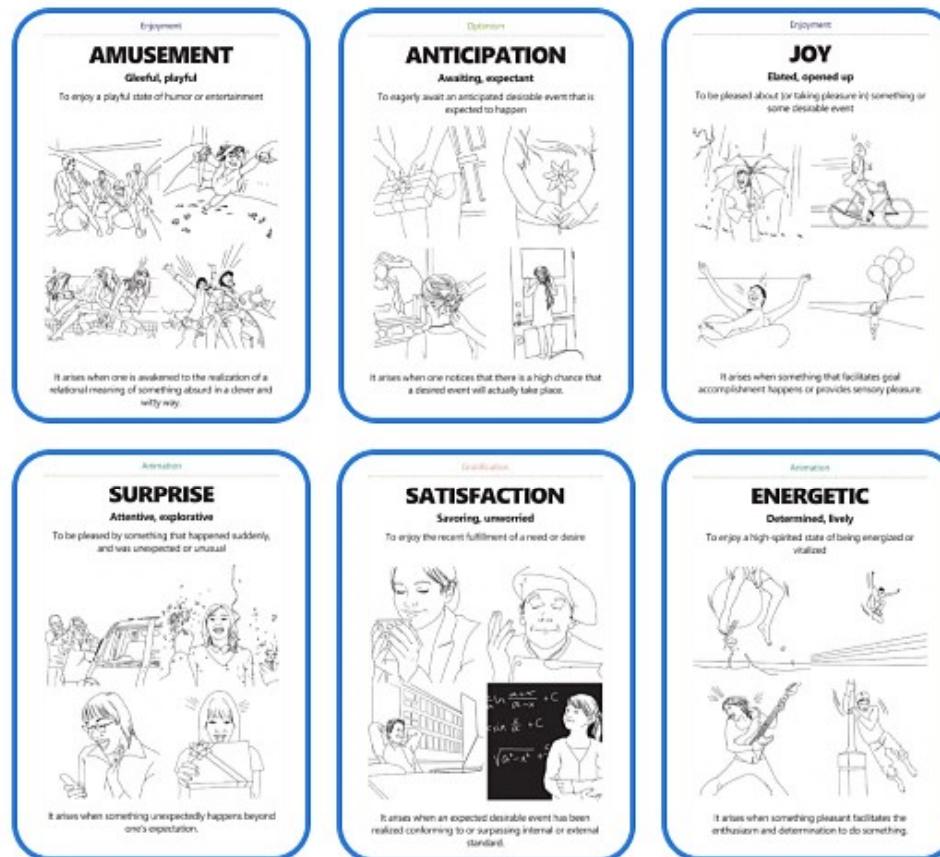
to analyze if the silhouette is  
touching the players shadow.



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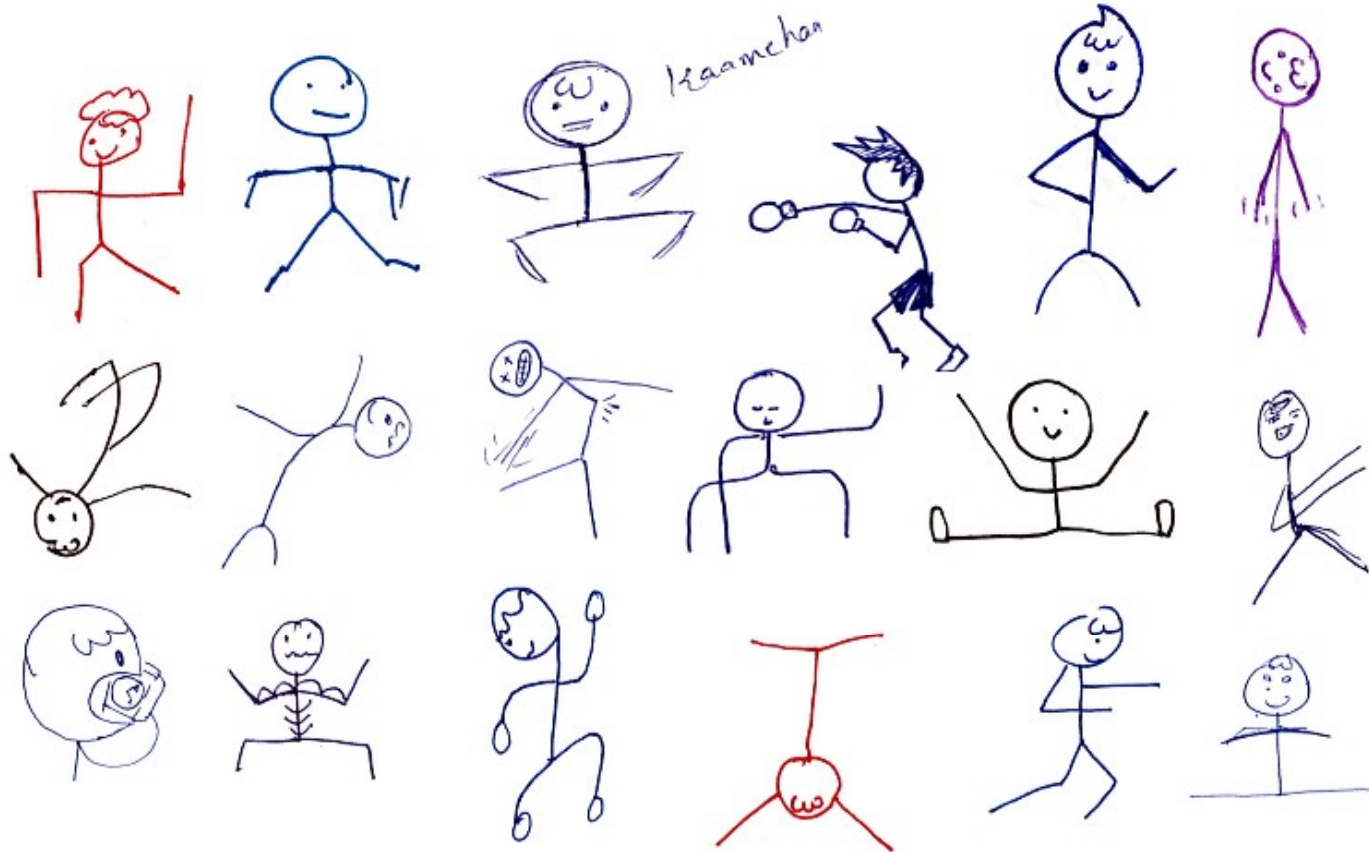
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# EMOTIONS ASSOCIATED



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## USER RESEARCH RESULTS

How often you play a game?

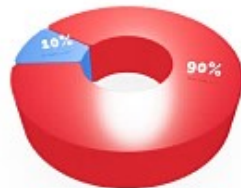
Avg= **3.6**

Approximately the inclination of the crowd to play games is 3.6 on a scale from 1-7.

Would you wanna enjoy a game as a social activity in between class break:

**2 people - NO**

**18 people - YES**



What types of games you like playing ?

**7** people informed they like playing outdoor games

**2** informed they do not like playing games

**11** informed they indulge in some kind of mobile/digital game



You like multiplayer or single player games?

Solo - **5**

Multiplayer - **12**

Both - **3**



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**13** respondents said they like shorter games

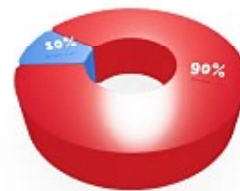
**3** respondents like immersive games

**4** respondents enjoy both types



**2** out of 20 people informed there concern that playing games mid classes would be distracting,

**90%** informed they would like a time for relaxation



**11** people preferred a low intensity activity over 9 people opting for a higher intensity activity between classes; 55% and 45% respectively



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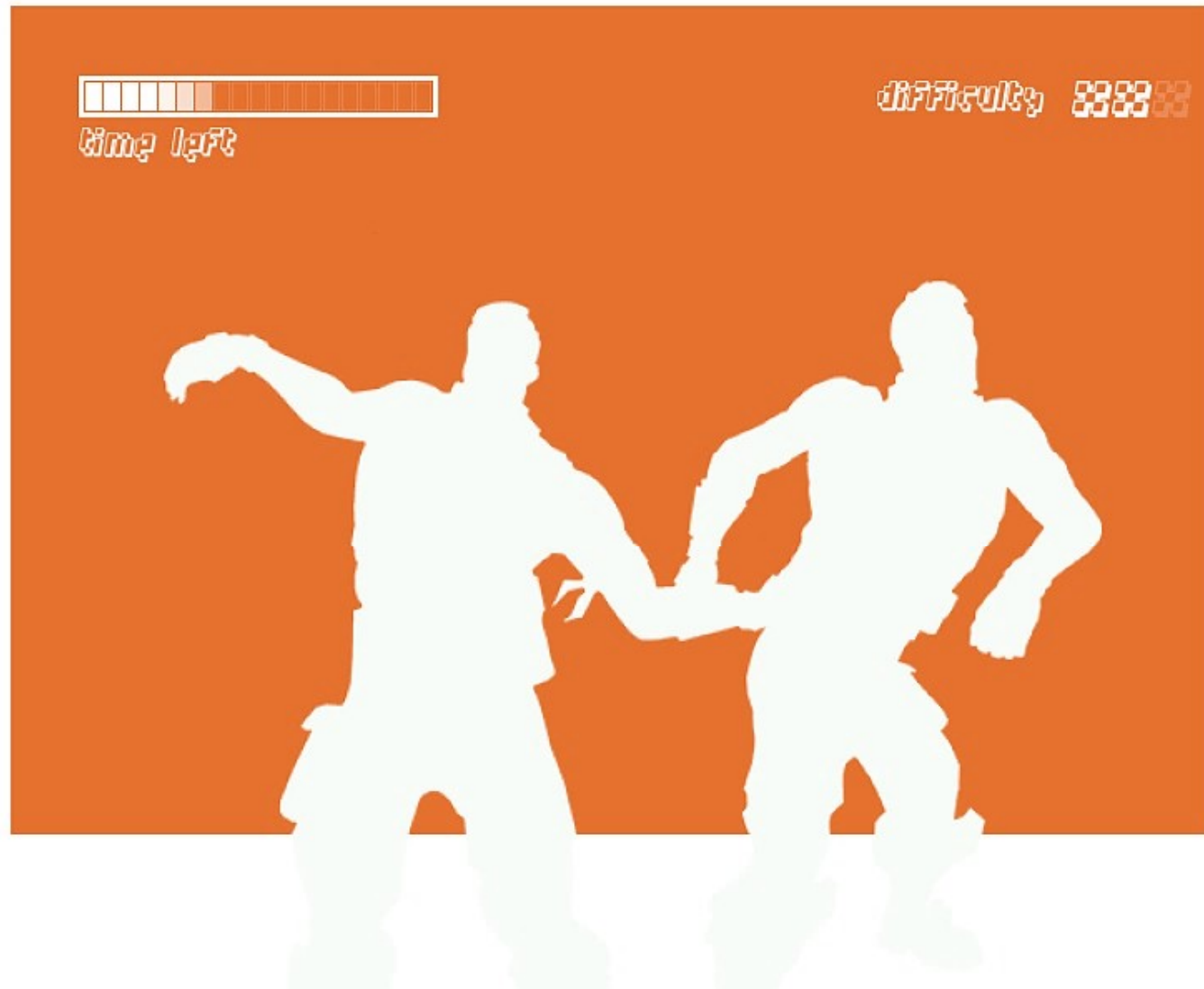
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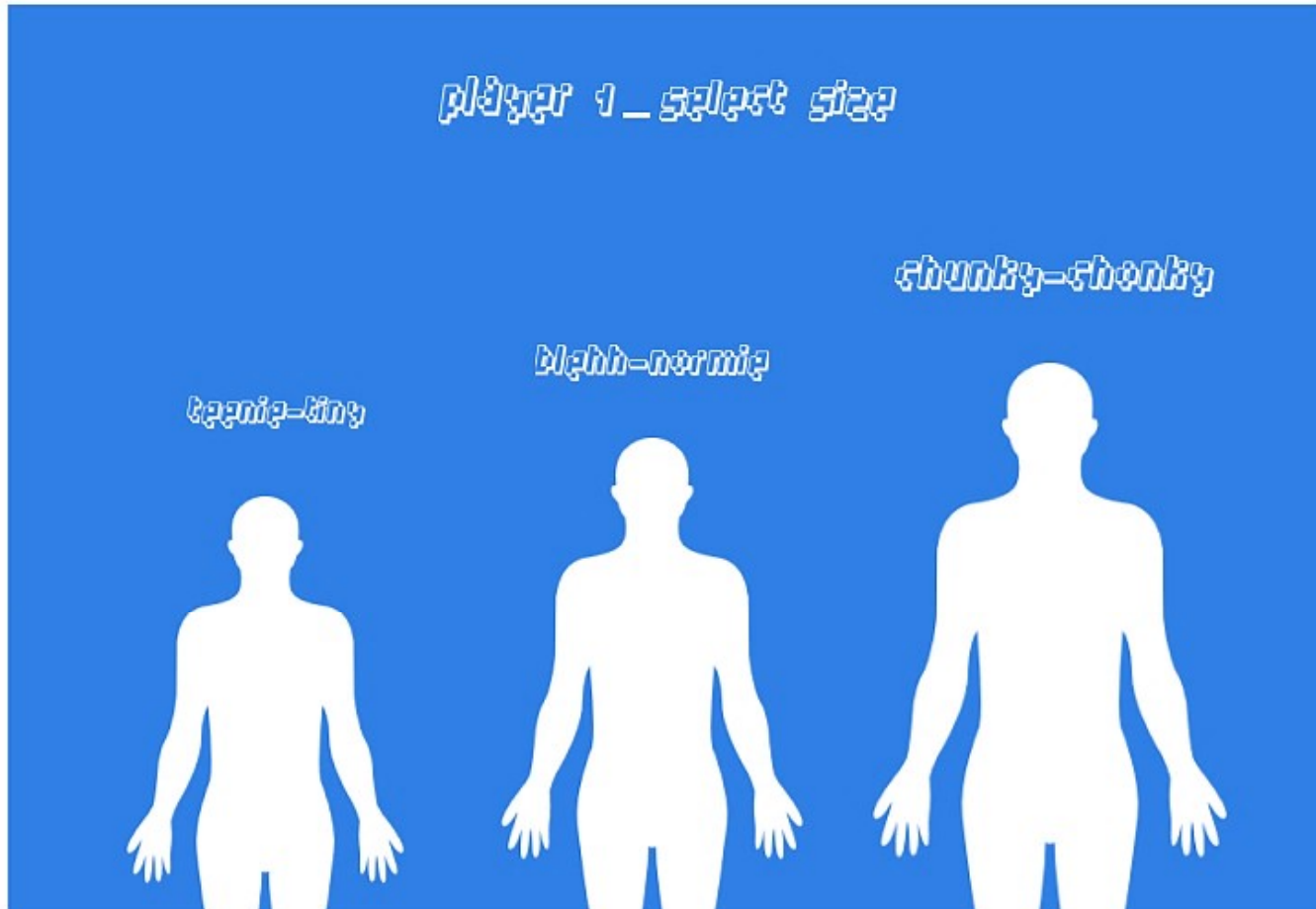
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Thank You.



**Questionees : 20**

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MAYANK HEDAU	_____	234357002
SUJIT NAGARE	_____	220205049
TANMAY GUPTA	_____	220205052
TANISHQ KR SINHA	_____	220205051
YAJAT DAYAL	_____	220205055