



**anemelo**  
AGAINST ONLINE PROMOTION OF UNHEALTHY FOODS



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# **A Minimum Viable Product definition for a socially relevant educational tech product serving youngsters**

**Onno Hansen-Staszyński**  
**Beata Staszyńska-Hansen**

# **THE CONTEXT OF OUR PRODUCT**

# PRODUCT CONTEXT

We need an **interpretation** of the world that surrounds us.

The definition of the context of our product is the answer to Erving Goffman's question:  
**“What is it about?”** (*frame*)

This frame will automatically define the **existing roles** within our context.

# “LIQUID REALITY”

Concept by Zygmunt Bauman.

We live in an world of **globalised ultra consumerism**.

Everything changes **too fast** for us to achieve reflection or understanding.

We must constantly be in **movement** (buy, consume, adapt to new requirements) not to slide down to the level of an asylum seeker, refugee or homeless person – we are ruled by **insecurity**.

# FRAGMENTED IDENTITIES

Outcomes of our own research.

The answer to the question: “Who are you until now?” by adults and especially by youngsters is **inconsistent and context sensitive.**

For youngsters their context sensitivity does not equal adapting an appropriate role per situation; it is a **change of identity** per moment.

Once this was seen as a **pathology**: an easily manipulable identity of a potential fascist follower.

# ALTERNATIVE ROLE

According to Bauman theoretically **resistance** against the “liquid reality” is possible.

Citizens are capable to resist by mastering skills that enable them to **interact with “strangers”**, such as:  
being able to cooperate, to negotiate, to make compromises, to decide, and to resolve conflicts.

# OUR PRODUCT CONTEXT

Frame

**Globalised ultra consumerism**

Roles

**Consumers in constant flux with a fragmented  
identity**

**Citizens resisting with soft skills**

# SOCIAL RELEVANCE

Our product is socially relevant  
if it supports youngsters  
**acquiring the role of citizens** with soft skills  
within the context of the “liquid reality”.

# **TECH PRODUCT SPECIFICS**

# TECH PRODUCTS

Tech products wage a **war for user attention** among themselves.

An important element in winning the war on attention is to link to **negative internal states** of users.

Products offer users an **agreeable way out** of these negative states (supporting the role of consumers) or **confront** users while being a cause for reflection (supporting the role of citizens).

# MVP CHARACTERISTIC 1

Confront youngsters and support reflection on their negative internal states.

Our implementation: focusing on **uncomfortable themes** for youngsters linked to their insecurity such as obesity, online profiling, and online friendship and love.

# MIXED REALITY SPECIFICS

# MIXED REALITY FOR CONSUMERS

AR and VR can provide a way out of negative internal states of user groups by using their confirmation bias.

AR and VR can offer **sham security** in the “liquid reality”: deep fakes that support the “imagined reality” (Yuval Hariri) of a group.

By supporting “imagined realities”, AR and VR are capable of **polarising and isolating** groups of consumers.

# MVP CHARACTERISTIC 2

**Counteract against group polarisation and isolation using mixed reality even though the technology improves/ replaces reality.**

Our implementation: using the mixed reality to **confront** dominant “imagined realities”.

# MIXED REALITY FOR CONSUMERS (2)

Mixed reality can also offer individual consumers a way out of their negative internal states.

Improving/ replacing reality: f.i. a selfie filter “live” transforming faces into ideal faces causing loneliness.

Replacing contact with others: offering an alternative for complicated human contact (ELIZA effect) causing greater loneliness and less need to interact with “strangers”.

Entertainment: games like Pokemon or Ingress – leading to improved skills to cooperate with “strangers” (Marc Palaus et al.)

# MVP CHARACTERISTIC 3

Offer entertainment under the precondition that it leads to improved skills to cooperate with “strangers”.

Our implementation: offering a mixed reality game to classes, and not individual students, in which students need to **communicate** with one another and need to come to a **joint decision**.

# **GENERAL USER SPECIFICS**

# CONSUMERS' SELF-IMAGE

The most important negative internal state for consumers within the “liquid reality” is their **negative self-image.**

Products only temporarily improve the self-image of consumers – they function as short breathers.

The negative self-image is amplified by our confrontations with the mirror: our mirror image is even less pleasant than our self-image.

Social media further amplify our negative self-image: confrontation with the perfect lives of others leads feelings of permanent failure and sometimes to depressions.

# CONSUMERS' REACTION

According to the theory Objective Self Awareness (OSA) confrontation with our self-image in mirrors leads to **conformism to the dominant norm** of ideal self-images, hence duck faces and upper legs pictures on vacation.

# SELF-IMAGE FOR CITIZENS

A current within the OSA theory offers a way out of conformism as the only outcome of our confrontation with the mirror.

Offering a **non-realistic mirror** leads to the situation in which the mirror and not the self-image is assessed negatively.

In the case of a non-realistic tech mirror this leads to **reflections** on technology and manipulation while the self-image remains unharmed.

# MVP CHARACTERISTIC 4

**Confront users by means of a non-realistic mirror.**

Our implementation: taking the **faces** of a student, a teacher or the whole class as the focus of the game and changing or decorating these faces during the game in an **absurd** way.

# **YOUNGSTERS IN EDUCATION SPECIFICS**

# ADOLESCENT BRAINS STILL DEVELOP

A transfer of information does not always work.

Big emotions as a rule win out over calm thinking.

Negative internal states lead to isolation or attention seeking, not to reflective communication.

Teachers are less accepted as authorities: adults have become less important than peers.

# MVP CHARACTERISTIC 5

**Provide a mental short-cut as a projected learning outcome of the experience.**

Our implementation: on obesity – greedy adults want to manipulate you out of your money; on online profiling – you can't take back information; on online friendship and love – everybody is struggling.

# SUMMARY

# OUR MVP DEFINITION

**Confront youngsters and support reflection on their negative internal states.**

**Counteract against group polarisation and isolation using mixed reality even though the technology improves/ replaces reality.**

**Offer entertainment under the precondition that it leads to improved skills to cooperate with “strangers”.**

**Confront users by means of a non-realistic mirror.**

**Provide a mental short-cut as a projected learning outcome of the experience.**

# OUR PRODUCT

A mixed reality game

For the whole class

On an uncomfortable topic

In which dominant “imagined realities” are being challenged

In which a mental short-cut is presented as a learning outcome

In which students need to cooperate

In which students’ faces are the focal point

And these faces are changed in an absurd way during the game.



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## Contact

**onno@ezzev.eu**  
**@onnoh (twitter)**  
**onnohansen.nl**