DESIGN SKILLS FOR A CHANGING WORLD

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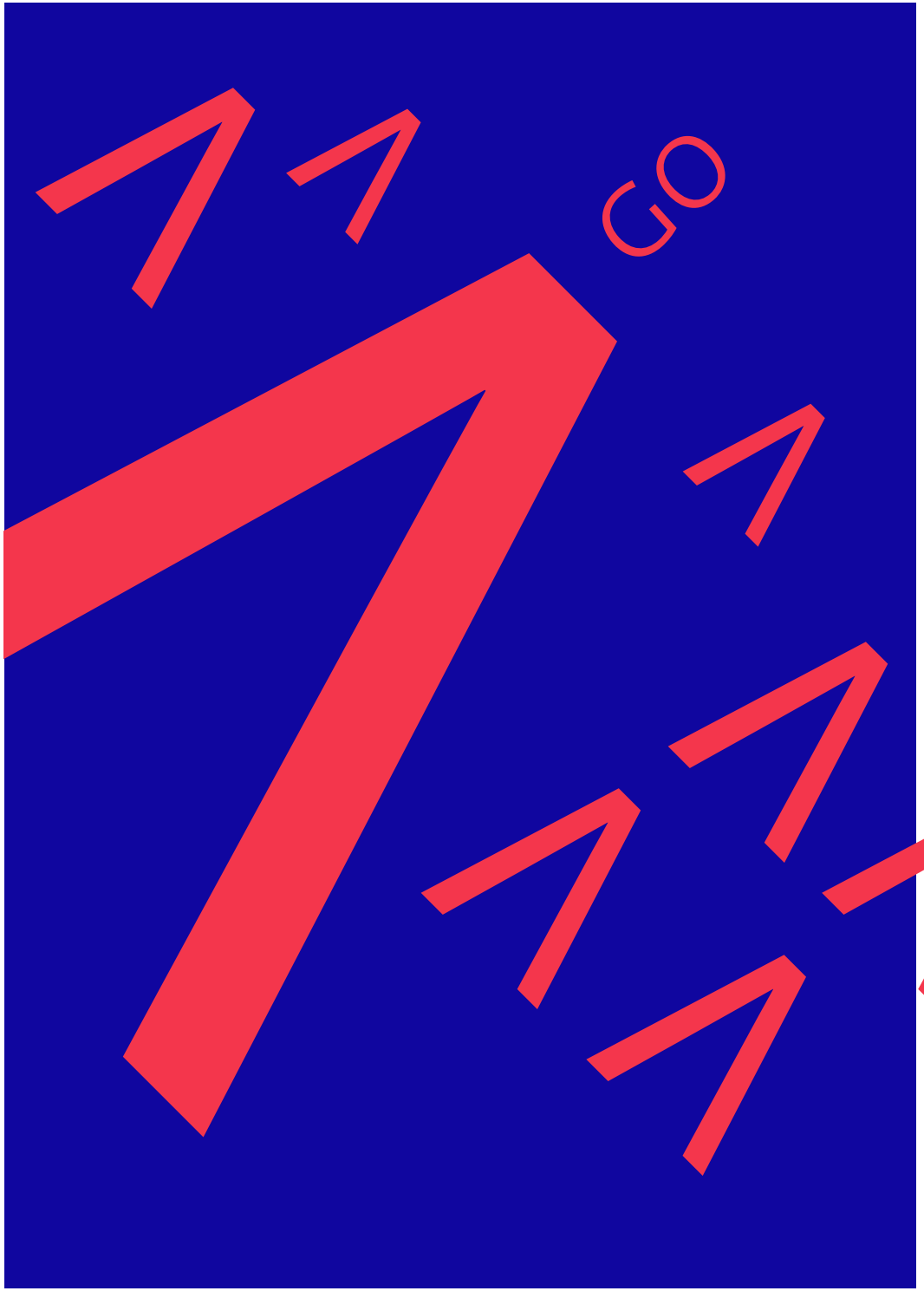


INTRODUCTION

How we travel, why and where we go.

Travelling all over the world has never been more possible. But moving around isn't easy for everyone and the way we travel – to school, to work, for leisure – can have a big impact on our health and the environment.

This resource supports the delivery of the GO contextual challenge for V&A Innovate. It is suitable for Key Stage 3 students and uses objects from the V&A collections to kick-start research and ideas generation.

STARTING POINTS

Investigate GO with your students and encourage them to find an opportunity or problem they want to solve using design. Here are some areas you might want to explore:

CLEAN MOBILITY

Carbon emissions from travelling are commonly seen as one of the main causes of global warming. The world is seeing the impact of climate change with more extreme weather conditions affecting people all over the world. High levels of pollution are also affecting people's everyday lives. Designers and climate change activists are exploring new, clean ways we can move around.

CONNECTING PEOPLE

Loneliness and isolation affect many people for different reasons. Being able to get around and connect with others is essential for physical and mental health.

MOVING ACROSS BORDERS

For many people, moving to another country is a necessity, but that journey can be full of emotional and physical challenges. The world is in the grip of one of the worst forced displacement crises ever – over 68.5 million people around the globe have had to flee their homes. Millions have had to leave their country entirely and have become refugees. As there are physical and non-physical barriers that prevent people from travelling and integrating, many designers have been looking at how new systems, services or campaigns can make a positive difference in the lives of people who are forced to move.

THINK LOCAL

Encourage students to think about these global contexts at a local scale. How does GO relate to their own lives and the lives of those in their community?

How do you get to school? Is it a clean way to travel?

Do you know anyone in your local community who might need help moving around?

How easy is it to get around your local area?

Do you feel safe travelling on public transport, walking or cycling?

ONLINE RESOURCES

Watch branding and digital agency TEMPLO as they create a brand for a new UK based charity, Survivor of Torture, tracing asylum seekers' journeys to the UK.

Search over one million objects from the V&A Collections online, including ceramics, fashion, furniture, glass, metalwork, and more. https://collections.vam.ac.uk/

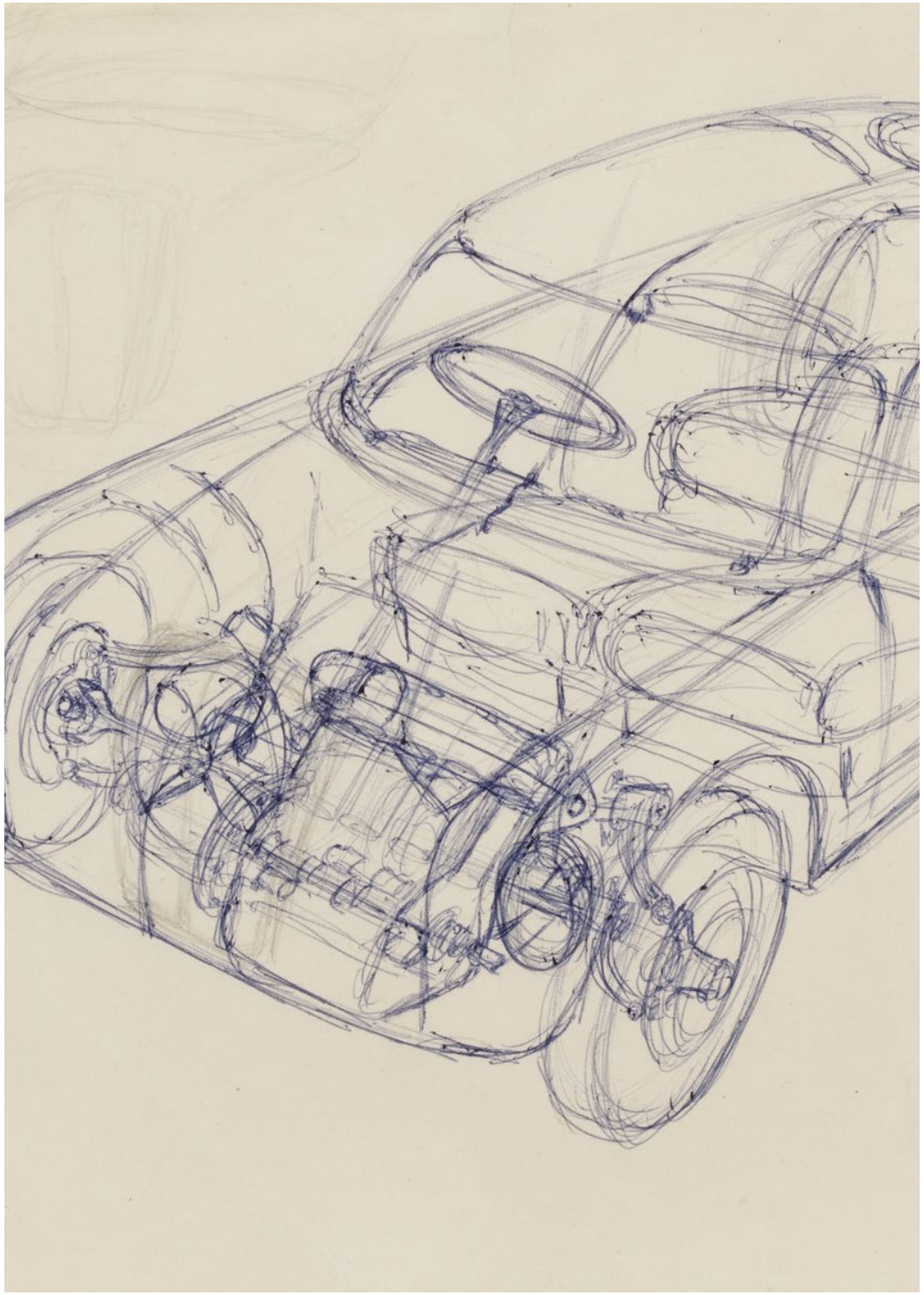
MUSEUM VISIT

EXHIBITION
Cars: Accelerating the Modern World, 23 November 2019 – 19 April 2020

Over its 130-year history, the car has become one of the most loved, contested and influential innovations in the world. It has revolutionised manufacturing, transformed how we move, and forever changed our cities, environment and economies.

Enjoy our vibrant exhibitions programme and take advantage of the concessionary ticket rate for educational groups - £3 per student and teacher.

Booking essential (a minimum of two weeks' notice is required). Find out more here.



Drawing, Sir Alec Issigonis, K.B.E., F.R.S., 1956 © Victoria and Albert Museum, London

>HOW WOULD WE TRAVEL IF THE WORLD HAD A FOSSIL FUEL CRISIS?

THE MINI

DESIGNED BY SIR ALEC ISSIGONIS, 1956

The Mini was designed as a result of the 1956 Suez Crisis, which reduced oil supplies and forced the UK government to introduce petrol rationing. The sales of large cars with high fuel consumption dropped. Alec Issigonis saw saving fuel as an engineering and design challenge. He solved this in his design for the Mini through the creative use of space and the elimination of unessential design features. He rotated the engine so that it sat sideways, increasing legroom and allowing 80% of the internal space to be used by passengers. Issigonis designed a small, economy car with minimum dimensions outside, but a spacious inside for four passengers.

The Mini reimagined the idea of city mobility and revolutionised small car design for years to come.

>ACTIVITY<

Discuss other ways that cars or other modes of transport could be fuelled. What if we could use the weather around us – wind, water, sunlight – to move us around?

With your classmates, list all the types of transport you can think of that don't use fossil fuels. How might they be improved or adapted so that more people use them? Could you create a new system, service or campaign that encourages people to make cleaner transport choices?

Tactile Paving Slab, designed by Miyake Seiichi, ca. 1965, made 2016

> WHAT IF OUR STREETS WERE DESIGNED TO WORK FOR EVERYONE?

TACTILE PAVING SLAB

DESIGNED BY SEIIICHI MIYAKE, 1965

In 1965, Japanese inventor Seiichi Miyake came up with the first of his 'braille blocks'. They are designed to safely direct visually impaired people along paths and to warn of crossings and barriers. There were two variations: the first had raised truncated domes to alert the walker of a dangerous threshold; the second was made of raised lines which indicated a path along which to walk. Japan gradually introduced this system at railway stations then along city streets. Now it is adopted by countries around the world.

Prior to its introduction, very little attention was paid in design for how objects could address disabilities.

> ACTIVITY <

Take a walk around your local area. How many of these paving slabs can you feel under your feet? As you walk around, think about how moving around your local area could be improved for people who are visually impaired or blind.

Umbrella for Portable Fabric Shelters, designed by Sonia Boyce, printed by London Printworks Trust, 1995
© Victoria and Albert Museum, London. Purchased through the Julie and Robert Breckman Print Fund.

>HOW CAN WE PROTECT PEOPLE WHO ARE FORCED TO MOVE?

UMBRELLA FOR PORTABLE FABRIC SHELTERS

DESIGNED BY SONIA BOYCE, 1995

Sonia Boyce made this umbrella (alongside blankets and a tent) in 1994 for an exhibition on global migration, refugees, and the homeless. Around the edge of the umbrella she printed the brows and closed lids of a pair of eyes.

The umbrella itself can represent a form of shelter. Using one in a crowded street is a way of creating a haven in which strangers are kept at arm's length. Alternatively, inviting someone to share the space beneath can create a feeling of intimacy. Seen from outside, the closed lids both attract and exclude the onlooker.

>ACTIVITY<

Think about the kind of difficulties people might come across when they are forced to move from their country. How would they find shelter? Would they be safe?

In teams, think about how a product, campaign, service or system could support those who are forced to move and need shelter. Could somewhere in your local area be redesigned? Could an everyday object be used for a different purpose?

Spacehopper, made by Mettoy Playcraft Ltd, ca.1970 © Victoria and Albert Museum, London

> WHAT IF THE WAY WE MOVE AROUND BECAME MORE PLAYFUL?

SPACE HOPPER

MADE BY METTOY PLAYCRAFT LTD, 1970s

In the early 1960s, designer Aquilino Cosani was watching a documentary about kangaroos. He realised that children never look as happy as when they're jumping. He decided to make a toy that let them bounce around like kangaroos.

He made the ball orange, a bright colour to make it stand out when used outdoors. It was made from PVC because of its elasticity and durability.

Over the years, the design was picked up and adapted by other companies. Space Hoppers were introduced to the UK by toy makers Mettoy in 1969 and they became a huge craze in the 1970s.

> ACTIVITY <

What if we could make the way we move everyday more playful and enjoyable, improving our mental health and wellbeing?

How often does a bus stop make you smile? How often does a pavement bring you joy?

Storyboard your journey to school. Make notes, drawings or models of the objects, people and places you encounter. What could you add to your journey to make it more playful and fun?