

felio

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# Executive Summary

Over the course of 10 weeks, our team of four senior User Experience (UX) design seniors worked to develop Felo, a childhood companion robot. Felo as a product line is aimed at younger children (roughly 3-12) in order to help them develop positive habits while they're young in order to take those skills with them into later development. Those skills primarily include goal setting and accomplishment, developing a healthy routine, responsibility, and empathy. The designers on this team include Daniel Benedict, Sam Klein, Mackinzi Blank, and Meshal Almazyad.

Before the quarter officially started, we began secondary research into various fields in order to identify a problem space ahead of time. We looked at various fields, including safety, leisure, and health. When we began the quarter, we had originally centered around the topic of health and fitness, and wanted to design something to help adults become motivated to stay active.

We developed and put out a survey that garnered over 120 responses across several languages, with questions mostly centering around fitness habits, motivation, and routines. We also conducted around 20 interviews on people who range from being extremely active in the fitness community to being not active at all, as well as a few fitness professionals. We affinitized over 300 data points and gathered four major insights/pain points relating to personal fitness: time, culture, motivation, and body image.

After thoroughly looking into these pain points, we discovered that a lot of the grievances from our research was a result of individuals feeling like it was "too late" to learn how to approach fitness, that they should have learned a long time ago, or that they don't know how to factor fitness into their current lives. This led us to shift our topic around week four from adult health and fitness to childhood fitness education.

We then conducted 10+ more interviews on parents who told us about their children's routines, habit, and development as they grew up, as well as developing another survey that gave us insights on over 50 children. Some of the most important insights from this phase of research were that parents felt that their children learned responsibility and empathy by having a pet in the household, and that children who grew up with a consistent daily routine generally met their goals frequently. This led us to develop the concept of Felo: a childhood companion that would help your child learn empathy and responsibility without the cost or inconvenience of a real animal, that also helped your child meet their goals by developing and encouraging routine with the help of parental input.

As our research continued, we defined the features, role, and form of Felo. We put out a form perception survey to better understand how people viewed different aesthetics of robots,

concluding that people generally trusted robots with rounder, cuter forms over more humanoid forms. After researching more children's products and other competitors, we developed the rounder, cone-like form of Felo's body.

Another major function for Felo was its ability to have add-ons that would allow it different types of mobility so that it could encourage children to be physically active by actually going outside and playing with them. We developed a "carriage" add-on which would allow Felo to roll around on different types of terrain and play outdoor games (such as tag). We have plans to develop different add-ons in the future, such as a drone or boat, in order to encourage different types of games or activities.

Felo's abilities reach past its small form; it is able to play haptic games such as hot potato, play audio, respond to speech (not with words, but with sounds), and communicate its feelings through its expressive face.

On the parents' side, there is an associated Felo app where parents can onboard their children and set certain routines and behaviors. They would be able to tell Felo about their child's needs and routines, and those would be reflected back as Felo's "needs." For example, if the parent wants their child to get 30 minutes of activity in a day, then Felo needs to play for 30 minutes. Or, if a parent sets a certain time of day to be designated homework time, then Felo will need to be in focus mode. These needs become the responsibility of the child, who learns how to empathize with Felo through its facial expressions and take care of it like a pet.

After we further developed the concept of Felo, we began user testing. We found that it was easy for our test subject to empathize with Felo's expressions, and responded to its needs appropriately. We also identified visual preferences including eye shapes and accessories.

We also tested the parent app, going through several iterations within the interaction design in order to ensure everything was intuitive and easy to navigate. In further development, we have many more opportunities to user test with both parents and children.

Looking into future development, our team will be focusing on further user research, development, and refinement of Felo's form and features as well as its associated app. We have many user testing opportunities over the break and many professional connections we intend to use to help us bring Felo to life, and with a team as strong as ours, develop a refined final product.

# Meet the Team



Mackinzi Blank  
AZ



Daniel Benedict  
MN



Samantha Klein  
GA



Meshal Almazyad  
KSA

# Overview

**Felo is a robotic childhood companion that teaches children responsibility, empathy, and healthy habits like routine and goal achievement through interactivity, personality, and haptic feedback. Felo will help children learn how to take care of something that also cares for them and provides them with real-time, tangible feedback so that they learn healthy habits starting from a young age.**

**Our culture is surrounded by screens, and suffering for it.**

**1 HR**

Kids ages 2 to 5 [should] use screens for no more than one hour a day, not including time spent video chatting with family or friends.

*American Academy of Pediatrics  
(2018)*

“young people who spent **seven hours or more a day on screens** (not including schoolwork) **were more easily distracted, less emotionally stable and had more problems finishing tasks and making friends** compared to those who spent just an hour a day on screens (not including schoolwork).”

*Time*

**Inactivity is rising, especially in youths .**

23%

Globally, 23% of adults and 81% of adolescents (aged 11–17 years) do not meet the WHO global recommendations on physical activity for health.

*World Health Organization*

“...the Americas (39%) and the Eastern Mediterranean Region (35%) and had the highest prevalence of insufficient physical activity, while the prevalence was lowest in the Western Pacific (19%) and African (22%)”

*World Health Organization*



**Education has never been more competitive and this is having a negative impact on children.**

80%

“...[A study comparing] kindergarten teachers’ attitudes nationwide in 1998 and 2010 and found that the percentage of **teachers expecting children to know how to read by the end of the year had risen from 30 to 80 percent.**”

*The Atlantic*

**“For lasting effects, we need to focus on skills that wouldn’t otherwise develop, do more to change a child’s environment and provide ongoing support, especially during sensitive periods of development such as early adolescence.”**

*The Washington Post*



**People can set goals, but don't accomplish them.**

80%

“of people give up on their New Year's resolutions by the second week of February because they don't have a solid plan in place”

*CNBC*

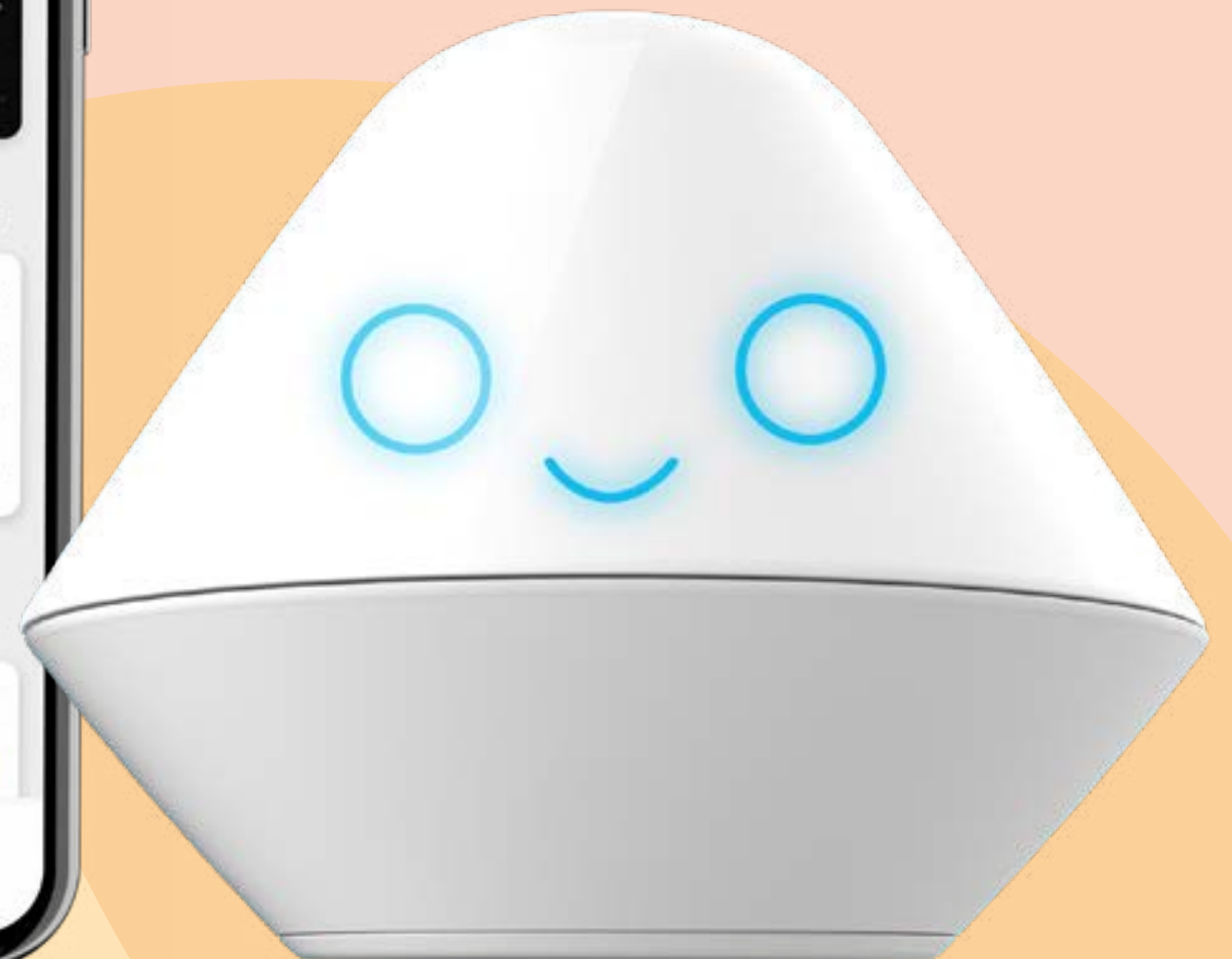
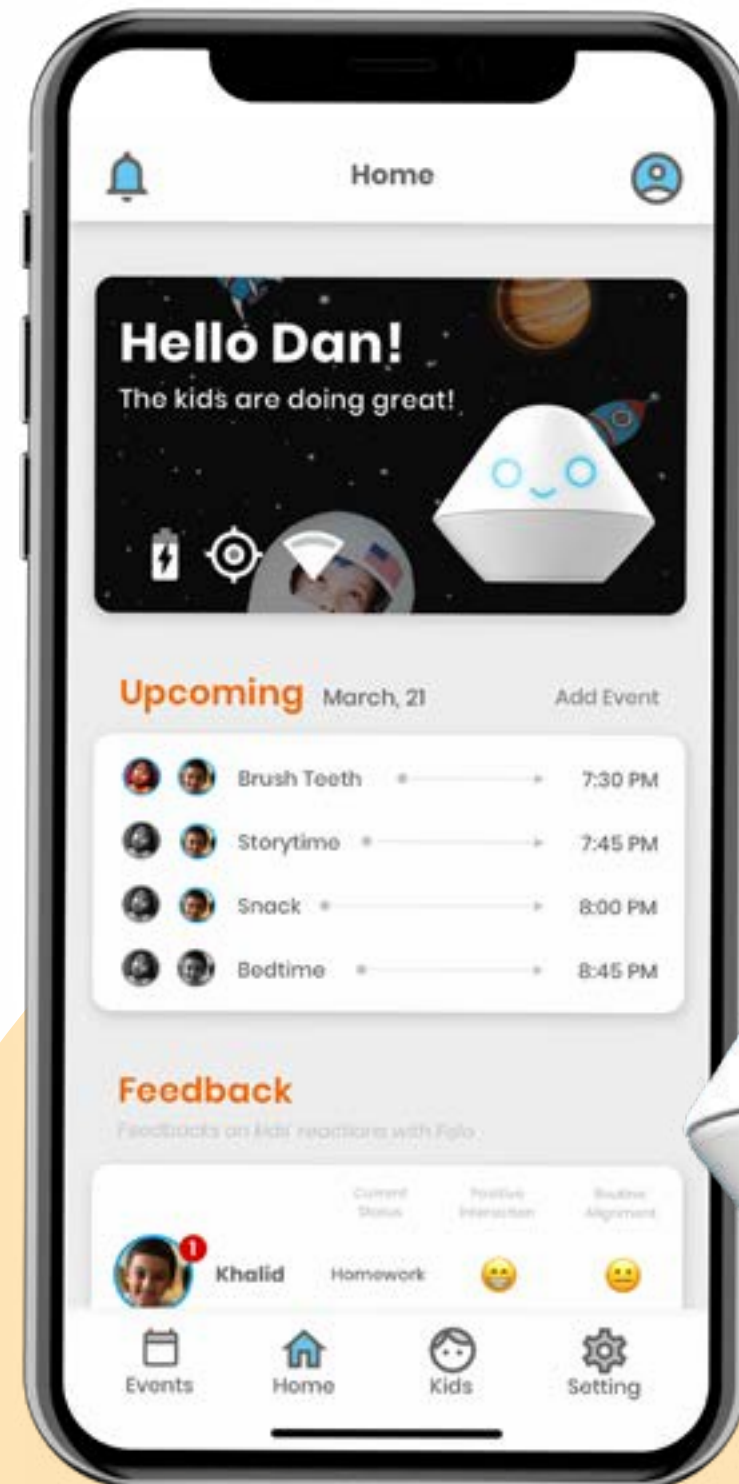
“According to the University of Scranton, a whopping 92 percent of people who set New Year's goals never actually achieve them”

*—Marcel Schwantes*

**What is Felo?**

# Felo

Felo is a partner who can help form healthy habits in early development as a tangible, empathetic companion.



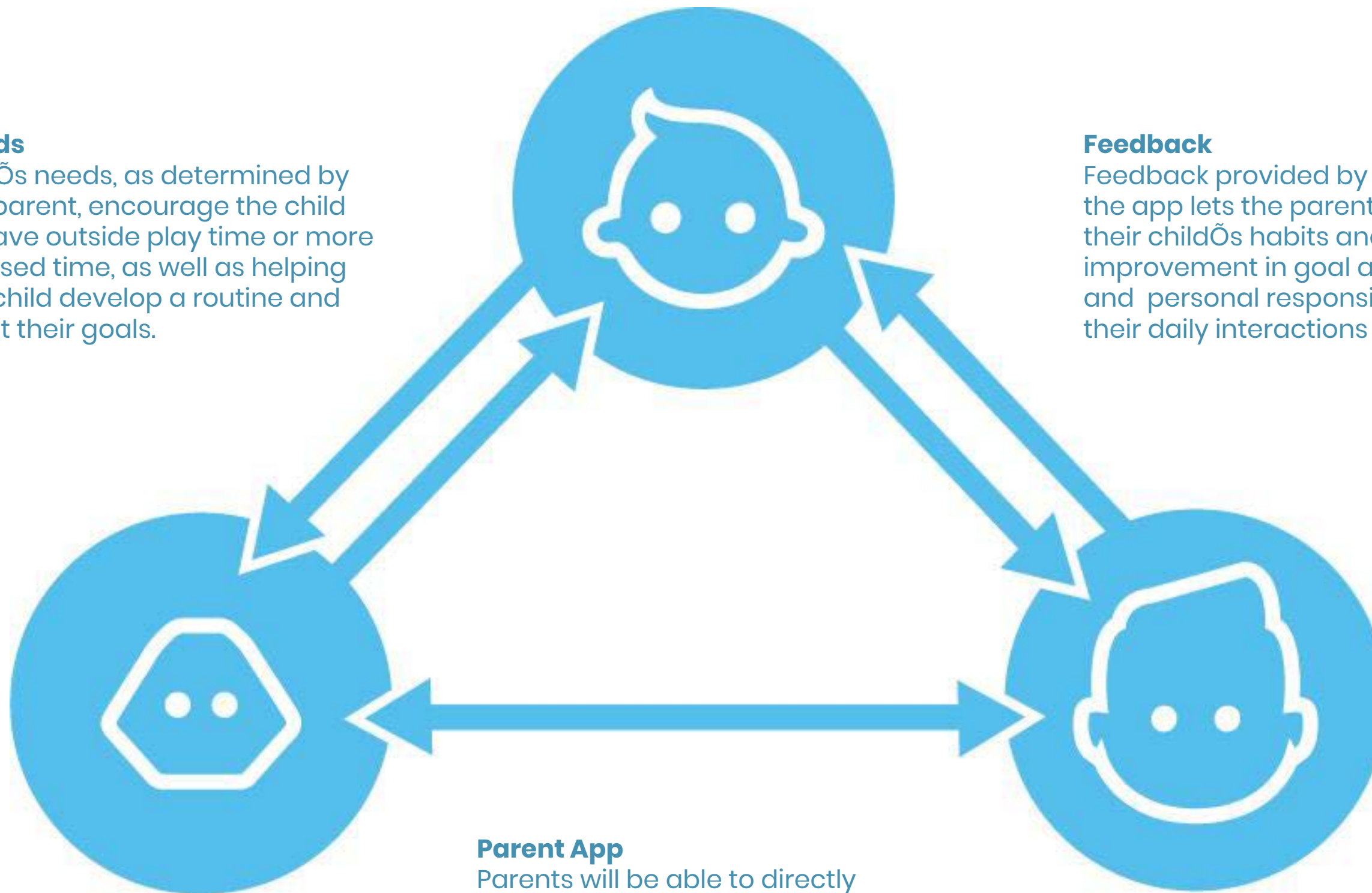
# Ecosystem

## Needs

Felo's needs, as determined by the parent, encourage the child to have outside play time or more focused time, as well as helping the child develop a routine and meet their goals.

## Feedback

Feedback provided by Felo through the app lets the parents understand their child's habits and track their improvement in goal accomplishment and personal responsibility through their daily interactions with Felo.



## Parent App

Parents will be able to directly interact with Felo through the app, where they can adjust Felo's daily needs and schedule based on those of their child.





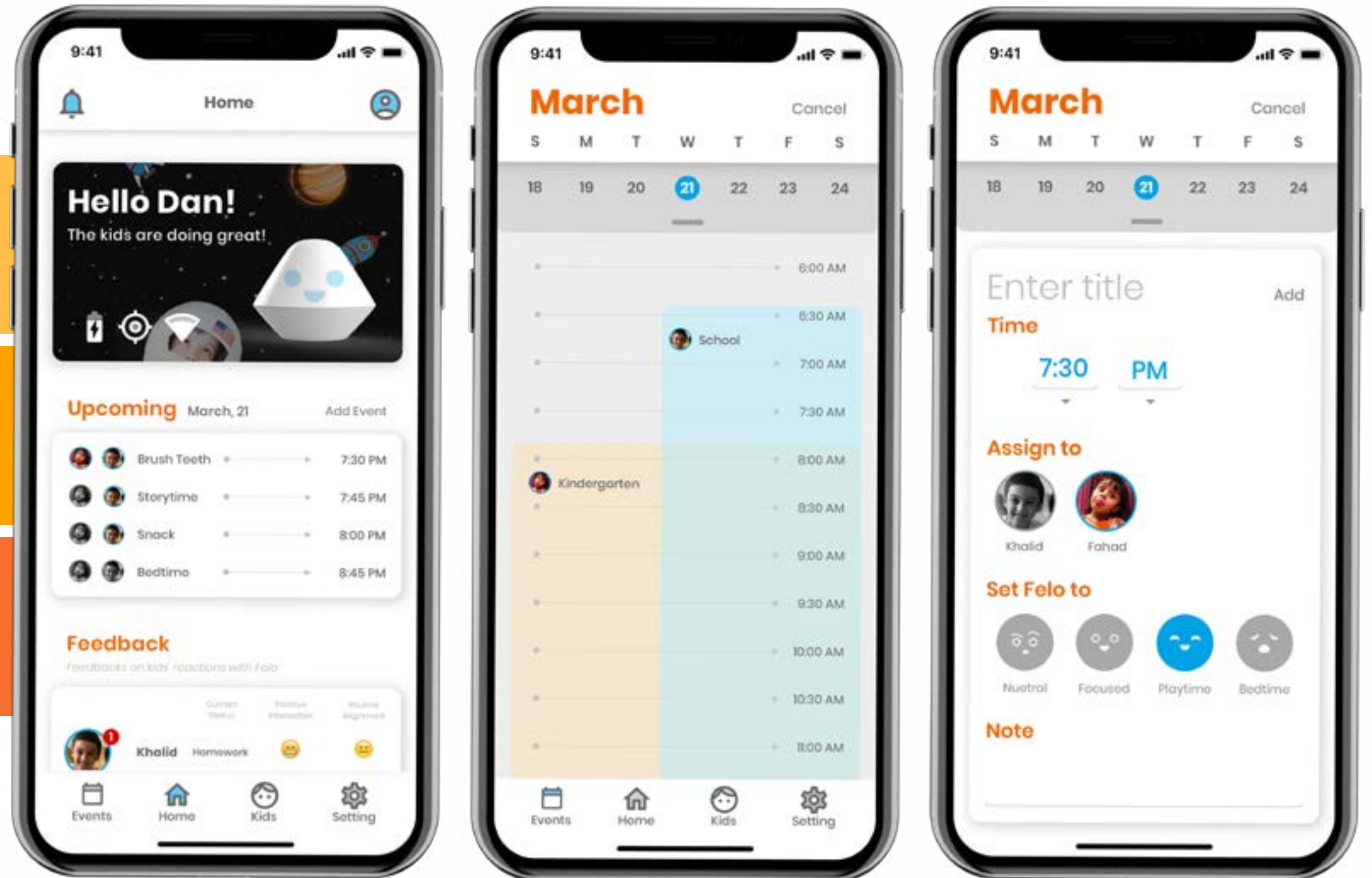


# Companion App

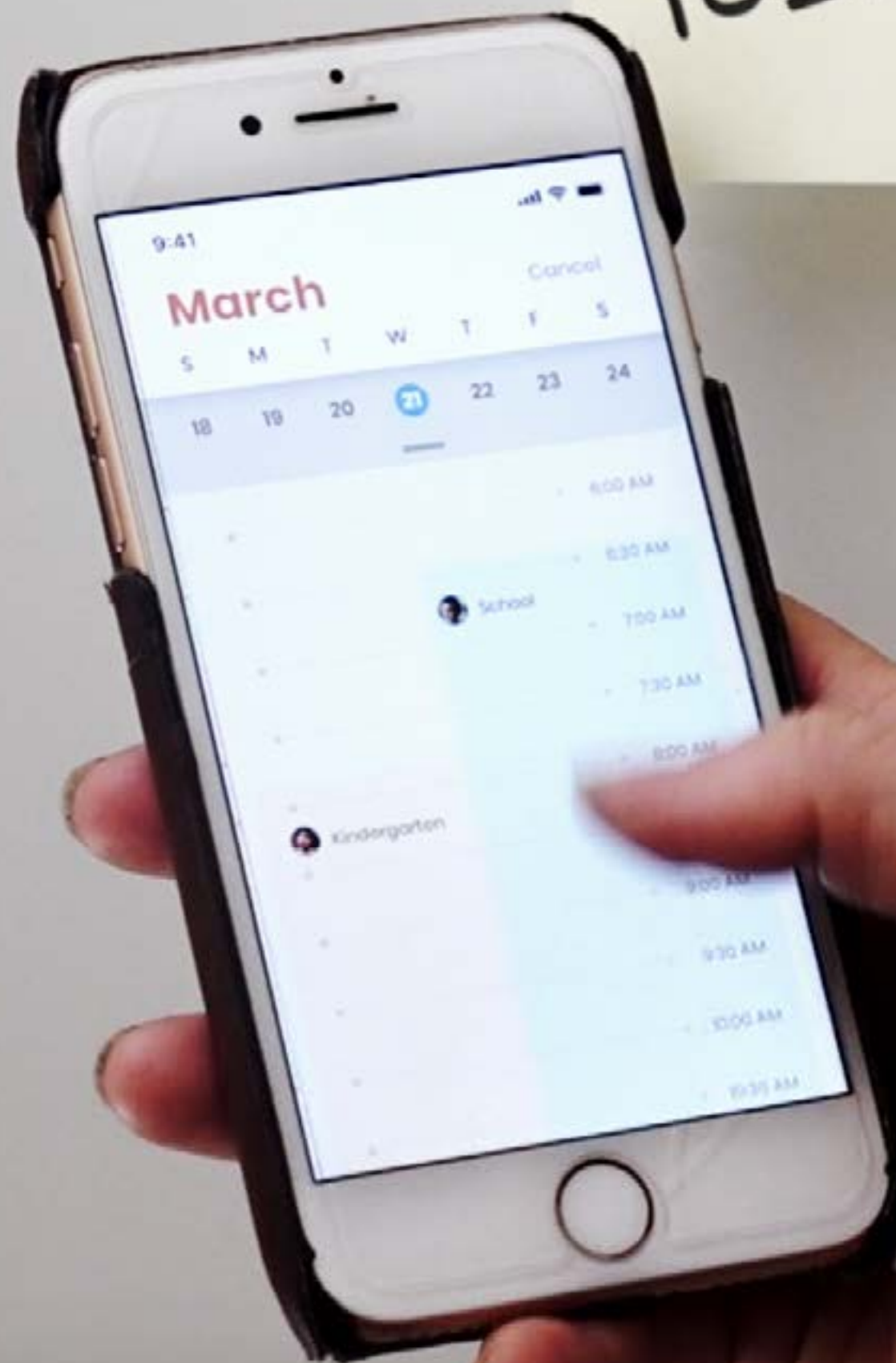
Record  
Accomplishments

Set Schedules

Assign Tasks

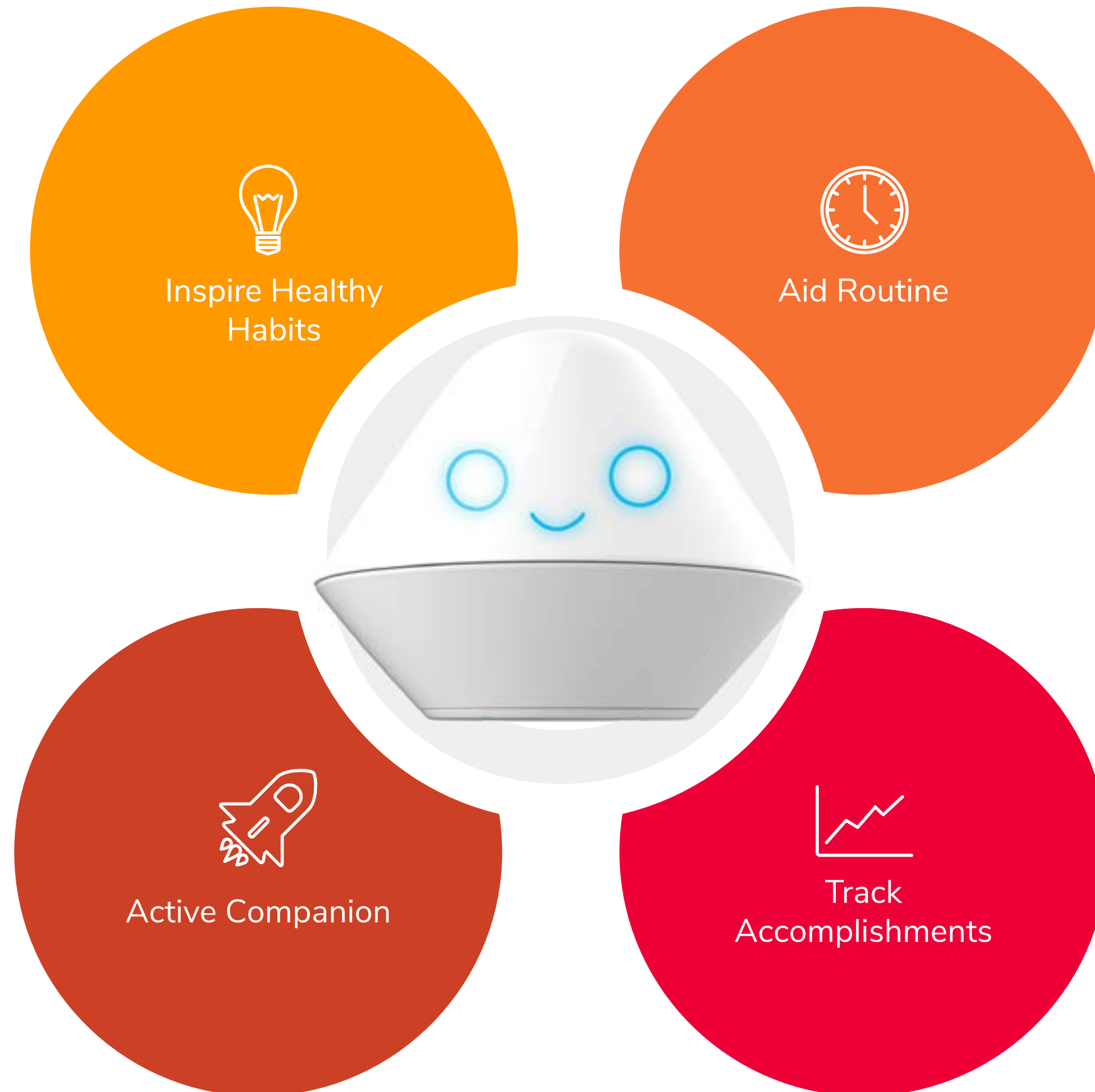


SPELLING  
TEST  
TODAY!





# Core Functions



Felo aims to help you achieve a better lifestyles through many aspects of your life. Felo is able to be aware of your time commitments and can react appropriately for when its time to get things done.

Otherwise Felo loves to be active and play. Whether it's running around or playing an alphabet game. Felo can also help track how much progress from the games played.

# Key Features



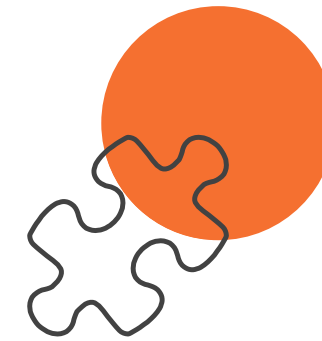
## Emotional Support

A way for Felo to react to a child's mood.



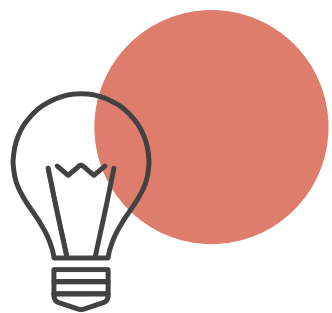
## Games

A fun incentive to spend time with Felo instead of on a screen.



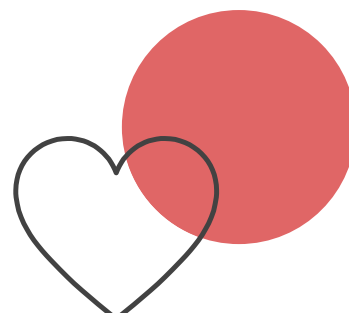
## Kinetic Interaction

Felo can feel and move.



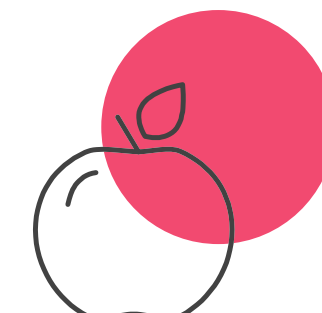
## Contextual Awareness

Felo can modify routines and needs based on weather, season,



## Personality

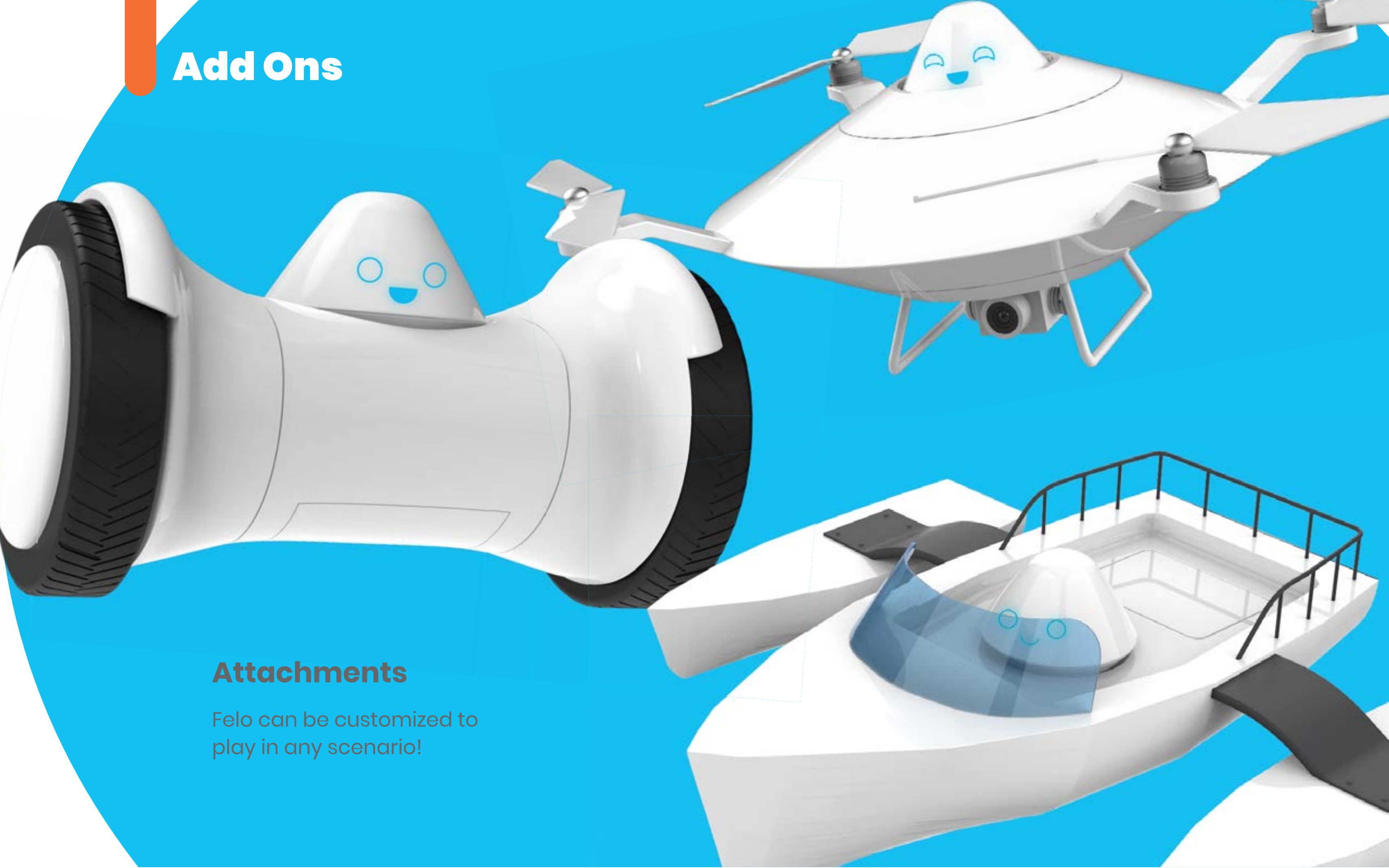
Felo is a unique type of personality.  
This can be changed/customized.



## Needs

Desires of parents for the child  
which translate into activities

# Add Ons

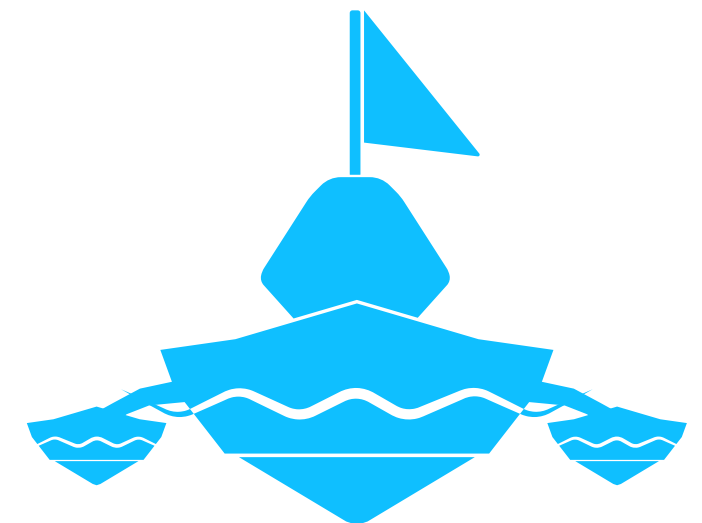
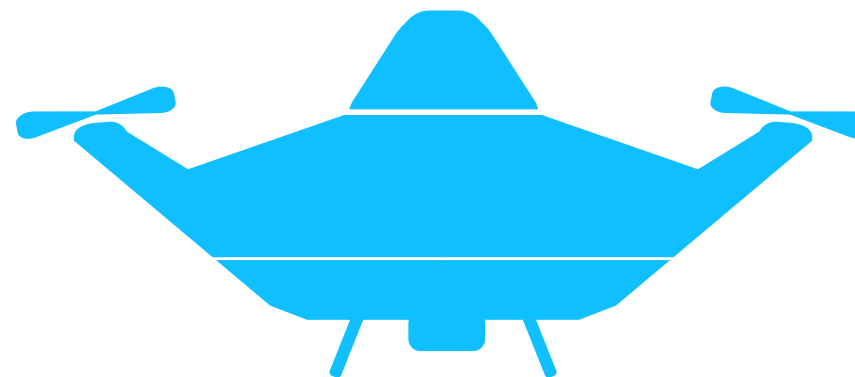
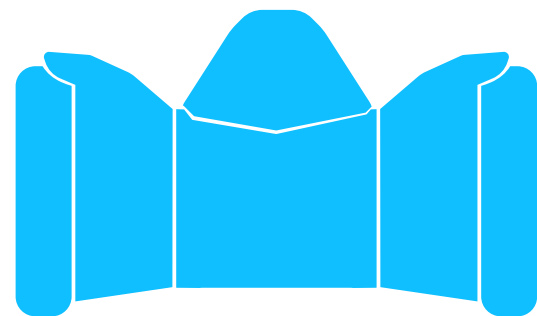
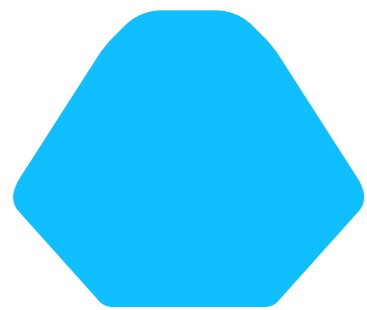


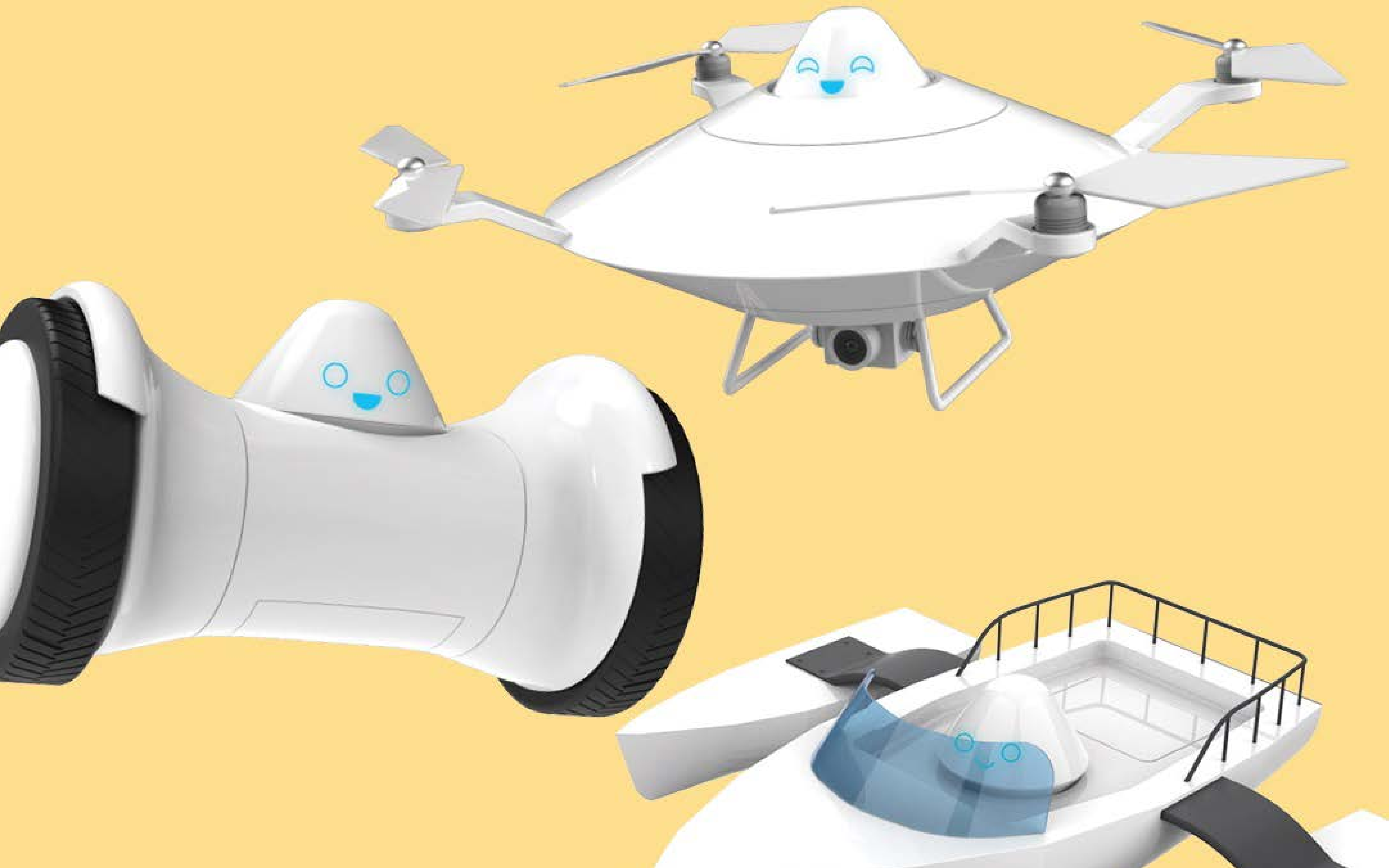
## Attachments

Felo can be customized to play in any scenario!

## Add Ons

Felo features many different activities and they don't stop indoors! The many add ons for Felo allows for more fun outside, whether its zooming around on the ground, in the water, or even the air! Felo wants to get up and move and would love to have a companion to play with during all the fun.





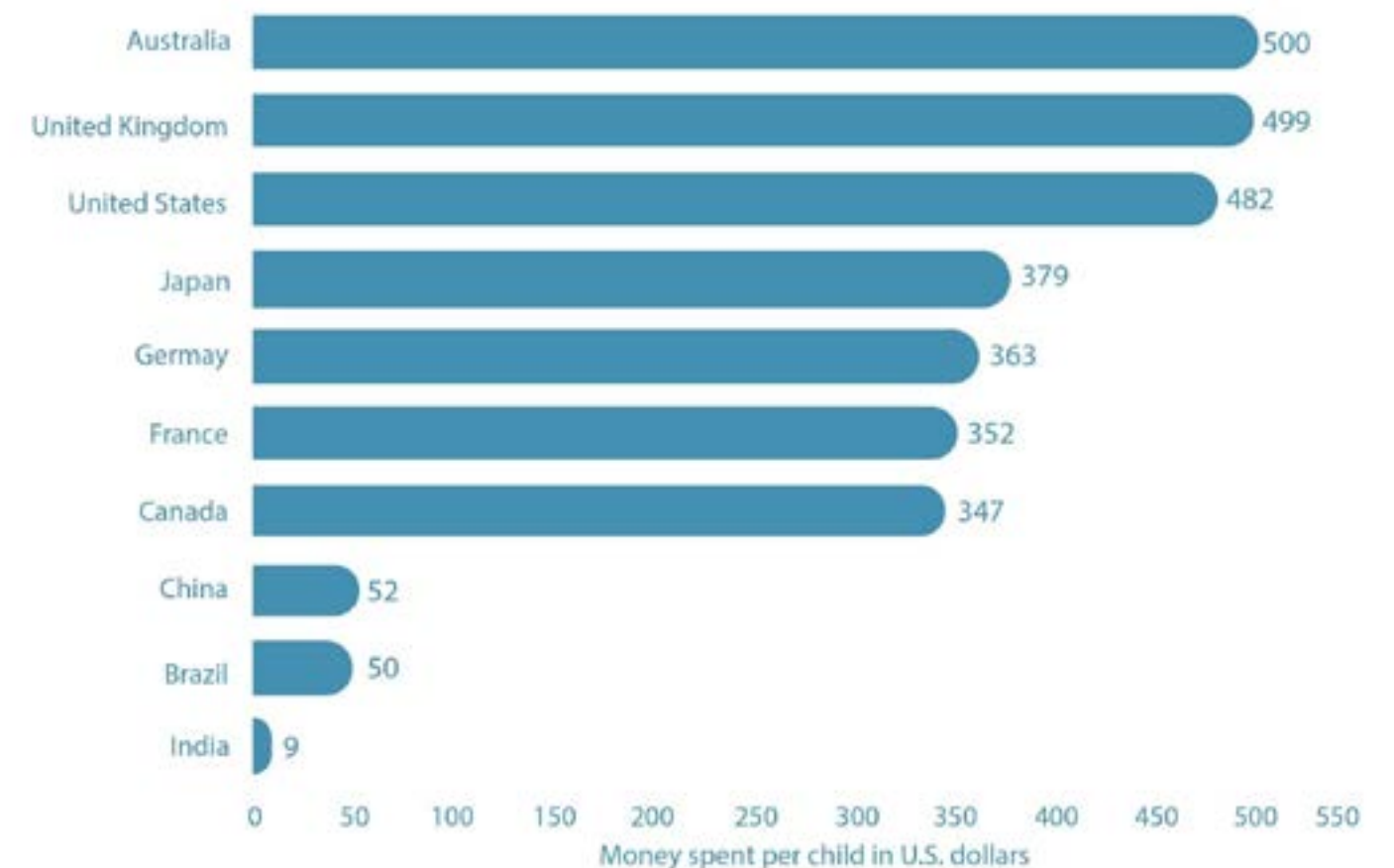
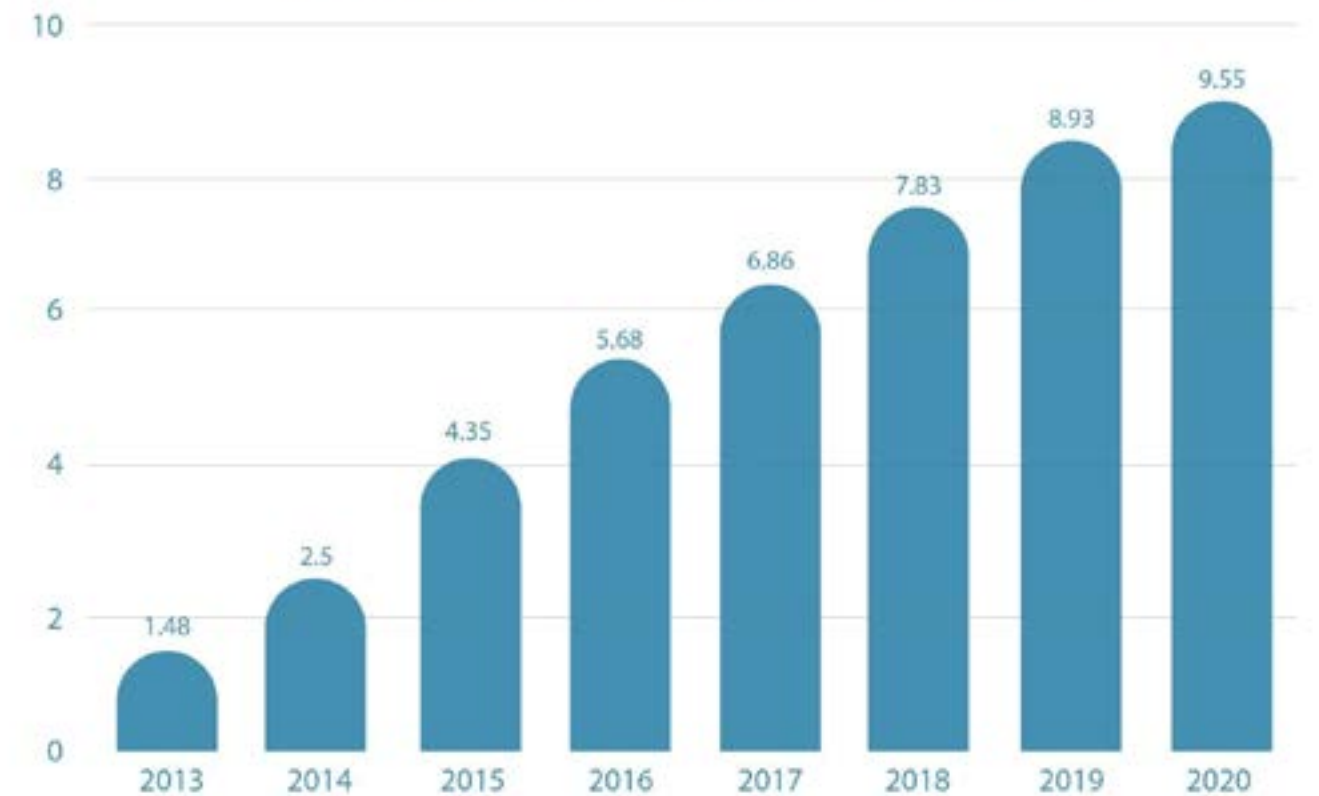


## Market Stats

\$3.8 Billion market demand for robots  
Forbes argues that childcare robots can aid with working parents and provide positive development opportunities for kids, as well as care and companionship for the elderly.

Smart toys are a worldwide growing market with parents paying as much as \$500 per child in Australia.

Smart Toy Revenue Worldwide in Billions of U.S. Dollars

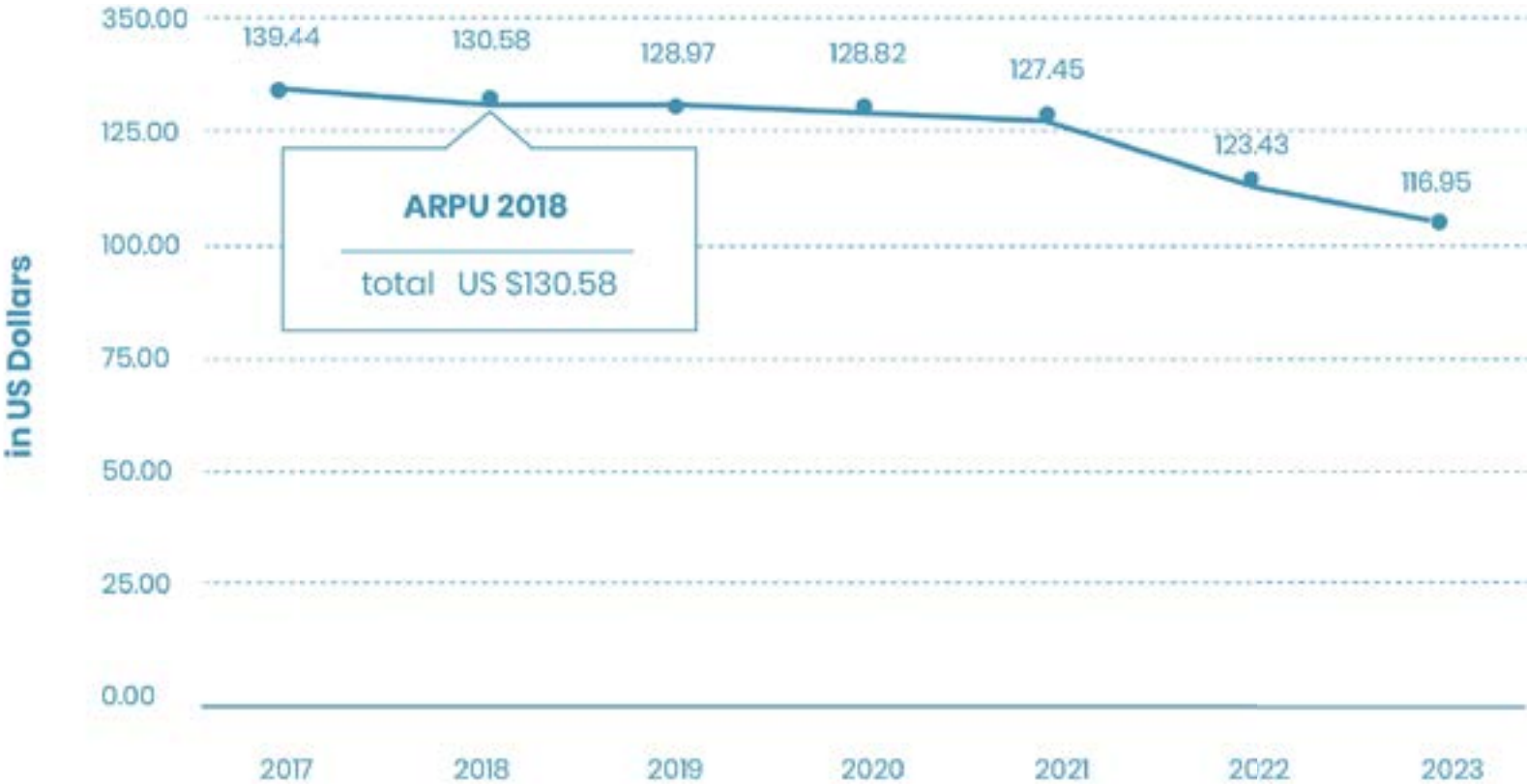


# Market Stats

**Reading Support**  
In the Toys & Baby segment, the number of users is expected to amount to 1,239.5m by 2023.



**Reading Support**  
The average revenue per user (ARPU) in the Toys & Baby segment amounts to US \$128.97 in 2019.





# How was Felo Made?

Discover & Define

**People can set goals, but don't accomplish them.**

80%

“of people give up on their New Year's resolutions by the second week of February because they don't have a solid plan in place”

*CNBC*

“According to the University of Scranton, a whopping 92 percent of people who set New Year's goals never actually achieve them”

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**Inactivity is rising, especially in youths .**

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*World Health Organization*

“...the Americas (39%) and the Eastern Mediterranean Region (35%) and had the highest prevalence of insufficient physical activity, while the prevalence was lowest in the Western Pacific (19%) and African (22%)”

*World Health Organization*

## Hypothesis

**Individuals attempt to be physically active, but accessibility, community, and activation energy prevent follow through.**



## Primary Research

**20+**

Interviews

**114**

Survey  
Response

**500+**

Data Points  
15–18 age range



# Affinitization

## Research Excerpts

“I feel **uncomfortable** going to the Gym alone. I want to be more active, but I feel **judged** when I’m trying to.”

User 4

“I work, and I work, and I work, and even with success, **I end up feeling more anxious than accomplished.**”

User 7

“**I moved away from my friends and left my routine as well.** I put on weight and got really unhappy with myself.”

User 11

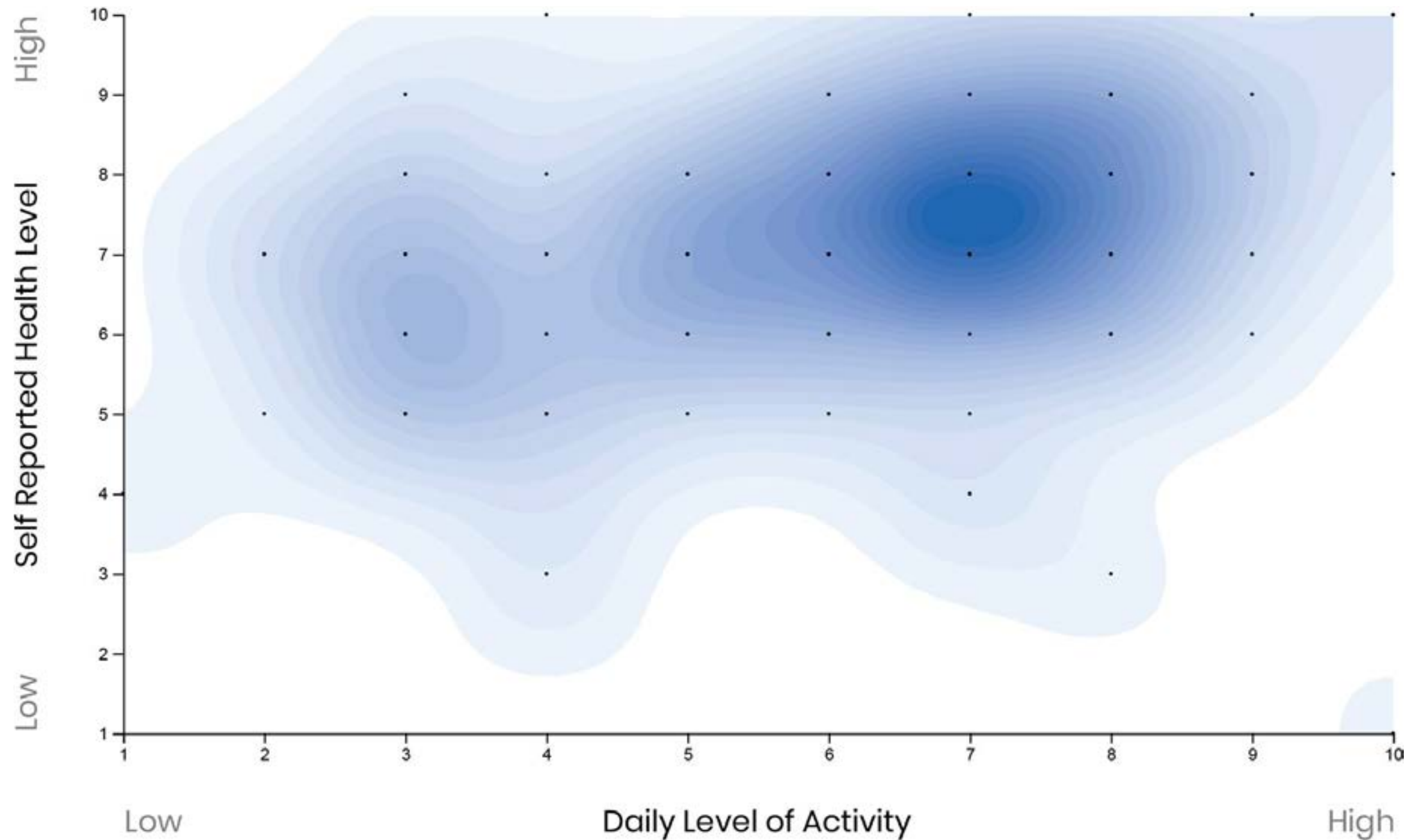
“I teach yoga to my coworkers a few times a week, but outside of class, **it’s hard to keep in contact and keep them motivated.**”

User 26



## Research Excerpts

We **confirmed** that the majority of individuals who are **happy** with their fitness level also **have a regular activity routine**.





## Research Excerpts

We **identified inhibitors** and **ideal scenarios** for those who struggle with physical activity.





# Key Insights



## Time

- Trainers as an ambassador for the fitness community.
- A strong Community affects level of involvement.
- Desire for support.
- Schedule impacts and conflicts
- Struggles with friends and focus at gym.
- Being Active is a lifestyle, not goal-oriented.



## Motivation

- Homemade food is preferred for health.
- Expecting immediate results and facing the consequences.
- Exercise impacts mental state.
- Pills are fads that people follow.
- Internal struggle with body and gym.
- Body image impacts willingness to be active in public.



## Community

- It can be difficult to find a place and plan that fit the user.
- Writing down goals can be motivating.
- People want working out to not feel like a chore.
- Digital stimuli can be positive.
- Routine plays a huge role in exercising.
- Digital communities can be empowering.
- Working out has a positive mental effect



## Body Image

- Working out is not just exercise.
- Learning how to measure success is important..
- People want to be better.
- Knowing your limitations.
- Misunderstanding of value working out.
- Community pushes you forward.

## **Problem Statement**

**Around the globe, people are not living their most active, healthy lifestyles.**

**Individuals fail to stay motivated while pursuing fitness due to fear of judgement and scrutiny and a lack of a steady routine.**





**Pivot**

**Education has never been more competitive and this is having a negative impact on children.**

80%

“...[A study comparing] kindergarten teachers’ attitudes nationwide in 1998 and 2010 and found that the percentage of **teachers expecting children to know how to read by the end of the year had risen from 30 to 80 percent.**”

*The Atlantic*

**“For lasting effects, we need to focus on skills that wouldn’t otherwise develop, do more to change a child’s environment and provide ongoing support, especially during sensitive periods of development such as early adolescence.”**

*The Washington Post*

# Children are facing lifelong challenges in physical activity.

# 5.2%

Of adolescents aged 5 – 18 are achieving recommended levels of physical activity.

*American Academy of Pediatrics  
(2018)*

“To help children develop habits that will last a lifetime, **an active, healthy lifestyle must start early in life.** Physical activity has benefits at every age, and helps kids”

*Caring for Kids*



**Our culture is surrounded by screens, and suffering for it.**

**1 HR**

Kids ages 2 to 5 [should] use screens for no more than one hour a day, not including time spent video chatting with family or friends.

*American Academy of Pediatrics  
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“young people who spent **seven hours or more a day on screens** (not including schoolwork) **were more easily distracted, less emotionally stable and had more problems finishing tasks and making friends** compared to those who spent just an hour a day on screens (not including schoolwork).”

*Time*

## Hypothesis

**Children's exposure to high expectations, screen overloads, and a cultural shift away from physical activity are preventing healthy lifestyles.**

## Primary Research

13

Additional  
Interviews

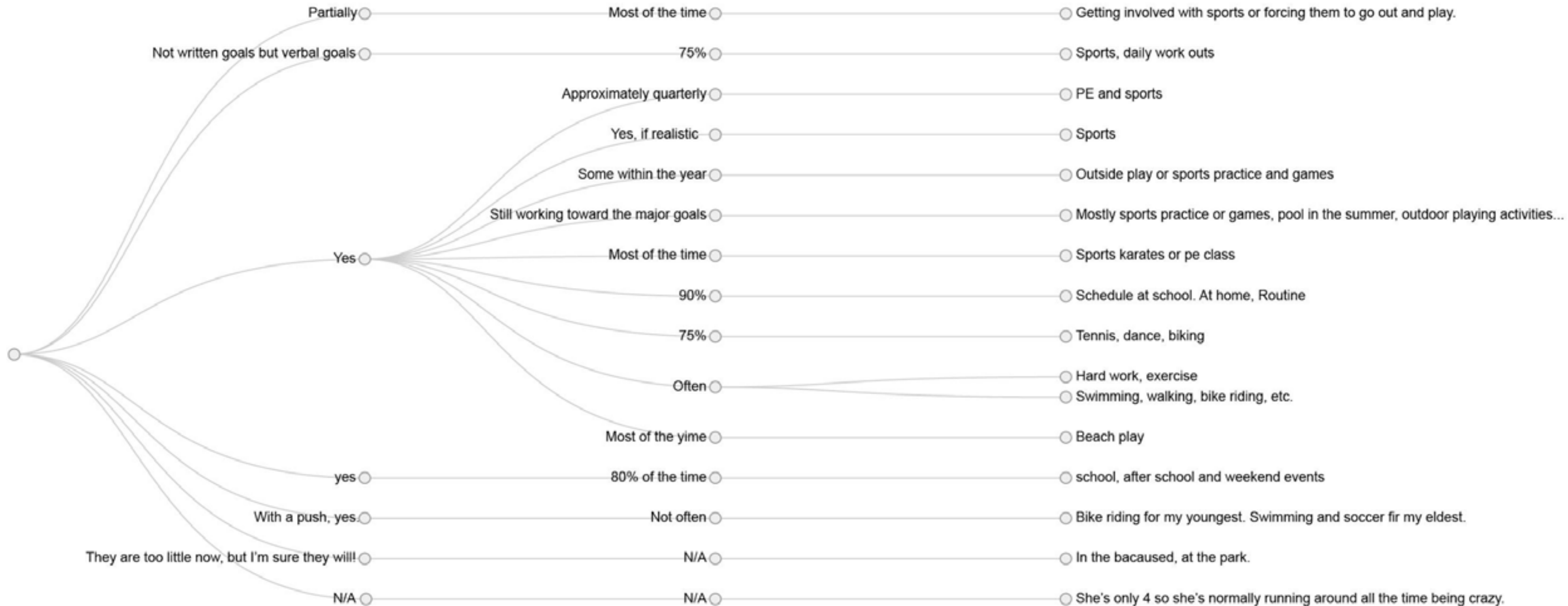
58

Survey  
Response

40+

Data about over  
40 children  
(15–18 age range)

# Primary Research







# Affinitization



## Research Excerpts

“I want to help with ideas and time management because it needs to get done, but **I’m trying to step back and let them have that learning experience.**”

User 22, One Child

“**Children seemed demoralized** when they realized they were not getting the results they had anticipated, **making them uninterested in the activity as a whole.**”

User 23, Three Children

“**Having a pet made them learn how to love and care for something** that is completely dependent on you.”

User 25

“When chores are attached to a fur baby they love, and **there’s a more obvious reward for them, it makes it more worth it.**”

User 26

# Key Insights



## Routine

- Kids are growing up in a digital headspace that has no clear guide.
- Parents could benefit from a tool that helps them teach their children.
- Kids can build off of each other's energy.



## Achievement

- Kids are forming complex emotions and expectations, but without the awareness that adults have.



## Responsibility

- Kids lose interest if they don't get the results they want.
- Kids are motivated to accomplish goals when they have a sense of control.
- Kid's focus can be streamlined.
- Pets are a positive impact on children.



## Empathy

- Kids are in a short-term mindset.
- Healthy habits are formed at a young age.

## Problem Statement

**The children of the digital generation are not developing the empathy and habits necessary to live healthy, productive, lives.**

## **How Might We**

**How might we foster a community of young individuals who know how to set and track progress towards goals?**

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# Archetypes



## Determined

**Primary Connection to World**  
Physical

**Primary Movement**  
Active and Determined

**Primary Need**  
New Experiences &  
Support

**Judged as**  
Busy, Demanding, Loud



## Sensitive

**Primary Connection to World**  
Emotional

**Primary Movement**  
Subtle and Thoughtful

**Primary Need**  
Empathy & Connections

**Judged as**  
Shy, Wimpy,  
Hypersensitive



## Social

**Primary Connection to World**  
Social

**Primary Movement**  
Bouncy and Random

**Primary Need**  
Fun & Joy

**Judged as**  
Flighty, Hyperactive,  
Unreliable



## Serious

**Primary Connection to World**  
Intellectual

**Primary Movement**  
Straightforward & Exact

**Primary Need**  
Respect

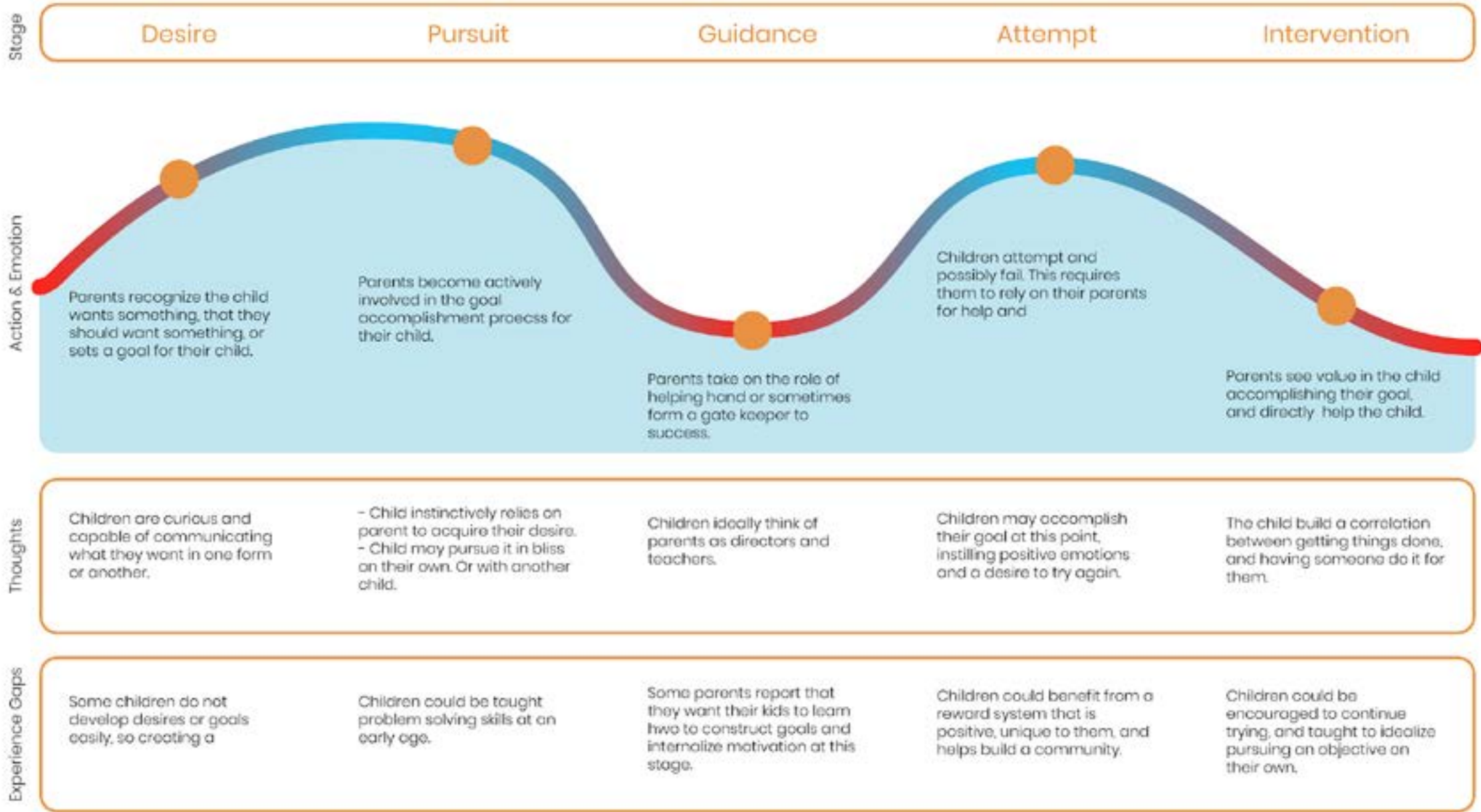
**Judged as**  
Critical, Know-it-all



# Identifying Experience Gaps



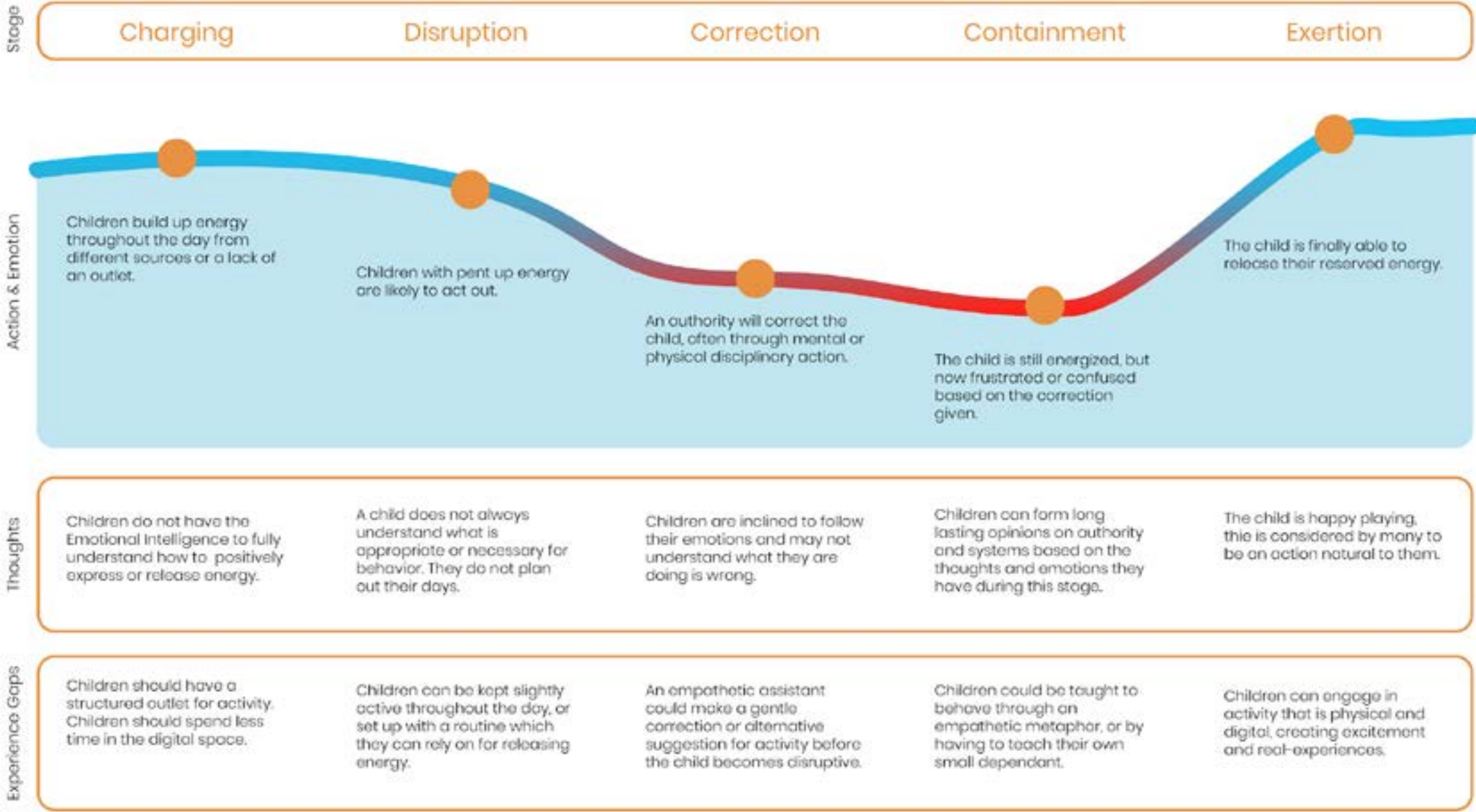
## Sensitive Child



# Identifying Experience Gaps



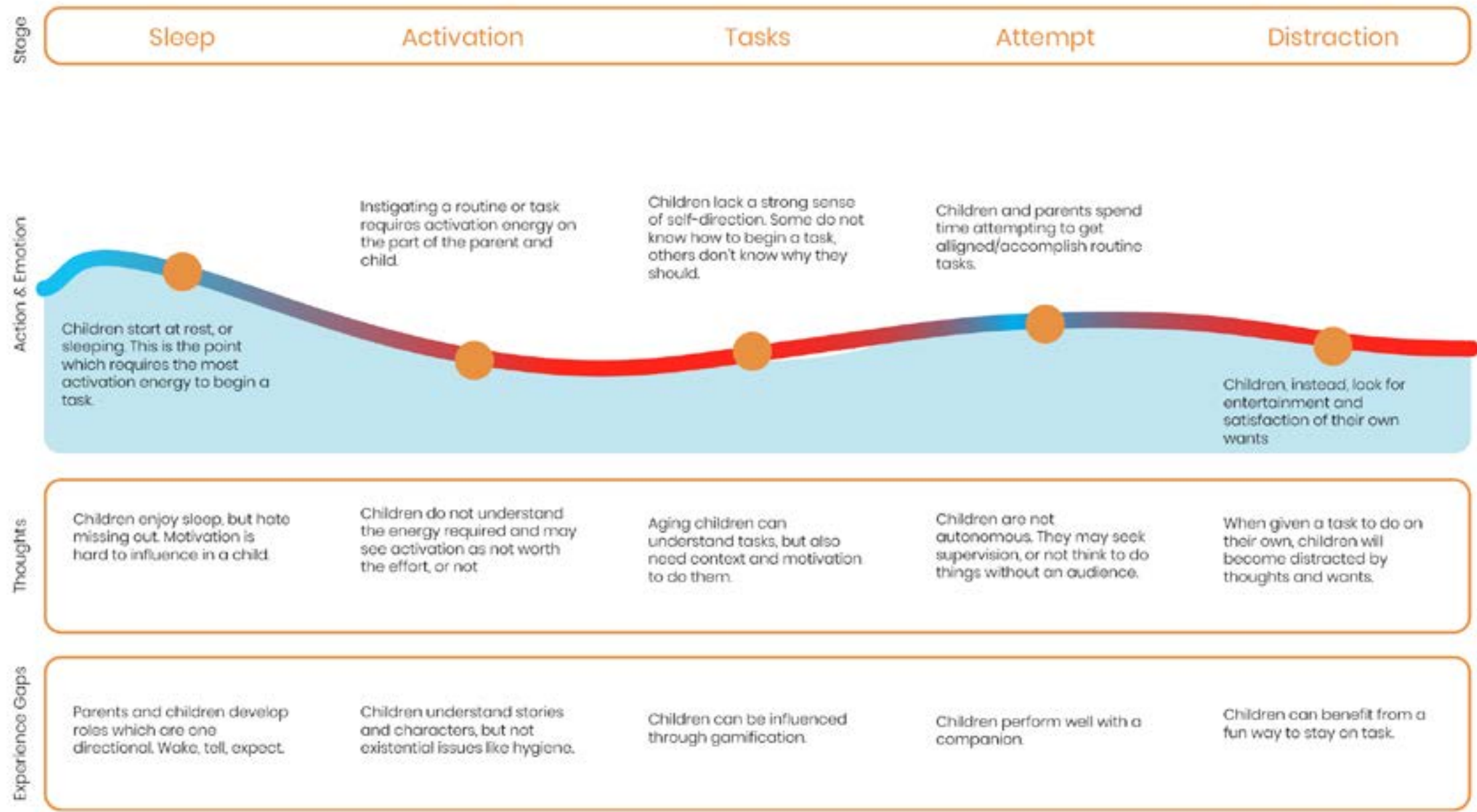
## Determined Child



# Identifying Experience Gaps



Serious  
Child



# How was Felo Made?

Design



# User Testing

Practices used during our user testing for the physical form of Felo involved the following: wizard of oz, card choices, followed by a small interview.

Users were aware it was a phone but were still emotionally invested in the well being of its emotions.

## *Major Points*

- Touchable/petable

- Cute, Friendly

- Needed context (i.e. Face)

## *User Testing Feedback*

- “I want to go outside and play catch!”  
(User #3)

- “I want it to play music.”  
(User #4)





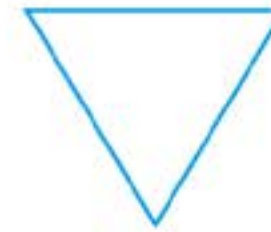
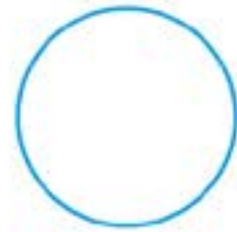


# User Testing: Protocol

- Part 1: Preferences** Users were presented with a card-sorting like exercise where they will choose which visual aspects of Felo they prefer. Variables include basic body shape, eye type under two contexts, mouth types, and accessories.
- Part 2: Physical Form** Users were presented with Felo's basic physical form to assess their interest and determine what they think the form might be used for, or if they could attribute a personality to it.
- Part 3: Empathy** Users were presented with Felo's facial expressions and asked to identify and respond to various expressions, context given when appropriate.

## Part 1: Preferences (Choices)

Group 1:



Group 2:



Group 3:



Group 4:



Group 5:



# User Testing

## User 2 Age: 6

### Part 1: Preferences:

#### Shape:

User preferred round shape

#### Eyes:

User preferred closed eyes, and thick outlined square eyes

#### Mouth:

User preferred mouth with lips

#### Accessory:

User preferred the bow,

"Because I like bows, and it makes it look like a girl!"

### Part 2: Physical Form

User was interested in touching it, liked the smooth exterior. Was interested in taking it apart (form was not sealed shut), when told it wouldn't break, thought it was a ball and wanted to throw it.

### Part 3: Empathy

When presented with a sad Felo, child stated that she would ask what was wrong, then would try to cheer him up by playing with him and talking to him.

When presented with a happy or neutral Felo, child stated she would also be happy, and that she'd want to talk to it, or go outside to play catch with it.

When presented with a tired Felo, child stated she would give it a blanket and put it to bed on a couch, because he can't sleep in a bed because he's not a person.





# User Testing

## User 3 Age: 5

### Part 1: Preferences:

- Shape:** User preferred round shape  
"because I like it the best and it looks cool"
- Eyes:** User preferred open eyes with a thick outline, but closed squared  
"I like them the best" and "because I think they're cool with no white"
- Mouth:** User preferred closed smile  
"Because he's smiling! ... He looks happier in this other one."
- Accessory:** User preferred bow  
"Because it's so pretty!"



### Part 2: Physical Form

User was interested in touching it. Thought it would make a noise. Then, thought it was a hat.

### Part 3: Empathy

When presented with a sad Felo, child stated that he would ask why it was sad, then would tell it a joke to cheer it up.

When presented with a happy or neutral Felo, child stated he would have fun with it, and be happy and laugh. Would want to play ball with it, but wouldn't want it to "hit his head."

When presented with a tired Felo, child stated he would give it robot food to make it energized.

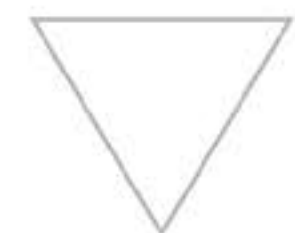
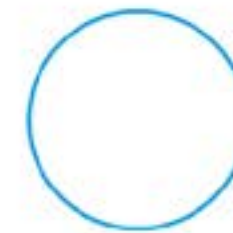


## Preferences Summary

### **100% of children tested preferred rounded forms for the body**

Reasoning included:

- “It’s the best shape”
- “It’s the shape of people”



### **80% of children tested preferred open-centered eyes**

Reasoning included:

- “It looks lazy and I like being lazy”
- “It looks the most friendly”



### **100% of children were enthused about the possibility of choice in accessories or color**

Reasoning included;

- “I like bows and pretty things”
- “It looks smart and I want to be smart”
- Positive reward association



Age range: 3-10

## Cognitive Reaction Summary

**100% of children tested correctly identified emotions displayed by Felo, though the “tired” emotion required more context**

Examples:

- Happy/neutral was correctly interpreted and responses included wanting to talk or play
- Sad was correctly interpreted, and responses included wanting reasoning, to talk, and to cheer him up

**100% of children tested responded to Felo’s emotions appropriately**

Responses included:

- “If he was sad I would talk to him and find out why”
- “If he’s happy I want to go outside and play”
- “If he’s tired I’d plug him in”

**80% of children displayed curiosity about Felo’s capabilities**

Questions included;

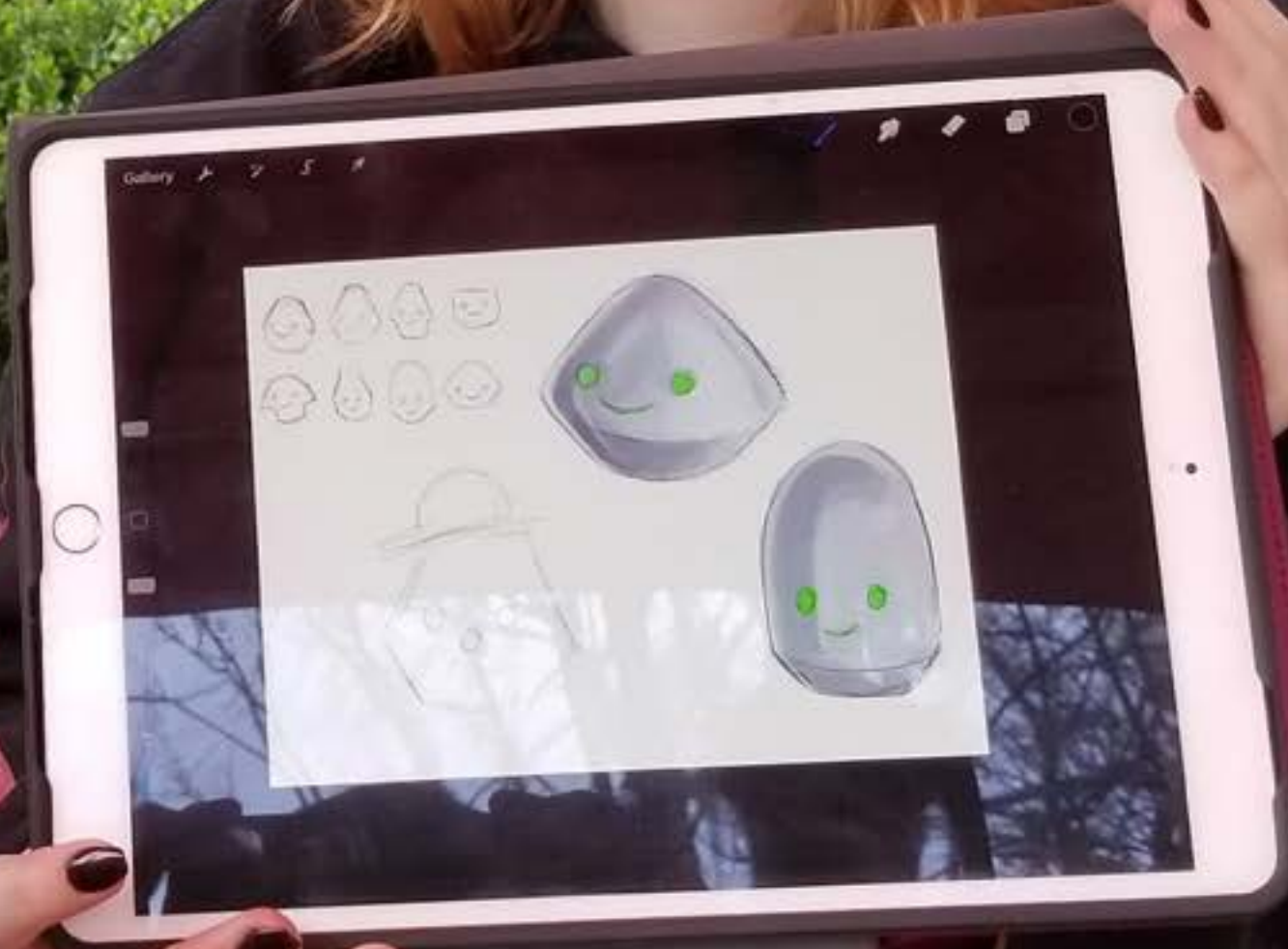
- Can he play music? Does it talk back?
- What’s inside of it? Can it be taken apart?

Age range: 3-10



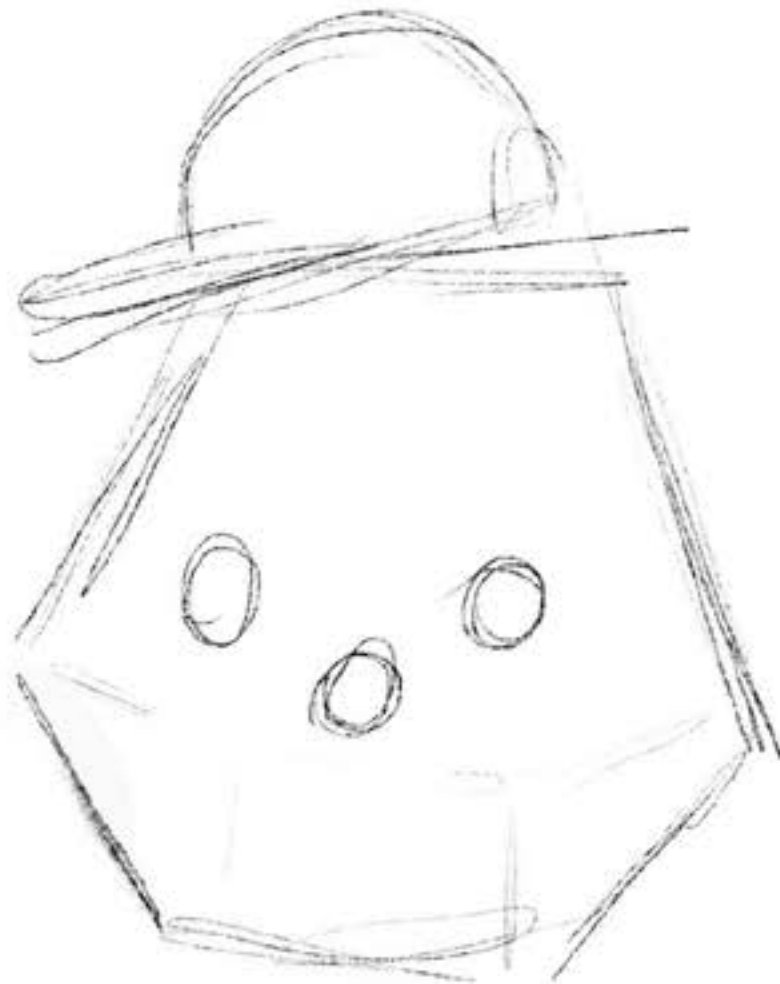
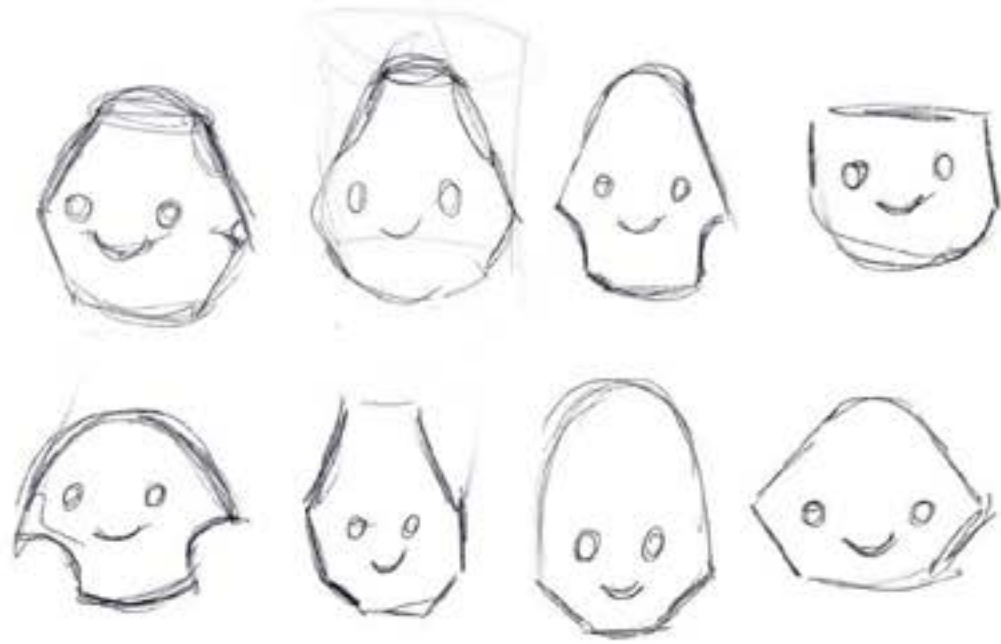


# Form Factor



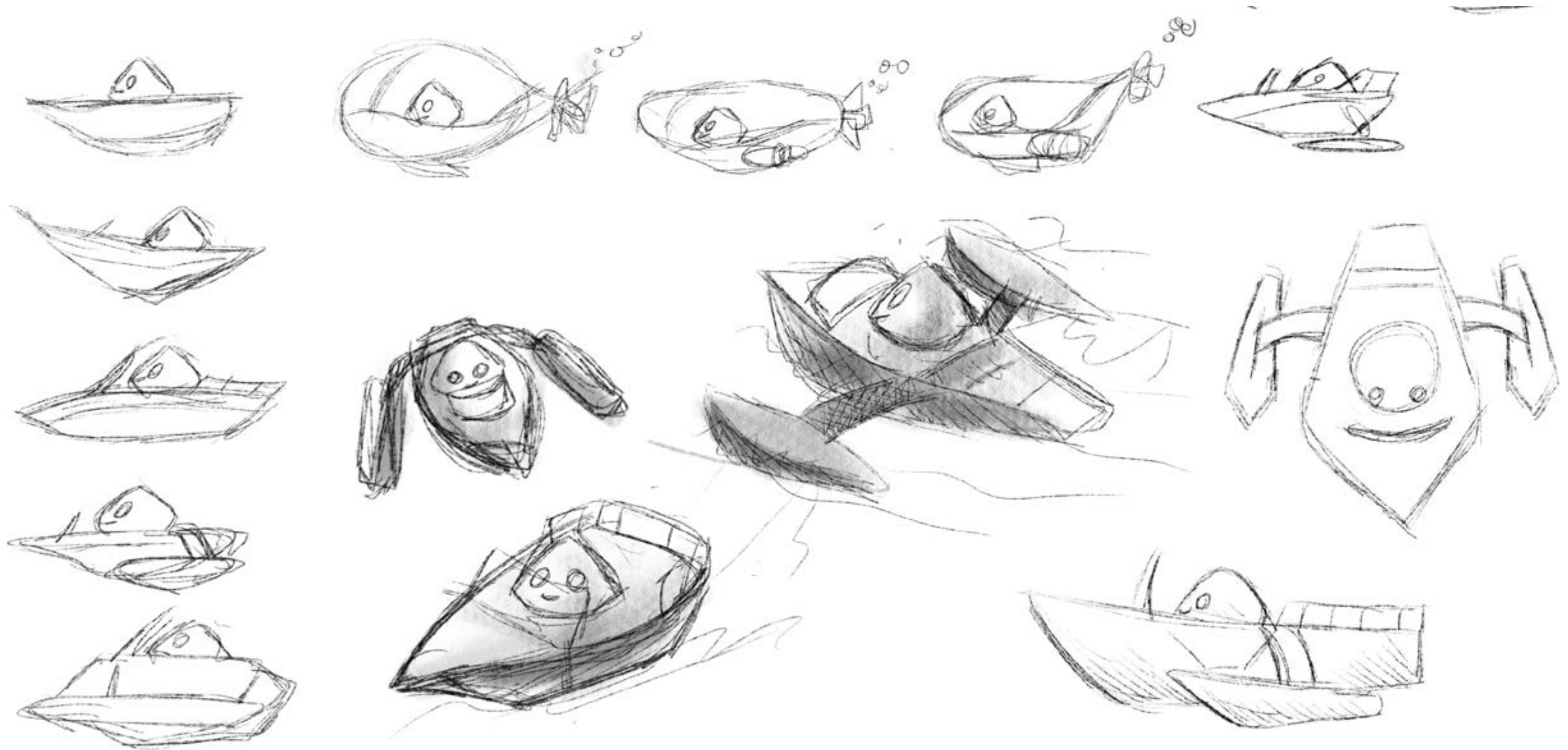


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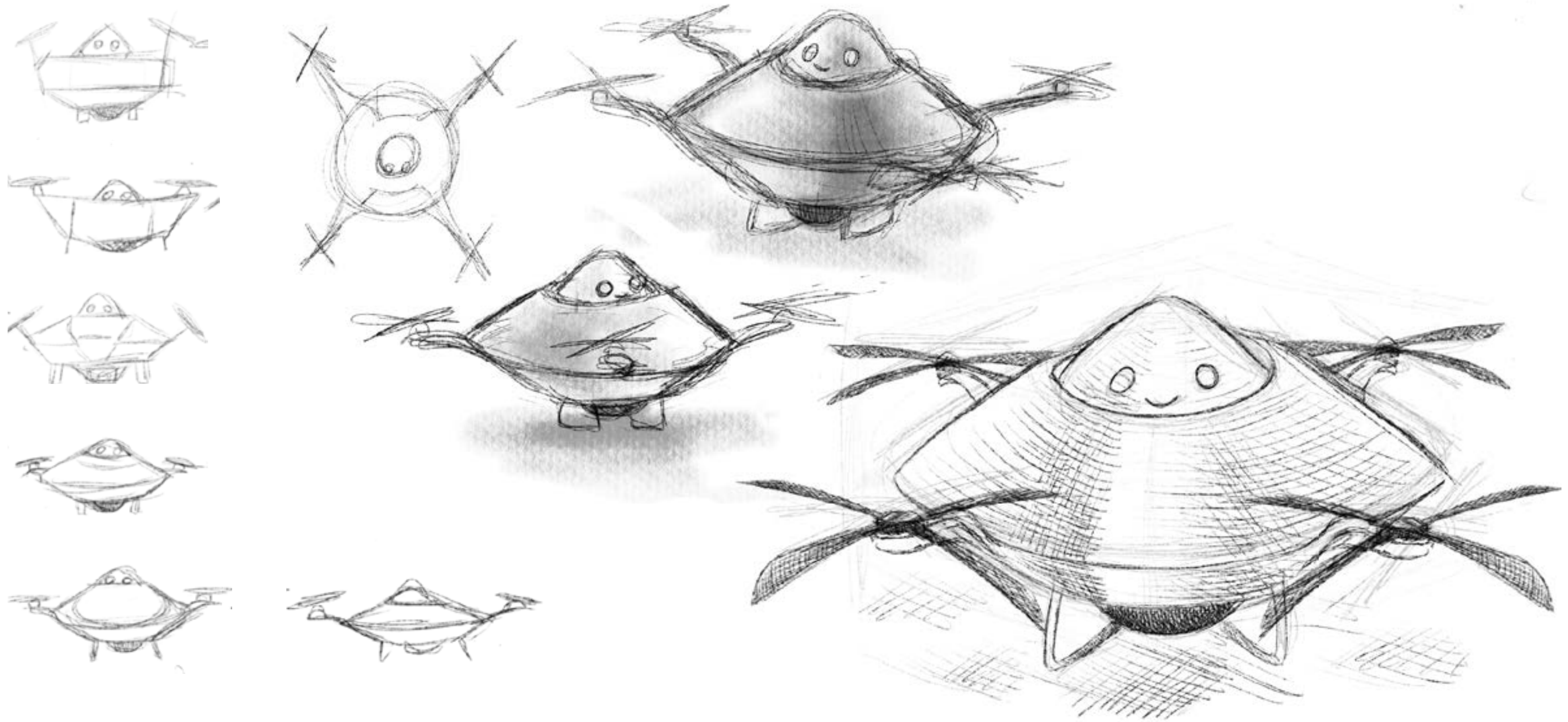




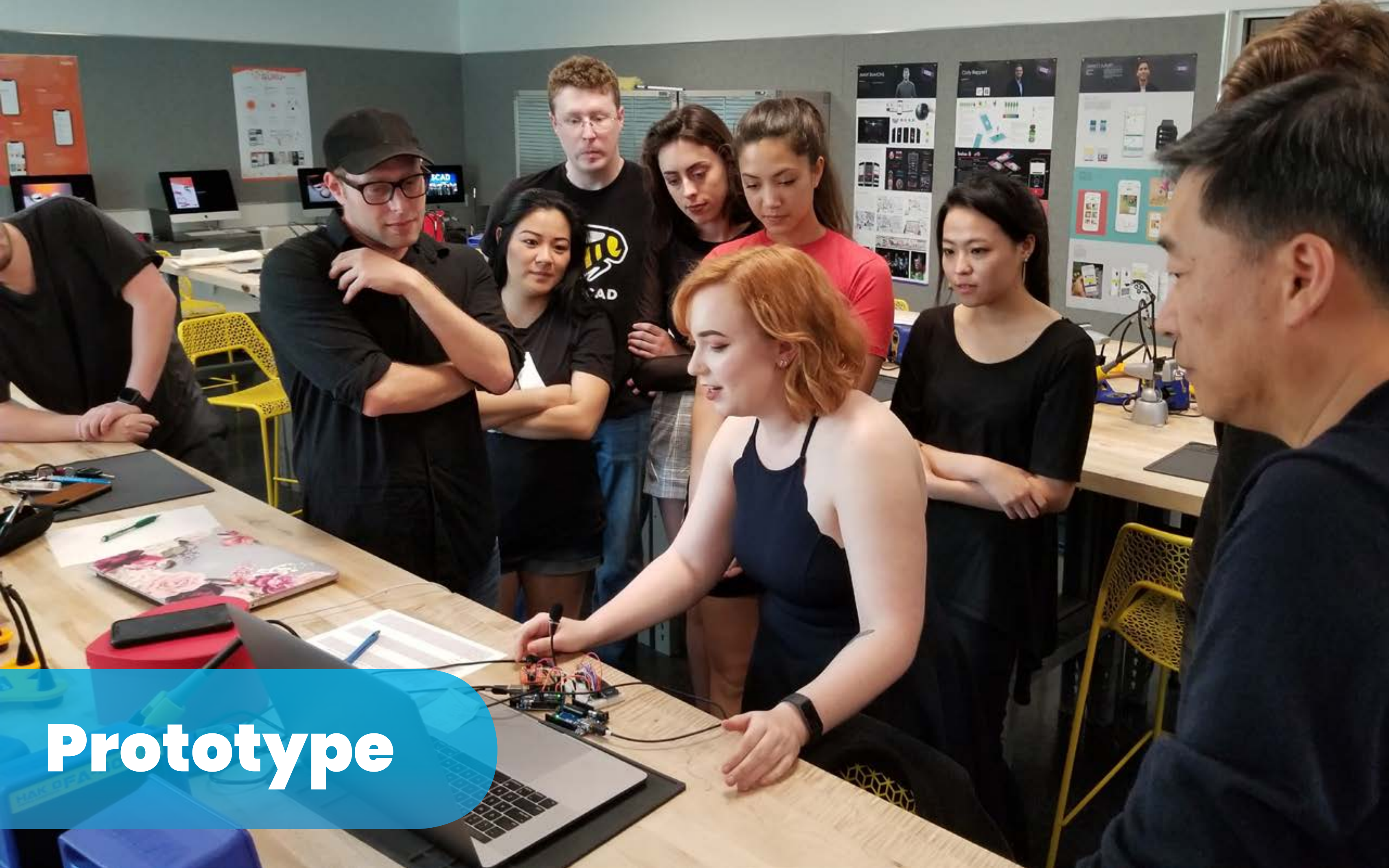
# Form Factor



# Form Factor



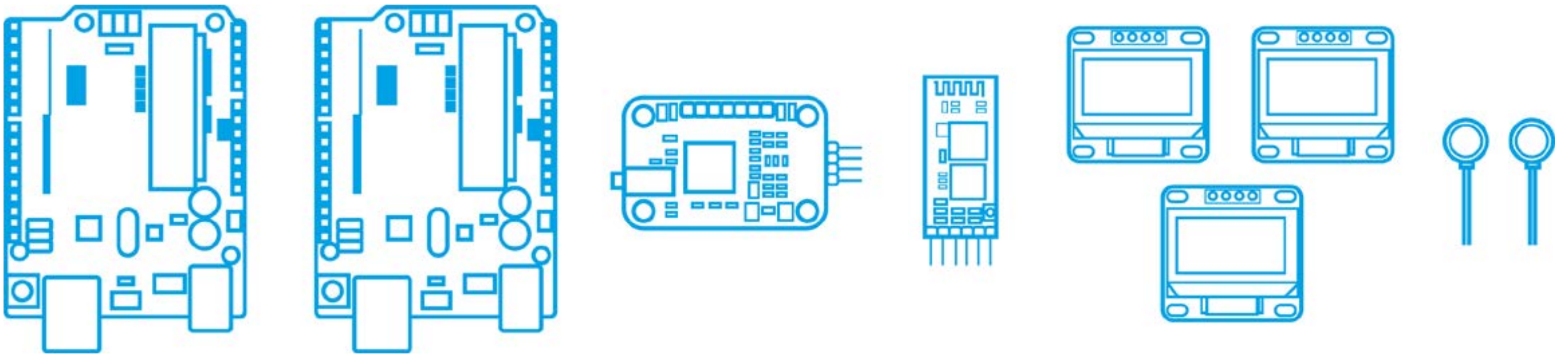




**Prototype**



# Prototype



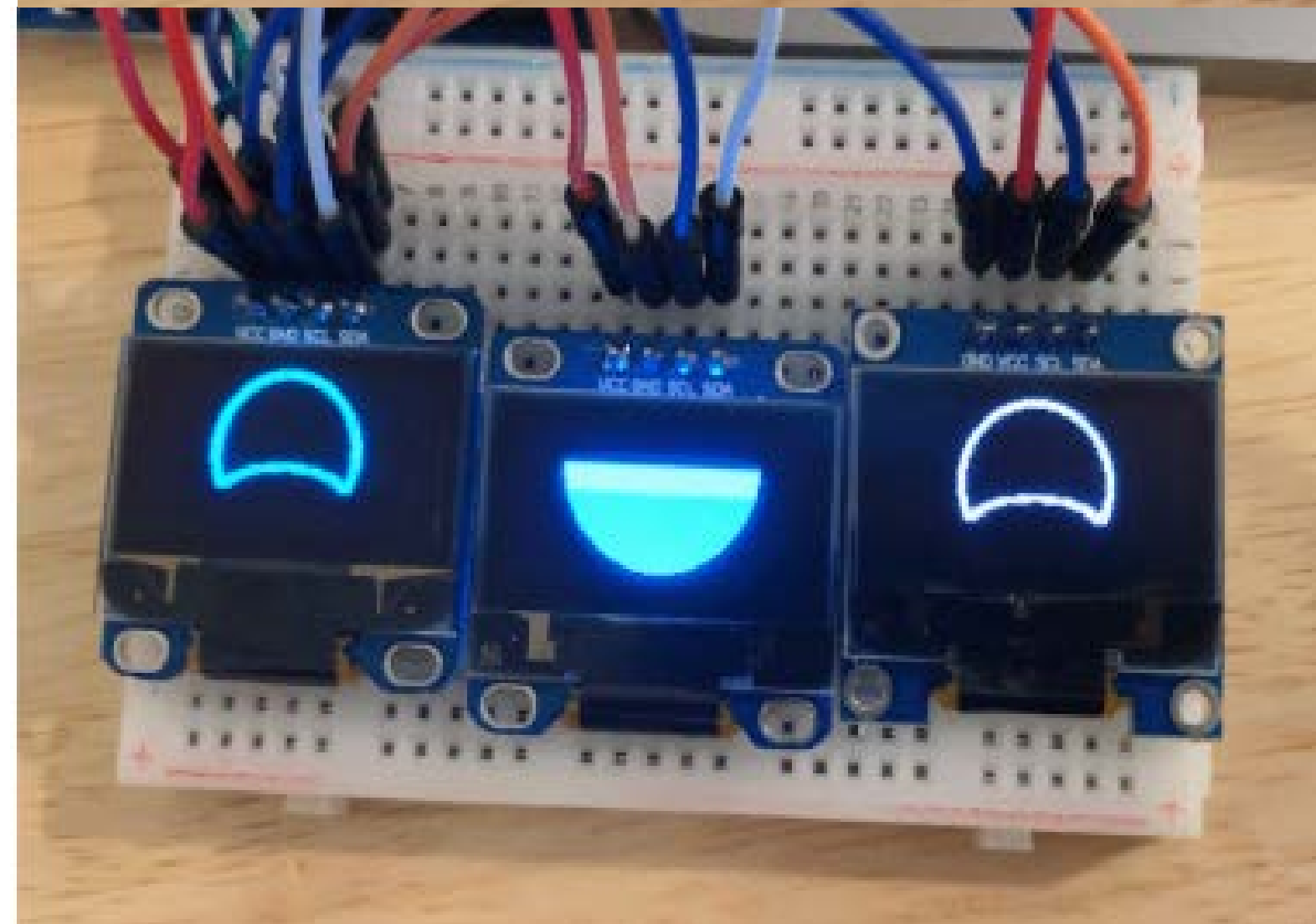
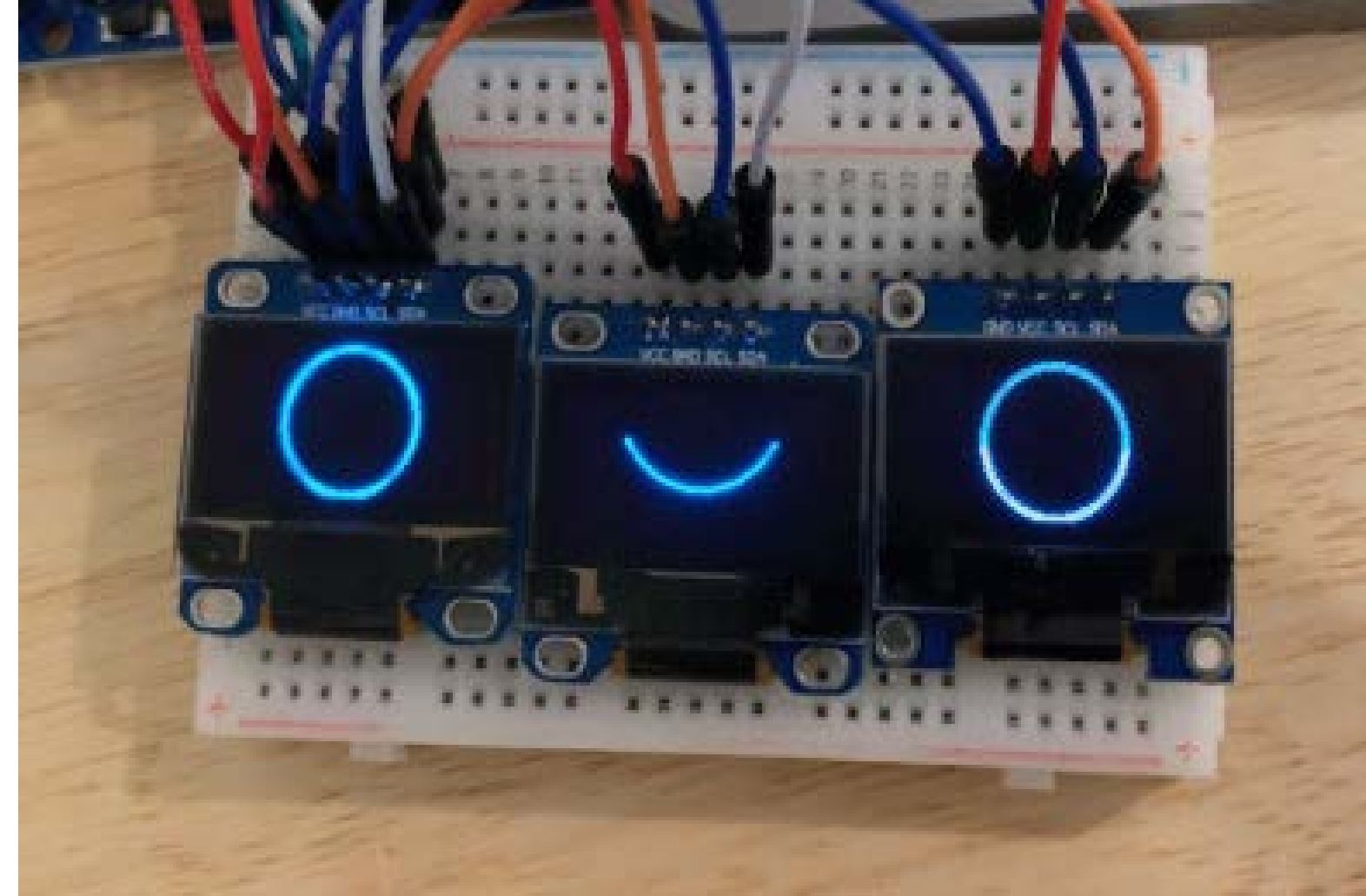
Felo's interior was designed and coded using arduino components.



# Prototype

*What can Felo do?*

- Hear your voice (Multiple commands, varied voice recognition)
- React to you (Fully functioning facial animations with vibrations)
- Connect to your phone



# App – Mid Fidelity

## Major Points

Navigation, hierarchy, content

## User Testing Feedback

“I’m just not sure what’s going on”  
(User 7)

“What is this supposed to be?”  
(User 9)



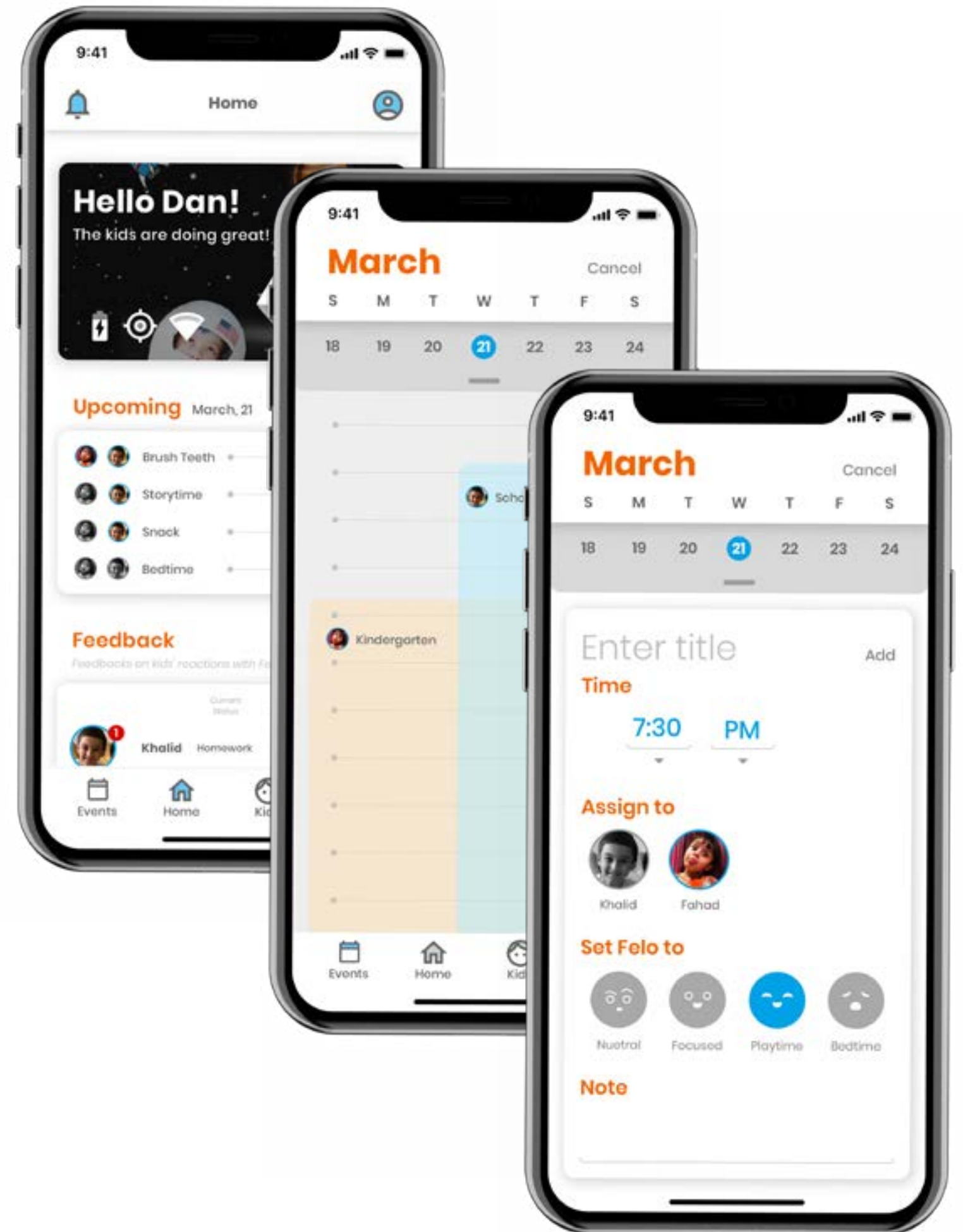
# App – High Fidelity

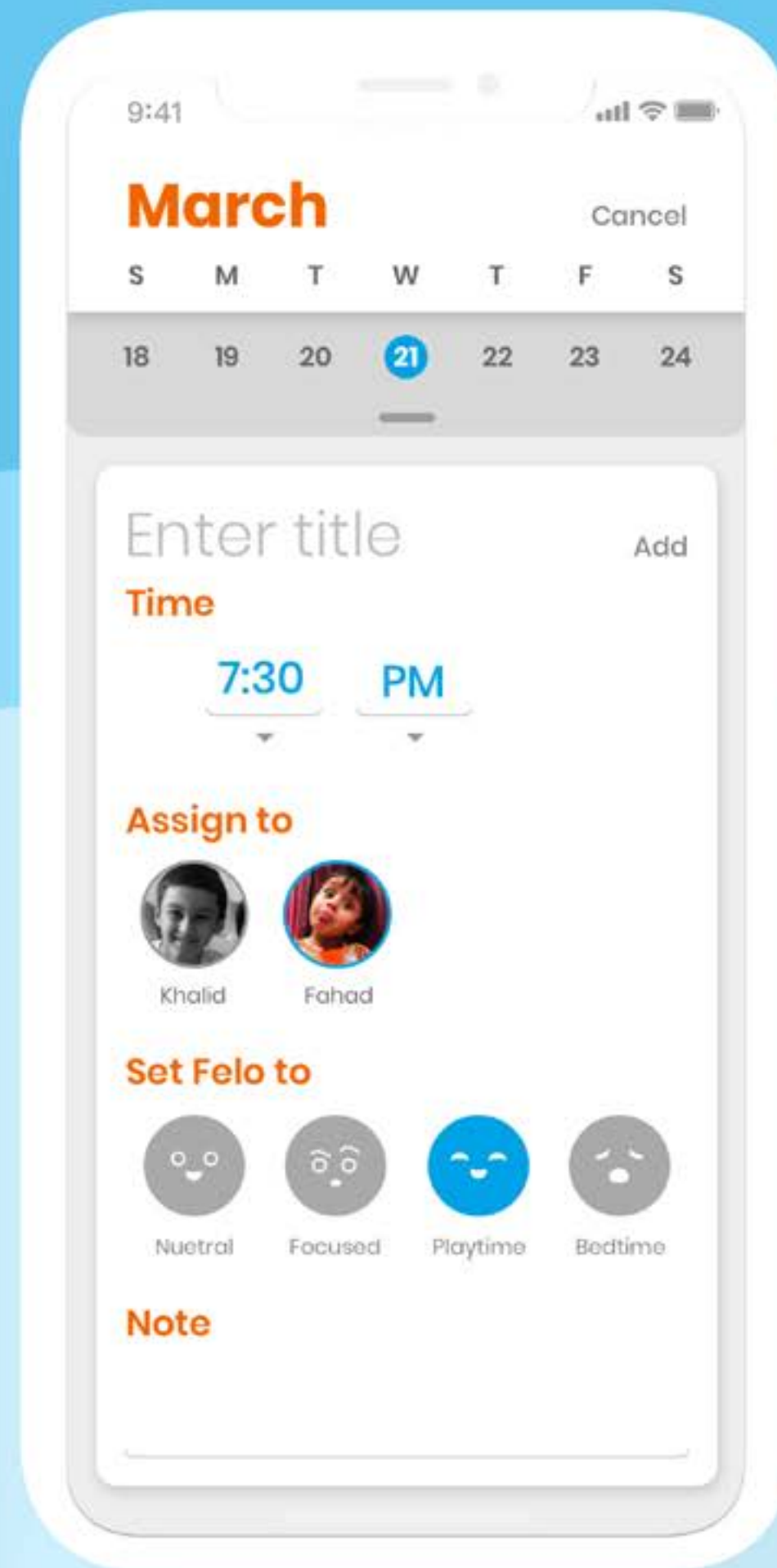
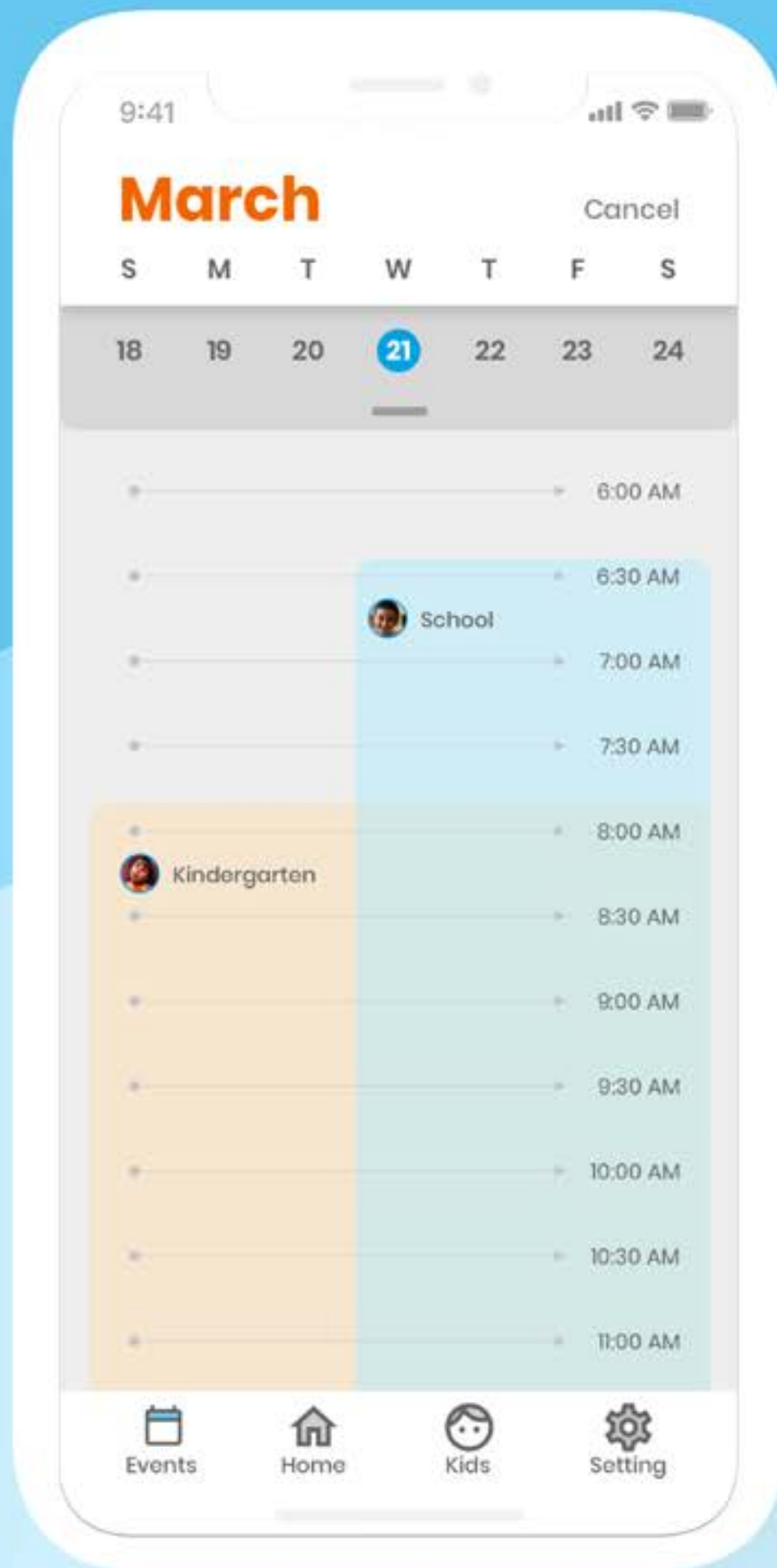
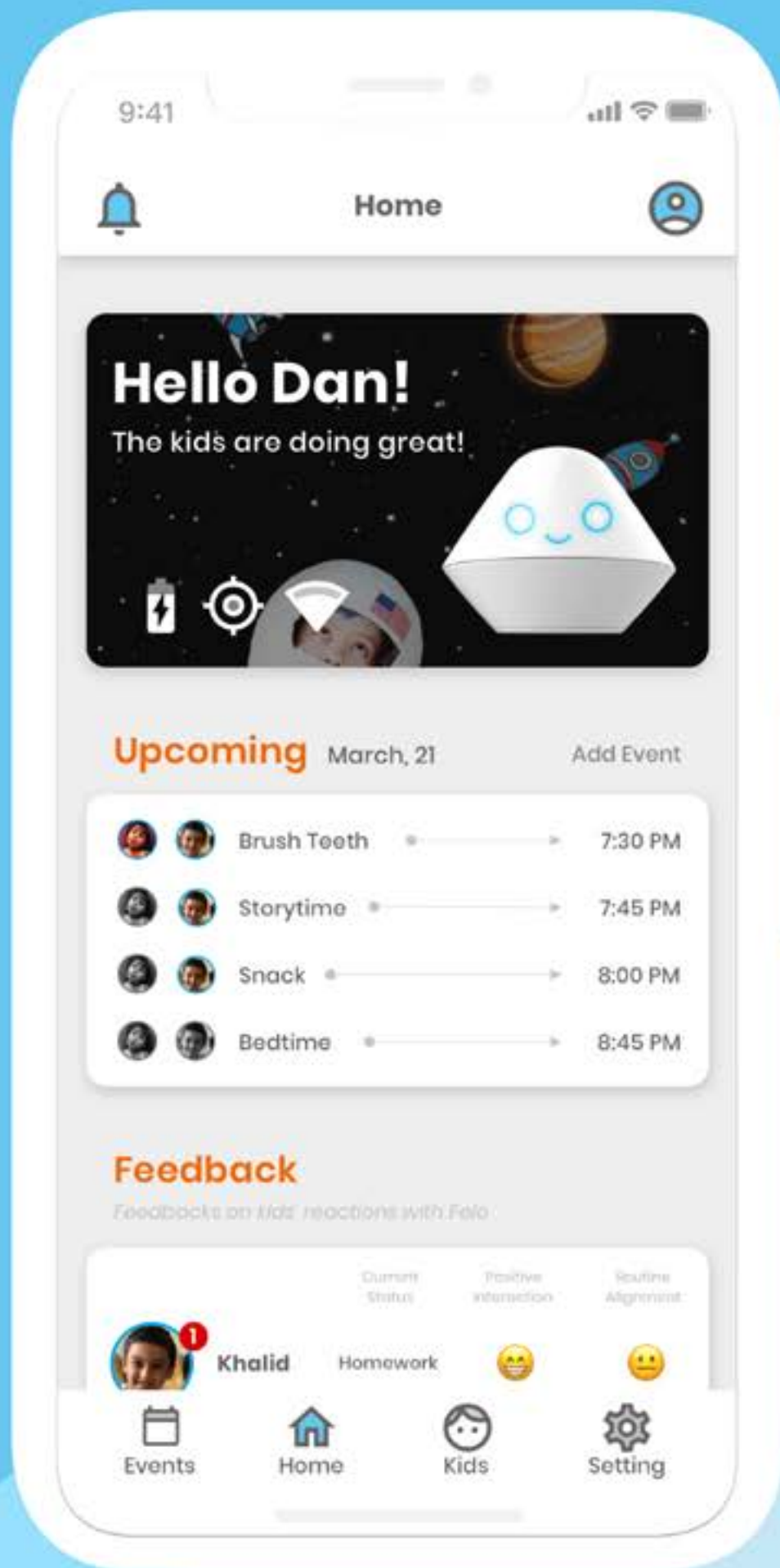
## Major Points

Main takeaways were aesthetic based and less on the intractability of the interface.

## User Testing Feedback

“The pure black icons are a bit intense.”  
(User 29)





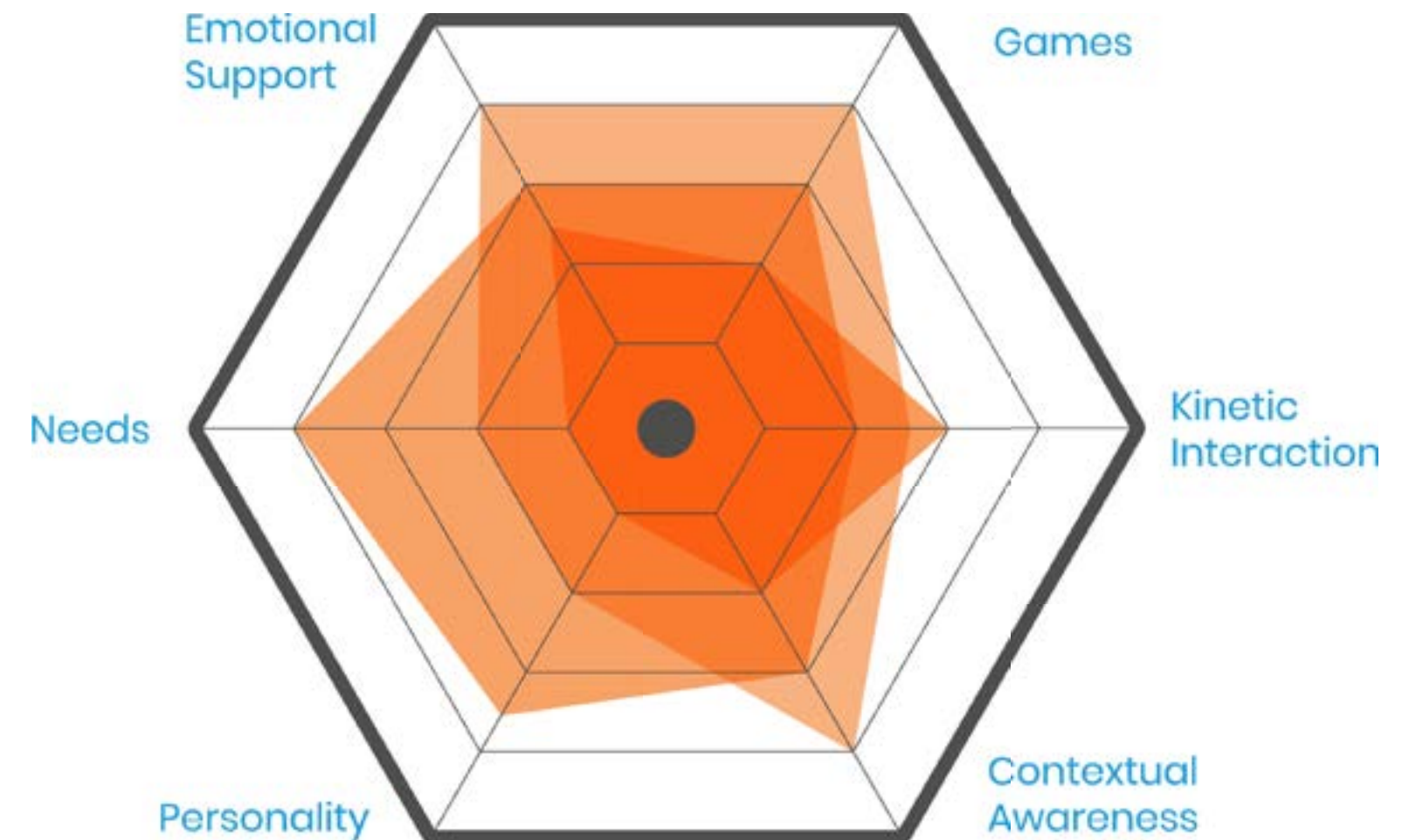


# Target Audience

- Not proficient
- Somewhat proficient
- Very proficient

Stages of Cognitive Development						UX Research Methods	Role of Felo
	1. Understanding the question	2. Retrieving information from memory	3. Formatting the answer	4. Evaluating the answer	5. Communicating the final answer		
<b>0-2 Years</b> Sensory-motor Intelligence	✗	✗	✗	✗	✗	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviewing parents</li> </ul>	<ul style="list-style-type: none"> <li>• Object of attachment</li> </ul>
<b>2-4 Years</b> Sensory-motor Intelligence	✓	✗	✓	✗	✓	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Interviewing parents</li> <li>• User testing w/ "playing" tasks</li> <li>• Small focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher of empathy</li> <li>• Motor development</li> </ul>
<b>4-7 Years</b> Sensory-motor Intelligence	✓	✓	✓	✗	✓	<ul style="list-style-type: none"> <li>• Qualitative interviews</li> <li>• User Testing</li> <li>• Small focus groups</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher of empathy</li> <li>• Motor development</li> <li>• Item of responsibility</li> <li>• Routine development</li> </ul>
<b>8-11 Years</b> Sensory-motor Intelligence	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Qualitative interviews</li> <li>• User testing</li> <li>• Small focus groups</li> <li>• Guided surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher of empathy</li> <li>• Item of responsibility</li> <li>• Routine development</li> </ul>
<b>11-15 Years</b> Sensory-motor Intelligence	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>• Qualitative interviews</li> <li>• User testing</li> <li>• Focus groups</li> <li>• Surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Item of enjoyment</li> <li>• Routine continuation</li> <li>• Responsibility continuation</li> </ul>

# Adaptable Functionality



At the earliest stages of development, Felo is a watchful companion. Children in this age group lack the ability to interact in a cognitive manner. Felo can be used to set tone, decorate, or relay information to parents.

Approaching 2 years of age, and into the late 3rd year children are able to understand questions, format responses, and communicate. Felo changes its behavior based on this change and is able to provide more services to the child. The child and Felo will be able to build a relationship. If Felo has been present in the child's environment before this time, it will use existing data models to shape interactions. And so on.





**Katie**

Age: 9  
Sensitive Child

**Biography**

Katie is very self-aware around her peers and lacks confidence to express herself in front of others. She is very passionate and craves close relationships.

**Motivations**

- Being accepted by her peers.
- Having a sense of community.

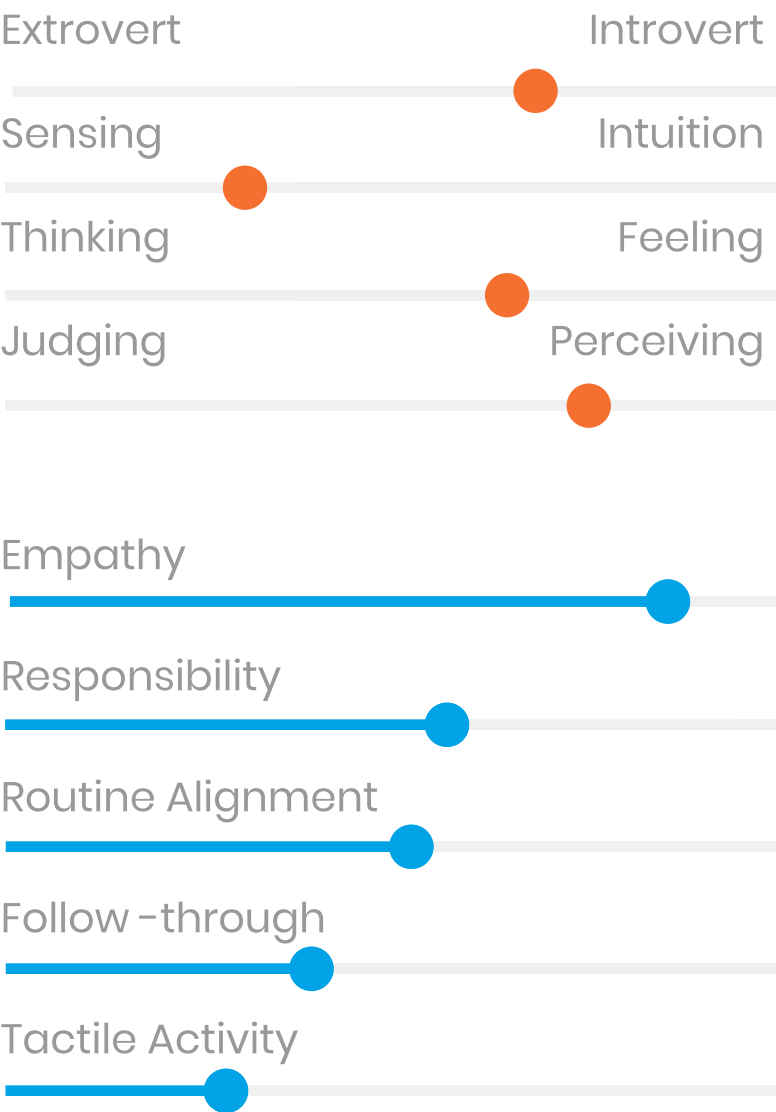
**Stressors**

Not being liked by others.

**Fears**

Being called on in class and not knowing the answer.

**Personality**



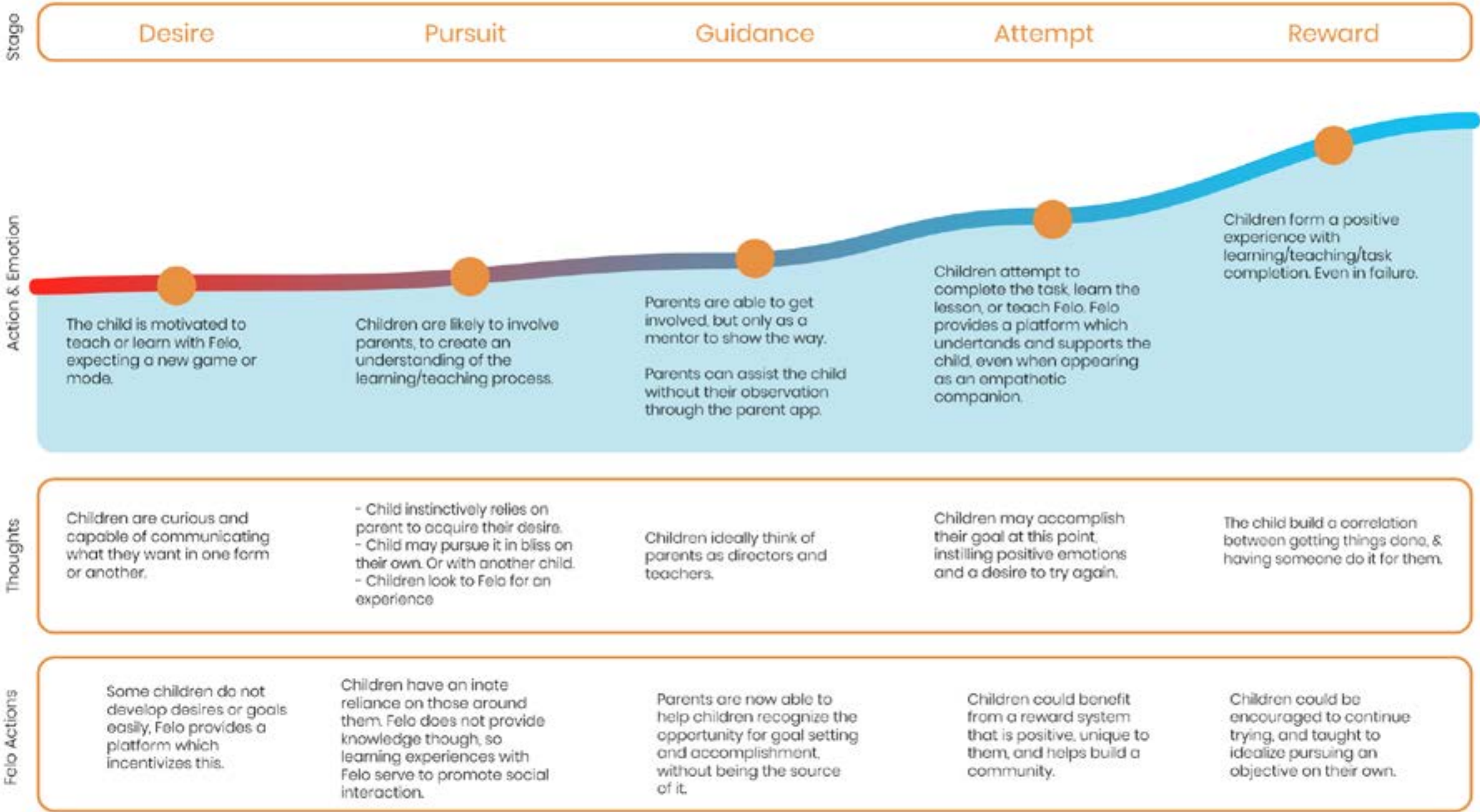


# User Journey



**Katie**

Age: 9  
Sensitive Child





Biography

Caleb is very exact and appreciates it when others takes his ideas seriously. Yet he can sometimes belittle others in fear of not being understood.

Motivations

- Be perceived as smart and competent.
- Being respected.

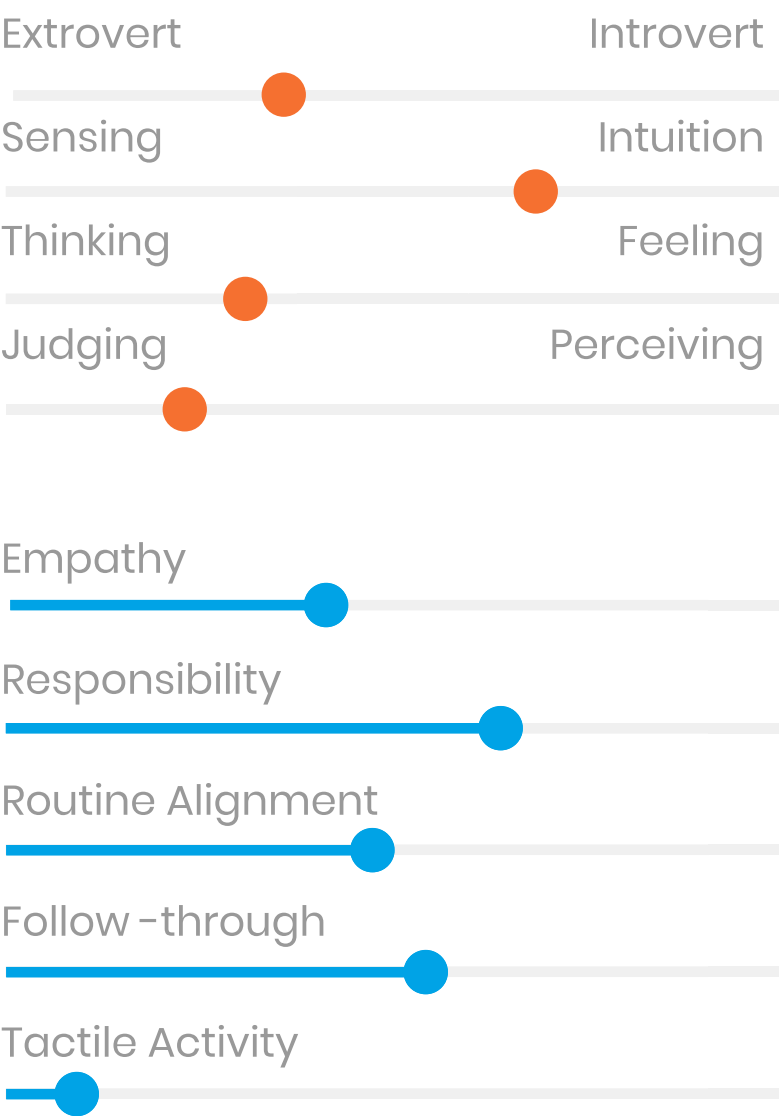
Stressors

Following rules made by adults.

Fears

Being belittled because of his age.

Personality



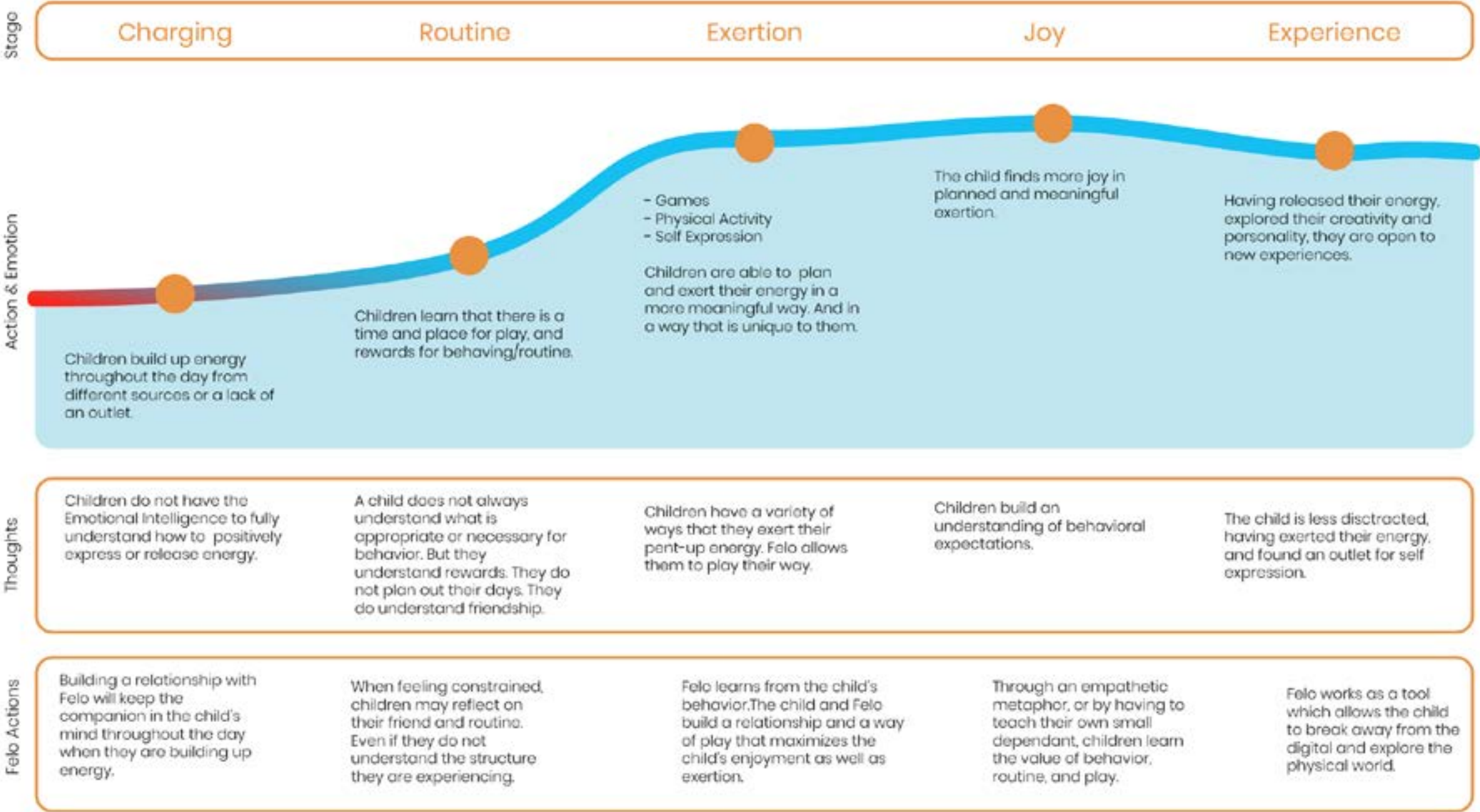


# User Journey

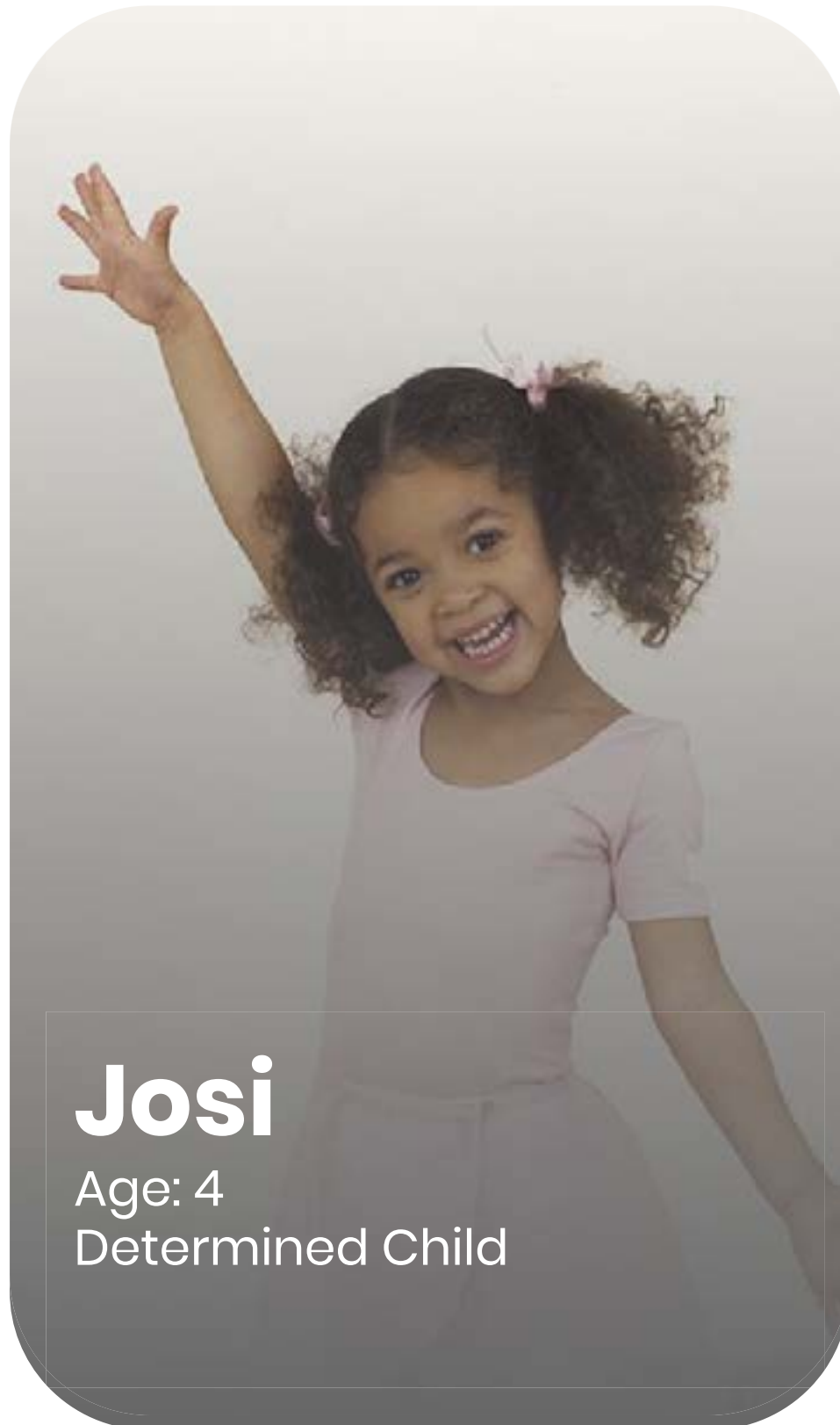


**Caleb**

Age: 7  
Serious Child







**Josi**

Age: 4  
Determined Child

## Biography

Josi is very active and is constantly finding new things to do. However, he is independent to a fault and will reject much needed help from others.

## Motivations

- Accomplishing goals on their own.
- Discovering new experiences.

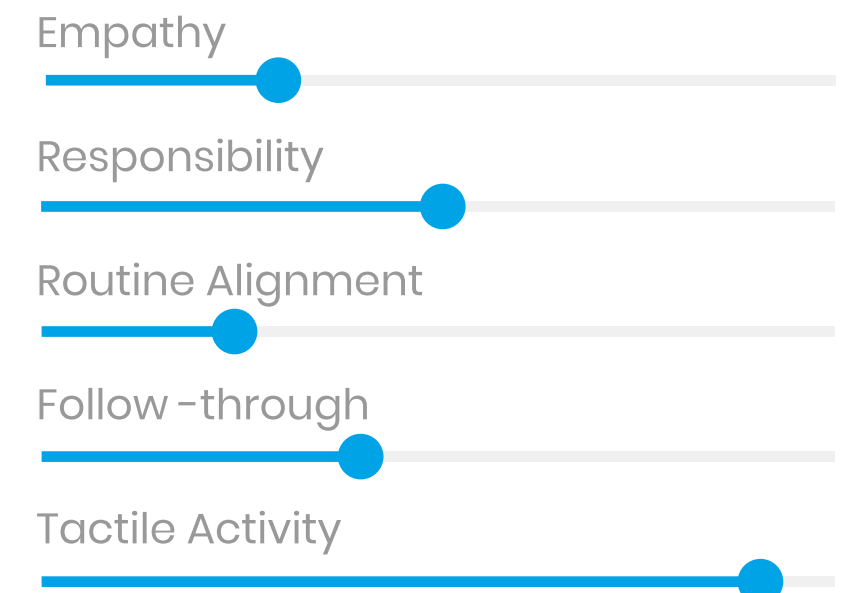
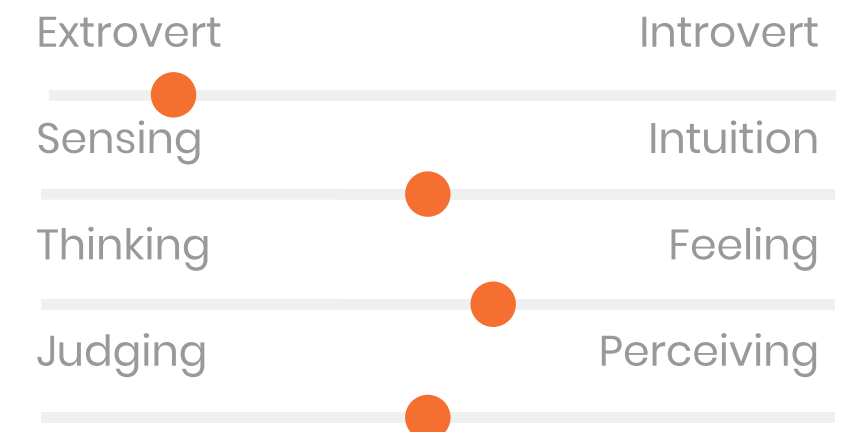
## Stressors

Having to sit still for long hours.

## Fears

Obstacles keeping them from their goals.

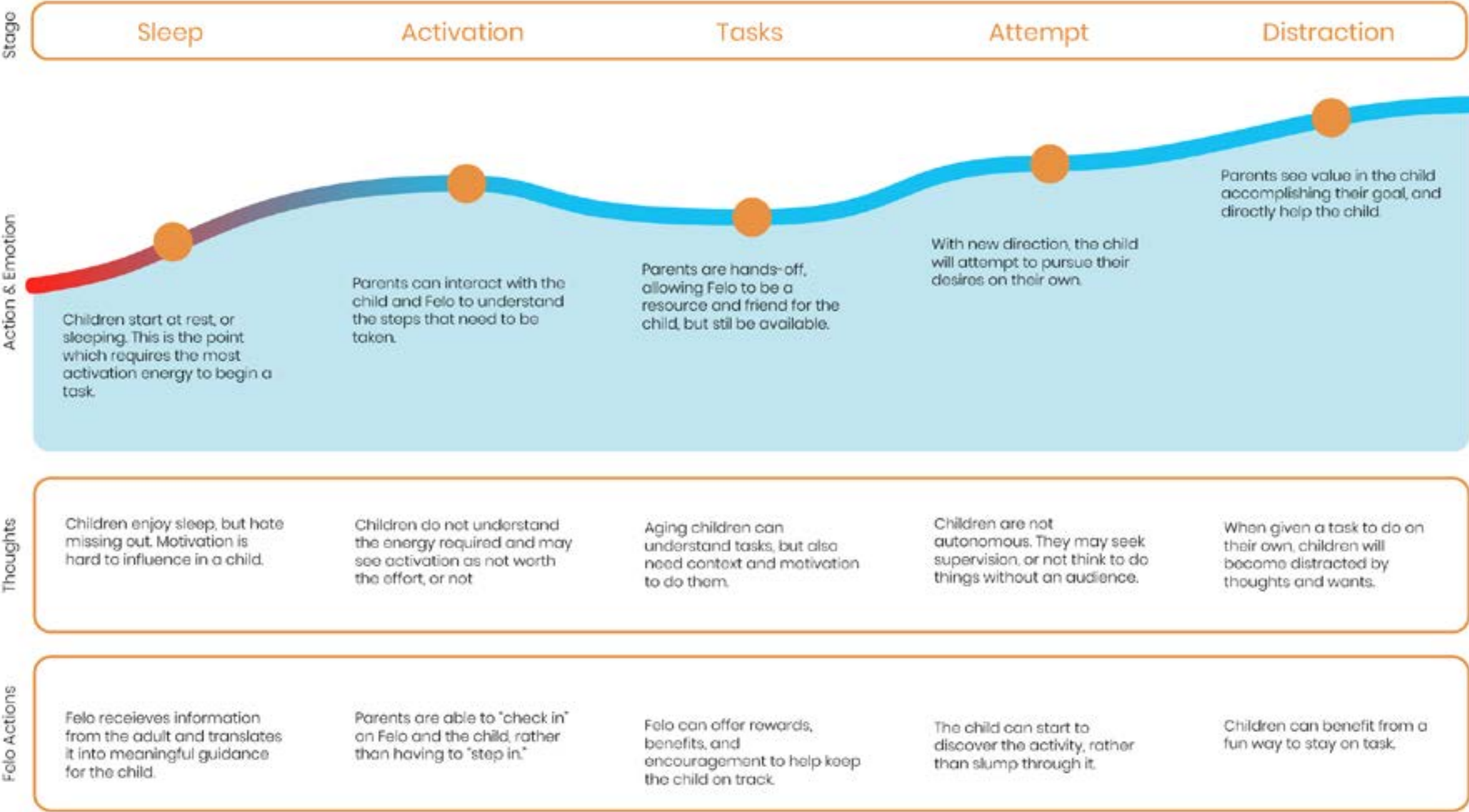
## Personality



# User Journey



**Josi**  
Age: 4  
Determined Child





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Website: **myfelo.com**  
Instagram: **@hello\_felo**





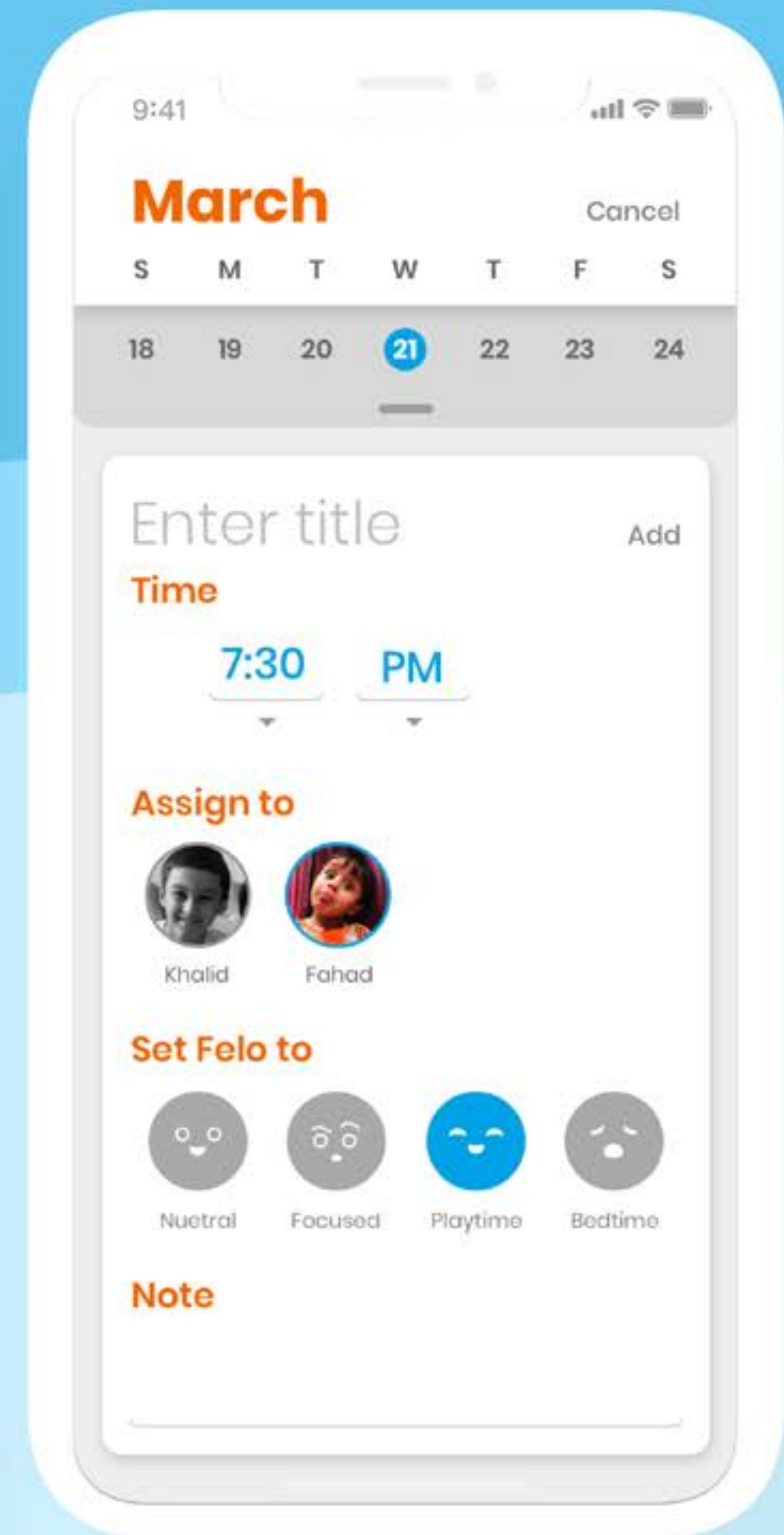
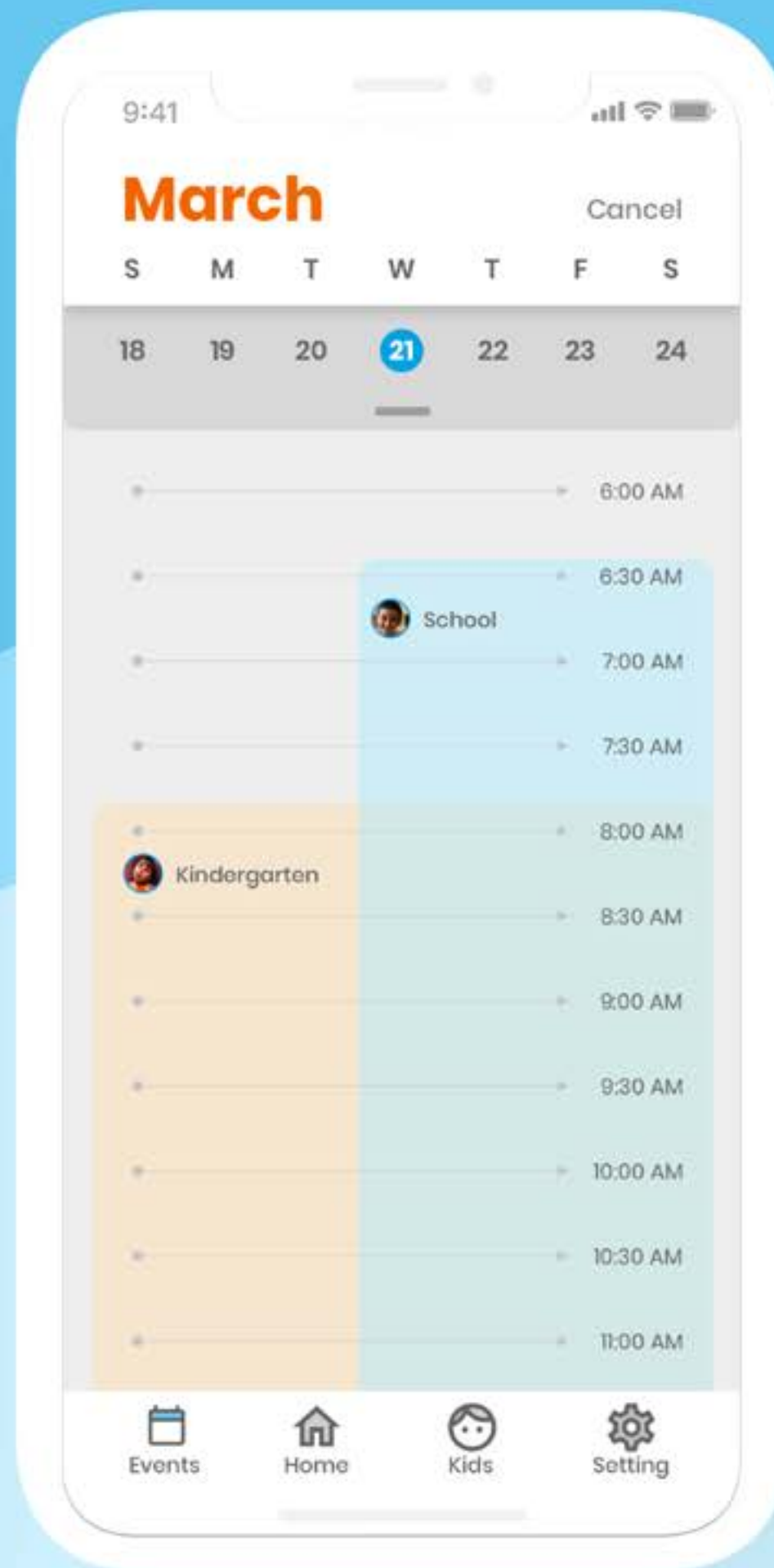
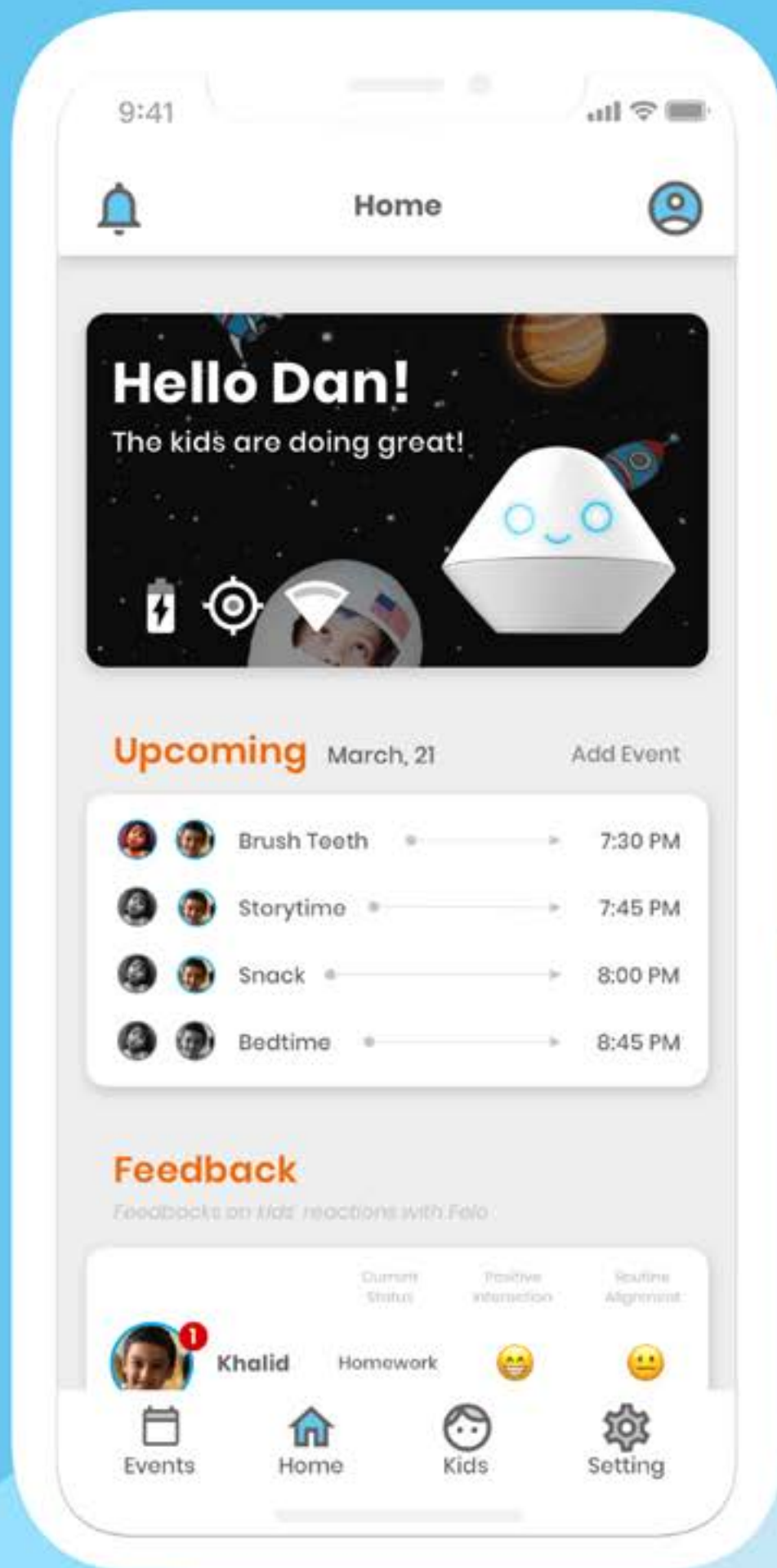
**Gallery**



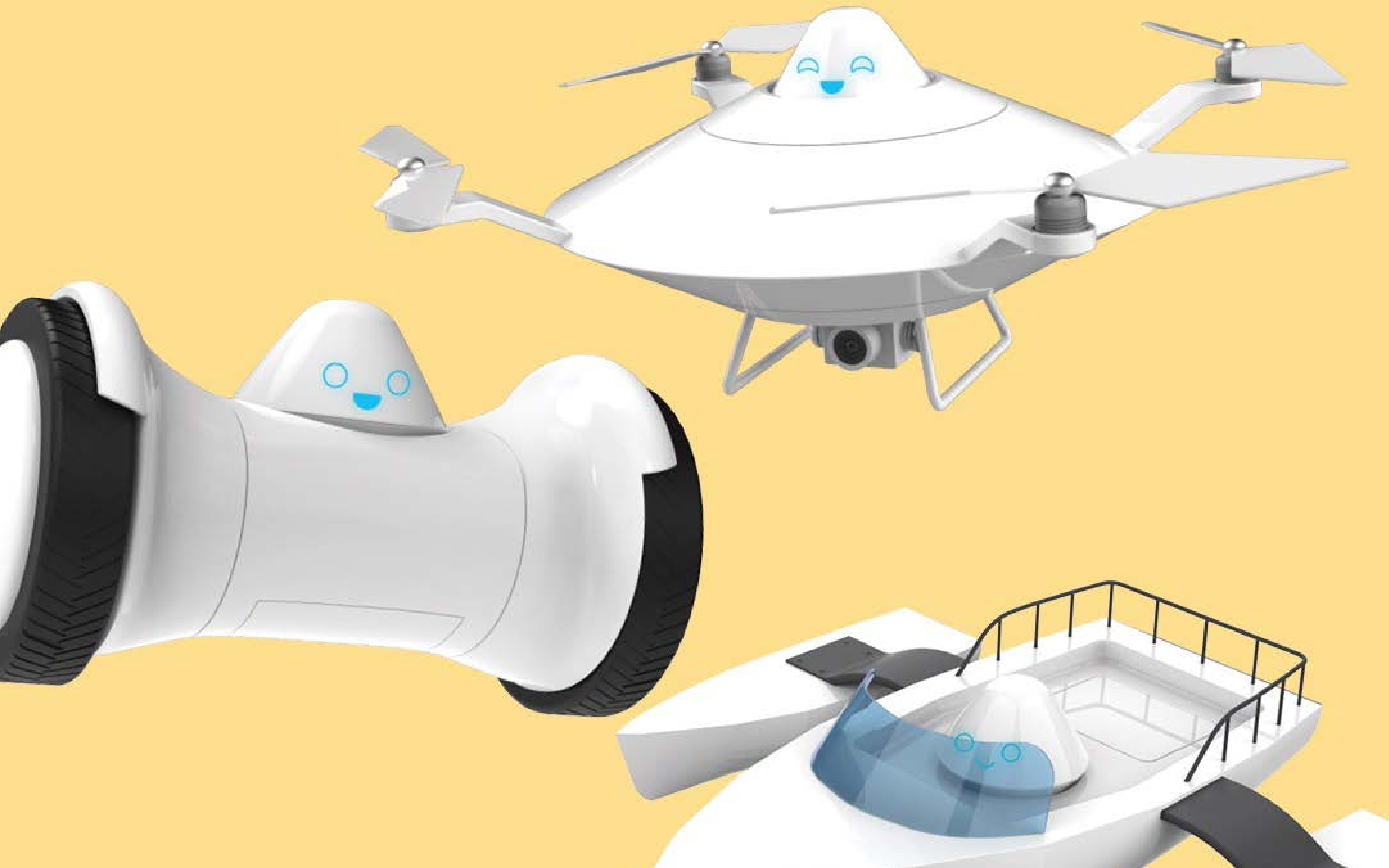




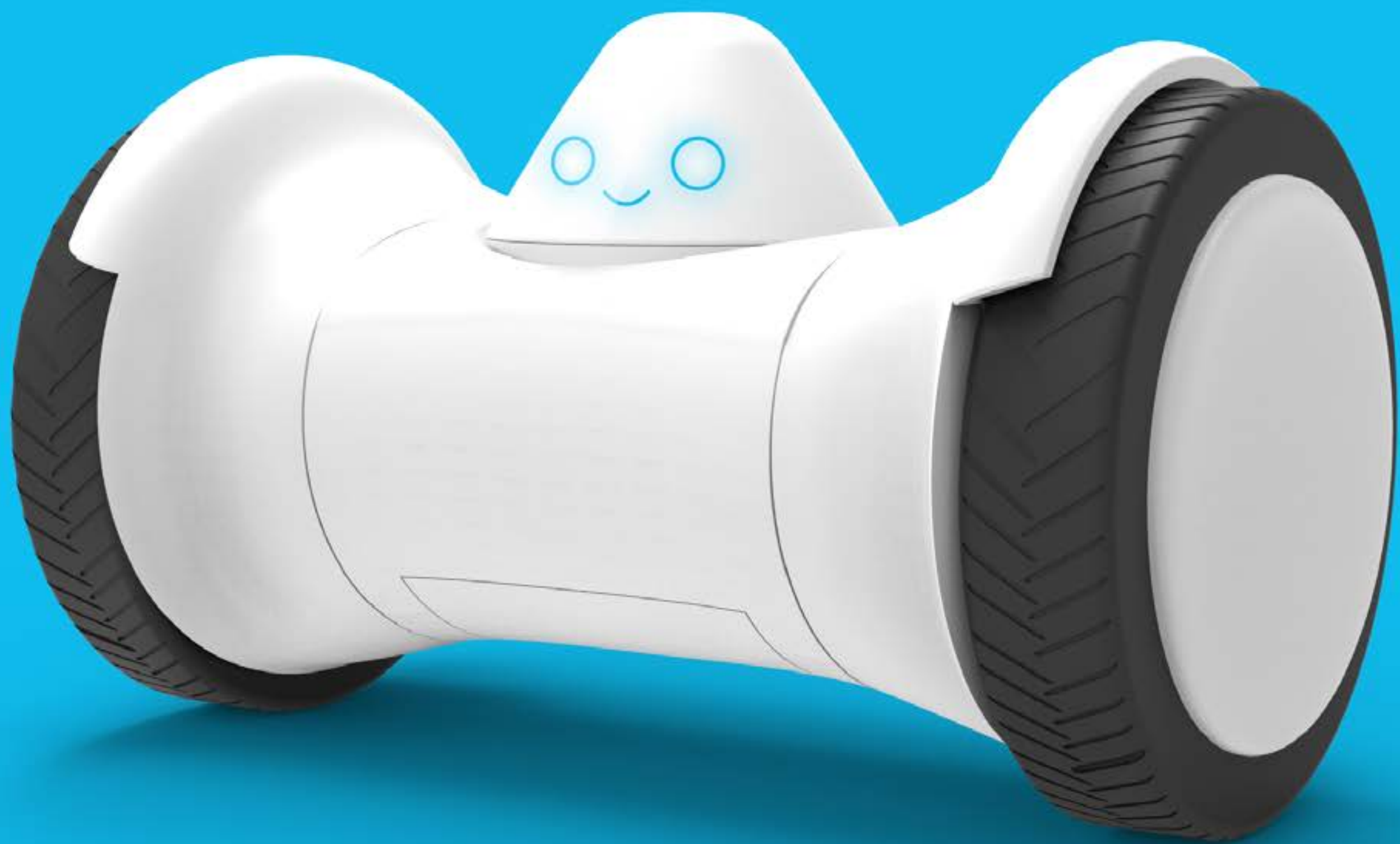














**Thank You.**