

PUPIL DESIGN AWARDS

PUPIL PROJECT PACK FEBRUARY - JULY 2018



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INTRODUCTION

What do you think about when you hear the word design? Fashion designers like Stella McCartney and Ralph Lauren? Brands like Apple who design laptops and iPhones? Making things out of wood and plastic in your Design & Technology classes at school?

We believe that design is about more than making beautiful things. Design can be used to solve problems and improve peoples lives. This is what we call '**social design**'.

WHAT ARE THE RSA PUPIL DESIGN AWARDS?

The RSA Pupil Design Awards encourages you to use your design skills to make a positive change for people and communities.

There are 3 projects this year (or 'briefs' as they are called in the design world), and you have the choice of which one you want to work on. You can enter your design into the national competition in a group of up to five people.

Inspired by the RSA Student Design Awards, a 90 year old competition aimed at university students, the RSA Pupil Design Awards are aimed at younger students still at school. This is our fourth year of the competition and we are working with our RSA Academies in the West Midlands as well as schools across the country. We always want to know how we can improve, so we'll be asking you to share your experience and any feedback you might have.

AIMS OF THE RSA PUPIL DESIGN AWARDS

1. We want you to use your ideas & design skills to solve **real life social problems**.
Be like a detective - ask lots of questions, get out and about, and make sure you work with your target audience.
2. We want you to find ideas through **human research**.
Be like a detective - ask lots of questions, get out and about, and make sure you work with your target audience.
3. **Entries can use any form of design**, whether that is designing a product, a service or a campaign using textiles, film, graphics, woodwork... the combinations are endless! Start with the opportunities or problems and work out what type of design would answer any needs or best solve problems.
4. It's **all about the idea!**
We're not looking for the most polished final piece. We're looking for the most innovative, exciting and well researched idea.

"THE PEOPLE WHO NEED DESIGN INGENUITY THE MOST, THE POOREST 90% OF THE GLOBAL POPULATION, HAVE HISTORICALLY BEEN DEPRIVED OF IT."

Alice Rawsthorn
Design Critic



DESIGN JOURNEY

"If you freeze an idea too quickly, you fall in love with it. If you refine it too quickly, you become attached to it and it becomes very hard to keep exploring, to keep looking for better."

Jim Glymph, Gehry Partners (Service Designers)

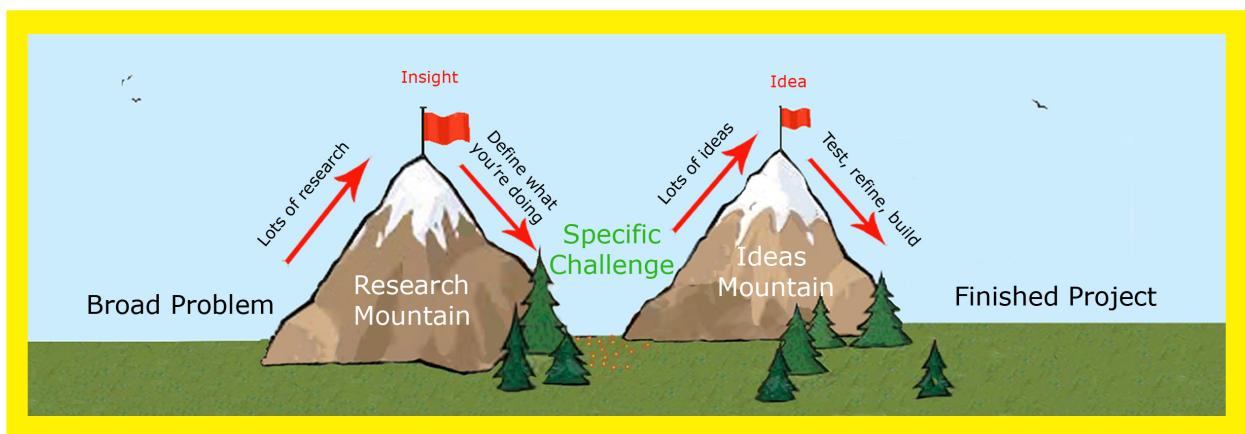


To make sure your final idea is the best it can be, you need to go on a design journey. It's important that you keep an open mind and don't focus too much on your first piece of research or your first idea.

The design journey can be broken down into seven main steps:

- 1) Identifying the design opportunities or possible issues you want to solve
- 2) Lots of research to understand the issue- asking real people questions is key
- 3) Finding an insight - a clear understanding of a new point of view through research
- 4) Define the problem you want to solve and set yourself a specific challenge
- 5) Lots of ideas - having various ideas will give you options to tackle the problem
- 6) Your chosen idea - this might be a combination of different parts of your previous ideas
- 7) Testing, refining and building - speak to as many people as you can to see how your solution could be made even better
- 8) Finished design!

You can imagine this design journey as climbing two mountains.
You need to climb the research mountain before the ideas mountain!



RESEARCHING WITH PEOPLE

If design is all about understanding needs and solving problems, it's your job to find out exactly what those needs and problems are. This is where research comes in.

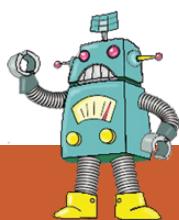
It is really important during the design process that you work closely with the people your design is aiming to help. This could be your little sister, a member of staff at school or someone who works in a local business.

Make sure you keep checking in with your target audience throughout the project, not just at the very beginning. You might think you have the best idea in the world, but without showing it to the people who would actually be using it and getting their thoughts and ideas, how would you know?

To help you work out how to involve your target audience and do

THREE LEVELS OF QUESTIONS

Work your way through the 3 levels of questions, from robot to inventor, to find out about your audience, their habits and feelings, and get feedback on your ideas.



#1 ROBOT



#2 DETECTIVE



#3 INVENTOR

This is all about getting the facts.

Ask: Who, what, where, when?

For example:

"What do you know about disability in the classroom?"

Now you know the facts, you can find out why they do what they do and how they feel.

Ask: Why? What caused...?

How do you feel about...? Do you think...? In your opinion...?

For Example:

"In your opinion how important are Assistive Technologies to learning?"

Using the answers from #1 and #2, you can start to solve the problem.

Ask: What if you were to...?

What might happen if...?

How would you feel if...?

For example:

"What might happen if Assistive Technologies were made available to all students that needed it?"

"We spend a lot of time designing the bridge, but not enough time thinking about the people who are crossing it."

Dr. Prabhjot Singh
Director of Systems Design
at the Earth Institute

Remember to get permission first before you start asking lots of questions. Make sure your interviewees understand why you are talking to them and that they feel comfortable.



RESEARCHING WITH PEOPLE



Remember to get permission first before you start any of these activities, and make sure the people you are working with understand what you are doing and why you are doing it.

OTHER WAYS TO RESEARCH WITH PEOPLE

As well as asking the three levels of questions, there are lots of other ways you can work with your audience to find insights and solve your design problem.

They can be divided into three categories:

#1 WATCH

This is all about watching people or asking people to record their activities and behaviour.

#2 TRY

Put yourself in the shoes of your target audience so you can really understand them.

#3 LEARN

Sort all the information you've collected to find patterns and insights.

SHADOWING

Tag along with people to understand their routines and interactions. Make sure you take notes on what you see. How do they behave? How do they interact with others?

E.g. Watch and notice instances when young people interact positively with each other

A DAY IN THE LIFE OF...

Pretend you are your target audience. How does it make you feel? What could make it better?

This is called **design empathy**. You are trying to understand exactly how your audience feel so you can design solutions to problems they may be encountering.

E.g. Your target audience is elderly members of the community who are lonely. Spend an afternoon alone without speaking to your friends or using the computer. Imagine that moving around the house is difficult. Keep a diary of how this made you feel or what could have made your experience better.

SORT YOUR RESEARCH

Write everything you have discovered on separate post-it notes or cards. You can then move them around and try and sort them into groups and themes. Are there any similar findings? This will help you to make sense of your research and spot any patterns.

PHOTO JOURNAL

Ask your audience to keep a photo diary of all the things they do or see during a time or activity.

E.g. Ask a family member to take pictures of food waste at home.

SECONDARY RESEARCH

Use books, magazines and the internet to find existing research or examples of projects to learn from and inspire you. Make sure you keep a note of who's work it is. Use the useful links list as a starting point.



BRIEF #1

FOOD IS NOT RUBBISH

HOW CAN WE LOVE OUR FOOD AND THROW LESS AWAY?

We all love a good meal, but how much of it do we throw away unnecessarily? Food waste is a growing issue. Homes across the UK throw away 7 million tonnes of food and drink in the UK each year. Globally 1/3 of the food produced is wasted, while almost 800 million people go to bed hungry.

It's bad for the environment and it also means we are using more food than we need at the expense of the needs of poorer countries. Not to mention the money we are losing; the average family could save £700 a year, simply by throwing away less food.¹

While food waste in restaurants has reduced over the years, household waste is still high. How can we challenge and change our attitude towards food so that we buy what we need and are aware of the social and environmental consequences of food waste?

1. RESEARCH THE POSSIBLE PROBLEMS:

Identify a specific place where food waste might have an impact in your community. Is too much food going to waste there? Do this by speaking to people that buy, cook and throw away food to find out their thoughts and discuss them with your group.

Examples could include people responsible for making decisions about food in:

- School
- Your home
- Local restaurants
- Supermarkets
- Hospitals or care homes

¹ <https://www.lovefoodhatewaste.com/article/it-all-adds>



BRIEF #1 CONTINUED

2. DESIGN A SOLUTION

Design a product, campaign or service that will help address the needs you have focused on.

Examples could include:

- A product: a 'leftovers recipe book' to inform people how they can make the most of their leftover food.
- A campaign: a campaign that encourages others to use their extra food make a meal(s) for people in need (e.g- homeless shelters).
- A service: guidelines for supermarkets to tailor food products for different sized families (someone living by themselves will need to buy less food than a larger family – do supermarkets think about this?)

Want to think about this some more? The [Love Food Hate Waste](#) website is a great place to start your research, but make sure you do your own search for information too!



BRIEF #2

LEARNING INDEPENDENTLY

HOW CAN WE USE ASSISTIVE TECHNOLOGY TO MAKE LEARNING EASIER FOR STUDENTS WITH A DISABILITY?

The classroom can often be a challenging place for many students, especially those with a disability. Some disabilities are obvious to others and some are not – you might need to consider this. Students may feel like their disability is not fully understood in the classroom and could find themselves falling behind and being too embarrassed to ask for help.

While teaching support may be available, sometimes students may want to take charge of their own education. How could we use assistive technologies to help students with a disability learn in a way that supports more independent learning and that gets the best out of their potential?

Assistive Technology (AT) is any item, piece of equipment, software program, or product that is used to increase, maintain, or improve the skills of a person with a disability. Assistive technologies are often used to encourage greater independence by enabling people to perform everyday tasks that they might ordinarily have difficulty in completing. It can help people who have difficulty speaking, spelling, concentrating, writing, remembering, pointing, seeing, hearing, learning, walking, and many other things.

1. RESEARCH THE POSSIBLE NEEDS AND THE OPPORTUNITIES

Identify a specific disability that might make a student's learning in the classroom more challenging. Are some disabilities more open to designed-in assistance than others?

Do this by talking together about the range of disabilities you know about or have experience of, and be sure to consult the people who have the most knowledge – those with a disability. Think about how to do this sensitively without upsetting the people you are speaking to.

Examples could include:

- Students with a low attention span which makes it hard for them to do things like concentrate, sit still, follow instructions or remember what they have been taught
- Students with a physical disability which might make it difficult or impossible for them to see, hear, walk or write
- Students with dyspraxia which means they have difficulty doing activities that need coordination and movement, or with dyslexia which can affect reading, writing and remembering information.



BRIEF #2 CONTINUED

2. DESIGN THE SOLUTION

Design a product, campaign or service that will help address the needs you have focused on.

Examples could include:

- A product: an assistive device to help someone use a piece of equipment in the classroom more independently.
- A campaign: a campaign to embrace different forms of learning styles in the classroom which would benefit everyone - not just someone with a disability (e.g. Montessori was originally designed to help children with learning difficulties however its child-led learning approach has been shown to benefit all types of children).
- A service: a different approach to lessons and teaching that can adapt to the needs of students with disabilities, such as an online learning environment that provides students time and resources to prepare for class outside of the classroom.

Want to think about this some more? The IRIS centre overview [is a great starting point](#) for your research, but make sure you do your own search for information too!



BRIEF #3

KNOWING ME, KNOWING YOU

HOW CAN WE HELP PEOPLE TO UNDERSTAND EACH OTHER BETTER?

The world has never been more connected than it is today, whether that is through tourism, trade, migration or the internet. People and places are connected in ways we couldn't have imagined 25 years ago. But despite all the positive things these connections bring to our lives, we often hear only about the negative things: the tensions, arguments and conflicts that exist between people with different ways of life, different attitudes and beliefs – or perhaps people of different ages or gender identities.

This brief is about designing something that celebrates difference and/or highlights the things we have in common. It is about finding ways to help us look beyond things like race, religion, gender, culture, language or sexuality, to spot the similarities between people – the things that remind us we are all human with the same hopes and fears. How can we get people to talk to and listen to each other so that, though they may recognise the differences between them, they also understand and respect each other?

1. RESEARCH THE TOPIC:

Identify a range of specific reasons why you think some people have negative feelings about other people.

Examples for this may include:

- Feeling of loss of identity and culture ("my neighbourhood or country is changing too fast")
- Negative media coverage ("foreign workers are taking our jobs")
- Lack of opportunities to understand others ("they live near me but we don't really mix")

WHAT OTHER EXAMPLES CAN YOU FIND?

Discuss with your team what you think about these problems. Where do you notice them? For further research you might want to look through recent local or national news items for relevant stories, and talk about these news items with your teachers, your friends and family.



BRIEF #3 CONTINUED

2. DESIGN A SOLUTION:

Design a product, campaign or service that will help overcome these problems and lead to a greater understanding, or more mixing, between different groups.

Examples may include:

- A product: create a new game that brings people together to share their culture and learn about other cultures.
- A campaign: that encourages people to celebrate common elements of humanity, such as the right to education, or a campaign that encourages people to celebrate difference.
- A service: that facilitates intercultural interactions; such as a delivering cooked meals from different countries from around the world to families or individuals in need.

Think this is the project for you? [Watch this video](#) to hear some reasons why understanding others is important for society!



HOW TO PRESENT YOUR WORK

To enter your work into the RSA Pupil Design Awards you will need to present your design on **6 x A3 sheets.**

These 6 sheets need to tell the story of your design from research to final idea. You need to tell the story of your design journey using the 6 sheets, the judges will be looking for the story of how your design developed over time. When the judges first look at your work, you won't be there to explain, so your 6 sheets need to do all the explaining for you!

Remember, this is a design competition, so make sure you think about how your sheets look. We don't just want pages of writing. Include sketches, photos, models and ideas in your sheets.

WHAT SHOULD YOU PUT ON YOUR 6 SHEETS?



HOW THE BRIEFS WILL BE JUDGED

Remember: The judges will be looking for the following criteria when reviewing your six sheets:

MAGIC!

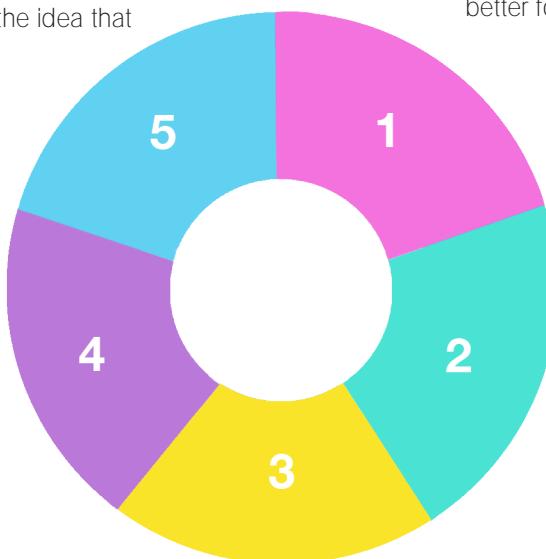
We're looking for a little bit of 'magic' - an exciting or brand new idea! Remember, it's the idea that counts, so think big!

SOCIAL BENEFIT

How will your design make life better for someone?

DESIGN THINKING

What was your design process?
How does your final idea address the problem you discovered and the feedback from your audience?



EXECUTION

How well presented is your final design?
What skills have you used to make/draw/create your final design?

RESEARCH

Have you used a combination of desk and human-centred research?
Who did you speak to?
What questions did you ask?
What did you learn?



JUDGING PROCESS

The deadline for entries is 25 May 2018.

Judges will be a combination of past RSA Student Design Award winners, Royal Designers for Industry, practising designers and RSA Design Team staff.

The judging process will be in two stages:

STAGE 1: SHORTLISTING

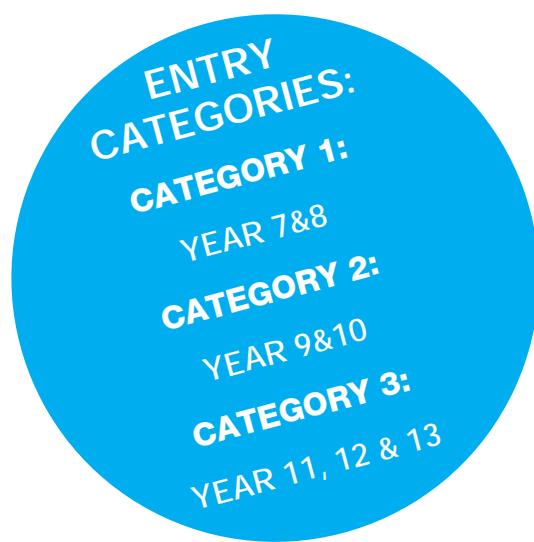
The judges will look at **all** of the projects entered. Using the judging criteria they will select 3 projects per age category per brief to be shortlisted.

STAGE 2: PRESENTATIONS

If your work is shortlisted, you will be invited to the final pitching event during the second week of July.

You will have 3 minutes to present your project to the judges in any way that you chose. There will then be 7 minutes for the judges to ask you questions, you should feel confident enough to talk about your project in front of others.

The judges will then announce the winners in a ceremony on the same day.



JUDGING CRITERIA

Remember: The judges will be looking for the following criteria when reviewing your six sheets:

RESEARCH

Have you used a combination of desk and human-centred research?
Who did you speak to?
What questions did you ask?
What did you learn?

SOCIAL BENEFIT

How will your design make life better for someone?

DESIGN THINKING

What was your design process?
How does your final idea address the problem you discovered and the feedback from your audience?

EXECUTION

How well presented is your final design?
What skills have you used to make/draw/create your final design?

HERE TO HELP!

If you get stuck, there's something you don't understand or you need some advice on your project, here is what to do:

1. Speak to your teacher. They will be on hand to help you throughout.
2. Ask your teacher to get in touch with your mentor to ask for their feedback.
3. Ask your teacher to get in touch with Sam at the RSA who is managing the RSA Pupil Design Awards.

