

## Speaking Spaces Toolkit

Name

Age

### Introduction to the My City Too! 'Speaking Spaces' workshop

This workshop focuses on design and the built environment and why it is important in our everyday lives. It will introduce some basic model making skills as well as asking your peers/friends to take part in a design challenge.

**As workshop leader, you will aim to encourage participants to:**

- think about and have their say about the places they live in
- understand how the physical design process works and the people involved in it

**To help you do this, the workshop will follow 3 simple steps...**

- An introduction to design and the built environment
- An introduction to basic model making
- A design challenge!

# Checklist

In order to carry out the workshop it is important to be prepared so that the workshop runs smoothly helping you to achieve your goals. Below is a list of questions and actions for you to consider as you plan for your session. Please check the glossary at the back for any words you don't understand.

## Who?

- **Participants:** Who will be participating in the work shop?
- Make a list of who is attending to ensure you know how many to expect.
- Make sure you have the ages and contact details of the participants.

## What?

- **Content:** Are you familiar with the content of your workshop? Make sure you have read through the toolkit before you start the workshop and know the activities you will be teaching.
- **Workplan:** Have you checked you will have enough time during the session to deliver your workplan? Make a note in the toolkit of how long you intend to spend on each activity.
- **Materials:** Do you have all the materials you will need to carry out the activities in the workshop? Make a list and check if you have them before starting.

## When?

- **Date/Time:** Have you confirmed the date and time of the workshop with your school? Make sure your teacher has filled in the form and returned it to My City Too.
- Have you told the participants when it is? Do they need to be reminded nearer the time?

## Where?

- **Location:** Do you know where the workshop will be held? Make sure to confirm with your school that the venue is available when you want to use it.

## Why?

- **Goals:** Do you know what you want to achieve from the workshop?
- It is important to be sure of what you are trying to teach the participants and why, because they might ask you why they are there!
- Make a list of reasons of why you think it is important to learn about design and the built environment.

## Competition!

Do you want your students to enter the Inter-School Design Competition?

If so, make sure to:

- ensure all participants fill in the competition form
- take a camera to record images of the students work
- collect the competition entry forms and any accompanying work at the end of the session

# Workshop Activity 1

## Introduction to the built environment

Estimated time: **5** mins

This could be shorter or longer depending on the length of your workshop

Icebreaker: Ask the students to name their favourite place in their area and explain why.

**The 'built environment' is places and spaces that man has made as opposed to natural features. It ranges in scale from personal shelter and buildings to neighbourhoods and cities.**

### Outcomes

This activity should help the group to think about and understand what is meant by the term 'built environment'.

They should understand that it is all around us and that its design has an impact on people's every day life.

As the workshop facilitator, think about your responses to these questions and discuss them with the group.

It may be helpful to write down the group's own responses on a big sheet of paper

1. Can you think of words or feelings related to your surroundings?

*Prompts: busy, attractive, peaceful, friendly, noisy, scary etc*

2. Can you name 5 different places where you spend your everyday life?

*Prompts: home, school, bus, bedroom, street etc*

3. What does the term 'built environment' mean to you?

*Prompts: buildings, streets, towns, cities, urban areas etc*

4. Who is involved in designing the built environment?

*Prompts: designers, architects, engineers, contractors, developers etc*

## Workshop Activity 2

### Introduction to model making

Everything in our built environment is constructed. When designing objects, structures and buildings it is important to have an idea of all the parts that make them.

Learning basic model making skills will help the students get to grips with the concept of structure.

#### Outcomes

By the end of the model making activities, the students should have an understanding of how simple structures work, and how to make simple 3D forms using basic materials.

#### Project 1: Make a Shape Stand

Estimated time: **5** mins

This could be shorter or longer depending on the length of your workshop

This activity is a quick and simple exercise to encourage the students to explore shape and form.

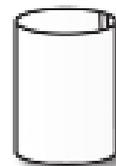
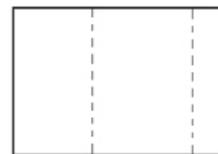
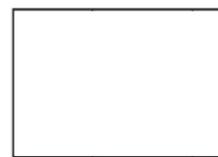
**Materials:** paper

In two minutes do the following exercise:

How many different ways can you fold a piece of paper so it will stand up or support another object?

*Tip: the object could be a glue stick, scissors, rubber, a book or even an apple...use your imagination, but nothing too heavy!*

Ask the students to discuss their structures and how easy they found the activity, or any problems they encountered.



## Project 2: Breaking Down Objects

Estimated time: **15** mins

This could be shorter or longer depending on the length of your workshop

The aim of this exercise is to encourage participants to think about structures and how they are made.

For this exercise it may be best to have a prepared example different from those objects given to the group. The exercise can be conducted individually, in pairs or small groups.

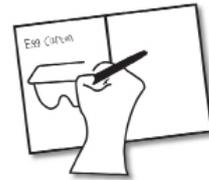
### Materials:

Egg box or milk carton (or any household container you might find in the recycling), sellotape, glue, black card, scissors, cutting boards, pencils, A4 white paper

1. Each student or group is given an everyday object – eg. an egg box or milk carton



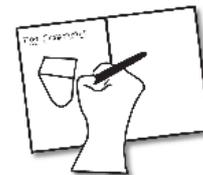
2. Each student makes a simple line drawing of the object



3. Each student/group breaks down the object into its essential components/parts/forms



4. Each student draws a diagram of each part. They could draw round each piece to understand the different shapes there are.



5. Materials are given to each team to aid their designing and making – eg. glue, sellotape etc

6. In teams students use this kit of parts to create a new design for a shelter



### Possible extension:

7. Students then make a simple line drawing of their new object/shelter.

8. Ask them to name their new shelter

### Possible questions for discussion:

Why did you choose the parts you did?

Why did you choose to reconstruct it in the way you did?



## Project 3: 2D-3D

Estimated time: **15** mins

This could be shorter or longer depending on the length of your workshop

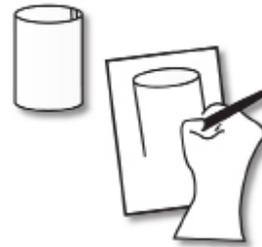
The aim of the activity is to demonstrate how a 2D object can be manipulated to create a 3D form through various simple processes.

**Materials:** paper, card, glue, sellotape, scissors, pens.

1. Students are given a piece of card or paper



2. Individually students make folds to create a 3D form



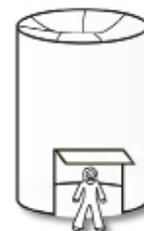
3. Participants make a simple sketch of their 3D form from any angle



4. Participants draw a little person



5. Students are given 10 minutes to make cuts and folds to turn their 3D form into a shelter for their scale person



6. Participants trace over their initial sketch adding the alterations to show the structure

### **Possible extension:**

7. Students present their model to the group and discuss their designs

## Workshop Activity 3

### Design Challenge

Estimated time: **25** mins

This could be shorter or longer depending on the length of your workshop

This is a short design activity, which is a chance for the students to use the basic model making skills and structural knowledge they have experimented with during the workshop, along with some of their own creative flair.

The challenge will be based at a specific site in the students' school grounds and the exercise can be conducted individually, in pairs or small groups.

#### Outcomes

This activity will help the students to use the basic model making skills and knowledge they have learned in the workshop.

The exercise will help them to think about the different issues involved when designing a structure.

#### Materials:

School plan/map, pens, pencils, paper, card, glue, scissors, sellotape

#### Issue participants with a plan of school ground and ask them to:

*Tip: If you don't have a plan of your school you could use Google Earth*

1. Think of an area within the school grounds that could benefit from a shelter or pavilion
2. Annotate on the plan what is good/bad about the space
3. Sketch their design ideas for a shelter
4. Show on the plan where they would place their design
5. Make a model of their shelter design using the materials provided
6. Students can include extra features eg. lighting, furniture or public art within the design

## Glossary of useful terms

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**Annotate** - make notes or drawings on a plan

**Architect** - someone who designs buildings and other structures

**Built environment** - places and spaces that man has made as opposed to natural features. It ranges in scale from personal shelter and buildings to neighbourhoods and cities.

**Design Process** - all of the things that happen in the construction of an object

**Facilitator** - somebody who leads a group. In this case the ambassador running the workshop is the facilitator - helping the students to learn about the built environment

**Object components** - the different parts of an object that make up the whole

**Planner** - somebody who makes plans for the development of whole areas

**Scale model** - a copy of an object that is smaller than the actual size, but maintains the proportions of the original object

**Structure** - something built or constructed. The way something is constructed dictates how strong or rigid an object will be.

**Work plan** - a detailed description of how you intend to carry out the workshop session (similar to a lesson plan).

## My City Too! What we do

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My City Too is the Young Londoners campaign for better places and spaces created by Open-City to enable young people age 12-19 to voice their ideas, aspirations and solutions for the future of London. My City Too aims to help young people become involved in built environment policy making which is a process they are often excluded from. By including young people in the design and decision making process we aim to improve the quality of the built environment for all members of society and educate decision makers about the inherent value in young people's views, ideas and contributions.

My City Too Speaking Spaces Competition is an extension of the My City Too Campaign. MC2 'Speaking Spaces Competition' will enable 15-20 young MC2 Ambassadors aged 12-19 to gain further leadership skills through the design and delivery of a peer awareness-raising campaign.

For more information or if you're interested in joining My City Too please email [mycitytoo@open-city.org.uk](mailto:mycitytoo@open-city.org.uk)