



PUPIL DESIGN AWARDS

PUPIL PROJECT PACK

NOVEMBER 2018 - JULY 2019



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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 encourage you to use your design skills to make a positive change for people and communities.

There are three 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 students still at school.

This is our fifth 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 offer 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 the people you are trying to help.
3. Entries can use any form of design, whether that is 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 best solve those problems or make the most of those opportunities.
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."

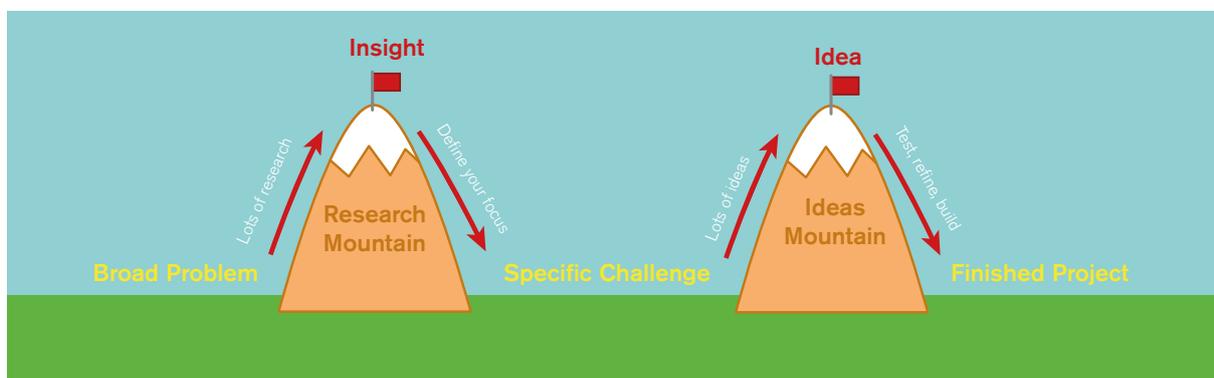
Jim Glymph, Gehry Partners (Service Designers)

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 eight main steps:

- 1) Identifying the issue or challenge you want to address
- 2) Doing lots of research to understand the issue - asking real people questions is key
- 3) Finding an insight - understanding of a new point of view through research
- 4) Defining the problem you want to solve and set yourself a specific challenge
- 5) Coming up with lots of ideas - this will give you options to tackle the problem
- 6) Choosing your final idea - this might be a combination of your previous ideas
- 7) Testing, refining and building - keep checking in with your target audience to see how your design could be made even better
- 8) Producing your 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. They are known as your 'target audience'. This could be a relative, 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 some thorough research, here are some tools you could use:

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.

"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.

#1 ROBOT



This is all about getting the facts.

Ask: Who, what, where, when?

For example:
"Who is responsible for arranging work experience placements in the organisation?"

#2 DETECTIVE



Now you know the facts, you can find out how they feel.

Ask: Why? What caused...?

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

For Example:
"In your opinion do you think your work experience placement students get as much as they can when they work here?"

#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 students were involved designing the purpose on their work placement?"



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 challenge.

They can be divided into three categories:

#1 WATCH

This is all about observing people or asking them 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 people make choices about the types of food they eat

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 are 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 their dinner every day for a week.

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.



BRIEF #1

YOU ARE WHAT YOU EAT

MAKING HEALTHY CHOICES

The relationship between our health and the food we eat is complex. People in wealthy countries now have access to a wider choice of food products than ever before, but the amount and type of food we eat is causing significant health problems. In the UK diabetes is estimated to have doubled in the last 20 years.¹ The healthcare bill from an overweight and obese population was estimated to have cost the NHS £6.1 billion in 2014 to 2015, more than 10% of UK NHS spending.

In England, the proportion who were categorised as obese increased from 13.2% of men in 1993 to 26.9% in 2015 and from 16.4% of women in 1993 to 26.8% in 2015. Nearly a third of children aged 2 to 15 are overweight or obese and younger generations are becoming obese at earlier ages and staying obese for longer.²

Many people find it difficult to eat healthily. This is mainly because we are living in a world where unhealthy choices are readily available, and often cheap, which encourages weight gain and obesity. People in the UK are also around 20% less active now than in the 1960s. If current trends continue, we will be 35% less active by 2030.³

How can we make sure that more people feel able to make healthy choices about their diet? How do we ensure that people understand the impacts, both on them and on others, that unhealthy choices have and how they might be avoided?

1. RESEARCH THE POSSIBLE PROBLEMS:

Why do people eat a diet that may be bad for their health? Note down all the reasons you can think of.

- Think broadly about this: what choices do people make and why? What influences these decisions? How are different groups of people affected, e.g. children or older people?
- What is needed to change people's behaviour? Do people need more information or support? Do rules set by government need to change? Do businesses need to change the way they do things?

2. WHAT OTHER EXAMPLES CAN YOU FIND?

Try to find answers to your research questions by speaking to people who buy food for their families or for an organisation. You could try speaking to people that sell both cooked and uncooked food. You could also try to speak with people that work in hospitals or GP surgeries. Discuss your findings with your group!

1 Diabetes UK (2018), [Number of people living with diabetes doubles in twenty years](#)

2 Public Health England (2017), [Health matters: obesity and the food environment](#)

3 Public Health England (2018), [Physical activity: applying All Our Health](#)



BRIEF #1 CONTINUED

3. DESIGN A SOLUTION

Design a product, campaign or service that you think will help address the challenge you have identified.

Examples could include:

- A product: can labelling be made more effective at influencing consumer choices?
- A campaign: are healthy choices marketed as effectively as unhealthy choices?
- A service: could consumers be linked with local food growers to become more connected to their local food network?

RESOURCES

To kick-start your research you might want to look through [NHS guidance](#), or look at [existing campaigns](#) for healthy eating and talk about these with your teachers, your friends and family.



BRIEF #2

LET'S GET TO WORK

RETHINKING WORK EXPERIENCE

Research shows that a young person who has four or more meaningful encounters with an employer is 86% less likely to be unemployed or not in education or training and can earn up to 22% more during their career.¹ It is vital that students have first-hand contact with employers to help their understanding of the skills needed for their futures.

To meet the ambition set out in the government's Careers Strategy, employers need to offer at least four million employer encounters and at least one million workplace encounters every year. At the moment some young people get more than the minimum level described in the Careers Strategy, while others get a lot less. This means that at best only 37% of young people are currently benefitting from the full minimum standard for employer encounters.²

Research suggests that quality work experience happens when students are active participants in the process of choosing workplace experiences that will fulfil their needs and interests, often with the help of their families. After the experience, students need to reflect on their work experience and share with adults the things that they learnt along the way.

How can we make sure more young people are getting more quality work experiences during their secondary education? And, how can we ensure that the views of young people are heard, considered and acted upon in the work experience process?

1. RESEARCH THE POSSIBLE PROBLEMS

Why is it that young people aren't often included in conversations about work experience? Note down all the reasons you can think of.

- How do schools/young people find organisations for work placements?
- How can we design alternative models of work experience that ensure time is well structured and it's a meaningful experience?
- How can we find new ways of connecting young people to different employers/work places/job roles?

2. WHAT OTHER EXAMPLES CAN YOU FIND?

Try to find some answers to the above questions by speaking to people who help place young people in their work placements, local employers, or maybe with careers advisors from the National Careers Service. Find out their thoughts and discuss them with your group.

1 The Careers and Enterprise Company (2018), [Gatsby Benchmark Five](#)

2 The Careers and Enterprise Company (2018), [Closing the gap: The level of employer engagement in England's schools and colleges](#)



BRIEF #2 CONTINUED

3. DESIGN A SOLUTION

Design a product, campaign or service that you think will help address the challenge you have identified.

Examples could include:

- A product: would a student-led work experience toolkit for employers be effective?
- A campaign: would a 'quality work experience' charter written by students and businesses be something that local businesses and schools would sign-up to?
- A service: would employers sign up to a digital badging service that uses awards to recognise and record the skills young people develop during their time in the workplace?

RESOURCES

The Careers and Enterprise Company worked with an organisation called the Gatsby Foundation to create guidance on what makes for the best careers advice – they are called the [Gatsby Benchmarks](#) – they have [produced some case studies](#) for how schools have been trying to achieve the benchmarks.



BRIEF #3

CONNECTION CORRECTION

TACKLING LONELINESS

Loneliness is often associated with the elderly. Research shows that nearly half of older people (age 65+) say that television or pets are their main form of company. However, we know loneliness affects people of all ages. Research carried out by the British Red Cross found that 32% of young people (16-24 year olds) reported that they had often or always felt lonely in the previous two weeks.¹

It is possible to be alone and not feel lonely. Some people who live on their own or in remote places may not feel lonely. However, it is also possible that people can feel lonely while not being alone - research shows that older people in large households and care homes are more likely to report loneliness. To put it another way, "...an individual may be lonely in a crowd, socially contented while alone"²

Discuss with your team what you think about loneliness. How do you know if someone is lonely? Are there particular groups of people that are more vulnerable to experiencing feelings of loneliness than others?

1. RESEARCH THE POSSIBLE PROBLEMS:

Identify reasons why people might feel lonely, note down all the reasons you can think of. Below are some questions to help you get started:

- Is technology playing a part in making people feel lonelier?
- Is there a lack of connection across different age groups?
- Are there fewer community spaces that people can use to come together than there used to be?

2. WHAT OTHER EXAMPLES CAN YOU FIND?

Understanding what makes people feel lonely will help you see issues from a different perspective. However, make sure when you are researching this brief you do so sensitively. Always discuss your research questions with your teacher!

Loneliness can be a hard topic for people to talk about – so make sure that anyone you speak to knows why you are asking your questions and is comfortable answering them before you begin.

¹ British Red Cross (2016), [Trapped in a bubble: An investigation into triggers for loneliness in the UK](#)

² Age UK (2015), [Evidence Review: Loneliness in Later Life](#)



BRIEF #3 CONTINUED

3. DESIGN A SOLUTION:

Design a product, campaign or service that you think will help address the challenge you have identified.

Examples could include:

- A product: could you build a 'buddy bench' that you sit on to let people know you're looking for someone to speak to?
- A campaign: would a campaign that highlights the different services, community groups or activities in your area be effective in reaching people that are already feeling lonely or isolated?
- A service: could you sign people up to a service that encourages them to give their time as befrienders and connect them to those in need?

RESOURCES

For further research you might want to look through what big charities like [the Red Cross](#) are doing to tackle loneliness or look at existing [campaigns to end loneliness](#), and talk about these with your teachers, your friends and family.



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 boards.

These six boards need to tell the story of your design from research to final idea. 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 it, so your six boards need to do all the explaining for you!

Remember, this is a design competition, so make sure you think about how your boards look. We don't just want pages of writing. Include sketches, photos, technical drawings and images of any models/prototypes you have created.

WHAT SHOULD YOU PUT ON YOUR SIX BOARDS?



HOW THE BRIEFS WILL BE JUDGED

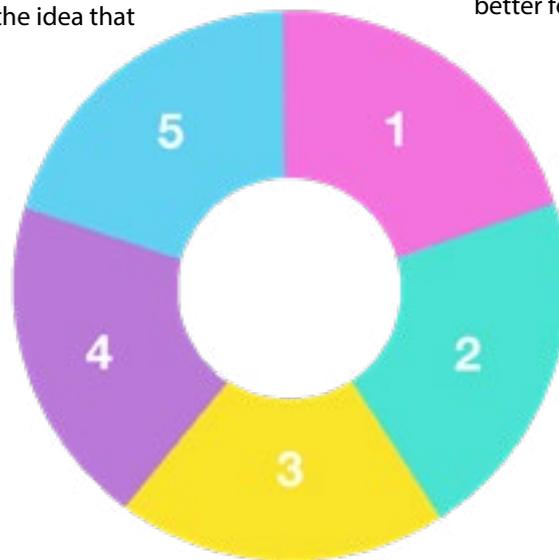
Remember: The judges will be looking for the following criteria when reviewing your six boards:

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

Can you show how your design developed using the design thinking 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 3pm on Friday 24 May 2019.

The judging panel will include past RSA Student Design Award winners, Royal Designers for Industry, practising designers and RSA staff.

The judging process will be in two stages:

STAGE 1: SHORTLISTING

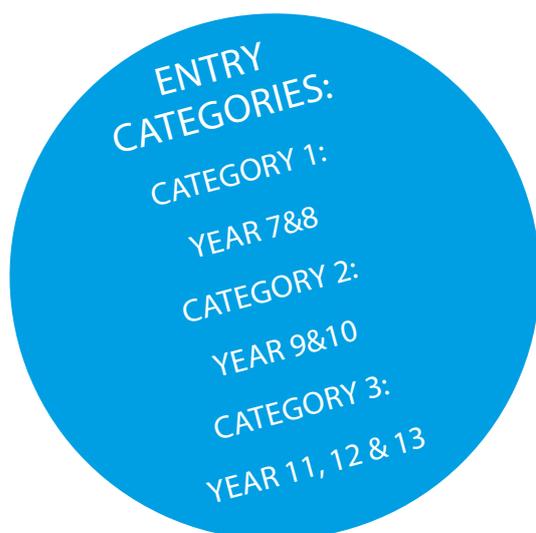
The judges will look at all of the projects entered. Using the judging criteria they will select three projects per age category per brief to be shortlisted.

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 three minutes to present your project to the judges in any way that you chose. There will then be seven 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 boards:

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

How did your design develop using the design thinking 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?

MAGIC

Where is the 'magic' in your design?
Remember, it's the idea that counts, so think big!



HERE TO HELP!

If you get stuck, or 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.

The RSA is grateful for the support of the Comino Foundation and the Four Acre Trust:

