

Refresh

Refresh aims to promote 'Lateral Thinking' attitudes and empathy in order to create unusual and sustainable solutions to future problems that may affect our daily routines and the spaces that facilitate them.

(This toolkit is based on ideas from a design project for second year Interior Design students at QUT School of Design)

AUTHOR
BENCHMARKS
CURRICULUM AREAS
CROSS CURRICULUM PRIORITIES
TEACHING LEVEL

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 7-10 + 11- 12

EXPECTED DURATION

Depending on the intensity of the focus, the unit of work could be developed over a 4-5 week program (approximately 10-12 x 60 minute lessons/workshops), or as smaller workshops treated as discrete learning experiences. Teachers and students are also encouraged to explore further inquiry (background research) to enhance the ideation exercises.

EXERCISES

- | | |
|-------------------------|-----------------------|
| 1. Daily Refresh Ritual | 4. The Big Idea |
| 2. Other People's Shoes | 5. Marketing Scenario |
| 3. The Future Bathroom | |

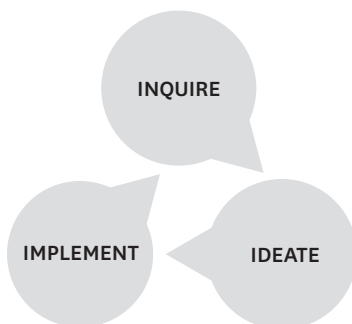
RESOURCES FOR COMPLETION

- | | |
|--|---|
| <ul style="list-style-type: none"> • Computer/Internet access • Access to Adobe CS • Pencils and marker pens (thin and thick) • Scale ruler (1:1, 1:5, 1:10, 1:20, 1:50, 1:100, 1:200) • Post-it notes • Various presentation materials (such as watercolour or 'prismacolor') • Coloured pencils, pantone markers or felt tip marker • A3 cartridge paper for presentation requirements | <ul style="list-style-type: none"> • Scissors, steel rule 300mm & Stanley knife with retractable blade (No snap-off blades) • Model-making materials - Foam core board & stiff white card, coloured card and recycled materials • Cutting Board/matt • Fixing materials for model making - Glue (hot glue gun), double sided tape, masking tape and cello tape • Used magazines, newspapers for cutting up to make image/colour boards |
|--|---|

RESOURCES FOR DOCUMENTATION

- 1 x A4/A3 Cartridge Paper Pad for Process Workbook/Journal to document student design process - reflections, notes, sketches and other documentation
- 1 x A3 tracer pad 110 115 gsm or Yellow trace or butter paper roll for sketching/overlying purposes to facilitate iterative design process
- Digital camera/scanner/video camera to document and respond to design challenges
- Adobe Photoshop or other photo editing. Video software if required.

DESIGN AND CAPABILITIES



Capabilities for creating successful learners, confident and creative individuals, and active and informed citizens.

- Intercultural Understanding
- Ethical Behaviour
- Personal & Social Capability
- Critical & Creative Thinking
- ICT Capability
- Numeracy
- Literacy



[Visit Design Minds](#) for more info on design phases.

[Visit the Australian Curriculum website](#) for more info on general capabilities.

Daily Refresh Ritual



Inquire/ Ideate

METHOD

Whole class (approx. 25) working individually and in six groups/teams of 4 for discussion

ACTIVITY

As social innovators, we cannot continue to replicate obsolete designs that fail to address changing social, technological and environmental needs. This exercise will allow you to practice tools for visual communication, thinking spatially (in 3D) and evaluating your environment to help you recognise preconceived design elements that you DON'T want to incorporate in a future bathroom space and opportunities for improvement.

Introduce discussion about our daily rituals in particular our washing rituals and where these rituals take place. Whole class discussion about how these scenarios might differ from the washing rituals of other people in Australia and in other cultures.

Negotiation with students to form teams and give each team a name associated with the bathroom (ideally to include a good team leader, a team member with drawing or making skills, and a team member with writing skills).

Task (daily routine) - Each individual in the group to draw in journal a timeline of your daily routine including all of your daily activities and your bathing/ablution ritual. Now draw a detailed timeline of how you use your bathroom, indicating all the activities that you do in your bathroom (including things like washing, toilet, relaxing, dressing, cleaning teeth, morning coffee, hang towels, sing, etc). This could include a visual pictorial of your daily activities.

Reflect - Teams share and compare differences in rituals/activities. What are some of the things that interrupt your daily routine?. What are some of the frustrations of your daily bathing ritual (eg. time constraint, privacy, products) and how could you improve the process?

Task (bathroom plan) - Each individual in group to draw your own bathroom at home in plan (to scale if possible) from memory on one side of an A3 sheet. On the other side list all of the activities you do in the bathroom and give each a number. On the plan notate the number where the activity takes place.

Reflect - Teams share and compare bathroom plans and look at which bathroom layouts work better than others to make your routine the easiest.

- Is there enough space or too much to do each activity?
- Does the bathroom provide you with an experience and what type of experience is it? Could this be improved?

Design has the power to enrich our lives by engaging our emotions through image, form, texture, colour, sound and smell. Think about a great experience you have had where it involved swimming or bathing?. On one side of an A3 sheet, draw that experience and under the drawing write down three adjectives that describe it. On the other side of the sheet write down ten ideas for how you could recreate this feeling/experience in your bathroom appealing to all of the senses? This is meant to be a quick exercise.

Reflect - Share your ideas with your team and present your combined idea for the ideal bathroom experience.

- What is the big idea (can be a product or a space)? On a group A3 sheet give your project a name and on one side draw a picture to represent the idea. On the other side write down five statements which express the idea. Each group to share their ideas with the whole class.

Daily Refresh Ritual

CONT.



Have you considered?

To extend the exercise, the last group presentation could also include an A3 image board/poster that is an abstract visual collage reflecting the big idea for the bathroom experience including image, form, texture, colour, sound, smell and text stating key qualities/words.

Disruption – take your bathroom routine and mix up the sequence of doing things. How might this affect the design of the bathroom if you want your bathroom experience to be easy? Would it mean a change to the room layout and entries/exits?

REFLECTION

Students are asked to document reflections, memories, notes and sketches in student journals (optional). Alternatively teachers can facilitate a brief class discussion dependent on time frames.

Students are encouraged to be creatively unreserved and futuristic with their ideas.

Prompts for reflection:

- What are some of the activities that we could add to our washing and ablution ritual in the future which would improve our experience?
- Are there any activities we could eliminate to save us time in our busy lives?
- What activities that we do now in the bathroom are frustrating? And how could we improve them?
- Where could the bathing experience be to make it more pleasurable?

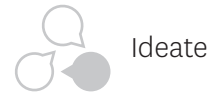
DOCUMENTATION

Scan students' reflections, bathrooms, big idea bathroom experience presentations and include in an online wiki for the project

A3 presentations can be exhibited in the classroom for future lessons to provide continuity



Other People's Shoes



METHOD

Whole class (approx. 25) working individually and in six groups/teams of 4 for discussion

ACTIVITY

Design thinking is intrinsically human-centred, meaning that we can use our empathy and understanding of people and how they relate to environments and products, to design experiences that create new opportunities for active engagement and participation. This exercise will extend your own experience of your bathing ritual to think about what it might be for other people, allowing you to understand what it might be like to design for a client.

Task (creativity warm-up) - In your design teams each person will be assigned a different persona. Eg. The Australian Prime Minister, CEO of Greenpeace, a gym junkie/cyclist, homeless youth, astronaut, the Little Mermaid, a pirate, a Hollywood socialite (eg Kim Kardashian/Donald Trump), a miner, etc. Put yourself in this persona and think of as many ideas as you can on your own for this person's bathroom and write them down in your journal (5 minutes).

This exercise is to be approached with an open mind - allow yourself to go a bit crazy!! Your ideas need to be innovative and not necessarily probable!! Reform in your team and share your ideas (5 minutes) and select the best ideas or a combination of the best.

On an A3 sheet present your best group idea, giving your idea a title, a sketch on the right that visually communicates the idea, and a few dot points on the left describing your idea. (5 minutes). Pin up each group idea and present these to the whole class.

Task (Getting to know your client) - Each design team will be assigned a different client.

Examples will include:

Client 1 - Male, 35 years old, artist, does not travel often, lives with another artist

Client 2 - Female, 55 years old, lawyer, travels internationally often, lives alone

Client 3 - Male, 25 years old, professional athlete, travels nationally, lives at a sports academy

Client 4 - Female, 25 years old, actress/model, travels internationally often, lives on the road

As a design team build upon this information to create a Facebook page (not necessarily real) for your unique user. Be detailed and adventurous with your client development, to allow you to understand your user intimately and to assist you later in the design process. Give your client a name, birthday, history, interests, likes & dislikes, photos, etc. We will assume we are designing for these clients in the year 2020, so your profiles may need to reflect what these people might be doing in the future.

Each group to pin-up and present each client profile to the whole class

Repeat the creativity warm-up exercise for your client to brainstorm ideas individually and as a group for your client's bathroom.



Have you considered?

One member of the team could pretend to be the client for a day and the other members of the design team interview them to find out more information about them for inclusion on the facebook page.

Other People Shoe's

CONT.

REFLECTION

Students are asked to document reflections, memories, notes and sketches in student journals (optional). Alternatively teachers can facilitate a brief class discussion dependent on time frames.

Prompts for Reflection:

- Research - Talk to a person of the same age group as your client and get them to pretend to be them and imagine what their life is like. This might help you develop a realistic client profile.
- What will people be doing in 2020? How will their lifestyles be different? What will be their priorities?
- What will be the role of the bathroom in 2020 in people's lives? Will it be different to now?
- How might technology have changed in 2020? And how will this affect bathrooms design?
- Thinking about the future, what elements of the bathroom would we want to change/improve and what are your ideas in relation to this? Think about this in relation to the rest of our daily routine – cleaning, dressing, exercising, working, etc.

DOCUMENTATION

Scan students' reflections, group ideas and facebook pages and include in an online wiki for the project

Facebook pages can be added to a unique and private facebook site for the unit so that all members of the class can 'friend' the clients and talk to them about their project

Display facebook pages of clients in class so the rest of the class can get to know them and perhaps assist groups with ideas for their bathrooms.



The Future Bathroom



60 minutes x 3
depending on unit goals/priorities and
discussions



Ideate

METHOD

Whole class (approx. 25) working individually and in six groups/teams of 4 for discussion

ACTIVITY

As we think and talk, we draw on a mental picture held in our mind either consciously or subconsciously. Our preconceptions can distort what we see and they can limit our design ideas. To shift our brains into an open minded and lateral thinking mode, and prevent us from jumping into a logical solution that might look exactly like your own bathroom, sometimes it is good to approach a problem from a completely different perspective. In this exercise you will develop your ideas for your client's bathroom of the future. Of course, as designers, we need to be thinking sustainably and with regard to conserving our environment.

Task (Creativity warm-up) - 'How might a bathroom look and function if we ran out of water?'

In your design teams each person will think of as many ideas as you can on your own for 'a bathroom with no water' and write them down in your journal (5 minutes). This exercise is to be approached with an open mind - allow yourself to go a bit crazy!! Reform in your team and share your ideas (5 minutes) and select the best ideas or a combination of the best. On an A3 sheet present your best group idea, giving your idea a title, a sketch on the right that visually communicates the idea, and a few dot points on the left describing your idea. (5 minutes). Pin up each group idea and present these to the whole class.

Task ('Refresh Refuge') - Your design task is to explore a futuristic prototype for a prefabricated freestanding unit that can be transported on a truck ready to be installed in any generic living space or on any site. There are no size restrictions stipulated. The 'Refresh Refuge' will be a cleansing facility for your client for up to 2 people, which caters for all of the activities required to start or finish your day eg. washing, toilet, relaxing, dressing, etc. The Refresh Refuge' will look nothing like your bathroom of today and you can choose the site on which you will install it. As a team, revise all of the previous exercises we have done for design generation/ideation and use some of these again to generate new ideas for your 'Refresh Refuge' through words, sketches or by experimenting with model making. It is best to come up with at least three totally different ideas and then choose one to progress and develop further in detail.

Once you have converged your ideas and have agreed on your approach, present this idea on an A3 sheet to present as a group to the rest of the class. This idea can be presented with words, sketches, select magazine images, etc as is suitable to sell your idea simply and quickly.



Have you considered?

To include another brainstorming/ideation activity repeat the creativity warm-up by asking other disruptive questions such as 'How might a bathroom look and function if we have no electrical power?' or 'How might a bathroom look and function if we only have a time limit of five minutes to use it?'

Rather than an ideas board, students can create an image board including images, colours, textures and descriptive words to visually communicate the experience that their 'Refresh Refuge' will create.

The Future Bathroom

CONT.

REFLECTION

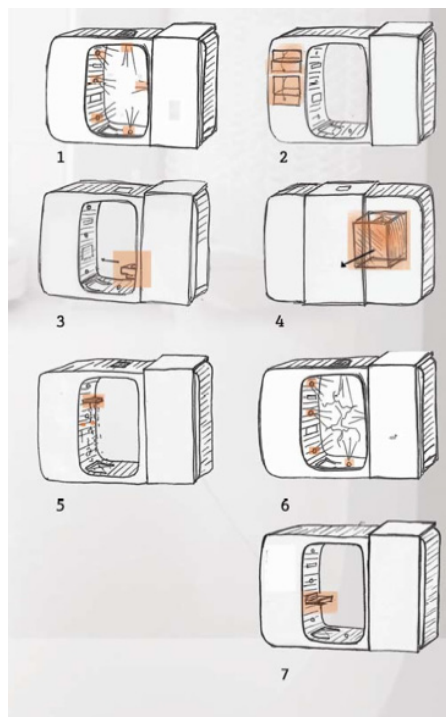
Students are asked to document notes, ideas and sketches and final drawings in a team journal.

Prompts for reflection:

- Consider answering the following questions when designing for your 'Refresh Refuge':
- What are your user's needs in the framework of the broader cultural context in the future and how might this affect the daily routine? What are the needs for public and private spaces?
- What is the quality of space required for your user? How important will the 'Refresh Refuge' be for them?
- Where will the 'Refresh Refuge' be sited and how does the space relate to its site?
- What new technology will be used?
- What are our ideas for environmental sustainability?
- What are the materials to be used and are these suitable for the use and the experience?
- What experience are we trying to create and how can we recreate this?
- What is the impact of gender on our design?
- Size – have we created enough space for the activities and considered that it is a transportable structure?

DOCUMENTATION

Scan students' reflections, brainstorming and group ideas and include in an online wiki for the project.



The Big Idea



1 x3 60 minute lessons
depending on unit goals/priorities and
discussions lessons



Ideate/ Implement

METHOD

Whole class (approx. 25) working in six groups/teams of 4

ACTIVITY

Task (The Model) – In your design team construct a model of your Refresh Refuge' design for your client. As this is a group effort, divide up the tasks between members of your group. One team member could be thinking about how the design and model will be presented to the larger group.

Present your design idea and model to the rest of the class, thinking about the best way of presenting all of the design features. Make sure you take the audience through the routine and how the user of the 'Refresh Refuge' will move through the space and experience it.

Discuss as a team how well you fulfilled your client brief

REFLECTION

Think about using this model as a tool for ideation as well as implementation.

Prompts for reflection:

- You might build a sketch model first which you can pull apart until you get it right and then a final model for presentation.
- Think about materials and the emotive and experiential qualities that they will bring to your design.
- How will you recreate them in your model?
- Can you use photographs of your model in the exercise for marketing of your idea? If so, how might this influence how you build your model?
- You might like to build a platform for your model that helps to describe its site, if that is important to your design.

DOCUMENTATION

The photographs of the models can be recorded in an online wiki for the project o



Marketing Scenarios



60 minute lessons x3
depending on unit goals/priorities and
discussions



Implement

METHOD

Whole class (approx. 25) working in six groups/teams of 4

ACTIVITY

Task (Design Magazine Article) – Design teams are encouraged to present your futuristic bathroom idea in an appropriate prominent international design magazine and are asked to create a graphic layout of the magazine article in no more than 4 pages in an Adobe CS program.

The magazine layout needs to include the following information:

- Short description of the client brief for the 'Refresh Refuge'. This should answer Who, Why, What and Where questions.
- Short description of the key design features of the 'Refresh Refuge' that will entice the reader to read the whole article. This should answer the How question.
- Detail in less than ten steps the procedure to use your 'Refresh Refuge' to explain how it works. Eg. 'Step 2 – Walk across the holes in the floor and the shower will automatically activate the body brushes.' It is best to use a legend system for this so as not to complicate your plan.
- Floor plan of the 'Refresh Refuge' (with associated scale bar as required), hand drawn or computer rendered.
- 1-2 3D perspective image views of the 'Refresh Refuge' that best illustrate your concept and the materials. Photographs of the model could be used for this purpose. Include any relevant notes on the drawings as required to communicate your intent.



Have you considered?

This activity could be done before The Big Idea exercise to help students visualise the space and how the user will use/experience it.

An alternative activity could be the design of a segment on 'Grand Designs' featuring this futuristic bathroom. Students to prepare a storyboard and script depicting the narrative or routine of using and experiencing the bathroom. This would include ten detailed drawings (reflecting the ten steps of using the bathroom) 100x 100mm that are ordered in a sequence of events/screen shots. This activity could also be used as an ideation activity in the design process before the model is created.

REFLECTION

Students are asked to document notes, ideas and sketches and final drawings in a team journal.

Review the graphic layouts in a couple of different design magazines, especially looking at the relative size of headings, general text, placement of photos, hero photo/diagram, ideas for article headings, type of information included in the articles and the way the language content is written.

DOCUMENTATION

The communication graphics can be recorded in an online wiki for the project or for separate publication online, or magazine articles exhibited in classrooms or public spaces. Teachers to archive whole group outcomes, record design process and presentations.