



PUPIL DESIGN AWARDS

PROJECT PACK

APRIL - JULY 2014

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INTRODUCTION

What do you think about when you hear the word design? Fashion designers like Stella McCartney? 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 our lives and the lives of others. This is what we call **Social Design**.

WHAT ARE THE PUPIL DESIGN AWARDS?

The Pupil Design Awards rewards you for using your design skills to make a positive change.

There are 4 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 or by yourself.

The Pupil Design Awards are based on the RSA Student Design Awards, a 90 year old competition aimed at university students.

Inspired by the RSA Student Design Awards, we are launching the Pupil Design Awards for younger teenagers still at school. This is the first year the Pupil Design Awards has been run, and we are trialling it in the RSA Academies. 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 PUPIL DESIGN AWARDS

1. Use your ideas & design skills to solve **real life social problems**.
2. 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 problem and work out what type of design would best solve this.
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.

"Q. WHAT ARE THE BOUNDARIES OF DESIGN?"

A. WHAT ARE THE BOUNDARIES OF PROBLEMS?"

Charles Eames,
Designer, 1972



PROJECT #1

IMPROVE A DAILY JOURNEY

The daily journey to and from school or work is a necessary evil in most of our lives. British commuters have the longest daily journeys in Europe, with the average trip taking 45 minutes. Regular journeys can be tiring and stressful.

How can we make the daily journey a high-point of the day?

1. RESEARCH

Chose a daily journey (this could be yours or someone else's) and find a part of it which could be improved.

Examples could be:

Overcrowding on public transport

Wasted time/boredom during long journeys

Hesitation around cycling due to bike theft/concern about road safety

Large amount of pollution created

2. DESIGN

Design a product, campaign or service that will overcome this problem, making your identified daily journey better for your target audience.

Examples could be:

Product: A new type of bike lock that prevents bicycle theft

Campaign: A series of adverts that encourage passengers to be considerate to one another

Service: An app which allows you to share lifts with neighbours, reducing the number of cars on the road.



PROJECT #2

JOIN UP THE GENERATIONS

Many young people don't grow up living close to their grandparents, and often don't have any other contact with older people on a regular basis. This means that old and young don't often know much about each others generations. This can cause negative stereotypes and make mixing between generations difficult. It's important to remember that all generations have valuable skills and knowledge to share with each other.

So how can we bring together young and old? This could be through shared interests or needs, or learning from one another. How can what you design benefit both generations?

1. RESEARCH

Identify a reason why old and young people do not currently interact.

Examples could be:

Perception that the generations have nothing in common

No common time or place to interact

Ageism between the generations

2. DESIGN

Design a product, campaign or service that will overcome this, and better unite old and young.

Examples could be:

Textiles: A fashion brand for all ages

Campaign: Posters which highlight what different generations have in common

Service: A community space and programme of events that bring generations together to swap skills and stories



PROJECT #3

ATTITUDES TO WATER

Water is a precious resource that many of us take for granted. In many developing countries, the average daily water use per person is 20 litres. In the UK it is a huge 153 litres. With the UK's population predicted to grow by 10 million over the next 20 years, the demand for water will increase, putting pressure on the amount of clean processed water we have.

How can we encourage people to change their behaviour and value our water more?

1. RESEARCH

Identify a specific reason or a time that people take water for granted.

Examples could be:

- Lack of awareness around how much water they actually use in a day
- Leaving the tap running whilst brushing teeth
- No knowledge of the water treatment process
- Assuming that water is an unlimited resource

2. DESIGN

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

Examples could be:

- Product: An appliance that helps people use water more wisely
- Campaign: An awareness campaign showing people how much water we use
- Service: An app which rewards you for reducing your water usage



PROJECT #4

THE COMMUNITY SUPERMARKET

Food shopping has changed a lot over the past century. Small, local, independent shops which formed the heart of communities have been replaced by supermarkets – your one stop convenience shop. While supermarkets make life easier for many, they mean that a lot of shoppers often don't know where food comes from or how it's made. Self-service checkouts mean that you can do your shopping without speaking to anyone.

How can supermarkets engage with local people and be a more important part of the community?

1. RESEARCH

Identify an element of supermarkets which makes it hard for them to be seen as 'local'

Examples could be:

Due to big chains of supermarkets all looking the same, from branding to layout, many towns are beginning to look and feel the same.

Self-scanning and self-checkouts mean we can go in and out without speaking to anybody.

Fruit and vegetables are available all year round, grown in different countries, meaning we no longer learn about seasonal produce.

2. DESIGN

Design a product, campaign or service that will overcome this, bringing the community closer together

Examples could be:

Interior Design: A new supermarket design which is unique to and reflects the local area

Graphic Design: A regular newsletter by the tills which details community activity and ways to get involved.

Service: A community run garden in the car park, teaching residents about seasonal produce which is then sold at a discount in the store.



HOW TO PRESENT YOUR WORK

To enter your work into the 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.

REMEMBER TO LABEL YOUR SHEETS ON THE BACK!
We want the judging to be anonymous so don't write your name on the front of the boards anywhere.

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...
What ever 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

Your submissions will be judged during the month of July.

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 is very similar to the RSA Student Design programme, and is a two stage process.

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 invited to the presentation ceremony.

You will have 5 minutes to present your project to the judges in anyway that you chose. There will then be 10 minutes for the judges to ask you questions, so make sure you know your project inside out!

The judges will then have announce the winners in an evening ceremony on the same day infront of friends and family.

ENTRY CATEGORIES:
CATEGORY 1:
Years 8 & 9
CATEGORY 2:
Years 10, 11,
12 & 13

JUDGING CRITERIA

The judges will be looking for the following criteria when looking at your 6 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?

MAGIC!

We're looking for a little bit of 'magic' - an exciting or brand new idea!

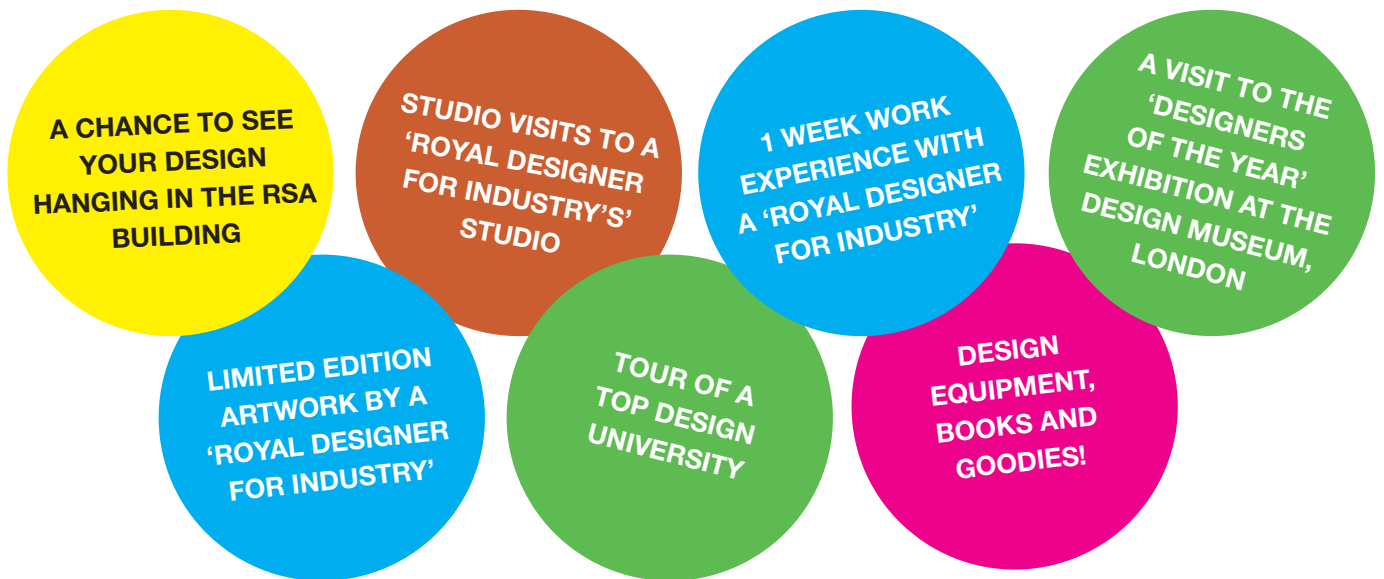
Remember, it's the idea that counts, so think big!



PRIZES

The Pupil Design Awards is a competition, which means winners will be awarded prizes!

WHAT COULD YOU WIN?



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

pupildesignawards@rsa.org.uk

USEFUL LINKS

Have a look at [pinterest.com/PupilDesign](https://www.pinterest.com/PupilDesign) for useful links around each of the projects, Social Design and Human Research.



DESIGN JOURNEY

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 7 main steps:

- 1) The broad problem** - this is the project, or 'brief'.
- 2) Lots of research**
- 3) Finding an insight** - a clear understanding of a problem through your 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.

“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)



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 your target audience. This could be your Grandma, your brother's friend or someone who works in your local shop.

Make sure you keep checking in with your 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 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.

Remember to get permission first before you start asking lots of questions, and make sure the people you are talking to understand why you are talking to them and feel comfortable.

#1 ROBOT

This is all about getting the facts.

Ask: Who, what, where, when?

For example:

"Where do you do your grocery shopping?"

#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 shopping in the supermarket?"

#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:

"How would you feel if supermarket shopping was a social activity to do with friends?"



RESEARCHING WITH PEOPLE

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:

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.

#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 & 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. Take the bus to school and watch how people act on their daily journey.

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 your Dad to take photos of his commute to work so you can see what is important to him.

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.



CUT OUT THESE LABELS AND STICK TO THE BACK OF ALL OF YOUR SHEETS.

SHEET NUMBER 1

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket

SHEET NUMBER 2

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket

SHEET NUMBER 3

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket

SHEET NUMBER 4

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket

SHEET NUMBER 5

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket

SHEET NUMBER 6

NAME

If you worked in a group list all names

YEAR

SCHOOL

WHICH PROJECT DID YOU WORK ON? Please circle

- #1 Improve a daily journey
- #2 Join up the generations
- #3 Attitudues to water
- #4 The community Supermarket