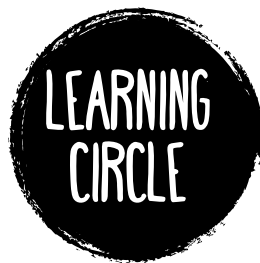


CLOSING THE SERVICE GAP

DESIGNING NEW SUPPORTS FOR MIDDLE-AGE KIDS IN LOTHERTON



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Pain points & Segmentation

Our pain point

Our starting point: *Too many middle age kids, age 6-12, are not engaged enough after school. This is a problem for kids, their parents, and their grandparents living in Lotherton.*

After talking with all user groups we revised our pain point: *Too many middle age kids spend too much time at home on the computer without engaging things to do. And: Too many parents and grandparents are concerned about their kids not engaging in enriching activities, with few supports for their homework, , but don't want them leaving the community.*

Meet 'Skilled Insiders' Kiki & Gavin

"I feel very guilty that I can't provide enough alternatives for my daughter because she is gifted. Yes, my daughter is doing well now, but do I have enough resources to support her to get where she wants to go."

Kiki and Gavin came to Canada from China about 15 years ago. They have been living in Lotherton for more than 10 years. They have three kids: 12, 7, and 2 years old. Kiki works long hours in a factory. Gavin has been looking for work for a long time, and ends up doing odd jobs to make ends meet. Their 12-year old, Dana, would love to learn as many things as she can - from piano to chess - but because her parents are working, she has to pick-up her younger sibling after school and be his babysitter. Kiki and Gavin would love for their older kids to be engaged in enriching things to do, but they simply don't have time to take them anywhere. For activities to work for Dana, they would also have to be inclusive of her younger brother.

Segmentation (parents & grandparents)

	More focused on skills	More focused on fun
Want activities inside the community	<u>The skilled insiders</u> Parents & grandparents who want their children to build skills inside of their own communities. Children, meanwhile, are less interested in building skills and more interested in stress-relief.	
Want activities outside of the community		

How did we get to know people like Kiki & Gavin?

We talked to more than 50 kids, parents, and grandparents. Over the course of our research we used different techniques:

- > We set-up a table in the lobby of an apartment complex, and created an interactive poster with projective prompts of possible activities.
- > We engaged parents and grandparents in a group setting.
- > We held chats with youth, using pictures to hear about how they spend their time.
- > We used prompting questions over social media to gather ideas.



Ideas & prototyping

Three ideas for Skilled Insiders

Pass it on!



A storytelling event where older and younger kids create videos, podcasts, poems, and written stories about their favourite after school escapades that they share with others as aspiration.

Chat & Do

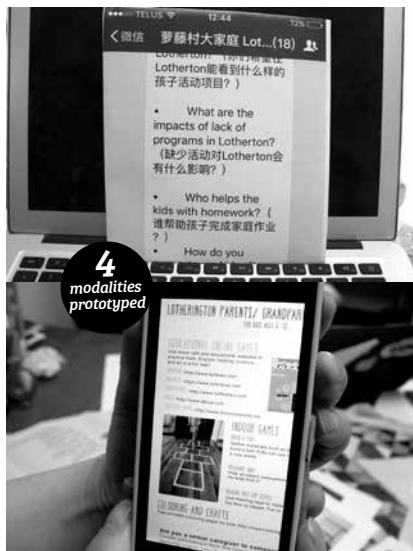


Using WeChat and other online platforms for parents and kids in Lotherton to swap ideas of things to do, and can set-up after school activities with another.

Hot tips



Engage older young people in Lotherton to create a regular newsletter with 'hot tips' of educational games and creative things to do for middle-age kids and their families.



Prototyping a 'Hot Tips' newsletter

How will kids and parents respond to a 'Hot Tips' newsletter, with content compiled by older young people? Will they open it? Will they try anything they read? What other types of content would be engaging and enable kids to do enriching things after school?

We tried sending four versions of the 'Hot tips' newsletter:

- > A serious email with the Hot tips attached
- > A fun email with the Hot tips attached
- > An informal text via WeChat
- > A hard copy of the newsletter distributed at a group event

So far the informal text has yielded the most responses, including "I'm going to ask my kids to try this game"

What's next?

Tensions we couldn't resolve...

We worried about raising expectations in the community by generating ideas, and not having the resource to take forward all of those ideas.

We loved the learning circle, but we felt we couldn't contribute as much time and effort because of our work schedules.

How can we continue to prototype, after the learning circle and really try out more supports for middle-age kids in the community?

What are we taking away ourselves?

New network

We made really positive connections with our fellow learning circle members, including the Middle Years Strategy team, which was really relevant for our work.

About generating ideas

We learned very practical ways to come up with fresh ideas that we can apply to our practice.

Future opportunities

Incorporating some of the tools around idea generation in our work meetings and team activities.

About outreach:

New ways to do community outreach and talking to people. We found some very concrete ways to have fresh conversations with people, and reach to hear from different perspectives.

About complacency.

We learned the value of taking risks and constantly being creative in our work. It really is for the benefit of the communities and families we work with to always be trying to find out if there are better ways to provide services