



Portsmouth  
CITY COUNCIL

# Thinking Space

A workshop resource to  
support visioning of learning  
spaces for the future

## Notes on how to use this resource

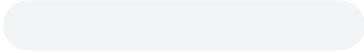
This interactive resource can be navigated through links to activities on contents pages, and through the bookmarks tab in Adobe Reader. The circles and lines on the top right of each page link back to the contents page of the relevant section.

Activity handouts in the appendices are linked from icons on the first page of each activity. Handouts can be projected during a workshop, or printed and given to participants.

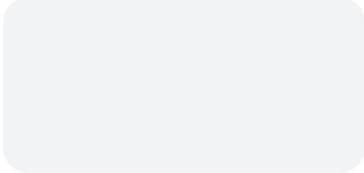
Single activities can be printed by pressing the print icon at the top of the front page of each activity, which will send them direct to your local printer.

Generic facilitator tips can be found to the right of the main text, giving hints and tips to those less used to acting as workshop facilitators.

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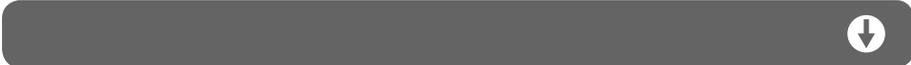


ABOUT THIS RESOURCE



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STAFF WORKSHOP DAY 1

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STAFF WORKSHOP DAY 2

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# ABOUT THIS RESOURCE



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## Introduction

Thinking Space is a free workshop resource from CABE (Commission for Architecture and the Built Environment), Futurelab and Portsmouth City Council. It aims to support people who are thinking about, or currently undertaking, redesign and rebuild projects, including those involved in the Building Schools for the Future (BSF) and Primary Capital Programmes (PCP). The resource goes some way to addressing a need that has been identified by educationalists and other stakeholders, by providing a set of activities, tools and techniques that can be used to facilitate workshop sessions to help people in the visioning and pre-engagement phases of redesign and rebuild projects.

It specifically aims to engage practitioners with activities to support critical and creative thinking about the future of education, related practices, approaches, relationships and technologies, and the implications these might have on future educational spaces. It also offers a set of workshop activities that can be undertaken with pupils as part of a wider commitment to actively engage and involve them in the redesign process.

The resource comprises of materials for two workshops, one aimed at staff and the other at pupils. Each workshop comprises of a set of activities spanning two days. Alternatively, each of the various activities can be used as 'stand-alone' activities, based on specific needs or requirements, or worked through modularly depending on available time. However, a number of the activities are themed or grouped together and work better as sets of activities that build on one another.

This resource was developed by CABE, Futurelab and Portsmouth City Council, as part of their wider commitment to developing and sharing resources and learning with and from others embarking on learning space redesign programmes. The activities were developed and refined during workshops with staff and pupils in Portsmouth schools (below) who committed their energy, time and enthusiasm and to whom we are extremely grateful.

Admiral Lord Nelson School  
 City of Portsmouth Boys' School  
 St Edmund's Catholic School  
 Springfield School  
 Priory Secondary School



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### Overview

This resource details a range of activities and techniques that make up two, two-day, initial visioning workshops, one aimed at staff and another at pupils. However, each activity can be undertaken as a discrete activity depending on need and time available. Each activity is labelled to enable educationalists to choose appropriate techniques and tools to suit their specific aims. Every activity needs a facilitator, who will have to familiarise themselves with the approach, resources and input required. Instructions of how to undertake each activity are given, so the facilitator could be a member of staff or another stakeholder involved with the project.

Such workshops and activities are recommended at the earliest possible stage, ideally before any programme of learning space redesign commences. However they are equally useful for those who have already begun thinking about redesign. The overall aim is to provide a suite of activities to help those in the visioning and pre-engagement phases of their redesign projects to think differently and generate ideas that may lead to more innovative outcomes. The workshops are also a valuable tool for ensuring wider involvement by staff and pupils in the design and decision making processes at an early stage.

This resource offers a number of starting points for schools beginning the daunting process of thinking about learning space redesign and provides mechanisms to promote new, innovative thinking and ideas generation that can help inform the development of a more transformative vision of a school or learning space of the future. A number of potential follow up activities and other useful resources are also suggested. The list of activities and techniques is far from comprehensive and each activity can be extended and elaborated to further inform design briefs, supported by a range of other activities and events. The most important aspect however, is that the activities inspire and inform greater participation and involvement and are undertaken in the spirit of developing an inspiring vision of learning spaces suited to education in the 21st century.

**You can ask participants to help set up the room – it helps to give ownership of space, commitment to the day and starts them working together.**



**Consider having a provocative statement on the wall as people come in to get them thinking.**

## BEFORE YOU START: PREPARATION

## ABOUT THIS RESOURCE

### Facilitator

All the activities require a facilitator, but this does not have to be someone external to the school or authority. Indeed, it is probably better for the facilitator to be someone from the school with direct involvement and/or responsibility for the redesign project, for instance a member of the leadership team, a subject teacher, a governor, or possibly even a parent or pupil.

The facilitator must familiarise themselves with each activity, ensure there are appropriate resources, the right people and correct number in attendance. They will also need to have energy and enthusiasm, and take responsibility for communicating outcomes and disseminating any resources created in the workshops using appropriate means. Whilst an experienced facilitator could run the workshops and capture appropriate data alone, it is preferable to have support from someone else to capture all the data generated in the sessions. The facilitator must collect key issues and work with appropriate others to ensure any actions identified are carried forward, considered by other stakeholders, and where appropriate, inform the wider redesign process and design briefs.

You may want to document ideas on flipcharts, however it is also worthwhile producing a simple 'actions table' to support the workshop activities and capture specific issues that need further discussion, debate, or actions to be taken, such as the example on the next page.

**Make sure the room is comfortable: temperature, chairs, desks and size. Think about your seating and physical position in the group. How will it change the group dynamic and your perceived authority?**



**Reflect and capture what's said, and confirm that it's an accurate summary.**

| Issue  | Ideas  | Action  |
|--|--|---|
| Need to form partnerships with wider educational institutions in local area to share space and resources and diversify curriculum. | Meetings with local college, university, libraries, other schools (including primary), play group, community learning organisations etc. | Propose meeting to senior leadership. Give responsibility to a member of staff for wider educational liaison.   |
| Need for pupil involvement in design.  | Consider designing trial or mock up space for pupil input and design.  | Propose with senior school leadership team, involve school council or pupil representatives. Use other tools for pupil involvement, possibly an online space. Identify a trial space, approach and dates etc. |
| etc  |  |   |

Welcome participants, smile. Remember they're nervous too!



Click on the table to go to a blank version in the appendixes.

### Group size

The recommended group size for each of these workshops is between eight and twelve people. Most activities can be run with larger groups but this will depend on whether you have people supporting you, how well you know the participants and your general level of confidence in delivering such activities. Many of the activities will require participants to split into two or three groups. If you are working with a group of more than eight people, it is advisable to have someone else assisting you to support small group activities. However, it is also possible to nominate participants to take responsibility for data capture and organisation.

### Materials

As well as the following list of materials you may choose to prepare presentation materials overviewing and outlining the various activities. You may want to also provide participants with prior reading materials and broadly outline what they will be doing and what the aims and outcomes from the sessions will be.

Explain activities before handing out materials or it may distract from the instructions.



You will also need to be able to set an appropriate tone and create an atmosphere conducive to creativity and ideas generation. Depending on your preferred approach you may need handouts, a computer, presentation or projection technology, or perhaps all of these. If you are incorporating 'show and tell' activities, you may also need speakers and internet access.

The majority of the activities will require other materials such as flip charts, marker pens, pencils, felt tips, paper, sticky notes, stickers, glue, and blu tack. You will also need to download a free set of Learning Spaces Workshop Cards, available from:

🔗 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

A digital camera is also essential to capture all the thoughts and ideas documented. This allows you both to capture information quickly and also to enable you to share them more readily with an external audience as part of your role in reporting back to wider stakeholder communities.

As a source of inspiration and discussion, it is also worth showing a diverse range of images of formal and informal learning places and buildings. Make these as diverse as possible showing a range of design styles, from the imaginative to the more mundane and a mixture of images ranging from outdoor and outdoor learning spaces, community, city and rural spaces, and buildings and spaces not thought of as places for learning. You can place these around the room, as laminated cards on tables, or as a display of digital images. You may want to collect your own 'gallery' from a vast array of resources, many of which can be explored by searching online. Here are just a small number of examples:

🔗 Vision Mapper  
[www.visionmapper.org.uk/ideas/schoolredesignimagegallery.php](http://www.visionmapper.org.uk/ideas/schoolredesignimagegallery.php)

🔗 CABE  
[www.cabe.org.uk/resources](http://www.cabe.org.uk/resources)

🔗 Imagine School Design  
[www.imagineschooldesign.org](http://www.imagineschooldesign.org)

🔗 Great Buildings  
[www.greatbuildings.com](http://www.greatbuildings.com)

🔗 Educause  
[www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/LearningSpacesATutorial/163854](http://www.educause.edu/EDUCAUSE+Quarterly/EDUCAUSEQuarterlyMagazineVolum/LearningSpacesATutorial/163854)



Hang the product of previous activities on walls to help stimulate debate and keep activities focused on the day's discussion.

Always test equipment before a workshop, and give yourself time to set up. If you're using technology, something will go wrong – have you got a back up plan? If the power cuts out, can you still run your workshop?



## Positioning and promoting the workshops

It is essential that these workshops are seen as a central part of the wider redesign project, and not as a separate activity. There has to be clear communication of their purpose and assurances that the outcomes will be built upon. In short, they have to be meaningful and valuable activities with tangible impacts on the shaping of the vision and issues to be addressed. If this is not the case there is the danger that it could lead to disengagement amongst the participants. Therefore, it is essential to get appropriate support for such workshops, communicate what they intend to achieve and ensure that outcomes are shared with wider stakeholder groups.

## Participants

Clearly, who is involved in such workshops is up to you. However, for the pupil workshops it is often worthwhile considering bringing diverse groups of individuals together. It is also worth considering involving those pupils who either have a particular interest in this area or these sorts of activities, and those pupils who may be less engaged with formal learning and who may not input into more established and formal mechanisms for engagement. It represents an opportunity for them to have a voice and an impact on the form and function of their learning spaces. Moreover, they will encounter a whole range of activities, techniques and opportunities to develop other skills and competencies in a format that they may not have encountered previously.

Similarly, there may be specific members of staff who should be involved in these workshops. However, it is worth considering mixing staff from different departments, and with different roles and levels of responsibility. It is probably worth identifying both staff and pupil 'champions' who will take the issues that are raised to a wider audience and who can discuss, run or extend the activities with their peers.

The environment, aims and conditions must be correct for such workshops. The aim is to create an open, dynamic environment for ideas generation and participants must feel they can put forward all sorts of ideas, no matter how wacky, wild or mundane, without fear of being judged. A set of suggested 'rules' to promote innovation and ideas generation are outlined in Activity 1.

**Structure expectations of the day - introduce content, but don't overload with detail.**

**Try to remember people's names: write them down, use name badges, get them to write place cards, when they tell you their name try to make a mental link to someone else you know with that name, or try to say their name 2 or 3 times when you are first talking to them.**



### Reporting back

It is essential that you capture key points throughout, and take images of ideas being generated. You will need to produce a report following the workshops for participants and other stakeholders. You should also ensure that there is a plan to act on these ideas and incorporate them into further activities.

### Some specific things to consider for the pupil workshops

The preparation, resources and materials for pupil workshops are essentially the same as those outlined above, with a few minor exceptions.

Firstly, the pupil workshops have more emphasis on explaining, drawing or sketching designs, so you will need more paper, pens and crayons of various colours and types, stickers, and any other materials you think will be valuable to support pupils in creating designs. Depending on the number of participants, you may also need someone to help you support the pupils in their work.

Secondly, the sessions should remain fast paced and high-energy, but allow more time for pupils to create their designs.

Thirdly, in the adult sessions it is suggested that one or more of the participants should be responsible for ensuring key points and actions are logged. It is better for another adult to do this in pupil workshops to enable all participants to fully engage with the activities and ensure that key issues are captured. It is also important that the facilitator(s) capture key points and actions and produce a report as a basis for further action, incorporating digital images of key flipcharts and designs. The workshops aim to stimulate the wider participation of pupils in redesign projects, so it is important to identify actions and also make suggestions as to how pupils might further develop these ideas or get involved in other activities.

**Be aware of non-verbal and body language. What are you telling them if they're sitting on the floor and you're sitting on a chair?**



**Remember to make participants feel comfortable – this isn't a test!**

# STAFF WORKSHOPS



STAFF WORKSHOP DAY 1



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**CONTENTS**

STAFF WORKSHOPS

**STAFF WORKSHOP DAY 2**





## SETTING THE SCENE 1: THE 'RULES' OF INNOVATION



15 MINS



'RULES' OF INNOVATION

In order to set the right atmosphere for innovative thinking and ideas generation amongst participants, you need to outline some of the 'rules' and expected behaviours in the workshop activities. The 'rules' within the context of these workshops must be established at the beginning and discussed with participants. They are based on findings and suggestions made by some of the leading authorities in creative and innovative thinking but you may want to add others. Allow a few minutes to explain and discuss these and refer back to them if any of the activities or responses become too formal or narrow in scope.

To ensure the environment and atmosphere are more conducive to promoting innovative and creative ideas, the research and literature in this area suggests that:

- **There should be no 'hierarchies'**. All participants must have an equal say and nobody should dominate the ideas generation process. All aspects of power relationships must be overcome to facilitate the greater creativity. Each participant should be encouraged to put forward ideas, even if they appear to be contrary to common sense, consensus, or what others may believe.
- **There should be no fear**. Participants must feel free to contribute, to be confident in sharing ideas, and assured that the reception will be supportive and friendly. It is often an idea that initially seems out of keeping with accepted practice that stimulates new thinking amongst a group.
- **Every idea is a good idea**. As these workshops are aimed at supporting visioning in the pre-engagement phase, every idea must be encouraged, no matter how radical, seemingly silly or contentious. Such ideas may not necessarily be taken forward but can inspire trains of thought amongst other participants by moving their thinking into new areas, or picking up on an underlying issue or the essence of an idea. This means acting to ensure there is never any criticism from other participants. It also encourages people to think laterally around some of the more bizarre suggestions put forward.

Click on the icon to go to a printable version of the 'rules' in the appendixes.

Use positive affirmation from the start: nodding, smiling, open body language, leaning in to conversations, being attentive to comments.



- **Forget the barriers and problems.** It is important not to introduce too many practical barriers or focus on problems that could arise relating to an idea put forward. Solutions may exist that have not yet been considered and running with the idea also helps elicit issues or solutions that might be found or addressed during the process of redesign.
- **Forget all you know.** No matter what we may think, we all have expectations, make assumptions, and to some degree, have institutionalised views about how something should or could be. If we are to explore the full range of opportunities for developing learning spaces for the future, participants must be constantly and positively challenged on their assumptions about what is possible and what is required.
- **Imagine the impossible.** A number of great ideas arise from seemingly impossible visions or scenarios. This is an opportunity to make sure new ideas are generated and creatively explored to inform a compelling vision in the pre-engagement stage before the practicalities of programme delivery and associated processes become the main priority. It is often worth asking 'what if...?' questions and working back from such scenarios to explore whether new opportunities present themselves.
- **Have fun.** Research shows that creativity flourishes and innovative ideas emerge where people feel relaxed and have fun. This can make it easier to break down barriers and increase the likelihood of a range of ideas coming from varied and diverse perspectives. Too much formality and regulation tends to force people into expected patterns of behaviour and ways of thinking.
- **Create a fast-paced, vibrant atmosphere.** Activities that maintain a fast pace and keep up the dynamism and tempo for participants are essential and don't allow people to think too deeply about potential barriers, therefore allowing a greater flow of new ideas. Each activity and the issues arising from it can form the basis of later, further work, when more considered assessment of ideas can take place.

Warm ups should make participants feel comfortable - tailor them to the group. They can include anything from saying 'Hello' to physical ball games.



There are lots of sources for warm ups. Try searching the internet for 'drama games', or books from Augusto Boal or Robert Chambers.

## SETTING THE SCENE 1: THE 'RULES' OF INNOVATION

- **Share what you learn.** The ideas generated and actions taken as a result must be shared internally with all stakeholders but also with other schools and learning organisations in local and wider educational communities. All the avenues and media for doing this must be exploited, and it also helps keep the momentum and learning going throughout your endeavour.
- **Create a real vision.** Contrary to popular belief, a vision is not a mission statement or a collection of key aims. A real vision is a truly compelling, engaging, and easily understood statement about a future direction or approach. They are used to portray what is hoped to be achieved and provide a means of communicating the essence of your project. In creating a compelling and defined vision you are creating an enduring artefact that will help you make difficult choices and will guide those numerous individuals and groups you will encounter who are involved in various aspects of learning space redesign.

Be aware of the status of participants. Warm ups can equalise status (eg ask them to describe 'the story of their shoes'), or confirm positions outside of the workshop (asking them to say their name and occupation).





## SETTING THE SCENE 2: REDESIGN AND THE FUTURE



30 MINS



FLIPCHART



PEN

PROMPT  
QUESTIONS

These workshops are designed for the pre-engagement stage of redesign and to support the visioning process. They are aimed at generating ideas, challenging assumptions and preconceptions and to increase the likelihood that people don't produce new learning spaces that significantly resemble 'old schools' in terms of function, practice and design. This needs to be clearly conveyed to participants. There are a limited number of starting points for schools and few resources to support the early visioning and pre-engagement stages. This resource hopes to go part-way in filling such a gap.

This session is to ensure all participants know why the workshops are being undertaken, what will be achieved, and what will happen next. It is important to take the time to ask:

- \_ what they know about programmes such as BSF, PCP etc.
- \_ what they know about the timescales of such programmes.
- \_ what they know about the broad aims of such programmes.
- \_ what they know about the school's approach and how they might be involved or engaged with the programme.

Document any gaps in understanding, areas of confusion and key issues. This is your first outcome and set of issues to be considered. If any such issues are highlighted, ask participants to split into small groups each taking different issues, and for a few minutes brainstorm as many possible solutions and write them onto separate sheets of paper. Then ask them to pass their sheets round to the next group to add further ideas. Again, log these potential solutions. Understanding something about the participants' knowledge of such programmes will help focus interactions during the day and also enables you to gauge some of the gaps in the schools approach to date.

**If you are going to create ground rules make sure this is done with participation from the group so that everyone feels ownership.**



## SETTING THE SCENE 2: REDESIGN AND THE FUTURE

You might also hold a discussion around some of the following more open questions:

- \_ Where do, or would you look for new ideas and inspiration about new learning spaces?**
- \_ Where else might you find inspiring and innovative ideas?**
- \_ How do you move away from current views about what a school is to what a new learning space of the future might be?**
- \_ How do you take risks and create an exciting vision?**
- \_ How do you incorporate possible future needs in order to inform our design now?**

It is then worth reiterating that participants will get an insight and understanding of: innovation techniques; creative thinking and ideas generation techniques; visioning activities; insight into design issues and concepts; different thinking about learning and teaching; consideration of new technologies and how they may support transformation.

All of these may be applicable to later aspects of the design process and other aspects of their lives where innovation and ideas creation are necessary.

The following questions might also be discussed to ascertain people's feelings and experiences of the process to date and to uncover the first thoughts about the design of their learning space in the context of social and educational change.

- \_ How long is your new learning space being designed for?**
- \_ What aspects of education do you think will change over the next 20 years?**
- \_ Will any such changes warrant different spaces, use of spaces, relationships, technologies and resources?**
- \_ What has changed about the way we learn (both formally and informally) over the last twenty years?**

**Don't worry! If things go wrong, just come clean and explain - be open.**

**If a group is not comfortable directly talking in front of each other, ask them to write comments on sticky notes and pool them on the table, floor or flip chart.**

## SETTING THE SCENE 2: REDESIGN AND THE FUTURE

- What might you consider about other spaces and tools that have been developed for learning, and how might these cause you to rethink the design of space for the future?

Again, document key points and ensure that these issues are explored in further detail with wider stakeholder groups and management teams.

### What next?

**Beyond Current Horizons** explores the future for education beyond 2025. Based on a significant body of research, this online resource aims to help our education system prepare for and develop an ongoing and sustainable response to the challenges it faces as society and technology rapidly evolve.

 [www.beyondcurrenthorizons.org.uk](http://www.beyondcurrenthorizons.org.uk)

If you are embarking on school redesign, planning a curriculum change or need support for long-term strategy setting, then **Vision Mapper**, a free online resource, will help. Vision Mapper has a wide range of practical group activities and inspirational materials, including six possible future scenarios, current trends to consider when planning for the future and case-studies of successful long-term planning initiatives to help you create a reliable long-term vision and strategy for your organisation.

 [www.visionmapper.org.uk](http://www.visionmapper.org.uk)

Create a risk log to document discussions and assist presentation of ideas to stakeholder groups.

Further useful questions to consider:

- What criticisms of redesign projects and programmes do stakeholders know about and how might they ensure these will be avoided or overcome in their designs and subsequent buildings?
- How can you ensure greater time for visioning around a learning space of the future?
- How can you extend involvement and participation with all stakeholder groups?

Write exactly what was said when scribing, and confirm that's what the participant meant with eye contact or a nod. It shows you value their contribution for what it is, and not what you want it to be.



- \_ Does your project resonate with wider transformation agendas such as Every Child Matters and personalisation?
- \_ What implications might this have for the design?
- \_ Where else might you find inspiring and innovative ideas?
- \_ How do you move away from more traditional views about what a school is and how it operates?
- \_ How do you avoid risk-aversion in creating a compelling vision of a learning space of the future?

Silence is ok – it often means people are thinking.

## ACTIVITY 3



## STAFF WORKSHOP DAY 1

### WARM UP 1: WHAT COULD IT BE?



15 MINS



FLIPCHART



PEN

With participants clear on the wider context and being aware of the 'rules' of innovation, it is time to introduce a short warm up activity that gets them into the mood for being creative and allows them to practice the 'rules' of innovation. There are numerous warm up activities that can be undertaken but the main points are to ensure it is lively, fun and enables participants to get used to putting ideas forward without having thought them through to any degree, and to get contributions from everyone to help overcome any embarrassment or awkwardness.

A number of organisations promoting innovative thinking use similar warm up techniques such as 'What could it be?'<sup>1</sup>

Firstly explain to participants this is a fun, warm up activity. Then choose an everyday item from the room. Ask participants to imagine they are the owners of a company that makes that item. You then ask participants to imagine that the company is struggling, and that their job is to come up with as many new ideas for product development based on the raw materials that make up the item. You may prompt participants by giving them one example to get them on track. For example, if you chose a plastic plant pot, you might suggest they could manufacture plastic crockery, bins, pencil holders, jugs and so forth.

You then set participants the challenge of coming up with as many ideas as they can as a group (try setting a high target of around 20 ideas) within 1-2 minutes (depending on the size of your group). Appoint a scribe to note these down on a flipchart. Reiterate the 'rules' of innovation and begin the session. You will need to prompt participants all the time for more ideas and highlight the need to get ideas 'out there' at this stage, rather than assessing the quality of each one.

Before moving on from this activity, point out and discuss any broad themes that may have emerged from the ideas generated. Suggest that a next stage in finding a new business direction would be to assess each idea on its merits and as a theme, and then rank each one so that they would have an order for further investigation. This links to the next activity, as it enables them to see how light hearted activities aimed at generating more ideas provide a broader set of options for more focused discussion and decision making.

**Affirm and explore contributions with phrases like 'That's interesting, I wonder how that could link...?'**

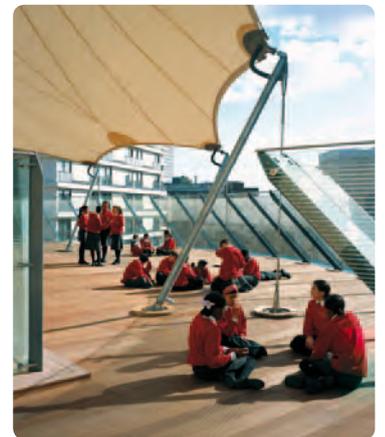
<sup>1</sup>. 'Winning Moves' is a business improvement consultancy, specialising in economic development and use techniques such as 'What could it be?' as part of their innovations champion training programme.

### What next?

It might be useful to investigate other techniques, tools and approaches to support creativity, innovation and ideas generation. This could be a task to set for other participants or stakeholders. There are a wealth of ideas, approaches and digital tools that can be used to support innovation in a range of contexts, and these may be useful in the various aspects of your redesign project. Here are just a few examples to get you started:

- ✍ Mycoted  
[www.mycoted.com/category:creativity\\_techniques](http://www.mycoted.com/category:creativity_techniques)
- ✍ Futurelab  
[www.futurelab.org.uk/projects/why-dont-you](http://www.futurelab.org.uk/projects/why-dont-you)
- ✍ Edward de Bono  
[www.debonoconsulting.com](http://www.debonoconsulting.com)
- ✍ Beyond Current Horizons  
[www.beyondcurrenthorizons.org.uk](http://www.beyondcurrenthorizons.org.uk)

**Stagger activity instructions to keep clarity and focus, don't explain all at once.**



## ACTIVITY 4



## STAFF WORKSHOP DAY 1

### WARM UP 2: WHAT SORT OF PLACES DO YOU LEARN IN?



15 MINS



FLIPCHART



PEN



CAMERA

Whilst still a warm up activity, you are now going to begin to engage participants in the first activity that explores issues relating to different learning spaces. It is important that you capture and record the key points on flipcharts and take digital images of them.

Keep a similar pace to the first warm up.

Ask participants to think about all the different spaces and places or contexts apart from schools in which they currently learn, have learnt, or could learn. Tell participants they need to identify as many places as possible within two minutes, encouraging as many ideas or answers as possible. Assign a scribe to note these down and ensure they capture everything on the flipchart.

At the end of the activity, again ask participants to start to categorise or theme their places. For example, there might be a number of outdoor, online or work-based learning opportunities noted. It is unlikely that you will be able to categorise all of them, so you may have to leave some in an 'other' category or return to them.

Next, go through each category and ask participants to think about the spaces and places, and say what aspects they think are good, unique, exciting, interesting and so forth, in each one.

Again, be sure to capture these on a separate piece of paper. This should be displayed in the room for the rest of the workshop, as a reminder of some of the things they like in alternative learning spaces, and which might be considered further or incorporated as elements in a design brief. If nothing else, they will provide useful prompts for later activities. Ensure you take a clear digital image of this to inform your later report back to participants and other stakeholders.

**Try not to digress too much or 'squeeze the breaks' – give time for reflection.**



## ACTIVITY 5



## STAFF WORKSHOP DAY 1

### BREAK-TIME ACTIVITY: ORDERING IMAGES



15 -30 MINS



IMAGES OF LEARNING SPACES

With the scene set and having moved participants into discussions about learning spaces, this is a good point to take a break. As you go into the break, it may be useful to overview the next activity and set the participants the task of looking at a collection of images of various learning spaces. Get them to order these into ones they like, dislike and have no feelings for one way or the other.

Before starting the next activity get their feedback on these images and tease out any reasons underpinning their views, and capture and record any key issues.

**When it's time for a break,  
confirm the present time,  
and agree the return time.**



## ACTIVITY 6



STAFF WORKSHOP DAY 1

# ORDERING SPACES: DIAMOND 9



1 HOUR



LEARNING SPACES  
WORKSHOP CARDS



PEN



CAMERA



FLIPCHART

Futurelab have developed a set of free Learning Spaces Workshop Cards containing a number of ordering, sorting and extension activities for both staff and pupils.

[www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

Using the black cards with descriptions of nine different spaces (these cards are normally used with pupils), engage participants in a 'Diamond 9' exercise. Facilitators must familiarise themselves with the Diamond 9 activity in advance and must capture/record key points raised by each group.

Divide the group into smaller groups of three or four per group. Give a separate set of Diamond 9 (black side) cards to each group. Introduce the activity, explaining that they should arrange the cards in a diamond shape with the spaces they feel are most important at the top, working down to the least important at the bottom of the diamond. Show Appendix: Diamond 9 as an example, or make a mock diamond.

Ask participants to briefly discuss each space and then come to an agreement about the order of their Diamond 9, capturing any issues or points and the main issues underpinning their decisions.

Diamond 9 (black side) is a prioritising activity that requires participants to make explicit their judgements on the relationships between different issues, and in this case, key educational issues. The exercise encourages early critical thinking about wider educational issues, providing good preparation for a more focused exploration of the design implications at a later stage, and starts to build elements of a shared understanding.

As well as asking participants to arrange these cards in order of importance, remind them that they are the ones determining the relationships between the cards and they must capture issues and points of agreement and disagreement.



Click on the image above to go to a printable version in the appendixes.

**If views are rigid, challenge indirectly with phrases like: 'I wonder if...', 'If someone you knew...', 'Imagine if..?' People are more open to exploring other points of view if they can pretend its not their own.**

## ACTIVITY 6

### ORDERING SPACES: DIAMOND 9

They can be creative in the way they present information, however the final arrangement still has to resemble some kind of diamond! Participants can, if they so desire, introduce their own blank card in exchange for one of the existing nine, if there is another space they feel is particularly important.

Explain that each group must agree on their order. When all groups have completed their diamond, each group has an opportunity to explain their arrangement of the cards to the other groups and highlight the main points of the discussion that led to the final diamond.

Record the arrangement of the cards and for now leave the Diamond 9s out. This information can be used as a prompt for later activities, and will provide the basis for Activity 9.

## STAFF WORKSHOP DAY 1



**Vary room layouts to create different atmospheres and encourage people to think in different ways.**

### What next?

This exercise will have helped participants identify and discuss which they feel are the most important spaces in a new learning space and why. This provides useful information about learning and teaching needs. Participants will have also identified the points of agreement and disagreement and the relationships between some of the spaces. The key points and Diamond 9s will have been captured. These can form the basis of later activities drilling down into people's thoughts relating specifically to design and educational approaches and needs.

The **Learning Spaces Workshop Cards** offer a range of other activities for staff and pupils. They are intended to help stimulate new ways of thinking around the design and use of learning spaces. They help to explore and revisit new and existing ideas and assumptions, and also help to build a shared understanding of the best use of space for learning activities.

 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)



## PERSONALISATION: DEVELOPING A WORKING DEFINITION



1 HOUR



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OVERVIEW OF  
PERSONALISATION

The next few activities are aimed at getting participants to consider some of the wider educational policy initiatives and concepts, and how these could be translated into both practice and appropriate learning space design in the future. The next four activities focus on personalisation.

Firstly, it is worth revisiting some of the key issues around the concept. This should be kept at a broad and theoretical level at this stage, rather than focusing on specific practice.

Present some of the core messages below gathered from a review of the theoretical perspectives around personalisation.

Three main, although overlapping, perspectives can be identified around personalisation that have implications for the future of educational practice, and hence design of learning spaces. These are broadly categorised below:

- **The consumer/producer model.** This emphasises the wider and changing patterns of consumption and production in society. The argument is that the education system must change in order to modernise and offer greater diversity of services, and greater choice and voice to the consumer, namely pupils. Moves toward more negotiated learning pathways for pupils as a result of dialogue with educators would mean that each pupil received a customised or tailored learning experience based around their specific learning needs.
- **The person-centred model.** Whilst sharing some similarities to the above perspective, analogies to consumption and production were felt to be inappropriate. This perspective emphasises the need for the system to respond to the needs and interests of learners and develop



**Ask open questions to dig deeper into participants thoughts and challenge assumptions.**

**Click on the Overview icon to go to a printable version in the appendixes.**

## ACTIVITY 7 JOINING UP THE BIG IDEAS

### PERSONALISATION: DEVELOPING A WORKING DEFINITION

## STAFF WORKSHOP DAY 1

approaches that are both tailored to individual needs and interests, and engage learners in active involvement and experiential learning. From this perspective the education system should be responsive to children's development as a whole and incorporate appropriate and responsive learning and teaching styles and methods of assessment.

- **The network model.** Again, this has some similarities to the other perspectives. However, from this perspective the way schools operate is outdated and does not reflect the ways in which people learn in the 21st century. The opportunities to learn at different times, in different locations, with others in different locations, and create, share and edit learning resources around a diverse range of subjects means that fixed locations, set curricula and activities bounded by age and stage are outdated. Schools therefore are failing to harness the potential of a globalised world and networked societies. It is also argued that schools are failing to utilise new digital technologies that can offer more diverse learning which may occur beyond fixed geographical boundaries, and that they are also not preparing learners with the skills required for learning in the 21st century.

After presenting these three models, split the participants into small groups of three or four. Assign a scribe to each group. Get them to discuss the models and decide as a group which model they feel is most appropriate or useful to them for thinking about educational transformation. There is no wrong or right answer and most people will probably take elements from each model. Then ask participants to develop a 'working' statement, or list of elements that exemplifies what personalisation means for them.

Ensure there is time for participants to present their statements and explain how they arrived at this decision. Ensure these are displayed around the room and captured digitally.

With participants considering what personalisation means to them, the next activity gets them thinking more explicitly about future practice and related design implications.

**If a discussion comes to a halt don't panic! Recap where they group has got to, reword questions - sometimes people just need to reflect. Try asking open questions to get things going.**

**Affirm in the ground rules that the workshop is a safe space to let go and think differently.**



### PERSONALISATION: DEVELOPING A WORKING DEFINITION

#### What next?

Hold further activities and events with all stakeholders that develop the schools definition of personalisation and consider how related future practice might inform design decisions.

**Space for Personalised Learning** is a new DCSF project that aims to support all schools, primary or secondary, new build or remodelled, looking at how to evolve the physical environment in response to creating a more personalised approach to learning. The website offers articles, resources and case studies and will develop tools to help schools think about the implications of personalisation of spatial design, informed by empirical research with schools undergoing redesign projects.

 [www.space4pl.org](http://www.space4pl.org)

The **Learning Spaces Workshop Cards** offer a range of other activities for staff and pupils. They are intended to help stimulate new ways of thinking around the design and use of learning spaces. They help to explore and revisit new and existing ideas and assumptions, and also help to build a shared understanding of the best use of space for learning activities.

 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

#### Break

This may be a good time to stop for a break or lunch. Confirm when the next session will start and thank participants for their morning's work.

Try changing the physical nature between activities – standing, sitting or moving around the room.





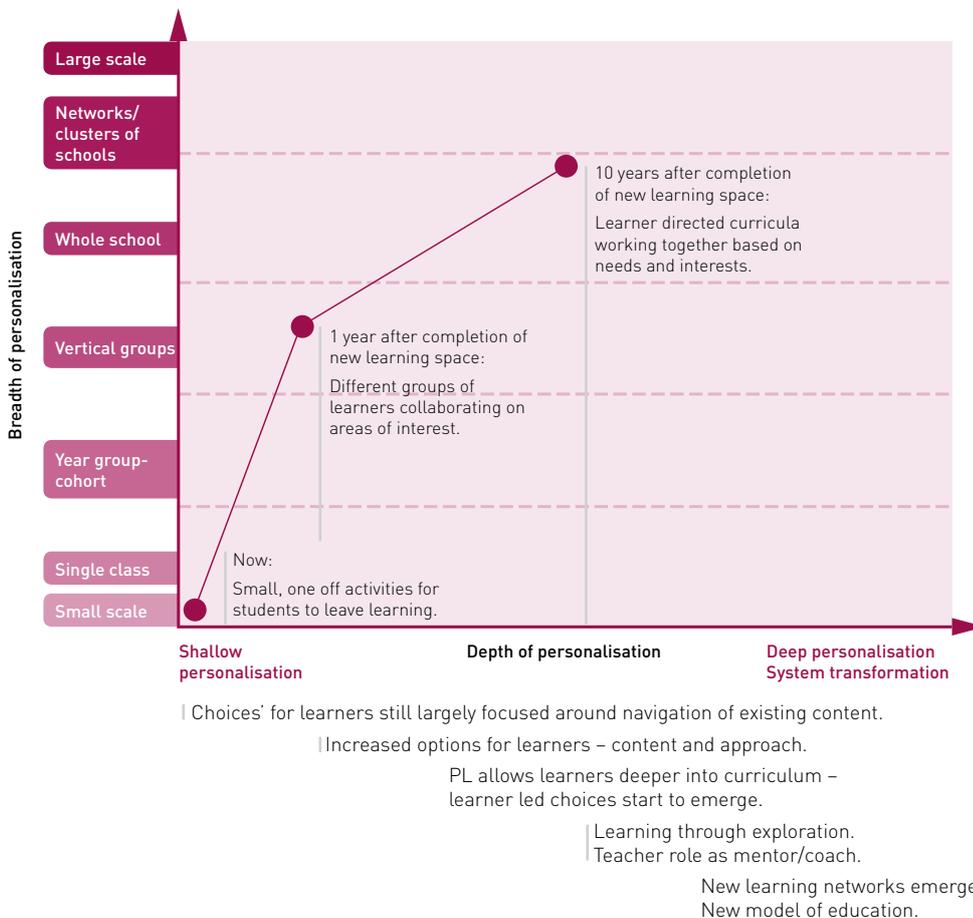
# PERSONALISATION: PLOTting FUTURE DEVELOPMENTS



Now participants have developed a working definition of personalisation, the next exercise gets them to consider how they might operationalise this over the next ten years, and begin to think about what this could mean in terms of learning space design.

Click on the graph icon to go to a blank version in the appendixes.

Start the session by referring back to their working definition or statement of personalisation. Get participants into their previous groups and give each group a printed copy of the diagram below (see Appendix: Personalisation Graph).



### PERSONALISATION: PLOTTING FUTURE DEVELOPMENTS

Get participants to plot where they feel they are now in terms of personalised practices. The horizontal axis denotes the breadth of personalisation – or the extent to which it happens in their school; whilst the vertical axis denotes the depth of personalisation – how radical or transformative it is.

Once they have done this, get them to plot where they hope to be in terms of personalised practices, one year after their new learning space opens. Once this is done, get them to plot where they would hope to be ten years later. Prompt by asking questions about what opportunities might support the further development of personalisation and document any thoughts they might have about practices in the future. Get them to annotate and add notes to their diagram. Prompt them further by asking them to document any thoughts they have about the implications these future practices have on spatial requirements and design. At the end of this session, display these around the room and take pictures of each.

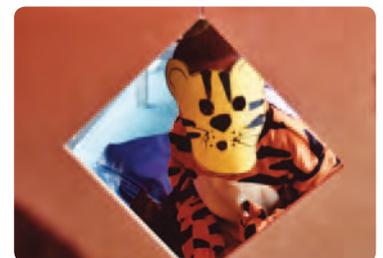
#### What next?

These activities are designed to promote thinking in the pre-engagement phase of redesign. Further workshops or activities could be undertaken with participants and other stakeholders to consider how broader changes in society and technology might present opportunities to further personalise education in the future, with participants plotting the implications for learning and design.

**Digital Britain**, the Government's strategic vision for ensuring that the UK is at the leading edge of the global digital economy, may have implications in terms of how people learn in the future.

 [www.culture.gov.uk/what\\_we\\_do/broadcasting/5631.aspx](http://www.culture.gov.uk/what_we_do/broadcasting/5631.aspx)

If a group cannot come to an agreement, affirm that they've come to a difficulty, see if a compromise can be found, and share the sides of their discussion in the feedback.





## PERSONALISATION: IMPACTS ON DESIGN



1 HOUR



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STICKY NOTES



PREVIOUS ACTIVITY'S  
DIAMOND 9 CARDS

Now refer participants back to Activity 6, the Diamond 9 ordering activity. In the same small groups, get them to choose one of the top three 'most important' spaces identified.

Firstly, ask participants to consider how these spaces might look in a 'personalised future' ten years from now, in keeping with their earlier work in the previous mapping exercises (Activities 7 and 8).

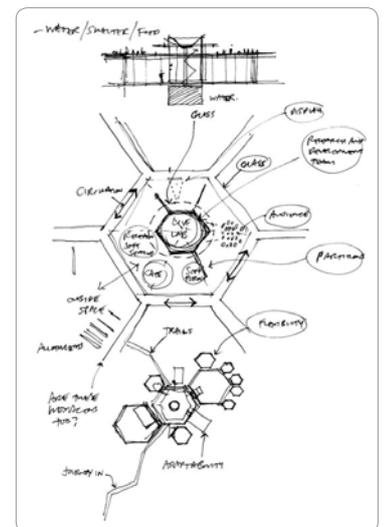
After they have considered this for about 15 minutes, ask them to produce an annotated sketch of this space.

Prompt them throughout with questions such as:

- **What will happen in this space?**
- **Who will inhabit this space?**
- **What technology and resources might be incorporated?**
- **How do pupils and teachers use this space?**
- **What thoughts do they have regarding the design needs?**
- **Get them also to consider some of the elements from Activity 4 – What sort of spaces do you learn in?, if appropriate.**

Get each team to feedback their thoughts and explain their diagram of their future personalised space to the rest of the group.

Again, ensure annotated sketches are collected, photographed and displayed in the room.



If you are doing smaller group work, you can offer the groups different ways to feedback, they could choose three keywords from their discussions, draw a picture or make a model.

### What next?

Participants could take images of existing spaces in the school and consider how such spaces might be used and designed differently in a more personalised educational future. Various software could be used to house such images, and there are an increasing number of tools that enable images to be annotated, shared or presented to others. For example:

**Animoto** is a web application that produces videos from selected photos, text and music.

 [www.animoto.com](http://www.animoto.com)

**Photosynth** allows you to take photos of the same object and automatically stitch them all together into an interactive experience that can be shared with others online.

 [www.photosynth.net](http://www.photosynth.net)

**Photostory** is a free application that enables users to create presentations from their digital photos. The software allows photos to be narrated, have added effects and be set to music to create a movie file.

 [www.microsoft.com/photostory](http://www.microsoft.com/photostory)

Be aware of personal space.





## PERSONALISATION: THINKING ABOUT DESIGN THEMES



30 MIN



FLIPCHART



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FIVE DESIGN  
THEMES

STICKY NOTES

PREVIOUS ANNOTATED  
SKETCHES DIAMOND 9 CARDS

Briefly present the following five design themes related to personalisation to the participants<sup>2</sup>.

1. **Responsiveness:** spaces that can adapt to short term changes. Sub-themes include:
  - **Agility** – eg environmental
  - **Flexibility** – eg moveable structures, furniture
  - **Adaptability** – semi-permanent but changeable
2. **Diversity:** providing a variety of space types and sizes, responding to pedagogy/learning styles that emerge, changing intake and broader requirements of the learning space.
3. **Fluidity:** how the environment on the whole flows and whether spaces are organised in an integrated and blended way.
4. **Open ended design:** incomplete design, design less and allow the final shape of school to evolve by its use. The argument is that over-design can 'lock in' pedagogy and learning approaches.
5. **Reconfiguration:** the opportunity for learners to reconfigure aspects of the design of a learning space both in terms of its appearance but also its use. It also refers to aspects of the space or artefacts within it that can be reconfigured utilising computer technologies, especially programming software which can make the environment respond to stimuli in it.

Once you have overviewed these concepts, ask participants to spend the remaining time considering their annotated sketches or design, adding further ideas and thoughts in relation to the design themes above.

Again, display these around the room and ensure you have photographed them.

Click on the **Five Design Themes** icon to go to a printable version in the appendixes.

2. The first four of these themes have emerged from a review of literature and practice as part of the Space for Personalised Learning Project ([www.space4pl.org](http://www.space4pl.org)). The fifth theme, reconfiguration, refers in this context to the ability to continually redesign the function of an artefact or object through the incorporation of programming technologies. See for example the Fountaineers project:

[www.futurelab.org.uk/projects/fountaineers](http://www.futurelab.org.uk/projects/fountaineers)

## ACTIVITY 10 JOINING UP THE BIG IDEAS

### PERSONALISATION: THINKING ABOUT DESIGN THEMES

## STAFF WORKSHOP DAY 1

### What next?

Why not consider the concepts and design themes and their implications for future learning spaces in an existing school space. Discuss how that space would be designed if a more personalised set of practices were operating and how this could link to the various design themes. It would also be possible to 'mock up' such a space using various materials to represent how the space might be reconfigured in order to communicate your thinking to others more clearly.

Give participants something to think about during breaks – it keeps the topic fresh in their minds.



### Break

This may be a good time to stop and refresh before reviewing the day's activities.

END OF DAY 1



## SUMMARY



1 HOUR

Remember to review the activities you've undertaken and some of the key points emerging, and ask participants for their feedback and how they are going to inform their thinking. This is also a good opportunity to recap and capture any key actions that have arisen.

STAFF WORKSHOP DAY 1



**Finish on a positive.**

## ACTIVITY 11 JOINING UP THE BIG IDEAS



STAFF WORKSHOP DAY 2

# EVERY CHILD MATTERS



1 HOUR



PAPER



PEN



CAMERA



EVERY CHILD MATTERS AIMS



STICKY NOTES



LEARNING SPACES WORKSHOP CARDS

As with any learning experience, it is sensible to start with a recap of what has taken place and some of the key issues and any actions arising. If time permits, download images from the previous day to illustrate points with participants.

If you feel it is useful or necessary, begin the day with a 'warm up' activity.

Activity 11 takes a similar approach as previous activities (Activities 7-10) by taking a significant educational concept and considering it as a design theme.

Firstly begin by presenting an overview of the Every Child Matters (ECM) agenda (approximately 15 minutes).

Every Child Matters is a new approach to guaranteeing the wellbeing of children and young people from birth to 19, with the Government aim being that children and young people have the support they need to:

- \_ be healthy
- \_ stay safe
- \_ enjoy and achieve
- \_ make a positive contribution
- \_ achieve economic wellbeing.

This means more cross-organisational working, information and resource sharing and partnerships between those involved in providing services to children and young people. It also means children and young people will have far more say about issues that affect them as individuals and collectively.

Click on the Every Child Matters icon to go to a printable version in the appendixes.

Think of a warm up as a 'tune up' to focus people's minds, as well as breaking the ice, and link it to the day's subject matter.

## ACTIVITY 11 JOINING UP THE BIG IDEAS

### EVERY CHILD MATTERS

## STAFF WORKSHOP DAY 2

Once you have done this, remind participants of the 'rules' of innovation (Activity 1) and that they should challenge their own assumptions and reimagine how education for children and young people in the future might be organised.

Now get participants to refer back to their Diamond 9 cards (Activity 6). Split them into small groups of three or four and get them to choose another of their top three most important places.

For those who have not undertaken previous activities, download a copy of the Learning Spaces Workshop Cards and get groups to choose one of the spaces outlined.

 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

Now, ask participants to consider how they might design and utilise this space specifically to deliver the five aims of ECM.

Remind participants that all ideas are good ideas and they should be as creative and imaginative as possible at this stage.

Ensure each group has a scribe to note or sketch all key ideas and points for discussion in readiness for reporting back to the whole group (allow about 20 minutes for this part of the activity).

Once this is done, get each group in turn to feedback their initial design ideas to support the delivery of ECM. When all groups have reported back, swap the notes/sketches from each group around. Then ask participants to use the remaining time to brainstorm and add as many other ideas to each groups' notes using sticky notes. At the end of this session, display these around the room and remember to take photographs as a prompt for the next activity and for viewing later.

**To speed up feedback, get groups to nominate a speaker, or choose one point to feedback.**



### What next?

Consider inviting agencies and representatives from wider children's services into discussions at an early stage to increase the likelihood of developing a more coordinated approach to delivery of ECM that can be accounted for in spatial redesign.

You may find this type of activity could be useful in generating ideas around other key national and local educational policies and initiatives.



## ASSET MAPPING



45 MIN



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PEN



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ASSET MAP

Asset mapping has a long history in the field of community participation and development<sup>3</sup>.

The tool and activity below helps participants consider in more detail the key people and resources that can be linked to in order to build social capital around the community and project. The exercise acts as a stimulus to thinking differently about who might support the project and education generally, and how resources might be shared across local communities and wider networks.

This activity allows them to think in terms of new partnerships, relationships and support in relation to the design of their new learning space as a whole, and who and what resources might be valuable in its development.



Reproduced with kind permission of the ABCD Institute.

**Click on the Asset icon to go to a printable version in the appendices.**

**Try to keep people on task and focused.**

**3.** See for example the Asset-Based Community Development Institute which offers additional free information and resources on the asset-based approach.

[www.abcdinstitute.org](http://www.abcdinstitute.org)

For further information about asset maps and how they can be used see: Futurelab's Opening Education Report: Towards New Learning Networks.

[www.futurelab.org.uk/resources/documents/opening\\_education/Learning\\_Networks\\_report.pdf](http://www.futurelab.org.uk/resources/documents/opening_education/Learning_Networks_report.pdf)

## ACTIVITY 12

### ASSET MAPPING

## STAFF WORKSHOP DAY 2

Present the asset map to participants and explain that it consists of five sections, which they should attempt to populate (this can be done on five separate sheets of flipchart paper displayed around the room). These represent five different aspects of community assets that are present within any given community. These are:

- **local individuals:** the skills, interests and capacities of individuals that might be useful in achieving a particular goal or project.
- **local associations:** the full range of networks and clubs that may be helpful or supportive.
- **local institutions:** such as local schools, libraries, museums, parks and so forth.
- **physical assets:** land, buildings, infrastructure.
- **economic assets:** including what people produce and consume, local businesses, informal relationships and exchanges.

Place five flipchart papers around the room with these headings: individuals, economy, associations, institutions and physical spaces.

Ask participants to get into groups of two or three, depending on numbers, and ask each group to stand by a different 'asset'. Ask them to begin brainstorming and to fill in each section with as many potential links as possible. Inform them they will have a maximum of four minutes at each section and then they will be asked to move to the next section. Continue the exercise until each group has contributed ideas in each of the five sections.

This exercise is a good way to get participants and teams thinking of potential partnerships that are presented through a major redesign programme. It helps them consider new possibilities for developing a more dynamic set of relationships and a more diverse and holistic educational provision for young people and the wider community. At the heart of this approach is the need to recognise, encourage and support diversity. The aim is to explore and exploit the social capital and networks that exist.



**If a group is reluctant, accept it, don't pick on individuals, try to build confidence and trust.**

## ACTIVITY 12

### ASSET MAPPING

## STAFF WORKSHOP DAY 2

At the end of the session, review and capture the key points, asking participants how it has made them think differently about design and who might be involved in the process.

**Decide how feedback can be useful - it can be 'creeping death'.**

### What next?

This activity should be carried forward beyond the workshop. Consideration should be given to developing a specific 'asset building' team who will be responsible for highlighting how different partnerships or assets might be mobilised to enhance the new learning space.

Arrange follow up activities whereby participants rank the various 'assets' in order of importance (this might relate to a broader educational initiative or concept) to enable more targeted development of partnerships and social capital.

### Break

This may be a good time to stop for a 15-20 minute break, so ensure the flipcharts from both of the Day 2 activities are displayed and encourage participants to have another look at them and discuss them over the break.

## ACTIVITY 13



## STAFF WORKSHOP DAY 2

# MAPPING AND DEVELOPING WIDER STAKEHOLDER INVOLVEMENT



1 HOUR



FLIPCHART



PEN



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STICKERS



RESOURCES TABLE



PREVIOUS COMPLETED ASSET MAP

Explain to participants that this exercise is about mapping stakeholder engagement and mechanisms for involvement. Referring back to their previous asset maps, ask participants to work in two groups and to list all the various categories of potential stakeholders who should, or could be, involved in learning space redesign, for example pupils, parents, staff and local business etc. They may want to sub-divide groups, for example splitting pupils into key stages and including pupils/students from primary level and FE sectors.

Get each group to feedback and make a list on flip chart paper of all the different categories they identify.

With this list completed, ask each group to create a table like the one below on flipchart paper.

| Time scale | Stakeholders | Engagement mechanisms  | Notes   |
|------------|--------------|--|---|
| Current    | Staff        | Whole staff meetings<br>Department meetings<br>CPD/training etc...   | Vital to include staff in decisions so they are aware of what is trying to be achieved and so they can identify any longer term CPD strategies. |
| Future     | Staff        | Staff specific design teams<br>Shared online space for collaborative decision making and discussion of key issues etc... | New ways for staff to get their ideas across and inform decision making process through raising their ideas and concerns.                       |
| etc        |              |  |   |

Click on the Resources Table icon to go to a blank version in the appendixes.

Try to put 'energizers' in between intense activities or after breaks to get people moving, these could be simple drama games.

## ACTIVITY 13

### MAPPING AND DEVELOPING WIDER STAKEHOLDER INVOLVEMENT

## STAFF WORKSHOP DAY 2

| Time scale | Stakeholders   | Engagement mechanisms   | Notes  |
|------------|----------------|---|--|
| Current    | Pupils         | School council<br>Assemblies<br>In-class activities<br>etc...   | Are school councils sufficient for getting the ideas from all pupils?<br><br>Ensure design and progress updates in all assemblies.<br><br>Develop a clear strategy to incorporate in-class design-related activities for all pupils. |
| Future     | Pupils         | Pupil design team<br>Pupil representation on senior redesign team<br><br>Message board and online spaces where pupils can contribute etc... | Develop mechanisms for all pupils to have their say, including those who may be less willing or able in more traditional ways.   |
| Current    | Local business | None  |  |
| Future     | Local business | Representation on design team<br><br>External facing website specifically about redesign and partnerships                                   | Linking with local business/vocational training for pupils and courses for local business employees.   |
| etc        |                |   |  |

Get them to brainstorm and populate this table noting current involvement, potential future involvement, which engagement mechanisms and tools might best be employed, and any notes around issues and reasons for engagement.

After about 15 minutes, get the two groups to swap sheets, read through the other group's ideas and then carry on populating the table of the other group.

**Use non-confrontational questions to open debate like 'What do others think of that?'**



## ACTIVITY 13

### MAPPING AND DEVELOPING WIDER STAKEHOLDER INVOLVEMENT

## STAFF WORKSHOP DAY 2

In the remaining time, get participants to then feedback three key areas for partnership development they feel should definitely be explored further. Place a mark or sticker next to them.

Ensure the tables are photographed and capture any actions arising. You may wish to suggest that the group considers nominating someone to take forward a draft proposal for a wider stakeholder engagement to the senior leadership team.

#### What next?

Mapping local community resources and ensuring engagement with wider stakeholder groups can help identify new ways of addressing some of the government's aims around extended schools and providing wider support and services for pupils as part of the Every Child Matters Agenda. See for example:

 [www.teachernet.gov.uk/\\_doc/13061/esp2008.pdf](http://www.teachernet.gov.uk/_doc/13061/esp2008.pdf)

It also helps identify possible relationships that can be developed which could potentially support a more diverse set of educational opportunities and experiences for pupils and the local community.

There are a range of digital tools for promoting participation amongst stakeholders and some may be more suited to different groups. For example, you might consider using the increasing range of social software that enables you to develop online discussion forums, messaging and social networking, such as **MySpace** or **LiveJournal**; social bookmarking tools such as **BlinkList** or **delcious**; or free blogs, such as **Blogger** or **WordPress**; as mechanisms for increasing engagement with your project.

 [www.myspace.com](http://www.myspace.com)

 [www.livejournal.com](http://www.livejournal.com)

 [www.blinklist.com](http://www.blinklist.com)

 [www.delicious.com](http://www.delicious.com)

 [www.blogger.com](http://www.blogger.com)

 [www.wordpress.com](http://www.wordpress.com)

Create an atmosphere  
conductive to enquiry and  
creative thinking.



## PUPIL INVOLVEMENT: CO-DESIGN AS PEDAGOGY



1 HOUR



FLIPCHART



PEN



CAMERA

'LADDER' OF  
PARTICIPATION

STICKY NOTES



STICKERS

This session aims to raise awareness and the benefits of involving pupils as active co-designers in redesign projects.

Firstly, refer back to the previous exercise and ask participants what plans, if any, there are for involving pupils in aspects of co-design and related decision making. Document responses and ask participants to explore what other possibilities there may be to extend their participation.

Then present the 'ladder' of participation to participants. Ask them to discuss the table and the various levels of engagement in their small groups. Allow them around 15 minutes to do this.

It may be worth referring to the table so participants can identify and plot the sorts of practices that are currently occurring, and what sorts of practices they wish to see in the future. Ask them to consider and document:

- the type of participation that dominates educational practice in their school currently.
- the type of involvement, giving examples where possible.
- the level of pupil engagement.

Ask them then to consider the same question and give examples of involvement specifically in relation to their redesign project, giving examples. Ask them to document if, or what, the differences might be.

**Try changing configurations and mixing groups up to enliven them and give a chance to reflect on different views.**



## ACTIVITY 14

### PUPIL INVOLVEMENT: CO-DESIGN AS PEDAGOGY

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## STAFF WORKSHOP DAY 2

Then get them to decide between themselves what they feel would be the ideal level of pupil participation and give examples of the types of involvement. Get each group to feedback on this.

In the remaining time, place a piece of flipchart paper on a wall or table. Give participants sticky notes and get them to make as many suggestions as possible as to how they could increase the level and type of pupil participation and engagement, identifying different mechanisms, tools and practices. Ensure these are displayed and captured.

Finally, ask participants to look at all the suggestions. Give them small stickers and ask them to put up to three next to their favourite ideas. Quickly highlight the most popular choices and ask them to consider what actions they will take forward from this exercise.

### Break

After this activity it may be a good time to break for lunch. Thank participants for their work, and confirm time to meet for the next session.

**Where people sit affects atmosphere of the room: try circles, horseshoes, lines, half circles and clusters for different activities.**

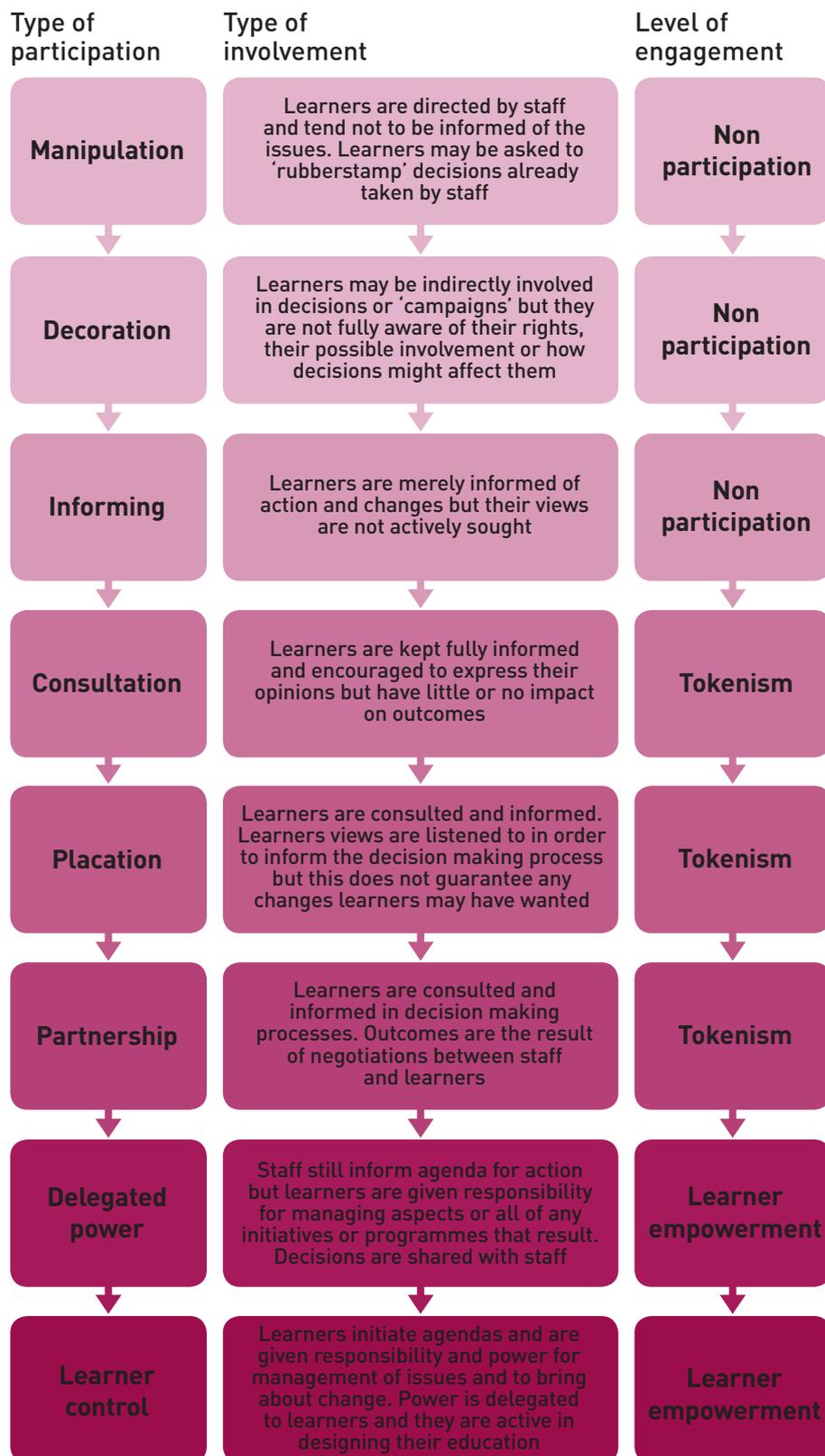


## ACTIVITY 14

### PUPIL INVOLVEMENT: CO-DESIGN AS PEDAGOGY

## STAFF WORKSHOP DAY 2

### 'LADDER' OF PARTICIPATION



Click on the Ladder icon at the start of this activity to go to a printable version of this table in the appendixes.

The table above draws on Arnstein's ladder of participation and Hart's work on children's participation. Arnstein, S (1969). A ladder of citizen participation in the USA. Journal of the American Institute of Planners, 35, 4 pp 216-24. Hart, R (1992). Children's Participation: From Tokenism to Citizenship. UNICEF.

PUPIL INVOLVEMENT:  
CO-DESIGN AS PEDAGOGY

### What next?

Consider appointing a champion to support greater pupil engagement, and to take action on the possible mechanisms, approaches and tools for engagement identified in the activity.

Consider the importance of pupil engagement in terms of delivering greater choice and voice that a personalised educational future demands, and also its relevance to the ECM agenda, in particular “making a positive contribution”.

Consider how you might build on the findings from research, which highlight that involving learners as real partners, engaged in meaningful activities, can lead to a range of broader learning benefits. These include:

- improved team working, project management, collaboration and communication skills; better decision making, thinking listening and negotiation skills; exposure to and development of discussion, debating, research and analysis skills; improved creativity and problem solving abilities.
- greater knowledge of various tools, mechanisms, processes and resources.
- better understanding of design, landscaping, planning, graphic design, sustainability, ecology, environmental issues, resourcing, financing, educational approaches.

Consider the value of engaging pupils as co-designers as a means of modelling future pedagogy and practices.

Seek information sources of good practice, tools for engagement, and examples of pupil involvement to stimulate thinking about involvement around the redesign project.

For example:

- ☑ The Phoenix Education Trust  
[www.phoenixeducation.co.uk](http://www.phoenixeducation.co.uk)
- ☑ Consulting Pupils  
[www.consultingpupils.co.uk](http://www.consultingpupils.co.uk)
- ☑ Learner Voice: A Futurelab Handbook  
[www.futurelab.org.uk/learner\\_voice](http://www.futurelab.org.uk/learner_voice)

If you get asked a difficult question, be open.



## ACTIVITY 15



## STAFF WORKSHOP DAY 2

# REIMAGINING OUTDOOR SPACES



1 HOUR



FLIPCHART



PEN



THOUGHT  
PROVOKING  
POINTS



CAMERA



STICKERS



STICKY NOTES



EXAMPLES OF NEW  
TECHNOLOGIES

This activity attempts to get participants to reimagine outdoor spaces.

Briefly overview the following thought provoking points:

- There is a tendency to overlook the importance of outdoor spaces with many major rebuilding programmes focusing largely on buildings and indoor space. Greater consideration should be given to the potential of outdoor space for play and learning.
- Article 31 of the United Nations Convention on the Rights of the Child enshrines children's right to play and leisure, yet many schools do not think creatively about utilising and maximising the outdoor space they have for play and learning.
- Outdoor spaces are often the most under-used spaces within formal learning establishments.
- Outdoor space may often be seen as a place for sport and PE or somewhere for young people to burn off energy. Such spaces need to be reconsidered in terms of their broader potential to support health, wellbeing and learning in a greater variety of ways.
- There is a vast array of other organisations both locally and nationally that encourage outdoor activity and where learning and play can take place away from school grounds. Outdoor spaces potentially offer varied opportunities for both informal and formal learning experiences.
- Conversely, it may also be worth considering what aspects of the outdoors can be designed into the inside of a building to encourage greater play, health, wellbeing and learning opportunities, and also what indoor aspects might be provided outdoors.

Click on the Examples icon to go to a printable version in the appendixes.



Use open questions – Where What When Why Who How – to prompt contributions.

## ACTIVITY 15

### REIMAGINING OUTDOOR SPACES

## STAFF WORKSHOP DAY 2

- Learners often feel a greater sense of ownership over outdoor spaces. They are often perceived as less 'institutionalised' spaces and there are often less fixed rules in outdoor environments than there are inside the school. This makes learner input vital to any redesign. Activity around various aspects related to redesigning outdoor spaces makes them a rich test bed for trialling different ways and methods of involving learners, which can act as a blueprint for further involvement in the redesign process and other educational practices.

Draw back on task using phrases like 'I wonder how that links to...' and 'How does that relate to...'

Once you have presented these key aspects, enrich the session by demonstrating how new technologies might extend learning and play opportunities and enhance the outdoor environment. There are a range of examples that can be used to do this (see links below).

For example, mobile devices can support learning and play in a number of ways and allow learners to learn in and interact with the environment. Furthermore, GPS and locative technologies enable learners to geo-tag artefacts in the environment.

✔ Create-A-Scape  
[www.createascape.org.uk](http://www.createascape.org.uk)

✔ A introductory video is available at  
[www.createascape.org.uk/teachers\\_area/teachers\\_area.html](http://www.createascape.org.uk/teachers_area/teachers_area.html)

See also:

✔ Mobile Bristol  
[www.mobilebristol.com](http://www.mobilebristol.com)

✔ Pervasive Media Studio  
[www.pmstudio.co.uk/projects](http://www.pmstudio.co.uk/projects)

✔ MobiMission  
[www.futurelab.org.uk/projects/mobimissions](http://www.futurelab.org.uk/projects/mobimissions)



## ACTIVITY 15

### REIMAGINING OUTDOOR SPACES

## STAFF WORKSHOP DAY 2

Digital image, audio and video technologies enable us to capture sights, sounds and activity in outdoor spaces.

Outdoor environments can be enhanced through lighting, sounds and speakers, projection technologies, digital displays and interactive installations and sensors. New technologies can help create dynamic sensory environments to stimulate play, creativity and learning.

See for example Futurelab's Reimagining Outdoor Spaces handbook:

[www.futurelab.org.uk/resources/publications-reports-articles/handbooks/Handbook1187](http://www.futurelab.org.uk/resources/publications-reports-articles/handbooks/Handbook1187)

Once you have presented the above, split participants into two groups. Engage them in a brief discussion about the value of outdoor spaces, their use, and what other spaces might be utilised (for example, other schools grounds, other community based space and so forth), to enhance outdoor play and learning. Get them to document key ideas on flipchart paper, and to give examples of engaging outdoor spaces.

Then ask participants to think about their existing school grounds and outdoor learning experiences.

If plans of the school grounds are available, ask all groups to use pens and sticky notes to annotate the plan and reimagine how the existing outdoor space could look, how the environment might be used, by whom and for what purpose. Remind participants that the purpose at this stage is to get as many interesting and new ideas as possible and that the only rule is that the end result must suggest a very different use and design of outdoor space to the current one. If plans of the school grounds are not available, give participants pens, flipchart paper and draw or list aspects of the existing school grounds and how they would develop them to produce a more dynamic outdoor play and learning area.

Ask each group to display their design and present this back to the whole group.

Once this is done, give each participant a set of small stickers. Ask them to look at the designs and denote the ideas that interest them, or which they think are worth further investigation.

**You can get groups to elect a scribe to record discussions - this gives groups ownership of the records, speeds up discussions and helps accuracy of notes.**



At the end of the session, task one of the participants with identifying and capturing the top five to ten ideas that participants thought were worthy of consideration or further exploration, and document them as an action point. Take images of the annotated designs.

### What next?

Consider a similar activity with pupils and compare ideas for design and use of space.

Form a design team with a special remit for outdoor space for learning and play, including both staff and pupils.

Utilise the asset mapping technique to think about new partnerships with individuals, organisations, associations, institutions that could enhance the provision of outdoor space for learning and play and identify other spaces in the local community that could be utilised.

**Leave time for proper closure – it's easy to get carried away with activities.**



### Break

This may be a good time to have a break and reflect, before returning to summarise the work of the session.

## ACTIVITY 16



# RECAP ISSUES AND ACTIONS

## STAFF WORKSHOP DAY 2

As with any learning experience, it is useful to recap the exercises, key issues and points.

Overview the various activities. Refer back to key points captured and encourage participants to join in and comment. Prompt participants to consider further actions arising, where possible giving specific responsibility to individuals and get them to discuss what they'd like to see as next steps.

Thank participants for their input and tell them you will collect all the images and write up a report highlighting the activities and the key findings and actions. Encourage participants to conduct similar activities with pupils and compare the issues that arise.

**Finish the day with a positive – ask them to choose one thing they've taken from the day.**

**Share notes – allow notes to be emailed after the workshop and shared.**

# PUPIL WORKSHOPS



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**CONTENTS**

**PUPIL WORKSHOPS**

**PUPIL WORKSHOP DAY 2**



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## SETTING THE SCENE 1: THE 'RULES' OF INNOVATION



15 MINS



'RULES' OF INNOVATION

As with the adult workshops, the 'rules' for innovation must be established from the outset. Contrary to popular belief, pupils are just as likely to be conservative and have prior assumptions about what a learning space or school is, or should be, and the practices that occur within them. It is important to encourage pupils to be innovative and creative in such sessions and invite them to challenge some of their assumptions. This is particularly true if the workshops take place inside the school and are facilitated by teachers and/or other school staff, as pupils may look to give answers in keeping with what they think adults want to hear.

In order to set the right atmosphere for innovative thinking and ideas generation amongst participants, you need to outline some of the 'rules' and expected behaviours in the workshop activities. The 'rules' within the context of these workshops must be established at the beginning and discussed with participants. They are based on findings and suggestions made by some of the leading authorities in creative and innovative thinking but you may want to add others. Allow a few minutes to explain and discuss these and refer back to them if any of the activities or responses become too formal or narrow in scope.

To ensure the environment and atmosphere are more conducive to promoting innovative and creative ideas, the research and literature in this area suggests that:

- **There should be no 'hierarchies'.** All participants must have an equal say and nobody should dominate the ideas generation process. All aspects of power relationships must be overcome to facilitate the greater creativity. Each participant should be encouraged to put forward ideas, even if they appear to be contrary to common sense, consensus, or what others may believe.
- **There should be no fear.** Participants must feel free to contribute, to be unconcerned to put forward ideas, and that they do so in a supportive and friendly environment. It is often an idea that initially seems out of keeping with accepted practice that stimulates new thinking amongst a group.

**Ensure aims of the workshop are clear and agreed with co-facilitators and teachers.**



**Click on the 'rules' to go to a printable version in the appendixes.**

- **Every idea is a good idea.** As these workshops are aimed at supporting visioning in the pre-engagement phase, every idea must be encouraged, no matter how radical, seemingly silly or contentious. Such ideas may not necessarily be taken forward but can inspire trains of thought amongst other participants by moving their thinking into new areas, or picking up on an underlying issue or the essence of an idea. This means acting to ensure there is never any criticism from other participants. It also encourages people to think laterally around some of the more bizarre suggestions put forward.
- **Forget the barriers and problems.** It is important not to introduce too many practical barriers or focus on problems that could arise relating to an idea put forward. Solutions may exist that have not yet been considered and running with the idea also helps elicit issues or solutions that might be found or addressed during the process of redesign.
- **Forget all you know.** No matter what we may think, we all have expectations, make assumptions, and to some degree, have institutionalised views about how something should or could be. If we are to explore the full range of opportunities for developing learning spaces for the future, participants must be constantly and positively challenged on their assumptions about what is possible and what is required.
- **Imagine the impossible.** A number of great ideas arise from seemingly impossible visions or scenarios. This is an opportunity to make sure new ideas are generated and creatively explored to inform a compelling vision in the pre-engagement stage before the practicalities of programme delivery and associated processes become the main priority. It is often worth asking 'what if...?' questions and working back from such scenarios to explore whether new opportunities present themselves.



**Confirm ground rules: talking, respecting others' opinions, breaks, physical space, mobile phones, eating, and leaving the room.**

- **Have fun.** Research shows that creativity flourishes and innovative ideas emerge where people feel relaxed and have fun. This can make it easier to break down barriers and increase the likelihood of a range of ideas coming from varied and diverse perspectives. Too much formality and regulation tends to force people into expected patterns of behaviour and ways of thinking.
- **Create a fast-paced, vibrant atmosphere.** Activities that maintain a fast pace and keep up the dynamism tempo for participants are essential and don't allow people to think too deeply about potential barriers, therefore allowing a greater flow of new ideas. Each activity and the issues arising can form the basis of later, further work, when more considered assessment of ideas can take place.
- **Share what you learn.** The ideas generated and actions taken as a result must be shared internally with all stakeholders but also with other schools and learning organisations in local and wider educational communities. All the avenues and media for doing this must be exploited, and it also helps keep the momentum and learning going throughout your endeavour.
- **Create a real vision.** Contrary to popular belief, a vision is not a mission statement or a collection of key aims. A real vision is a truly compelling, engaging, and easily understood statement about a future direction or approach. They are used to portray what is hoped to be achieved and provide a means of communicating the essence of your project. In creating a compelling and defined vision you are creating an enduring artefact that will help you make difficult choices and will guide those numerous individuals and groups you will encounter involved in various aspects of learning space redesign.

**Respect the dynamic between pupils and teacher.**





## SETTING THE SCENE 2: REDESIGN AND THE FUTURE



30 MINS



FLIPCHART



PEN



PROMPT QUESTIONS

These workshops are designed for the pre-engagement stage of redesign and to support the visioning process. They are aimed at generating ideas, challenging assumptions and preconceptions and to increase the likelihood that people don't produce new learning spaces that significantly resemble 'old schools' in terms of function, practice and design. This needs to be clearly conveyed to participants. There are a limited number of starting points for schools and few resources to support the early visioning and pre-engagement stages. This resource hopes to go part-way in filling such a gap.

This session is to ensure all participants know why the workshops are being undertaken, what will be achieved, and what will happen next. It is important to take the time to ask:

- \_ what they know about programmes such as BSF, PCP etc.
- \_ what they know about the timescales of such programmes.
- \_ what they know about the broad aims of such programmes.
- \_ what they know about the school's approach and how they might be involved or engaged with the programme.

Document any gaps in understanding, areas of confusion and key issues. This is your first outcome and set of issues to be considered. If any such issues are highlighted, ask participants to split into small groups each taking different issues, and for a few minutes brainstorm as many possible solutions and write them onto separate sheets of paper. Then ask them to pass their sheets round to the next group to add further ideas. Again, log these potential solutions. Understanding something about the participants' knowledge of such programmes will help focus interactions during the day and also enables you to gauge some of the gaps in the schools approach to date.

You might also hold a discussion around some of the following more open questions.

**Explain activities before handing out materials or it may distract from the instructions.**



## ACTIVITY 2

### SETTING THE SCENE 2: REDESIGN AND THE FUTURE

## PUPIL WORKSHOP DAY 1

- \_ Where do, or would you look for new ideas and inspiration about new learning spaces?
- \_ Where else might you find inspiring and innovative ideas?
- \_ How do you move away from current views about what a school is to what a new learning space of the future might be?
- \_ How do you take risks and create an exciting vision?
- \_ How do you incorporate possible future needs in order to inform our design now?

It is then worth reiterating that participants will get an insight and understanding of: innovation techniques; creative thinking and ideas generation techniques; visioning activities; insight into design issues and concepts; different thinking about learning and teaching, consideration of new technologies and how they may support transformation.

All of these may be applicable to later aspects of the design process and other aspects of their lives where innovation and ideas creation are necessary.

The following questions might also be discussed to ascertain people's feelings and experiences of the process to date and to uncover the first thoughts about the design of their learning space in the context of social and educational change.

- \_ How long is your new learning space being designed for?
- \_ What aspects of education do you think will change over the next 20 years?
- \_ Will any such changes warrant different spaces, use of spaces, relationships, technologies and resources?
- \_ What has changed about the way we learn (both formally and informally) over the last 20 years?

Positively affirm contributions from the beginning to set up an environment where comments are valid and valued - otherwise participants may clam up for the rest of the workshop.



## SETTING THE SCENE 2: REDESIGN AND THE FUTURE

- What might you consider about other spaces and tools that have been developed for learning, and how might these cause you to rethink the design of space for the future?

Again, document key points and ensure that these issues are explored in further detail with wider stakeholder groups and management teams.

### What next?

**Beyond Current Horizons** explores the future for education beyond 2025. Based on a significant body of research, this online resource aims to help our education system prepare for and develop an ongoing and sustainable response to the challenges it faces as society and technology rapidly evolve.

 [www.beyondcurrenthorizons.org.uk](http://www.beyondcurrenthorizons.org.uk)

If you are embarking on school redesign, planning a curriculum change or need support for long-term strategy setting, then **Vision Mapper**, a free online resource, will help. Vision Mapper has a wide range of practical group activities and inspirational materials, including six possible future scenarios, current trends to consider when planning for the future and case-studies of successful long-term planning initiatives to help you create a reliable long-term vision and strategy for your organisation.

 [www.visionmapper.org.uk](http://www.visionmapper.org.uk)

Create a risk log to document discussions and assist presentation of ideas.

Further useful questions to consider:

- What criticisms of redesign projects and programmes do stakeholders know about and how might they ensure these will be avoided or overcome in their designs and subsequent buildings?
- How can you ensure greater time for visioning around a learning space of the future?



## ACTIVITY 2

### SETTING THE SCENE 2: REDESIGN AND THE FUTURE

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## PUPIL WORKSHOP DAY 1

- \_ How can you extend involvement and participation with all stakeholder groups?
- \_ Does your project resonate with wider transformation agendas such as Every Child Matters and Personalisation?
- \_ What implications might this have for design?
- \_ Where else might you find inspiring and innovative ideas?
- \_ How do you move away from more traditional views about what a school is and how it operates?
- \_ How do you avoid risk-aversion in creating a compelling vision of a learning space for the future?



Change seating shapes to give energy and distinguish between activities.

## ACTIVITY 3



## PUPIL WORKSHOP DAY 1

### WARM UP 1: WHAT COULD IT BE?



15 MINS



FLIPCHART



PEN

With participants clear on the wider context and being aware of the 'rules' of innovation, it is time to introduce a short warm up activity that gets them into the mood for being creative and allows them to practice the 'rules' of innovation. There are numerous warm up activities that can be undertaken but the main points are to ensure it is lively, fun and enables participants to get used to putting ideas forward without having thought them through to any degree, and to get contributions from everyone to help overcome any embarrassment or awkwardness.

A number of organisations promoting innovative thinking use similar warm up techniques such as 'What could it be?'<sup>4</sup>

Firstly, explain to participants this is a fun, warm up activity. Then choose an everyday item from the room. Ask participants to imagine they are the owners of a company that makes that item. You then ask participants to imagine that the company is struggling, and that their job is to come up with as many new ideas for product development based on the raw materials that make up the item. You may prompt participants by giving them one example to get them on track. For example, if you chose a plastic plant pot, you might suggest they could manufacture plastic crockery, bins, pencil holders, jugs and so forth.

You then set participants the challenge of coming up with as many ideas as they can in a group (try setting a high target of around 20 ideas) within 1-2 minutes (depending on the size of your group). Appoint a scribe to note these down on a flipchart. Reiterate the 'rules' of innovation and begin the session. You will need to prompt participants all the time for more ideas and highlight the need to get ideas 'out there' at this stage, rather than assessing the quality of each one.

Before moving on from this activity, point out and discuss any broad themes that may have emerged from the ideas generated. Suggest that a next stage in finding a new business direction would be to assess each idea on its merits and as a theme, and then rank each one so that they would have an order for further investigation. This links to the next activity, as it enables them to see how light hearted activities aimed at generating more ideas provide a broader set of options for more focused discussion and decision making.

Think of a warm up as a 'tune up' to focus people's minds, as well as breaking the ice, and link it to the day's subject matter.

For examples of warm ups search the internet for 'drama games', and the works of Robert Chambers and Augusto Boal.

4. 'Winning Moves' is a business improvement consultancy, specialising in economic development and use techniques such as 'What could it be?' as part of their innovations champion training programme.

### What next?

It might be useful to investigate other techniques, tools and approaches to support creativity, innovation and ideas generation. This could be a task to set for other participants or stakeholders. There are a wealth of ideas, approaches and digital tools that can be used to support innovation in a range of contexts, and these may be useful in the various aspects of your redesign project. Here are just a few examples to get you started:

-  Mycoted  
[www.mycoted.com/category/creativity\\_techniques](http://www.mycoted.com/category/creativity_techniques)
-  Futurelab  
[www.futurelab.org.uk/projects/why-dont-you](http://www.futurelab.org.uk/projects/why-dont-you)
-  Edward de Bono  
[www.debonoconsulting.com](http://www.debonoconsulting.com)

Use stimulus to get conversations talking: news stories, pictures and facts.



## ACTIVITY 4



### WARM UP 2: WHAT SORT OF PLACES DO YOU LEARN IN?



15 MINS



FLIPCHART



PEN

Whilst still a warm up activity, you are now going to begin to engage participants in the first activity that explores issues relating to different learning spaces. It is important that you capture and record the key points on flipcharts and take digital images of them.

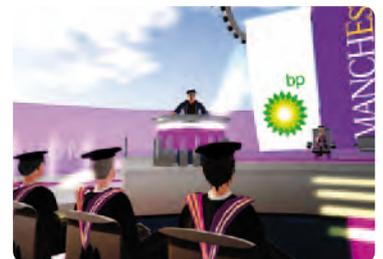
Keep a similar pace to the first warm up.

Ask participants to think about all the different spaces and places or contexts apart from schools in which they currently learn, have learnt, or could learn. Tell participants they need to identify as many places as possible within two minutes, encouraging as many ideas or answers as possible. Assign a scribe to note these down and ensure they capture everything on the flipchart.

At the end of the activity, again ask participants to start to categorise or theme their places. For example, there might be a number of outdoor, online or work-based learning opportunities noted. It is unlikely that you will be able to categorise all of them, so you may have to leave some in an 'other' category or return to them.

Next, go through each category and ask participants to think about the spaces and places, and say what aspects they think are good, unique, exciting, interesting, and so forth in each one.

Again, be sure to capture these on a separate piece of paper. This should be displayed in the room for the rest of the workshop, as a reminder of some of the things they like in alternative learning spaces, and which might be considered further or incorporated as elements in a design brief. If nothing else, they will provide useful prompts for later activities. Ensure you take a clear digital image of this to inform your later report back to participants and other stakeholders.



## ACTIVITY 5



## PUPIL WORKSHOP DAY 1

# BREAK-TIME ACTIVITY: ORDERING IMAGES



15-30 MINS



IMAGES OF LEARNING  
AND OTHER SPACES

With the scene set and having moved participants into discussions about learning spaces, this is a good point to take a break. As you go into the break, it may be useful to overview the next activity and set the participants the task of looking at a collection of images of various learning spaces. Get them to order these into ones they like, dislike and have no feelings for one way or the other.

Before starting the next activity get their feedback on these images and tease out any reasons underpinning their views, and capture and record any key issues.



### What next?

Extend this idea with a wider pupil cohort, getting pupils to collect and identify images of learning and other spaces that interest or excite them and ask them to describe the reasons why. Think about getting pupils to agree on their favourite and try and find a place in the school, or online, where these might be displayed.

**Power League** is a free resource that enables numerous people to vote on different aspects or images. When all votes are cast a league is compiled showing the favourite choices in descending order. This activity is good for reaching a consensus with larger groups. The software enables you to develop your own leagues, although there are also pre-existing populated leagues, including a 'new school league'.

 [www.powerleague.org.uk](http://www.powerleague.org.uk)

Try to mix the types of workshop activities so the participants aren't just sitting or talking all the time. There could be whole group discussion, small group work, pair work, individual activities.

## ACTIVITY 6



# WHAT WOULD YOUR IDEAL SPACE HAVE?



15 MINS



FLIPCHART



PEN



CAMERA



CURRENT / FUTURE DIAGRAM

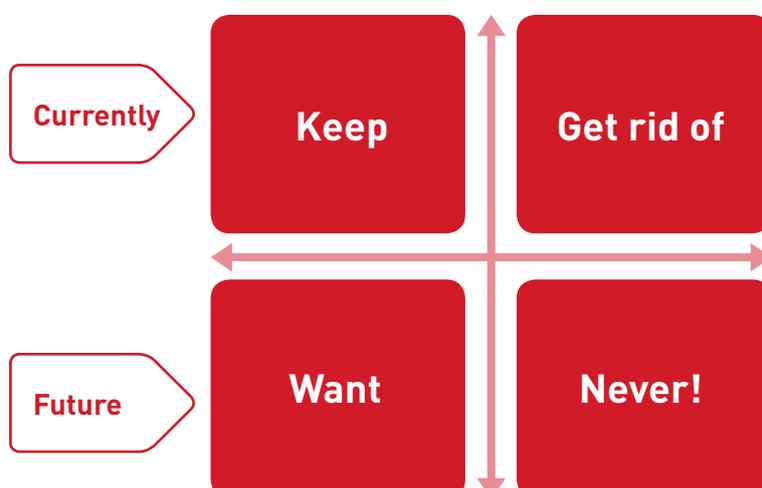
This activity is aimed at getting participants' views on the things they currently like and dislike, and some of the things they would want and not want in the future. It is important to remind participants that they are encouraged to think differently and that learning spaces in the future may be significantly different in terms of design, practices and function. It is important that participants' thinking does not become narrow at this stage.

Get participants into small groups of three or four. Remind them that these sessions are getting them to explore possibilities and generate ideas.

Firstly, start by reminding them of the outcomes of Activities 4 and 5 (these should be displayed around the room). Give each group a piece of flipchart paper and ask them to divide it into four, as per the diagram below. Ask them to have a discussion and think about the things they might 'keep' and 'get rid of' in their current school, and why. Tell them that they will have to feedback and justify their decisions, however, remind them there are no wrong answers. After about ten minutes, get them to think about the two sections at the bottom of the sheet. Ask them to list the things they would ideally 'want' and also the things they know of that they would 'never' want in a new learning space.



Hang the product of previous activities on walls to help stimulate debate and keep activities focused on the day's discussion.



Click on the Current/Future icon to go to a blank version in the appendixes.

## WHAT WOULD YOUR IDEAL SPACE HAVE?

After about ten minutes, draw the activity to a close. In the remaining time, ask each group to spend a couple of minutes talking through each of the four sections. Take a digital photo of each, and display each of the tables around the room as a prompt for later activities.

### What next?

Consider getting pupils to take digital images of the places within and outside the school that illustrate the aspects of design and practice that they like and dislike. A range of software enables digital images to be shared, edited and enhanced with music, sound files and annotation, into engaging slides.

For example, **Photo Story** enables you to create slideshows using your digital photos, edit images, add special effects, sound tracks and voice narration to produce photo stories which can be shared with others.

 [www.microsoft.com/photostory](http://www.microsoft.com/photostory)

**Animoto** is a web application that produces videos from user generated and selected photos and music. Images and text can be entered into the software engine, music selected and video generated, incorporating effects that mean images are related to the rhythm and nuance of the music.

 [www.animoto.com](http://www.animoto.com)

You may wish to undertake further exercises that help pupils think about their futures.

**Million Futures** is a resource that enables pupils to consider the future of education and society and help them raise their awareness and aspirations. Such exercises provide a good context for thinking about future possibilities.

 [www.millionfutures.org.uk](http://www.millionfutures.org.uk)

If your group are quiet, give each contribution affirmation, or try setting up discussions in pairs or smaller groups.



## ACTIVITY 7



# ORDERING SPACES: DIAMOND 9



1½ HOUR



LEARNING SPACES  
WORKSHOP CARDS



PEN



CAMERA



FLIPCHART

Futurelab have developed a set of free Learning Spaces Workshop Cards containing a number of ordering, sorting and extension activities for both staff and pupils.

 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

Using one pack of the black cards for each group, support participants through a Diamond 9 activity. On one side of the black Diamond 9 cards are examples of general learning spaces with some descriptive text.

Facilitators must familiarise themselves with the Diamond 9 activity in advance and must capture/record key points of group discussions for later feedback.

Divide the group into smaller groups of three or four per group.

Give a separate set of Diamond 9 (black card, learning spaces) cards to each group.

Introduce the activity, explaining that they should read the text as a group and then collectively arrange the cards in a diamond shape with the spaces they feel are most important at the top, working down to the least important at the bottom of the diamond.

As well as asking participants to arrange these cards in order of importance, remind them they are the ones determining the relationships between the cards and they must justify their selection, capture issues and any points of agreement or disagreement. One of the aims is to begin to highlight the main points of agreement and disagreement and, at the same time, start to build elements of a shared understanding about what is important amongst participants and why.



**Click on the image to go to a printable version in the appendixes.**

**Try giving out group roles at the beginning: a person to feedback, one to be in charge of materials, one to take notes.**

## ACTIVITY 7

### ORDERING SPACES: DIAMOND 9

Participants can be creative in the way they present information, however the final arrangement still has to resemble some kind of diamond. Participants can, if they so desire, introduce their own blank card in exchange for one of the existing nine, if they have a specific space they feel is particularly important.

Explain that each group must agree on the order and justify their choices and then share this with the other groups.

Give a maximum of 30 minutes to complete the ordering task.

When all groups have completed their diamond, each group has an opportunity to explain their arrangement of the cards to the other groups and highlight the main points of the discussion that led to the final diamond.

To encourage critical thinking, ask the question directly:

**— What were the main points of agreement and disagreement within and between the spaces and the different answers between the groups?**

At the end of the feedback, look at all the Diamond 9s and highlight the points of convergence and divergence, and engage participants into discussions as to why they feel these have arisen. The feedback and discussion session should take about 30 minutes.

Remember to record the arrangement of the cards – and for now leave the Diamond 9s out.

Next, getting participants back in their small groups, get them to choose one of the top three most important spaces they identified in their Diamond 9 that they would like to describe in more detail.

Once all groups have decided on one of these three spaces, pass around flipchart paper and pens and get them to describe and/or draw this space. Remind them they are thinking of spaces for the future and refer them back to previous flipcharts, work and discussions they have had. Ask them to focus on the purpose of this space and give them half an hour to work on this. If time permits, ask each group to explain their design. Display flipchart papers around the room and remember to take a digital image.

**Be aware of participants trying to play facilitators off one another.**



**If a group gets stuck, depersonalise the subject and imagine different scenarios.**

### What next?

The **Learning Spaces Workshop Cards** offer a range of other activities for staff and pupils that you may want to try. They are intended to help stimulate new ways of thinking around the design and use of learning spaces. They help to explore and revisit new and existing ideas and assumptions and also help to build a shared understanding of the best use of space for learning activities. Download them free from:

 [www.visionmapper.org.uk/ideas/spaceworkshopcards.php](http://www.visionmapper.org.uk/ideas/spaceworkshopcards.php)

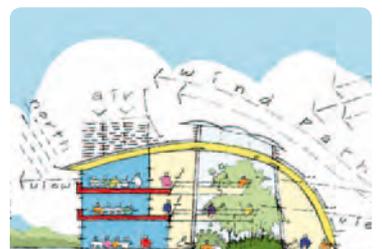
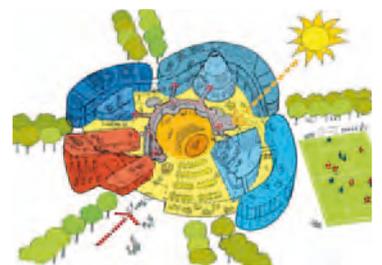
Consider getting some of the participants to further develop their drawings and designs after the workshop and work it up into a good annotated sketch that can be displayed around the school and used to stimulate discussions with others.

There is a range of software to support the development of any designs or ideas. For example, **Google SketchUp** is software that you can use to create 3D models. Models can be built from scratch or pre-existing items can be used from the searchable repository (3D Warehouse) populated by others all around the world, and includes things such as buildings, furniture and landscapes.

 [sketchup.google.com](http://sketchup.google.com)

### Break

This may be a good time to break for lunch, depending on what is normal for pupils and the atmosphere in the group.





## A DAY IN THE LIFE



1 HOUR



FLIPCHART



PEN



CAMERA



STICKERS



STICKY NOTES

This exercise aims to support participants in developing a narrative that goes beyond the design of a space to describing the atmosphere, types of activities, practice, relationships and so forth that they would like to see in such spaces. This can give valuable insights into broader changes that are desired in terms of the form and function of a learning space for the future.

Split participants into groups of three or four (ideally the same groups that undertook the Diamond 9 activity). Give each group flipchart paper, pens and other materials for drawing and writing.

Get participants to choose one of their top three spaces in the Diamond 9 activity. It can be the same one they chose last time, or they can pick another of their top three.

Then ask participants to imagine they are in charge of designing a new learning space, not necessarily in a school, and remind them that they should be creative and imagine something unique at this stage. Set them the task of drawing or producing an annotated sketch of this new learning space. During the exercise ask them to document what sort of activities are going on in the space, who is in there and so forth. Give them clear instructions that they will have 30 minutes for this activity. As they do this, facilitators must go around each group supporting them, clarifying points and giving prompts.

Once 30 minutes has passed, give each group more blank flipchart paper. Identify a scribe in each group. Then ask participants to discuss and write down answers to the following questions. Throughout, it is the facilitators' role to challenge their decisions and prompt further thought in a supportive manner by questions such as:

- \_ **What is the atmosphere like?**
- \_ **What are the main features of the environment?**



**Vary the atmosphere  
- change the nature of  
activities and group sizes.**

## ACTIVITY 8

### A DAY IN THE LIFE

After five minutes, stop participants and get them to write down:

- \_ **What sort of learning and teaching, or other activity, occurs in the space?**
- \_ **What are the relationships like between pupils, pupils and teachers, or others?**

After another five minutes, ask:

- \_ **Who do you learn or undertake activities with?**
- \_ **When does this occur?**

And five minutes later ask:

- \_ **How do you learn? What sort of activities do you do?**
- \_ **What do you learn?**

For the final ten minutes, and staying in their groups, get each group to write one paragraph that tells the story of a 'day in the life'. This should give more of a flavour of the type of atmosphere, relationships and practice, which in turn might have implications for spatial design.

At the end of the session, give each participant three coloured stickers. Ask each individual to think which are the most important or interesting aspects they have identified on their sheet and to place a sticker next to them. It is fine for more than one individual to place a sticker next to the same aspect.

At the end of the session, again display the flipchart sheets around the room and take digital images.

**Try to look at 'problems' through different frames, discuss them from the opposite perspective to move away from our normal mindset.**



## ACTIVITY 8

### A DAY IN THE LIFE

## PUPIL WORKSHOP DAY 1

### What next?

Consider follow up activities that enable pupils to make more detailed and better thought through overviews, images and narratives, so that these can be shared with others as a means of further discussion, debate and decision making. It may be worth exploring the various mechanisms that can be used to ensure wider participation and communication around these, such as existing staff meetings, student group meetings and councils, assemblies and so forth, as well as creating a space on your web page, intranet or managed learning environment, or use tools such as discussion or message boards. Incorporating related activities into existing subject or curriculum areas may be another way to stimulate debate and discussion.

Ensure staff are aware of the outputs from pupil activities and consider creating specialist teams to move ideas forward.



**Keep participants motivated - boys in particular respond well to challenges and competition.**

## ACTIVITY 9



## PUPIL WORKSHOP DAY 1

# NEW TECHNOLOGIES AND LEARNING IN THE FUTURE



15 MIN



FLIPCHART



PEN



CAMERA



STICKERS



STICKY NOTES



EXAMPLES OF NEW  
TECHNOLOGIES

The final activity of Day 1 is intended to get pupils thinking about possibilities relating to future ways of learning and teaching supported by new technologies.

Start the session by reiterating that they are trying to develop a vision of a future learning space and need to remain creative and innovative in their approach.

Present a list similar to the one below and ensure you are familiar with the majority of new technologies listed, although in depth knowledge is not needed. Then engage learners in a brief discussion. Ask them which technologies they are familiar with and to give a brief description. Ask them to imagine how these might be used for learning in the future, and also what they currently use, and how they use it. Also ask if they know of any others, and then what sort of technological developments they might expect to see in the next ten years.

Mailing lists **Flickr** VoIP Chat **Instant Messaging** Games  
Photos Screen Sharing **Media Sharing** Videos Bookmarks  
Tagging Social Networking Creative software **Screencasts**  
**Feeds** Virtual reality **Wikis** Blog Search **Podcasts** Weblogs  
Film making Bulletin boards **Creative software** Skype  
Video conferencing **Online collaborative writing**

Finally, ask them how they think these sorts of technologies have, could, and will change the way people learn in the future. Finish off this session by asking them to write down any ideas onto a sheet of paper. End by telling them that activities on Day 2 will get them thinking about how such technologies might be incorporated into the spaces they drew as part of their Diamond 9 and 'A day in the life' exercises.

Click on the **Examples** icon to go to a printable collection of technologies in the appendixes.





## SUM UP AND WRITE UP



5 MIN

PLUS WRITE UP

As with any learning exercise, it is essential to briefly sum up what has been learnt, what activities were undertaken and outline the key points, as well as giving an indication of the activities you will be doing on Day 2 (if applicable).

**What next?**

Consider getting a wider cohort of pupils to conduct a survey or research project around the types of technology that they use for learning, in formal and informal ways and what technologies they feel would be most useful to their learning and why. This could incorporate desk research, field work, surveys and interviews, with appropriate means for dissemination. It would also be a good opportunity to get the views of staff and have specific discussions with technicians and staff who work with ICT in the school to discuss what is currently possible and areas for development in terms of ICT infrastructure, hardware and software. This may be useful in informing aspects of the Strategy for Change documentation on programmes such as BSF.



**A closing ritual can help you to finish on a positive, asking everyone to say a thing they found positive about the day.**

## ACTIVITY 11



## PUPIL WORKSHOP DAY 2

# INTRODUCTION



15 MIN



FLIPCHART

Begin the day by recapping the key points and activities from Day 1. Ensure the drawings of the spaces from the Diamond 9 and 'A day in the life' exercises are displayed (if you chose to do these) and explain to participants that they will be doing more activities to extend their designs. Engage participants in a brief discussion of key points, issues and actions.



## ACTIVITY 12



## PUPIL WORKSHOP DAY 2

# WHAT IF X BUILT OUR LEARNING SPACE?



15 MIN



LEARNING SPACES  
WORKSHOP CARDS



PEN



CAMERA



FLIPCHART

Start Day 2 with another fun, warm up activity to liven up the atmosphere and get participants thinking more laterally. There are numerous warm up activities that can be undertaken. This one is a common exercise to support ideas generation when people are stuck for new approaches. In this instance it is used as a warm up to the day and adapted to focus on learning spaces, but it could be extended further to generate and develop ideas about design, practice, products and services.

Ask participants to get into their groups from the Diamond 9 activities on Day 1. Give them pens and new flipchart paper.

Then, tell them they have five minutes to think of and note down at least ten well known companies or organisations. These can be their favourites, high profile or lesser known companies or organisations.

Once they have their list, get them to quickly choose one, either their favourite, the most easily identifiable, or one that has a specific approach or strong marketing campaigns. When they have done this get them to think about the attributes or aspects associated with the brand or organisation (for example, if they were to choose McDonalds, they might think about fast service, identifiable golden arches, its seemingly ubiquitous presence and so forth), and get them to write these down.

In the remainder of the time, get them to pick one of the spaces outlined in the Diamond 9 cards (black, Learning Spaces pack) and to draw or note down what that space might look like and how it might operate if their chosen company or organisation were to develop and build it. The facilitators' role is to move between the groups stimulating discussion and encouraging imaginative ideas and creating a lively atmosphere.

Conclude this activity with an overview of some of the ideas that were generated, and reiterate that participants can use techniques like this to generate ideas and stimulate thinking throughout the redesign process.

**Warm ups should make participants feel comfortable - tailor them to the group.**



**Affirm and explore contributions with phrases like 'That's interesting, I wonder how that could link...?'**

## WHAT IF X BUILT OUR LEARNING SPACE?

**What next?**

Consider extending such activities in a more structured way. Get stakeholders to consider organisations, institutions, companies or initiatives that have aspects or principles that the school might identify with. Then spend time ordering these in terms of the most important, interesting or valuable. Give different groups time to consider the different principles or aspects of those ranked highly. Then get them to consider what a learning space might look like if those organisations or institutions were designing one. Later, feedback some of the key features outlined by each group and consider if any of these aspects are things that warrant further exploration in relation to your own new learning space.

Consider developing an image gallery, perhaps on the school's managed learning environment, or on an online photo management resource such as **Flickr**, where pupils and staff can upload images and add comments to express interesting designs or approaches.

 [www.flickr.com](http://www.flickr.com)



**Limit tangents:** how relevant the point is for the group and/or the day's objectives?



## NEW TECHNOLOGIES: EXPANDING THE DESIGN



1¼ HOUR



FLIPCHART



PEN



CAMERA

SHOW AND TELL  
MATERIALS

STICKY NOTES

Begin this activity by referring participants back to the Diamond 9 and 'A day in the life' activities and their sketches/annotations (Activities 7 and 8). Give participants around 30 minutes to redraw or make new notes outlining their ideas and thoughts for design around their chosen space (if you have not already done these exercises, refer to Activities 7 and 8 and get pupils to choose and draw/capture their ideas). As they do this, remind them to address some key questions, such as:

- \_ **What is the atmosphere like?**
- \_ **What are the main features of the environment?**
- \_ **What sort of learning and teaching, or other activity, occurs in the space?**
- \_ **What are the relationships like between pupils, pupils and teachers, or others?**
- \_ **Who do you learn or undertake activities with?**
- \_ **When does this occur?**
- \_ **How do you learn? What sort of activities do you do?**
- \_ **What do you learn?**

After around 30 minutes, ask them to consider any implications for design that their drawings/sketches may highlight. For example, if participants have talked about the desire for 'hands on' activities, prompt them by asking if this has implications for the size and shape of the space, for furnishings, fittings and resources, and any other design features that may be required. Take about 15 minutes for this. The job of the facilitator(s) is to support them, add ideas if groups get stuck and offer positive input into the process.

**Keep up the energy and momentum.**



## ACTIVITY 13

### NEW TECHNOLOGIES: EXPANDING THE DESIGN

## PUPIL WORKSHOP DAY 2

When this is finished, the facilitator will need some show-and-tell materials to highlight new and emerging technologies and the impact these may have on the future of learning (refer to Activity 9, Day 1). Spend 15-30 minutes on this.

There are a range of other sources for inspiration and examples, for example:

- ✔ Gizmag  
[www.gizmag.com](http://www.gizmag.com)
- ✔ Becta's Emerging Technologies for Learning website  
[emergingtechnologies.becta.org.uk](http://emergingtechnologies.becta.org.uk)
- ✔ Alec Couros' wiki on digital literacies and emerging technologies  
[www.couros.wikispaces.com/emerging+technologies](http://www.couros.wikispaces.com/emerging+technologies)
- ✔ Educase's resource on networking and emerging technologies  
[www.educause.edu/Resources/Browse/NetworkingandEmergingTechnologies/30359](http://www.educause.edu/Resources/Browse/NetworkingandEmergingTechnologies/30359)
- ✔ Handheld Learning  
[www.handheldlearning.co.uk](http://www.handheldlearning.co.uk)
- ✔ Futurelab  
[www.futurelab.org.uk](http://www.futurelab.org.uk)

In the remaining time get participants to use sticky notes to add ideas about the use of new technologies to their sketches/designs. Prompt them with questions such as:

- \_ **What new technologies might be present in this space?**
- \_ **Why are they being used?**
- \_ **What they are being used to do?**
- \_ **Who uses them and how?**
- \_ **How do they change the environment, what it looks and feels like?**
- \_ **What activities take place?**
- \_ **Are technologies present that support display, change the ambience and environmental factors, can be used for data collection, editing, sharing etc?**

Once the task is complete, take images of the annotated designs and display them around the room.





## BREAK-TIME ACTIVITY: HIGHLIGHTING THE FAVOURITE BITS



30 MINS



FLIPCHART



STICKERS

Give participants stickers, around six each. Ask them to look at the various designs displayed, and place a sticker next to their favourite aspects. Participants can vote on different aspects of each drawing, including their own, as long as they feel these are the most interesting or important.

This helps facilitators gauge what the key aspects are for participants and gives a sense of importance when writing up the report.

### What next?

Consider developing a small team to explore new and emerging technologies for learning and ensure this group feeds into the overall redesign project. Ensure that this group is informed of the key learning visions and initiatives so that they can explore both the type and use of various technologies.

There are a range of existing groups and networks of teachers focusing on the use of new technologies for learning, who your group may consider joining, for example:

-  The Innovative Teachers Network  
[www.innovativeteachers.com](http://www.innovativeteachers.com)
-  SSAT's ICT Register  
[www.ssat-inet.net/resources/ictregister.aspx](http://www.ssat-inet.net/resources/ictregister.aspx)
-  Becta's ICT Research Network  
[partners.becta.org.uk/index.php?section=rh](http://partners.becta.org.uk/index.php?section=rh)

State rules for physical activity clearly - if they're told 'Don't run' they'll think of running.





## ASSET MAPPING



1 HOUR



FLIPCHART



PEN



CAMERA



ASSET MAP

Asset mapping has a long history in the field of community participation and development<sup>5</sup>.

The tool and activity below help participants consider in more detail the key people and resources that can be linked to in order to build social capital around the community and project. The exercise acts as a stimulus to thinking differently about who might support the project, and education generally, as well as how resources might be shared across local communities and wider networks.

This activity allows them to think in terms of new partnerships, relationships and support in relation to the design of their new learning space as a whole, and who and what resources might be a valuable in doing so.



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Click on the Asset icon to go to a blank version of this map in the appendixes.

5. See for example the Asset-Based Community Development Institute which offers additional free information and resources on the asset-based approach.

[www.abcdinstitute.org](http://www.abcdinstitute.org)

For further information about asset maps and how they can be used see Futurelab's Opening Education Report: Towards New Learning Networks.

[www.futurelab.org.uk/resources/documents/opening\\_education/Learning\\_Networks\\_report.pdf](http://www.futurelab.org.uk/resources/documents/opening_education/Learning_Networks_report.pdf)

## ACTIVITY 15

### ASSET MAPPING

## PUPIL WORKSHOP DAY 2

Present the asset map to participants and explain that it consists of five sections, which they should attempt to populate (this can be done on five separate sheets of flipchart paper displayed around the room). These represent five different aspects of community assets that are present within any given community. These are:

- **local individuals:** the skills, interests and capacities of individuals that might be useful in achieving a particular goal or project.
- **local associations:** the full range of networks and clubs that may be helpful or supportive.
- **local institutions:** such as local schools, libraries, museums, parks and so forth.
- **physical assets:** land, buildings, infrastructure that might be used for learning or play.
- **economic assets:** including what people produce and consume, local businesses, informal relationships and exchanges.

Place five flipchart papers around the room with these headings: individuals, economy, associations, institutions and physical spaces.

Ask participants to get into groups of two or three, depending on numbers, and ask each group to stand by a different 'asset'. Ask them to begin brainstorming and to fill in each section with as many potential links as possible. You may want to provide an example in each of the categories for clarification. Inform them they will have a maximum of four minutes at each section and then they will be asked to move around to the next section.

Continue the exercise until each group has contributed ideas in each of the five sections.

This exercise is a good way to get participants and teams thinking of potential partnerships that are presented through a major redesign programme. It helps them consider new possibilities for developing a more dynamic set of relationships and a more diverse and holistic educational provision for young people and the wider community. At the heart of this approach is the need to recognise, encourage and support diversity. The aim is to explore and exploit the social capital and networks that exist. The facilitator must move between groups, prompting and stimulating thought.

**If a discussion comes to a halt, reflect where they've got to, re-word questions, stay with them to get open questions going.**



## ACTIVITY 15

### ASSET MAPPING

## PUPIL WORKSHOP DAY 2

Next, review the map and capture the key points, asking participants how it has made them think differently about design and who might be involved in the process. Engage them in discussions about how the resources identified in the asset map could support their development of the spaces identified in the Diamond 9 and 'A day in the life' activities.

Ensure the asset map/flipchart papers are displayed and ask participants to look at these and discuss them over lunch. Remember to take digital images to assist your report writing.



**Get groups to nominate a speaker, or choose one point to speed feedback.**

### What next?

This activity could be carried forward beyond the workshop. Consider developing a specific 'asset building' team who will be responsible for highlighting how different partnerships or assets might be mobilised to enhance the new learning space. Ensure these are also informed by key initiatives and visions. For example, consider how local assets can help provide a more personalised educational future in your learning space.

A follow up activity could involve participants ranking the various assets in order of importance (this might relate to a broader educational initiative or concept) to enable more targeted development of partnerships and social capital.

### Break

This may be a good time to break for lunch, depending on what is normal for pupils and the atmosphere in the group.

## ACTIVITY 16



## PUPIL WORKSHOP DAY 2

# REIMAGINING OUTDOOR SPACES



1 1/4 HOUR



FLIPCHART



PEN



EXAMPLES OF NEW  
TECHNOLOGIES



IMAGES OF DIFFERENT  
OUTDOOR AND PLAY SPACES



STICKY NOTES



CAMERA

This session is aimed at getting pupils to reimagine outdoor learning and play spaces. You will need plans of the school's grounds (if you have them, or images of the outdoor space if not), which participants can annotate.

Introduce this activity with some images of different, imaginative and alternative outdoor spaces. There are numerous sources that can be used, for example:

-  Learning Through Landscapes  
[www.ltl.org.uk](http://www.ltl.org.uk)
-  Play England  
[www.playengland.org.uk](http://www.playengland.org.uk)
-  Learning Outside the Classroom  
[www.lotc.org.uk](http://www.lotc.org.uk)
-  Futurelab's Reimagining Outdoor Spaces Handbook  
[www.futurelab.org.uk/resources/publications-reports-articles/handbooks/Handbook1187](http://www.futurelab.org.uk/resources/publications-reports-articles/handbooks/Handbook1187)

Then highlight some of the key, thought provoking issues related to outdoor spaces for learning and play, asking questions and prompting discussion.

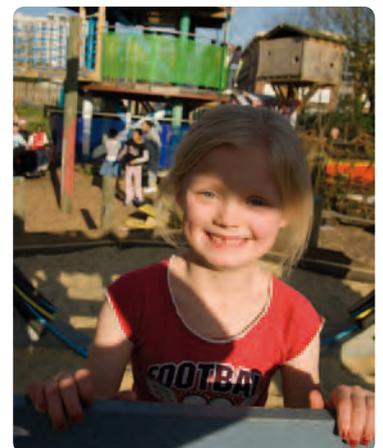
There is a tendency to overlook the importance of outdoor spaces when many of the major rebuilding programmes focus largely on the building and indoor space.

**— How could they redesign your outdoor space to encourage more use, greater play and learning outdoors?**

Outdoor spaces are often the most under-used spaces within formal learning establishments.

**— How could spaces be redesigned to enable greater use and by whom? Are these spaces only used by pupils?**

**Click on the Examples icon to go to a printable version in the appendixes.**



Article 31 of the United Nations Convention on the Rights of the Child enshrines children's right to play and leisure, yet many schools do not sufficiently cater for this right, nor do they think more creatively about utilising the space they have for play.

**— Is outdoor space important to participants, and why?**

Outdoor space is often seen as merely a place for sport and PE or somewhere for young people to burn off energy. Such spaces could be reconsidered in terms of their broader potential to support health and wellbeing and learning in a greater variety of ways.

**— What could outdoor space be used for if it were redesigned?**

Access to outdoor space can mean much more than merely accessing and using school grounds. There are numerous other organisations both locally and nationally that encourage outdoor activity.

**— What other spaces in the local community could you use for outdoor play and learning?**

**— What other organisations offer learning and play opportunities?**

Outdoor spaces should also be considered as potential learning spaces, not just to support the formal curriculum but in a more holistic way.

**— How might you learn outside of the classroom?**

**— What might have to change about the design or environment?**

Conversely, it may also be worth considering which aspects of the outdoors can be designed into the inside of a building to encourage greater play, health and wellbeing, and also what indoor or sheltered space could be developed in school grounds or elsewhere.

**— How could you design outdoor spaces inside buildings?**

**— How could you design indoor or covered spaces into the outdoor environment?**

**— How might these be used?**



Once you have presented and discussed these key aspects, then enrich the session by demonstrating how new technologies might extend learning and play opportunities and enhance the outdoor environment. There are a range of examples that can be used to do this.

For example, mobile devices can support learning and play in a number of ways and allow learners to learn in and interact with the environment. GPS and locative technologies enable learners to geo-tag artefacts in the environment.

Digital image, audio and video technologies enable us to capture sights, sounds and activity in outdoor spaces.

Outdoor environments can be enhanced through lighting, sounds and speakers, projection technologies, digital displays and interactive installations and sensors. New technologies can help create dynamic sensory environments to stimulate play, creativity and learning.

Briefly engage participants in a brief discussion about the value of outdoor spaces, their use, and what other spaces might be utilised (for example other school's grounds, other community based spaces and so forth), and get them to suggest examples of engaging outdoor spaces.

Once this has been done and the scene is set, split the participants into small groups of two or three and give them flipchart paper and pens.

Ask participants to imagine and draw or make notes about a new outdoor space. This activity can be done using images or plans of existing school grounds. Each group may want to focus on specific areas, or may want to think about the design of the whole outdoor space.

Ask each group to reimagine:

- how could outdoor spaces look?**
- how might the environment be used, by whom and for what purposes?**

Remind participants that the purpose at this stage is to get as many interesting and new ideas as possible, and that the only rule is that the end result must suggest a very different use and design of outdoor space to the current one.

**If a group member is being difficult give them a responsibility such as observer, recorder or a role that gives some status, or ask for their opinion.**



## ACTIVITY 16

### REIMAGINING OUTDOOR SPACES

## PUPIL WORKSHOP DAY 2

Remind participants:

- they must think differently and design something they feel would be most useful and important and not what might be expected in outdoor spaces.
- how new technologies can change the ambience of an outdoor environment.

Ask, of the resources they identified in the asset mapping activity:

- **what other outdoor spaces in the local community could be used to extend the variety of outdoor play and learning options?**
- **how might the space be redesigned to enhance learning and play?**
- **who else from the local community might learn, teach or play there?**
- **who might be involved in the design of the space?**

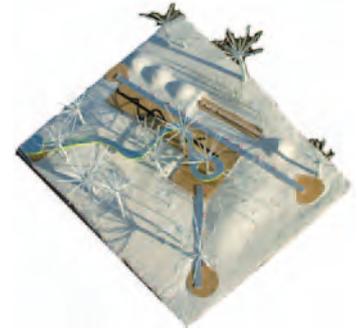
Give them the instruction that they must aim to give a flavour of what that space is used for, by whom, and what the overall aim is in redesigning the space.

Then ask each group then to display their design and present this back to the whole group. This should take about 20 minutes.

Allow five to ten minutes at the end of the session for participants to look at one another's designs and ideas. Allow them to annotate these using sticky notes, adding further comments and ideas.

At this point facilitators must be thoroughly involved, moving around the tables offering their own prompts, asking questions and ensuring comments and ideas are positive and that the atmosphere remains lively.

Facilitators should collect these annotated designs and take digital images of each one.



**Leave time for proper closure – it's easy to get carried away with activities, but make time for reflection.**

### What next?

Consider setting up a pupil lead team to explore the potential use of outdoor spaces. Engage them in research to find out the range of possible learning and play experiences inside and outside the school, and identify the key organisations nationally and locally who support play and learning outdoors – perhaps using the asset mapping technique identified above.

Consider developing a mediascape in your outdoor space. Using special free software, you can download a map of your area and attach digital sounds, images and video. These can then be experienced outdoors by others using GPS, headphones and handheld devices. Creating a mediascape will allow people to say what they feel an outdoor space should look like, be used for and so forth, and images, audio and video can be utilised to enhance messages and ideas.

See:

 Create-A-Space  
[www.createascape.org.uk](http://www.createascape.org.uk)

 Mscape  
[www.mscape.com](http://www.mscape.com)

### Break

You may want to extend this activity further over the break-time by giving pupils stickers and asking them to place them next to aspects of the designs they like best. At the end of the session facilitators will have to capture the 'most important' features as denoted by stickers.



## ACTIVITY 17



# GETTING INVOLVED: PUPIL PARTICIPATION



45 MIN



PEN



CAMERA



MECHANISMS  
TABLES

For the first part of this activity, engage participants in a structured discussion about the various mechanisms, tools and processes for participation and getting their voice heard that currently exist within the school. Document all of these in a table like the example below. Ask them to clarify what each one is and who is involved. Get them to also give their views on their impact. Most importantly get them to make suggestions as to how each of these mechanisms could be improved or extended.

| Current mechanisms              | What is it/who is involved                               | Impact  | How could it be improved  |
|---------------------------------|--|---|---|
| For example school council etc. | Pupil council (ten Year 11 pupils) monthly meetings etc. | Takes forward issues on behalf of pupils, for example recent debates over school uniform. | More pupil representation from different year groups. Need for wider cohort to be consulted/involved. |
| Personal study groups           | All pupils   | Enables pupils to raise general issues concerning them.                                   | Need to ensure there are outcomes – sometimes just a ‘talking shop’ and little happens as a result.   |
| <b>etc...</b>                   |  |   |   |

Click on the Tables icon to go to a blank version in the appendices.

Draw back on task by using phrases like ‘I wonder how...’ and ‘Is it always the case that...?’



GETTING INVOLVED: PUPIL PARTICIPATION

| Other (learning space) mechanisms                    | What is it/ who would be involved   | Possible impacts  | Notes   |
|--|---|---|---|
| Learner-run web pages with latest news               | Used at another school for relaying decisions made and how pupils can get involved with decision making.      | Good way to support communication about learning redesign and how pupils can be involved.                         | Largely a way of relaying information rather than encouraging participation.  |
| Pupils representative on senior design/ project team | Increase pupil voice by having a representative who will take pupils views into key meetings and report back. | Will ensure some of the views of pupils are raised at key meetings and could lead to more pupil-focused activity. | Need to ensure this person could canvass views of all pupils – would require wider input mechanisms for all pupils. |
| <b>etc...</b>  |   |   |   |

| New possible mechanisms | What is it/ who might be involved   | Possible impacts  | Notes   |
|-------------------------|---|---|---|
| Possible impacts        | Everyone could be involved – good way of people putting ideas and opinions forward. | Would mean everyone could voice their opinion, would be 'live' and immediate. | What do you do with all the ideas/ opinions? School does not allow use of instant messaging. Good way of getting pupils ideas about school and designs. |
| Making videos           | Pupils make videos outlining likes/dislikes of existing spaces.                     | Identify pupils' concerns to staff and design teams.                          | Need to think about who makes these and how they would be used/ acted upon.   |
| <b>etc...</b>           |   |   |   |

## ACTIVITY 17

### GETTING INVOLVED: PUPIL PARTICIPATION

## PUPIL WORKSHOP DAY 2

Next, ask them what other mechanisms, tools and processes they know of that happen in other learning spaces, what it is, and who could be involved if this were to be developed to support pupil involvement around the learning space redesign project.

Ask them what impact they think this may have and take notes of any related issues arising.

Finally, ask them to brainstorm as many possible mechanisms, tools and processes as possible that might be explored further. Reiterate this is about generating ideas for later exploration so they need not worry about the practicalities for now. Ask them to think back to some of the digital technologies given as examples earlier; what technologies they might use to communicate with others or participate in discussions outside of the school. The role of the facilitator here is to stimulate thinking and act as part of the group by offering suggestions of their own. In this session it is important to encourage as many ideas as possible and to document every one.

When the table is complete, save it or take a digital image of it. Then get participants to use stickers to denote the ones they think are the most interesting or would have the most impact. Allow each participant three 'votes' each. Separately document the most popular ones. This will form the basis for later discussions around pupil involvement and appropriate mechanisms for development that should be incorporated into your report.

**Write exactly what's said when scribing, and confirm that's what was meant with eye contact or a nod.**



### What next?

You may wish to explore what new technologies can support wider pupil participation and discussion around your spatial redesign project. Digital tools such as blogs (for example **MySpace**, **LiveJournal** and **TypePad**); RSS feeds; podcasts and video can all be used as effective, shareable digital tools to support greater and easier communication. The school may also have similar technologies incorporated into its managed or virtual learning environments, which might be further exploited.

 [www.myspace.com](http://www.myspace.com)

 [www.livejournal.com](http://www.livejournal.com)

 [www.typepad.com](http://www.typepad.com)



## SUM UP AND NEXT STEPS



15 MIN

Begin this session by thanking participants and reminding them of the large volume of materials they have produced in such a short time. Highlight the activities they have undertaken, the skills and techniques they have developed and draw out some of the most impressive artefacts to illustrate their hard work.

Tell them a you will produce a report based on their key ideas and will send it to them and circulate it to the senior management team to demonstrate how impressive their input has been, and how valuable wider student involvement could be.

Finish by gauging their interest in being involved further and ask them to say which activities they enjoyed the most or were most interesting, and whether and how they might want to be involved further. This provides the final piece of information to include in your report. Remember, with pupil workshops it is the role of the facilitator(s) to make sure that all images of flipcharts and designs are captured and that a report is written documenting the key issues raised and any actions arising. It is best to do this straight after the workshop if possible as this keeps the key points fresh in the mind and reduces the risk of confusion or forgetting key points or ideas. It is essential that these are sent to key staff, and when sending ask for a commitment for further action based on the outcomes. For those schools who have also undertaken staff workshops, it is essential to find a forum for staff and pupils to come together to discuss key points with each other and find the points of agreement and disagreement that may have arisen. This dialogue will need facilitation.

**Draw out common themes from the day, and finish on a positive.**



**Confirm next steps and follow ups.**





# ACTION TABLE

| Issue | Ideas | Action |
|-------|-------|--------|
|       |       |        |
|       |       |        |
|       |       |        |
|       |       |        |
|       |       |        |



## 'RULES' OF INNOVATION

---

There should be no 'hierarchies'

There should be no fear

Every idea is a good idea

Forget the barriers and problems

Forget all you know

Imagine the impossible

Have fun

Create a fast-paced, vibrant atmosphere

Share what you learn

Create a real vision



# DIAMOND 9





# OVERVIEW OF PERSONALISATION

---

## **The consumer/producer model**

This emphasises the wider and changing patterns of consumption and production in society. The argument is that the education system must change in order to modernise and offer greater diversity of services, and greater choice and voice to the consumer, namely pupils. Moves toward more negotiated learning pathways for pupils as a result of dialogue with educators would mean that each pupil received a customised or tailored learning experience based around their specific learning needs.

## **The person-centred model**

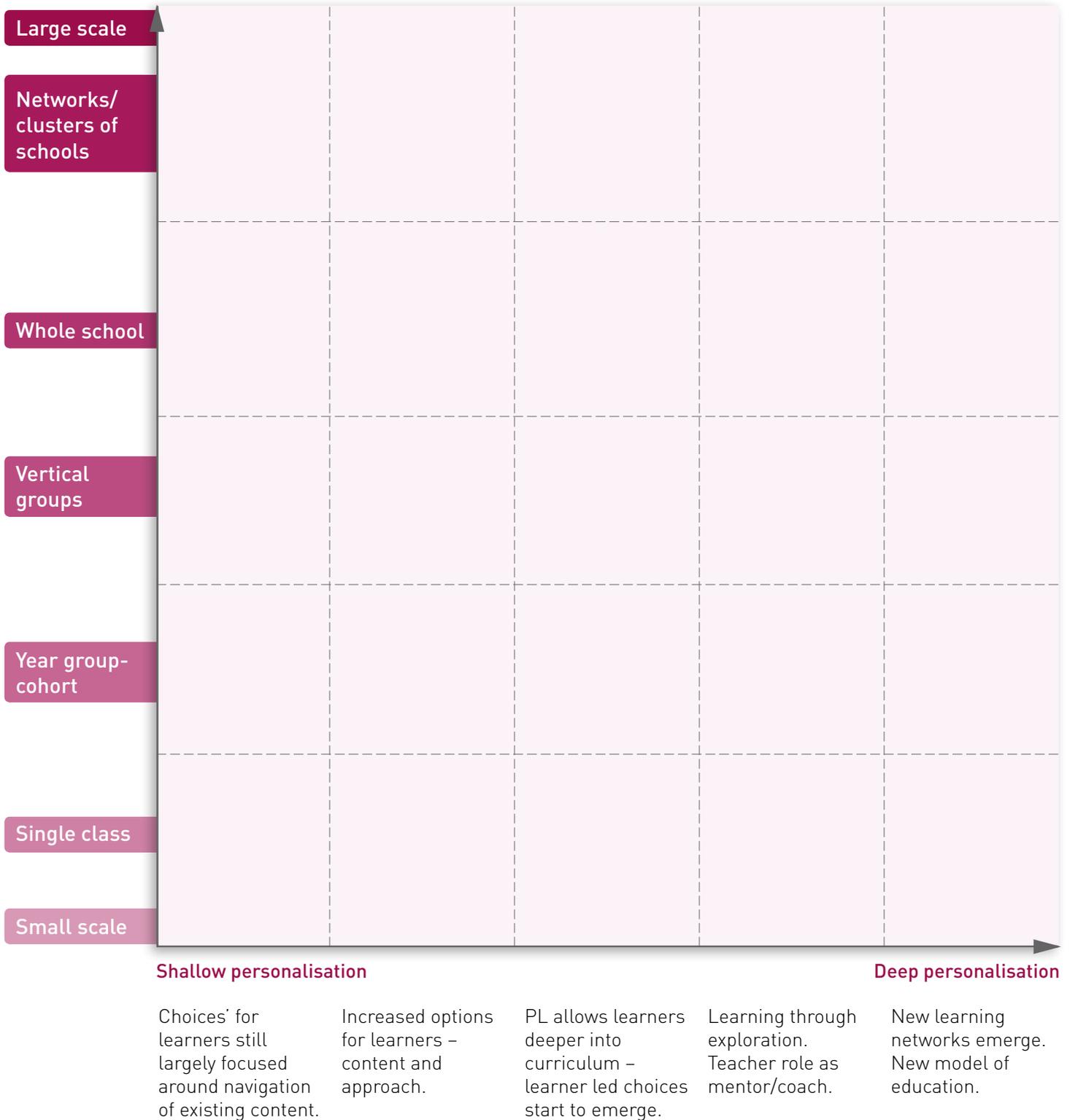
Whilst sharing some similarities to the above perspective, analogies to consumption and production were felt to be inappropriate. This perspective emphasises the need for the system to respond to the needs and interests of learners and develop approaches that are both tailored to individual needs and interests, and engage learners in active involvement and experiential learning. From this perspective the education system should be responsive to children's development as a whole and incorporate appropriate and responsive learning and teaching styles and methods of assessment.

## **The network model**

Again, this has some similarities to the other perspectives. However, from this perspective the way schools operate is outdated and does not reflect the ways in which people learn in the 21st century. The opportunities to learn at different times, in different locations, with others in different locations, and create, share and edit learning resources around a diverse range of subjects means that fixed locations, set curricula and activities bounded by age and stage are outdated. Schools therefore are failing to harness the potential of a globalised world and networked societies. It is also argued that schools are failing to utilise new digital technologies that can offer more diverse learning which may occur beyond fixed geographical boundaries, and that they are also not preparing learners with the skills required for learning in the 21st century.



# PERSONALISATION GRAPH





# FIVE DESIGN THEMES

---

## 1. Responsiveness

Spaces that can adapt to short term changes. Sub-themes include:

- \_ **Agility** – eg environmental.
- \_ **Flexibility** – eg moveable structures, furniture.
- \_ **Adaptability** – semi-permanent but changeable.

## 2. Diversity

Providing a variety of space types and sizes, responding to pedagogy/learning styles that emerge, changing intake and broader requirements of the learning space.

## 3. Fluidity

How the environment on the whole flows and whether spaces are organised in an integrated and blended way.

## 4. Open ended design

Incomplete design, design less and allow the final shape of school to evolve by its use. The argument is that over-design can 'lock in' pedagogy and learning approaches.

## 5. Reconfiguration

This refers to the opportunity for learners to reconfigure aspects of the design of a learning space both in terms of its appearance but also its use. It also refers to aspects of the space or artefacts within it that can be reconfigured utilising computer technologies, especially programming software which can make the environment respond to stimuli in it.



# EVERY CHILD MATTERS AIMS

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Every Child Matters is a new approach to guaranteeing the wellbeing of children and young people from birth to 19, with the Government aim being that children and young people have the support they need to:

**Be healthy**

**Stay safe**

**Enjoy and achieve**

**Make a positive contribution**

**Achieve economic wellbeing**

This means more cross-organisational working, information and resource sharing and partnerships between those involved in providing services to children and young people. It also means children and young people will have far more say about issues that affect them as individuals and collectively.



# ASSET MAP

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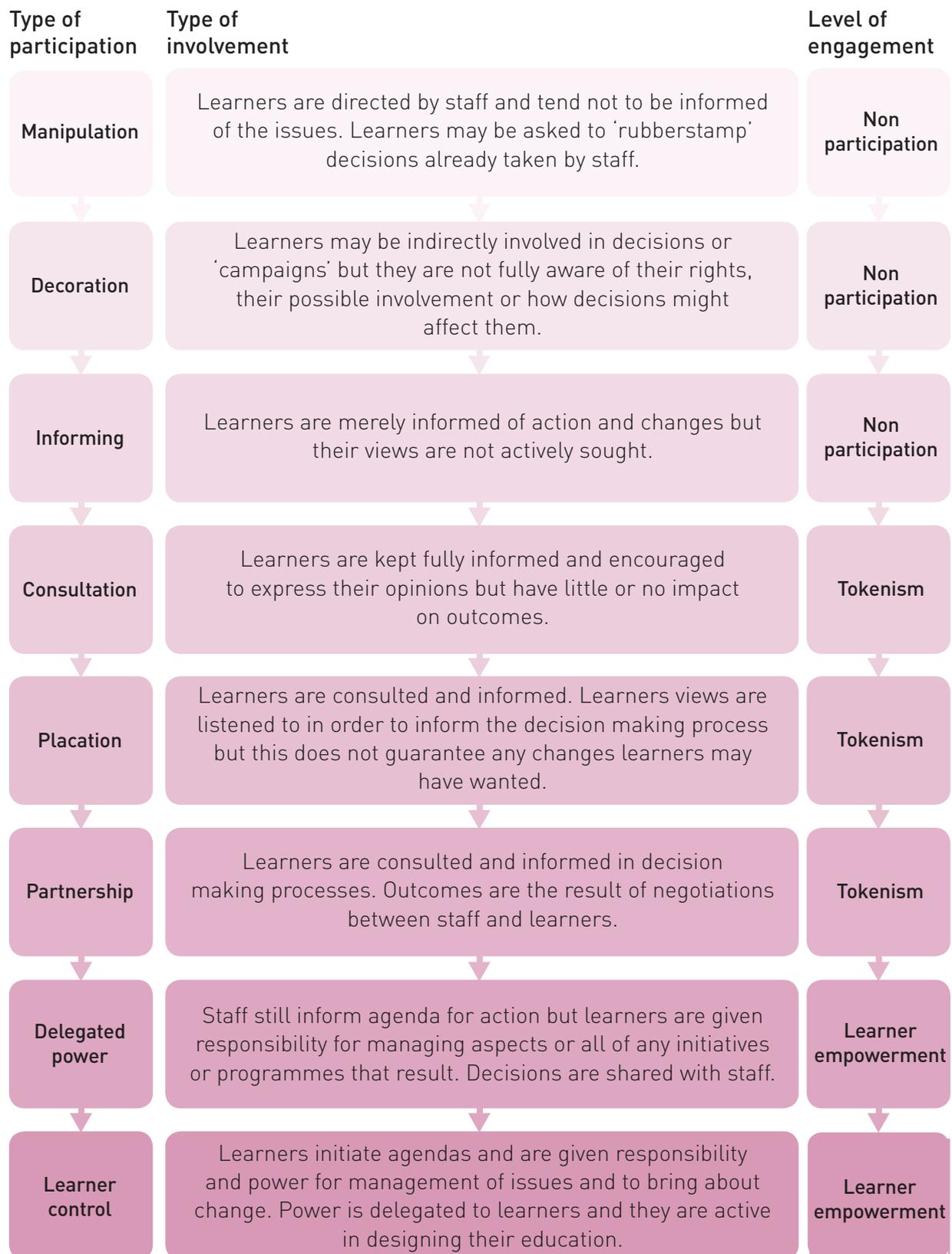
# RESOURCES TABLE

---

| Time scale | Group | Engagement mechanisms | Notes |
|------------|-------|-----------------------|-------|
|            |       |                       |       |
|            |       |                       |       |
|            |       |                       |       |
|            |       |                       |       |
|            |       |                       |       |
|            |       |                       |       |



# 'LADDER' OF PARTICIPATION





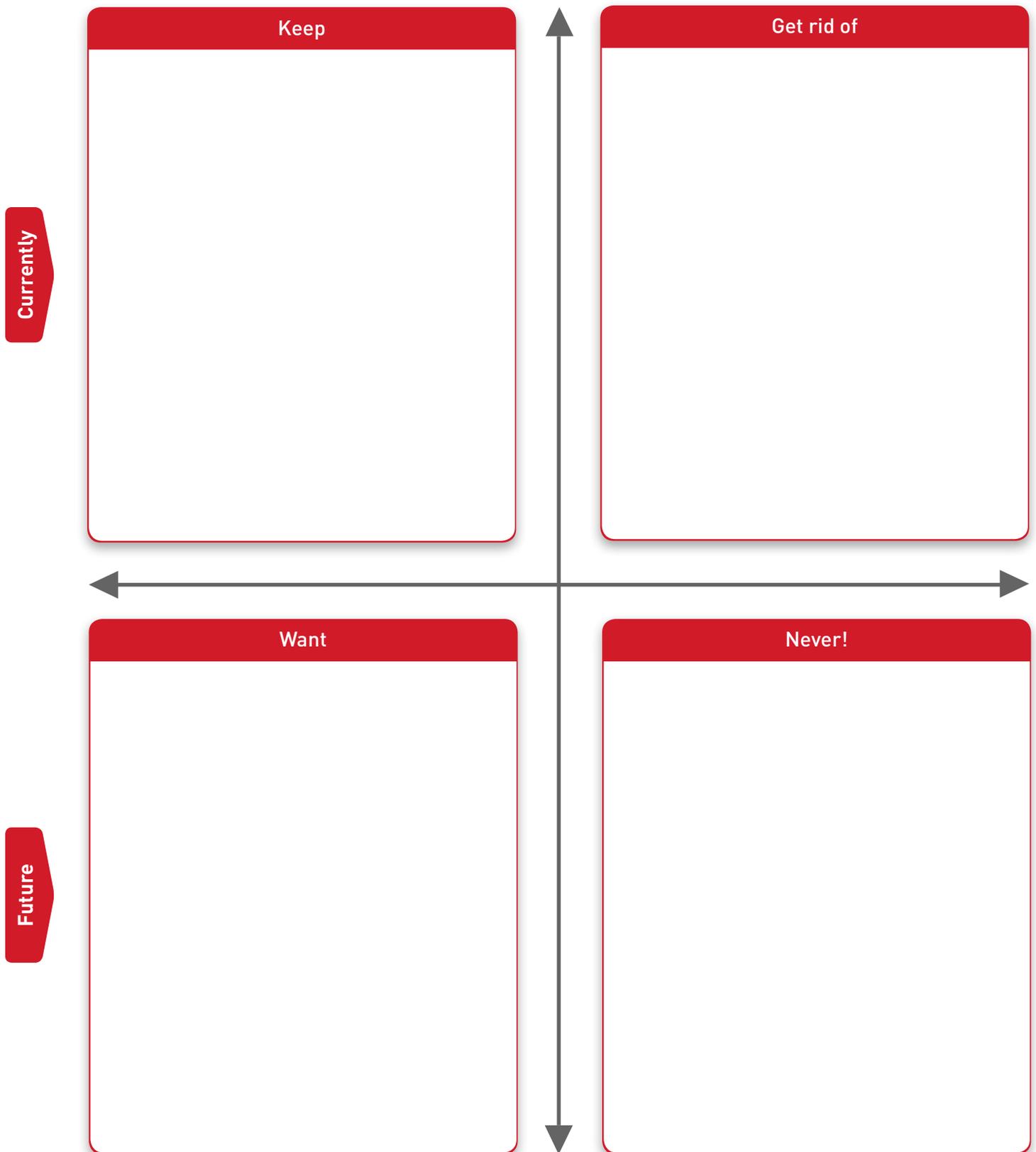
## THOUGHT PROVOKING POINTS

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- There is a tendency to overlook the importance of outdoor spaces with many major rebuilding programmes focusing largely on buildings and indoor space. Greater consideration should be given to the potential of outdoor space for play and learning.
- Article 31 of the United Nations Convention on the Rights of the Child enshrines children's right to play and leisure, yet many schools do not think creatively about utilising and maximising the outdoor space they have for play and learning.
- Outdoor spaces are often the most under-used spaces within formal learning establishments.
- Outdoor space may often be seen as a place for sport and PE or somewhere for young people to burn off energy. Such spaces need to be reconsidered in terms of their broader potential to support health, wellbeing and learning in a greater variety of ways.
- There is a vast array of other organisations both locally and nationally that encourage outdoor activity and where learning and play can take place away from school grounds. Outdoor spaces potentially offer varied opportunities for both informal and formal learning experiences.
- Conversely, it may also be worth considering what aspects of the outdoors can be designed into the inside of a building to encourage greater play, health, wellbeing and learning opportunities, and also what indoor aspects might be provided outdoors.
- Learners often feel a greater sense of ownership over outdoor spaces. They are often perceived as less 'institutionalised' spaces and there are often less fixed rules in outdoor environments than there are inside the school. This makes learner input vital to any redesign. Activity around various aspects related to redesigning outdoor spaces makes them a rich test bed for trialling different ways and methods of involving learners, which can act as a blueprint for further involvement in the redesign process and other educational practices.



# CURRENT / FUTURE DIAGRAM





# EXAMPLES OF NEW TECHNOLOGIES

Mailing lists **Flickr** VoIP Chat Instant Messaging Games

Photos Screen Sharing **Media Sharing** Videos Bookmarks

Tagging Social Networking Creative software **Screencasts**

**Feeds** Virtual reality **Wikis** Blog Search **Podcasts** Weblogs

Film making Bulletin boards **Creative software** Skype

Video conferencing **Online collaborative writing**





# CURRENT MECHANISIMS TABLE

| Current mechanisms | What is it/<br>who is involved | Impact | How could it<br>be improved |
|--------------------|--------------------------------|--------|-----------------------------|
|                    |                                |        |                             |
|                    |                                |        |                             |
|                    |                                |        |                             |
|                    |                                |        |                             |
|                    |                                |        |                             |
|                    |                                |        |                             |



## OTHER MECHANISMS TABLE

| Other (learning space) mechanisms | What is it/<br>who is involved | Impact | How could it be improved |
|-----------------------------------|--------------------------------|--------|--------------------------|
|                                   |                                |        |                          |
|                                   |                                |        |                          |
|                                   |                                |        |                          |
|                                   |                                |        |                          |
|                                   |                                |        |                          |



# NEW POSSIBLE MECHANISIMS TABLE

| New possible mechanisms | What is it/<br>who is involved | Impact | How could it be improved |
|-------------------------|--------------------------------|--------|--------------------------|
|                         |                                |        |                          |
|                         |                                |        |                          |
|                         |                                |        |                          |
|                         |                                |        |                          |
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## ABOUT CABE

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CABE, the Commission for Architecture and the Built Environment, is the government's advisor on architecture, urban design and public space. We work with architects, planners, designers, developers and clients, offering them guidance on projects that will shape lives. We also work to inspire people to demand more from buildings and spaces and encourage policymakers to create places that are safe, beautiful and efficient to run.

At CABE we help schools design the campus and teach the curriculum. We offer expert advice to schools rebuilding or refurbishing their buildings or grounds. And we deliver resources and programmes that help teachers use the built environment to inspire memorable learning about any subject at every age. Find out more at [www.cabe.org.uk](http://www.cabe.org.uk).

Together with English Heritage, CABE also runs a project called Engaging Places. This is the most comprehensive resource for supporting teaching and learning through buildings and places - both contemporary and historic. With information from 500 organisations, there are teaching resources for all ages and all areas of the curriculum.

[www.engagingplaces.org.uk](http://www.engagingplaces.org.uk)

# ABOUT FUTURELAB

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Futurelab is an independent not-for-profit organisation that is dedicated to transforming teaching and learning, making it more relevant and engaging to 21st century learners through the use of innovative practice and technology. We have a long track record of researching and demonstrating innovative uses of technology and aim to support systemic change in education – and we are uniquely placed to bring together those with an interest in improving education from the policy, industry, research and practice communities to do this. Futurelab is close enough to government to be influential, but distant enough to have an independent viewpoint; credible and respected by academia, but with rigorous project management, support and delivery mechanisms that deliver to commercial timelines. Our integrity and commitment to positive change allow us access to education practitioners and learners and we, in turn, support them to adopt new teaching practices with a range of research-informed support and tools.

**Learning Spaces** is one of Futurelab's key themes. Our comprehensive programme of work aims to provide the tools needed to envisage and create transformed learning spaces. Futurelab is carrying out workshops and consultancy with schools and local authorities to support innovative thinking and school redesign, and especially BSF and PCP programmes.

Futurelab  
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**www.futurelab.org.uk**

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