PUPIL DESIGN AWARDS

PROJECT PACK

MARCH - JULY 2017

RSA Action and Research Centre

COMINO FOUNDATION

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RSA PUPIL DESIGN AWARDS 2017

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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 PUPIL DESIGN AWARDS?

The Pupil Design Awards encourages you to use your design skills to make a positive change.

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 in a group of up to four people or by yourself.

Inspired by the RSA Student Design Awards, a 90 year old competition aimed at university students, the Pupil Design Awards are aimed at younger teenagers still at school. This is our third year of the competition and we are working with our RSA Academies in the West Midlands as well as schools from the North West Comino Creative Consortium of Schools. Next year we hope to make it much bigger, with lots more schools taking part, 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.**
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

BRIEF #1

MAKING TOGETHER

HOW CAN PEOPLE UNDERSTAND THE BENEFITS OF MAKING?

"A maker is someone who has an idea [for a product] and then just finds out how to make it."

Making is what makes us human. It connects us to the world around us and give us a way to express ourselves. The term 'making' is a broad term which includes all things you can make yourself, so this could include traditional arts and crafts, woodworking and metalwork as well as electronics, robotics and 3D printing.

Making is an exciting opportunity to use your hands, try different things and to experiment. It is the very opposite of the mass produced objects from factories that many of us are used to. Instead, it values individuality and creating new products on a smaller and more personal scale.

Over the past few years, there has been increasing interest in creating spaces for people to make together (otherwise called Makerspaces) but it is still not very widely known.

How can we make people more aware of the benefits of making? How can we create spaces where people can experiment and learn more about making together?

Who are Makers? Find out from Dale Dougherty here: https://youtu.be/mlrB6npbwVQ

1. RESEARCH THE POSSIBLE PROBLEMS AND THE OPPORTUNITIES:

Look for interesting possibilities relating to 'making' and identify a specific reason why few people know about its benefits

Examples for this could include:

- It's a broad term that is too difficult to describe
- Not enough people 'make' themselves so they don't understand the benefits
- It's seen as an expensive hobby

BRIEF #1 CONTINUED

2. DESIGN THE SOLUTION

Design a product, campaign or service that will help overcome this problem

Examples could include:

- **A product:** An education maker kit for primary school children to encourage more children from a young age to get involved in making
- **A campaign:** A “Make Sale” for everyone in the community to make and sell something for a charity event
- **A service:** A youth maker space, a safe experimental space for young people to make things for themselves and meet like-minded people

Consider a solution using technology:

For example:

- Using technologies like laser cutting or 3D printing to create personalised and customised products - for people who want to express their individuality

Find out more about the Maker movement here:

http://www.huffingtonpost.com/brit-morin/what-is-the-maker-movemen_b_3201977.html

BRIEF #2
CELEBRATING OUR HERITAGE

WHAT ARE THE STORIES OF YOUR TOWN OR CITY? WHAT MAKES US WHO WE ARE?

WHAT IS HERITAGE?
"I don't think you can move forward without understanding where you've come from…"

Heritage is a big term. It can be best described as anything from the past that we value and want to pass onto future generations. It can be important objects, buildings and artwork, people's memories, culture and ancestry as well as the stories of local communities. Depending on where you live, your town or city might be rich with different cultures and stories from the past that shape the way you live today.

Can learning about the heritage (of ourselves and others) lead to a better understanding of people who have different backgrounds from our own? How can knowing more about the cultures and experiences of people we live with help us appreciate the places we live in?

Check out what Dan, a young entrepreneur, has to say about heritage here:
https://www.youtube.com/watch?v=b6JNVLvrjFg#action=share

1. RESEARCH THE POSSIBLE PROBLEMS AND THE OPPORTUNITIES

Look into the importance of heritage and find out if people are disconnected from learning about it (this could be their own heritage or other people's)
Examples for why could include:

- Learning about heritage seems boring
- People don't realise what's on their doorstep
- It's a broad term and so could be confusing
- People don't think it is necessary to their lives

BRIEF #2 CONTINUED

2. DESIGN THE SOLUTION

Design a product, campaign or service that will answer this opportunity or overcome this problem

Examples could include:

- **A product:** a toolkit for primary school children that has games and prompts that encourage them to explore their heritage and identity
- **A campaign:** an exhibition that invites people from your town/city to share their memories nof how their family came to live in your community
- **A service:** an app that provides fun and informative tips about the history of your town/city when you hover your phone over specific buildings and landmarks

Want some further information? Check this out! http://www.beatfreeks.com/routes2roots/

BRIEF #3

EVERYDAY WELLBEING

HOW CAN YOUNG PEOPLE FEEL WELL AND IMPROVE THEIR MENTAL WELL-BEING?

Mental health is a major issue that affects 25% of the UK during our lifetimes. 1 in 10 young people aged 5-16 are likely to suffer from a mental illness which includes depression and anxiety.

We know what it means to be physically healthy; we need to eat well, exercise regularly and avoid smoking etc. But what do we need to do to be mentally healthy? There are many things that can help us feel mentally well like playing sports and spending time outside, talking with the people we love or even helping someone out.

But how many of us are aware of this?

How much better could we all feel if we did these things regularly?

Check out this quick video on how we can all take on more healthy behaviours
https://youtu.be/lWgr3Ogu-vw

1. RESEARCH THE POSSIBLE PROBLEMS AND THE OPPORTUNITIES:

Identify a specific reason why mental health is such an issue amongst young people

Examples for this may include:

- Children and young people may not recognize how they feel and think that this is normal
- There is still a stigma attached to mental health and so people don't want to talk about it
- While mental illnesses might be identified, there is still not enough information and encouragement about mentally healthy behaviours for everyone

2. DESIGN THE SOLUTION

Design a product, campaign or service that will overcome this problem
Examples may include:

- **A product:** a device that helps you get outside and connect with people while doing healthy exercises (e.g. Pokemon Go style device for increased social interaction based on physical activities)

BRIEF #3 CONTINUED

- **A campaign:** a ‘No technology Tuesdays’ initiative in your school. One day a week where you listen to each other and are less distracted by technology during your school breaks

- **A service:** A scale which lets people know how ‘well’ they feel, that gives people a way to describe their feelings as well as suggestions about what activities they could do to help improve their mood

Consider a solution using technology:
For example:

- Using social media to promote local activities and groups where young people can meet up in a safe environment

Think this is the project for you? Here is an important video of some experiences of young people and their mental health to start you off:

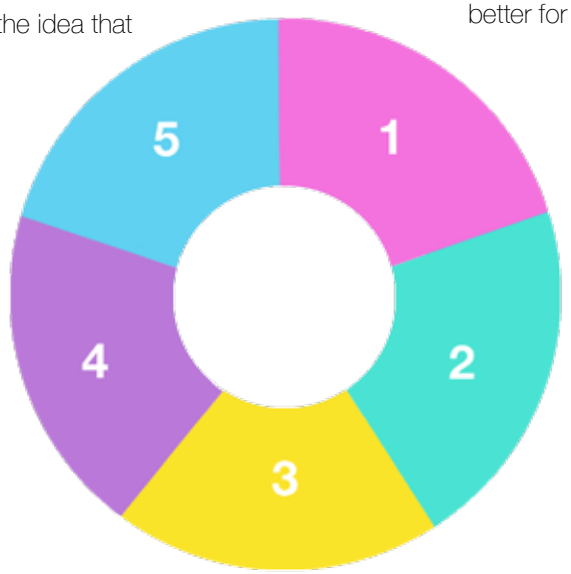
http://extras.thetimes.co.uk/public/timetomind/

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 finished 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 real research?

Who did you speak to?

What questions did you ask?

What did you learn?

1 Social and environmental 25%
2 Execution 25%
3 Research 25%
4 Design thinking 25%
5 Magic 25%

DESIGN JOURNEY

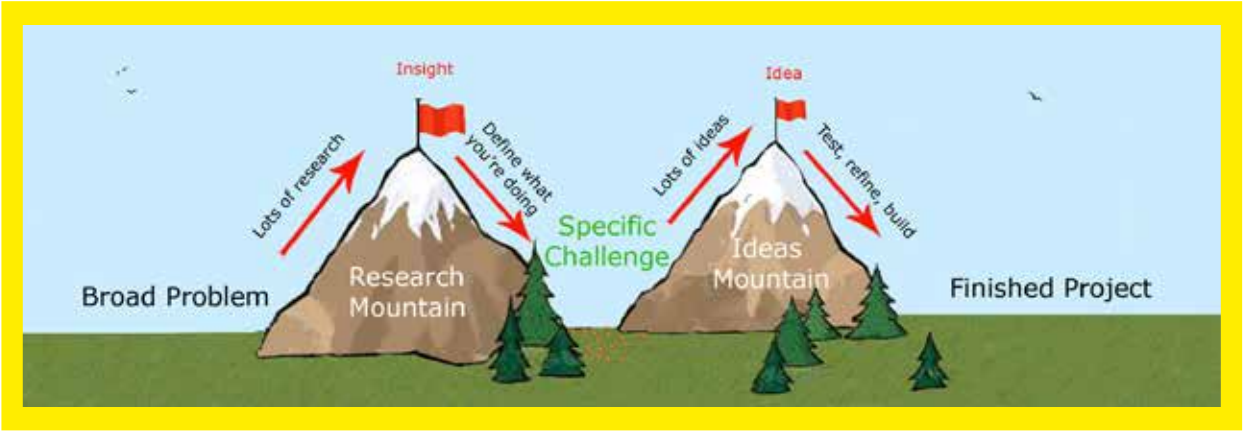
"FAIL OFTEN SO YOU CAN SUCCEED SOONER"
Tom Kelley
Author and General Manager
IDEO

"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. This can be broken down into seven main steps:

1) Identifying the design opportunities or problems- this is the 'brief'
2) Lots of research
3) Finding an insight - a clear understanding of a new point of view through research
4) Define what you are doing and set yourself a specific challenge
5) Lots of ideas
6) Your chosen idea
7) Testing, refining and building
8) Finished project!

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



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.

RESEARCHING WITH PEOPLE

"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

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 your target audience. This could be your little sister, a teacher or someone who works in your local shop.

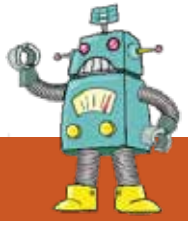
Make sure you keep checking in with your target audience throughout the project, not just at the very beginning. You might think you have the best idea in the world, but without showing it to the people who would actually be using it and getting their thoughts and ideas, how would you know?

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

To help you work out how to involve your target audience and do some thorough research, here are some tools you could use:

3 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

This is all about getting the facts.

Ask: Who, what, where, when?

For example:
"What do you know about Makerspaces?

#2 DETECTIVE

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:
"How do you feel about using your hands to make new things"

#3 INVENTOR

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 you had a makerspace for young people somewhere in your community"

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 3 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.

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

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 your Aunty to take pictures of important aspects of her heritage

#2 TRY

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

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.

#3 LEARN

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

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.

SECONDARY RESEARCH

Use books, magazines and the internet to find exisiting 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.

HOW TO PRESENT YOUR WORK

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

These 6 sheets need to tell the story of your project from research to final idea. 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.

If you want to, you can also enter any supporting work, like sketchbooks, films and photographs of models.

WHAT SHOULD YOU PUT ON YOUR 6 SHEETS?

#1 DESK RESEARCH

Which project are you working on?

What have you found out about your subject from the internet and books?

Who are your audience?

#2 REAL HUMAN RESEARCH

What have you found out about your subject from talking to and working with your audience?

What problem have you identified?

#3 INITIAL IDEAS

What ideas have you had that could solve your identified problem?

What is successful/unsuccessful about them?

#4 TESTING & DEVELOPMENT

Developing your best initial ideas.

How did your audience react to your idea?

What did you learn from testing your idea, and how did that change your idea?

#5 FINAL IDEA

Show off your final idea!

Include final drawings/photographs of models/copies of finished posters...

Whatever you make we want to see it!

#6 THE PITCH

Sell us your final idea!

How would you promote your idea in the real world? How does it work? Exactly how would people use it?

JUDGING PROCESS

The deadline for entries is 21 June 2017.

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 3-4 projects per age category per brief to be shortlisted.

STAGE 2: PRESENTATIONS
If your work is shortlisted, you will be specially invited to a presentation ceremony at the RSA in London

You will have 5 minutes to present your project to the judges in any way that you chose. There will then be 5 minutes for the judges to ask you questions, so make sure you know your project inside out!

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 real 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 finished 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. Find out when your mentor is next available and arrange a time to talk to them.

3. Contact BCA for help with any technical queries

4. If you still need help, you can get in touch with Selina at the RSA who is managing the Pupil Design Awards:

RSA Action and Research Centre

Address: 8 John Adam St, London, WC2N 6EZ
Email: selina.nwulu@rsa.org.uk
See more at: www.thersa.org/pda

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