**Prototype validation process (gathering business intelligence)**

The validation process (below) is to help students think about how they can receive feedback and record results on their prototype in order to use this data and make decisions on whether to persevere, iterate or pivot. This process is used in conjunction with questions that need to be developed to extract information from the user.

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| **Problem -** Students struggle with Mental Health and need to be able to talk | **Solution -** Creating a space in schools through partnering with mental health organisations that give students a space to talk |

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| **#** | **Objective** | **Interaction type** | **Customer**  **segment/s** | **Assumption/s** | **Criteria/ key metric set** | **Capture finding** | **Result**  **(persevere, iterate or pivot)** |
| **1** | Observe ease of  accessibility and  functionality of  prototype | Observation and questionnaire | Customer segment 1: teenagers at school between the ages of 15 and 17 | 1. The wireframe prototype is easily accessible | * At least 70% found the accessibility easily |  |  |
| 1. The wireframe prototype is easy to use | * At least 60% can navigate the wireframe without help |  |  |
| **2** | What are students going to do when they get to the room? | Interviews?  Perhaps targeted  through  counsellor?  Focus Group | Teenage  girls | Students will access the room | known sufferers of mental health would be willing to access the space - 80% takeup | Hypothetical take-up of 50% | Find reasons why - don’t just discard problem, modify the solution - look at positive and negative |
| **3** | Provide tools to ‘break the ice’ |  |  | That students won’t feel threatened or judged by going to the space |  |  |  |
| **4** |  |  |  | That it would open up opportunities for students to talk |  |  |  |
| **5** |  |  |  | That we can partner with Headspace or other |  |  |  |
| **6** |  |  |  | that the right people with the right skills will be available at the right time |  |  |  |