

Back Story

Scenarios and narrative are instrumental in design thinking. This tool kit encourages students to develop human centred scenarios that allow them to see the past connections and likely/possible future uses of products or services.

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BENCHMARKS

CURRICULUM AREAS

CROSS CURRICULUM PRIORITIES

TEACHING LEVEL

EXPECTED DURATION



Depending on the intensity of the focus, the tool kit could be developed over a four-week program (approximately 10 X 60 minute lessons), or as smaller learning experiences or workshops treated as discrete learning experiences. Each of the key exercises could be developed in class over 1-3 hour-long lessons.

EXERCISES

1. Map the City
2. Coffee Packaging

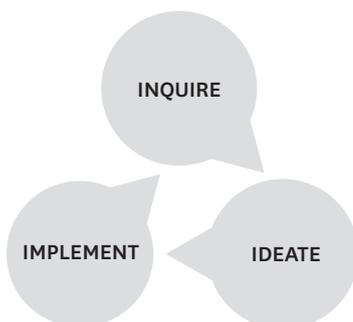
RESOURCES FOR COMPLETION

- Computer/internet access; access to Adobe CS
- Coffee labels and global coffee production/consumption maps
- Paper and marker pens
- Post-its, sticky dots, pasteboard, papers, foamcore
- Maps of the CBD/urban precincts
- 1 x A3 piece of card for every 4 students in the class
- Various presentation materials (such as coloured card and recycled materials) to develop a poster

RESOURCES FOR DOCUMENTATION

- Folio of notes, post-its, and other documentation produced in brainstorming sessions.
- Digital camera/scanner to document and respond to design challenges
- Adobe Photoshop or other photo editing software
- Blogging and other web-based responses.

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.

Map the City



60 minutes x 3
(depending on unit goals and duration)



Inquire

METHOD

All class exercise - (approx. 25) Working in 6 teams of 4

ACTIVITY

In this tool kit, Coffee and Wayfinding are suggested subjects for design investigation, however the process could be adapted to many other subjects and themes, especially urban living, the use of public space, sourcing local food and services.

Teachers introduce the discussion around coffee and the urban experience. Whole class discussion of the number and style of outlets. (e.g. chains/boutique, free trade/ organic)

Teacher negotiates with students to form teams. Each team receives work kit including:

- Maps of CBD or target precinct
- Coloured sticky dots or stars
- Marking pens/finelines etc.
- Butter/tracing paper

Task: teams to determine the locations of key outlets (teachers may pre-research this to assist in debrief). Teams discuss and determine a possible wayfinding/coffee crawl sequence linking coffee spots. (10-15 mins)

Teams share their mapping discoveries and pool map ideas to contribute to a whole group map*. (10-15 mins)

* informal group "maps" where stories, hotspots and journeys are collected, recorded and overlaid are useful for cultural mapping and help define the way larger groups use urban spaces.

REFLECTION

Prompts for reflection:

- Who are the users of urban space, how different are their needs, and how do their experiences differ?
- Are there some barriers to access and some deficiencies in service that could be improved for your user groups?
- What are some strategies that could put people who need services such as mobility and quality food in touch with providers?
- Apart from coffee, what are some of the other services or products your user groups might access at the stop points?

DOCUMENTATION

Student brainstorming ideas, maps and other documents are filed, photographed/scanned and used as evidence for more considered responses.

Team ideas and strategies can be published in a **The Learning place** blog or **ed-studio**.

Include an optional high resolution, royalty-free image related to the exercise and attach when emailing the final toolkit. Please identify the image filename here: filename.jpg

Coffee Packaging



60 minute lessons x 3
(depending on unit goals and duration)



Inquire/ Ideate/ Implement

METHOD

All class exercise (approx. 25), working in 6 teams of 4.

ACTIVITY

Student teams are assigned “brand” coffee packaging acquired in earlier supermarket visits. Teams carefully examine and deconstruct the packages and determine the kinds of “stories” and hard information offered by the marketers and retailers.

Teams debrief, teacher leads whole group discussion about the packaging values and stories.

- What is missing?
- What information would personalise the coffee story for consumers and give them access to better-informed and more ethical decision-making?

Teams access folios of “backstory” materials related to coffee: graphs, statistics, cultivation and transportation maps, images of key people, growers, harvesters, processors, images of coffee growth and processing, images of coffee transportation and packaging as well as points of local retail/consumption. Folios may be collected from online printed material.

Team design challenge: From the folio of materials, teams sort through and sequence 5 bits of information – a graph, a photograph, a map, a sketch, a symbol, to represent key elements of the coffee story. They discuss within the team and pin up and critique with the whole group.

Teams then use/adapt these cues to develop a 5-step “backstory” for the coffee product that informs the consumer about costs, profit share, cultivation, food miles, transport and processing, as well as quality and eco-credentials. Teams must design inventive graphics to communicate their coffee story, and consider how complex information can be compressed into packaging and marketing materials.

Teams discuss the “values” of the packaging process. Conflict between marketing and authentic information. Teams discuss how their new priorities (sustainability and fair trade) could be delivered, and how to link the user/consumer to the grower/retailer more directly.

Teams then create facsimiles/prototypes for their coffee packaging or marketing flyers. These can be handdrawn, folded and rendered and/or developed in Photoshop or InDesign if the software is available.



Have you considered?

Teams can be assigned different design/communication scenarios/challenges.

Building an ethical coffee trade; the best graphic communication; wayfinding: where (does it come from, how do I find it?) Online selling strategies; recycling strategies. etc.

References for communicating product ‘back stories’

www.wiki.com/pages/responsibility
www.patagonia.com.au/environment

REFLECTION

Design works best through empathy, so designers need to get inside the mindset of the end user of services or products. Building scenarios around the likely users is a key strategy.

Prompts for reflection:

- What is a typical lunch hour like for the city worker? How could the experience be improved?
- What about the way retired people living in apartments use their neighbourhood
- What about children? Teenagers? Ask them about their experiences; get them to map their favourite destinations and journeys.
- What are people looking for in coffee? How important are cost, quality, ethics, fair trade and sustainability?
- How much extra are they prepared to pay for fair trade coffee?
- What do they want to know about the product and what is the best way to access this information?

Coffee Packaging

DOCUMENTATION

The communication graphics and prototypes can be recorded for publication online or exhibited in classrooms or public spaces. Teachers archive whole group outcomes, record design process and presentations. Student brainstorming ideas, maps and other documents are filed, concept panels and prototypes are displayed.