Years 7 and 8
Student work booklet

Name: ........................................................................................

School ........................................................................................
What is the Spacewise project about?

In the *Spacewise* project you will learn about public places and spaces, and how they might be changed to better meet the needs of the people who use them.

You will:
- study the local neighbourhood
- explore its development and how it has changed over time
- investigate issues of the preservation of any significant local historical and/or cultural and/or environmental features.

In a team you will explore and record information about a public space that is part of the local neighbourhood. You will design and produce a proposal for its re-development to better meet the needs of the people who use it.

**Design situation:** Public places or spaces are used by numbers of people and often for different purposes. Over time the uses of public spaces change as do the needs of the people who use them. In many instances public spaces no longer suit changing uses or the changing needs of those who might use them. There are opportunities improve public spaces by re-designing and developing them.

**Design task:** Redesign a local public space so that it better meets the needs of those who use it or who may use it.

**Design solution:** The solution will be in the form of a development proposal including drawings, photos, sample materials and/or a multi media presentation. Models may be produced as a means of communicating details of the solution but are not essential. The development proposal must include information about the existing situation, the identified needs of users, details of the design solution including diagrams, plans and images of what the solution will look like.

This student work booklet provides useful information, questions and places for you to record your thoughts as you work through the process of developing a proposal for the improvement of your adopted space.
Activity: What is a public space?

Our towns and cities are made up of buildings and different types of structures. The built environment is concerned with the spaces between and within these the buildings and structures. Many of these spaces are private spaces while others are public spaces.

a) Consider the following statements.

A public space is:
- a place in the open air
- a place that belongs to the local council or the government
- a place that anybody can visit
- a place in which you can be seen by anybody passing by
- a place you do not have to pay to get into
- a place nobody can tell you to leave.

Write a sentence to explain the meaning of the term ‘public space’. (Your response will be discussed in class.)

b) Now you have thought about the meaning of the term ‘public space’ which of the following do you consider to be a public space:

- sports ground Yes/No
- beach Yes/No
- street Yes/No
- work office Yes/No
- church Yes/No
- park Yes/No
- library Yes/No
- school Yes/No
- back yard Yes/No
- cinema Yes/No
- shopping centre Yes/No
- front garden Yes/No

Is there a category somewhere between completely public and completely private? Can a space be semi-private? What does this mean? (Your response will be discussed in class.)
From your knowledge of the local neighbourhood, list five examples of a **local** public space and for each space answer the questions at the top of the column.

<table>
<thead>
<tr>
<th>Local public space</th>
<th>What is in each space?</th>
<th>What happens there?</th>
<th>Who goes there?</th>
<th>Why do we have these spaces?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example 1:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example 2:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example 3:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example 4:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Memory map

A memory map is a plan of a location or a journey with features you can recall labelled on it.

In the space below draw a memory map of approximately the last 2 kms (approximately a 10-minute walk) of your journey to school. Remember to label the features of the places you pass through and that stick in your memory.
### Activity: Developing a design brief

A design brief guides the development of your proposal to improve a local public space. The design brief on p 2 of your Team Design Folio should be completed by your team at the start of the project. The questions below provide a guide to the information required to complete the brief. In the space provided make notes that might help with this task.

<table>
<thead>
<tr>
<th>What needs does the local public space meet?</th>
<th>What are the possible consequences of the re-design for users and the environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is in the space?</td>
<td>What could happen to users if the re-designed space is unsafe?</td>
</tr>
<tr>
<td>What happens there?</td>
<td>How might re-development of the space damage the environment?</td>
</tr>
<tr>
<td>Who goes there?</td>
<td>What type of materials and other resources are likely to damage the environment?</td>
</tr>
<tr>
<td>Why do we have the space?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What criteria should we set for judging the success of the re-designed space?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Should people find the space easier to use?</td>
</tr>
<tr>
<td>Should the space be pleasing to be in?</td>
</tr>
<tr>
<td>Should the space be safe for those who use it?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What resources are available to produce the development proposal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing and modelling tools and equipment?</td>
</tr>
<tr>
<td>What materials are available for producing a model?</td>
</tr>
<tr>
<td>How much money do we have to spend?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who can help us develop a proposal for the re-design of our space?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is an expert in the design of public spaces?</td>
</tr>
<tr>
<td>Who can teach us the drawing skills we need?</td>
</tr>
<tr>
<td>Who can teach us the modelling skills we need?</td>
</tr>
<tr>
<td>Who can teach us about development proposals?</td>
</tr>
<tr>
<td>Is there advice that can be obtained online?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Who will check that the development proposal meets Council/authority requirements?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Our teacher will set a completion date for the development of the proposal. What milestones do we have to set to ensure that we have the project completed on time?</th>
</tr>
</thead>
</table>

NSW Architects Registration Board
Activity: Observing and recording the space

You will go on a local safari to explore the space you have been allocated. To do this efficiently it is best to divide tasks between members of your team. Below is an outline of different roles for each member of your team.

**Photographers**

Take a good look around. Decide on key points of interest, both good and bad. Photograph these and keep a written record of what was photographed. On the map mark the points you photographed. Be prepared to explain your choices. If you have time and resources edit and print your own photographs.

Make a series of drawings. Identify key features, both natural and made, which are characteristic of the area. If there are elaborate buildings different members of the team can create key features (doors, windows, walls, carvings, etc.). Are the buildings mostly brick, timber or stone? Note the general use of colour. Capture the texture of surfaces by doing some rubbings and note the source.

**Map-makers**

Study the area carefully. Print a map from Google Earth if possible. Note the orientation (where is north, south, east and west?). On your map add any information which is not shown. The information could include important uses or activities, trees and other vegetation, problem areas, derelict areas, pleasant spots, good views or vistas. Remember your images may be used later to illustrate the changes your team proposes.

Observe those who use the space and record their tracks as they move around it. Note how well it suits different purposes and any problems users have.

**Archaeologists/historians**

The space you will adopt for the project has a history. It is important to preserve parts of the space that have heritage or cultural value. During the safari you can collect information that will help you research the history of the space. Be an investigator. Look for signs, road names and plaques. Record what they say and where they are located. Often dedication plaques record dates of buildings and developments. Talk to those who use the space. Follow up by talking with local Aboriginal people about the traditional Aboriginal use of the area. Use an audio recorded to record their views.

Are there any traces of early inhabitants of the area? Grave stones, tombs? If appropriate record, draw or make rubbings.

**Environmentalists**

The adopted space is a built environment but it is also part of a more complex system that impacts on the wider environment. The use of the space will have different costs and benefits for the wider environment. Record parts or features of the space that involve the use and management of energy and water. Could water and energy use be reduced or made more efficient? How is garbage and other waste material managed? What biodiversity is evident in the space? Birds, animals, insects? Are they appropriate for the area? How might biodiversity be improved?
Personal notes

In your team, you will be allocated one of the roles described above. Talk to members of other teams who have the same role. Discuss preparation for the safari, recording information and reporting back. Use the space below to record your notes about how you will manage these tasks.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
Activity: Planning a development proposal

In the table below list the purpose and the audience for each part of a development proposal.

<table>
<thead>
<tr>
<th>Part of the development application</th>
<th>Purpose</th>
<th>Audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site analysis plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans and elevations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other required plans and materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Model or photomontage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement of environmental effects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Record of discussion with affected neighbours/members of the school community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you discussed the proposal with a council assessment officer or school authority? Who did</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you speak to?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Reflections

This is your opportunity to think back on what you have done and how you have done it. The questions below will help you with your reflections. Use drawings and photographs to illustrate your responses.

Reflections on your development proposal

- Did your team propose a valuable idea for the re-design of the space? What made it valuable?

- What were the best features of your proposal? Why were these important features?

- Were there any weaknesses to the team’s development proposal? How could have these weaknesses have been overcome?

Reflections on the process used to develop the proposal

- If you did the project again, what do you think should have been done differently? Why would this change make your team’s process more efficient?
Did you enjoy working in a design team? Did your team work well together?

Reflections on your learning

- List 3 or 4 points about valuable things you learned by doing the project. Why do you think they are valuable to you?

- What did you learn about design processes?

- What did you learn by working with experts?
Glossary of basic terms for students

Architect: a person trained in the planning, design and management of the construction of buildings and spaces. A person must be registered to practice architecture.

Built environment: the human-made surroundings that provide places for human activity, ranging in scale from personal shelter to large-scale civic surroundings.

Consequences and impacts: the effect of a process or solution on people or the environment. The benefits and costs to all stakeholders need to be considered for the short and long term.

Criteria for success: a negotiated list of what the solution must do to be acceptable to the users and the client. The criteria guide development decisions and provide a framework for evaluation at all stages of the process. They are a measure against which the success of a solution may be judged.

Design brief: a concise statement describing the task and defining the need or opportunity to be resolved. A design brief identifies the users, the criteria for success, the possible consequences and impacts, the constraints and available resources and the timeframe for the project.

Development proposal: a proposed solution to a design brief presented in the form of drawings, photos, sample materials and/or a multimedia presentation. Models are sometimes produced as a means of communicating details of the solution but are not essential. A development proposal should include all information required by an authority to approve the implementation of the development.

Dimensions: measurements added to drawings to communicate sizes and proportions.

Limitations and constraints: the non-negotiable parameters or boundaries that the designer must work within.

Model: a physical representation of a built environment made to scale. Models can be used to analyse a situation and identify the needs of the people who use it. They can help designers appreciate how spaces are used and identify potential problems that may arise from the interaction of different users.

Orthogonal drawing: a system of drawing intended to accurately communicate the size and form of a development to those involved in approval and construction. Orthogonal drawings are presented as an arrangement of front views (elevations), top views (plans) and side views (end elevations). Dimensions are added to each view to indicate size.

Photomontage: a collection of photographs or images to show what a development, or part of a development may look like. Images are usually obtained from buildings or features that may similar to the one being proposed.

Pictorial drawing: a drawing of an object as it would be seen by an observer, that is, drawn as a picture. Pictorial drawings are usually made from a point of view selected to show important features.
**Presentation:** a formal talk used to explain or argue for a development proposal. Effective presentations provide key information in a short and usually specified period of time and often use visual aids. In a presentation it is most important to provide all information necessary for those with authority to make decisions.

**Public space:** an area or place that is open and accessible to all. Most streets are considered a public space, as are shopping centres and parks. Government buildings, such as public libraries and many other similar buildings are also public spaces. Although not typically considered public space, privately owned buildings whose walls and gardens face streets also influence the public visual landscape.

**Site:** a place where a development is to occur. A site is defined by specific boundaries. A development proposal will usually include a site plan with a description of features of the site that may influence the development.

**Scale:** a ratio of the relative size of a drawing or model to the real thing. For example, 1:1 scale would be a life size drawing or model, whereas, 1:10 scale would be one tenth of the actual size.

**Services:** systems in the built environment that are used to provide for particular needs, for example, electricity, communication, water, waste collection.

**Sustainable design:** an approach to design that aims to reduce our ecological footprint while simultaneously meeting peoples' needs.