



# **Session Plan - Brisbane State High Grampus Design workshop 29 July**

**SLQ Wiki Fabrication Lab 2024/07/19 17:19**

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*Facilitated by Mick & Billie*

## Part 0 - Material Prep

For our hands on activity we wanted drinking straws but we didn't have enough in stock for the activity... so we got them to make paper tubes while they listened to the content presentation in parts 1- 4 of the workshop. We gamified this activity by making it a competition to see which group could make the most while they listened and engaged in the discussion. its kind of a good busy hands strategy that met our practical needs and got them working as teams.



## Part 1 - Review last week

Discussed how each week we'll start by looking at the well and reviewing what we and other teams have been doing

- one of the students brought Billie and anyone who was away last week up to speed on what we did last week.
- Mick told participants about what had happened with the QUT Students. Emphasising how much

some of the groups in this crew loved things they had contributed to the well

- Billie told them about the work that had started with the weekend crew.

## Part 2 - Homework

Discussed how we had talked about some home work.... though I hadn't really expected anyone would be that excited about. A couple of students had brief looks but didn't have anything that much to offer. instead we looked at another resource that we felt was up to date and trustworthy [the importance of play in childrens' learning and development](#) from starting blocks the commonwealth Australian Children's Education and Care Quality Authority.

this broke down childrens' learning and development into 4 key areas and outlined the dimensions of these. It also gave examples of the types of play activities that can stimulate this development.

1. Physical development
2. Social and emotional development
3. Cognitive development
4. Literacy and numeracy development

## Part 3 - Goals

After this Mick presented what he thought were the goals for the day... and how these interfaced with the long to medium term goals of the group and the greater grumpus project. mick used the weekend Crew brief powerpoint to present these long term goals.

### Fun and problem solving

1. We want people to have Fun and rediscover the joy of creative play
2. Some people get a buzz out of creative problem solving

### Make great art

3. We want to create a visually dynamic and interactive sculptural installation that:

1 Respectfully responds and builds on the ideas of the children that have contributed to the Well, 2. Addresses the literacy, cognitive and social development needs of children. 3. Captures the diverse voices of the people engaged in the project. 4. Is built out of reusable, recyclable and easily accessible (off the shelf) materials- primarily cardboard and hotglue. 5. Safe 6. Explores the use the digital media and fabrication tools available at The Edge 7. But also considers fabrication methods that don't require specialist equipment available at the Edge. 8. Connect and compliment the other installations that are being built by other groups.

### Objectives for individuals

4. We want people to develop skills and experience and become confident in their ability to express their creativity and make things for themselves.

5. We want everyone to meet new people and possibly even find their tribe.

#### How we want to work

6. We want to work collaboratively and for participants to be able engage in all aspects of the design, prototype and fabrication of installation and to be able to move in and out of project when they need to

#### Documentation

7. We want everyone who worked on the project to be involved in the documentation of this process so we can capture what we learn as we progress, and make this available other people who might want to replicate this process in their own communities.

#### Advocacy

8. We want participants to help us promote Libraries as an important public resource and a space for collect and explore our cultural memory and a place creating community and making the future.

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We then presented what our short term goals were:

**goals for the day and next week** - to take the idea we've settled on and make a maquette (an artists scale model)

From there, over the next 8 weeks, we build this into a giant sculpture.

always with the list of other goals from the brief in the back of our heads.

*we also discussed how it would be great for us to have a channel to communicate and curate ideas between thursday session*

More about all this in the post workshop report

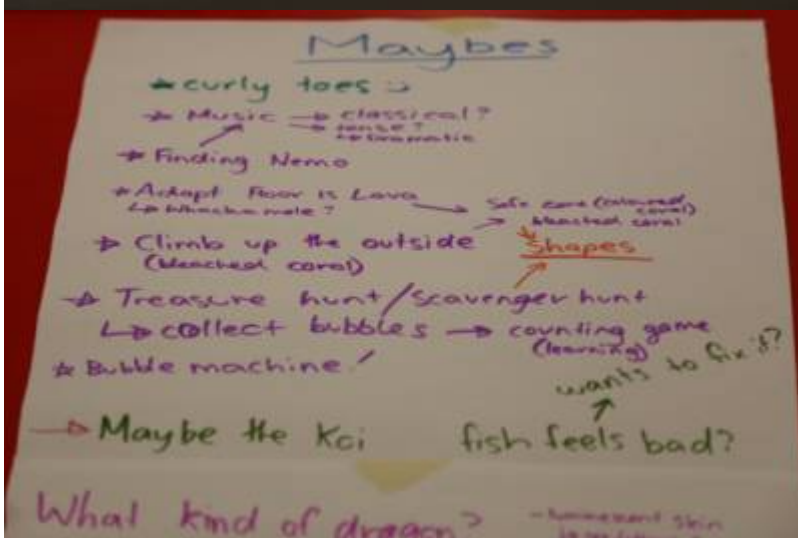
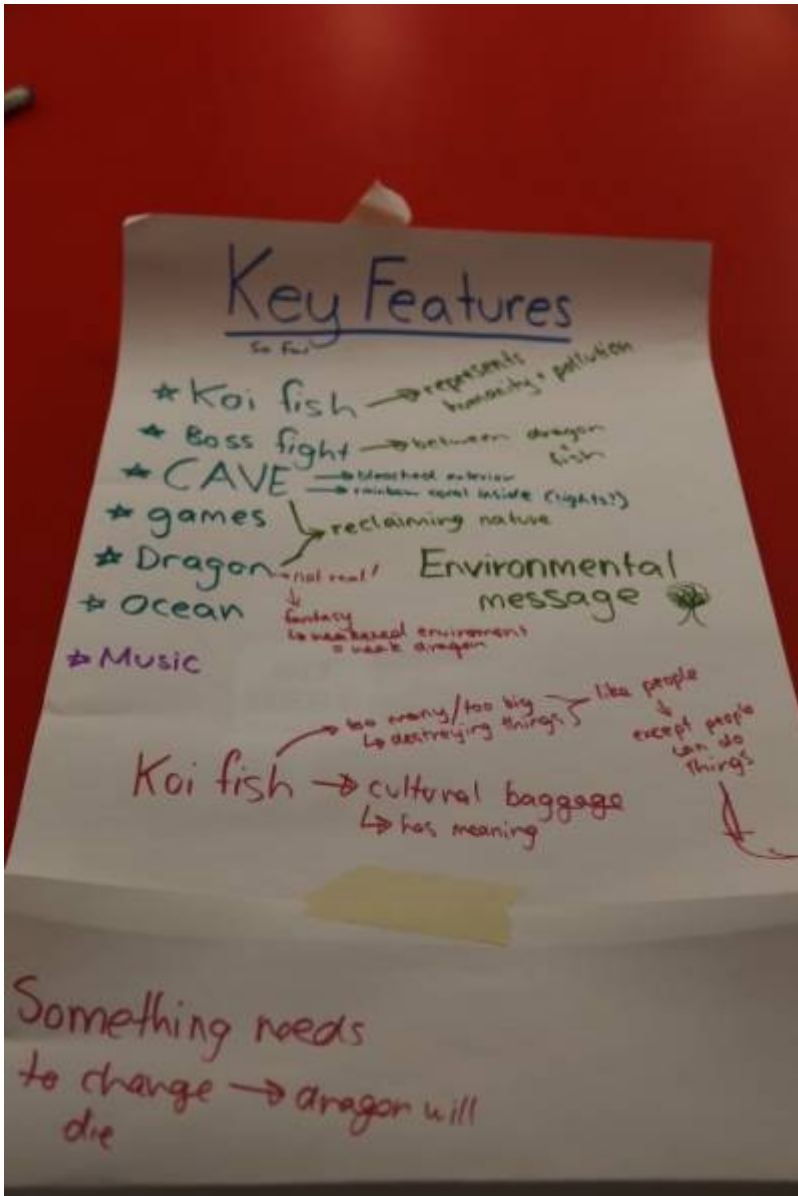
## **Part 4 - Makin Maquettes**

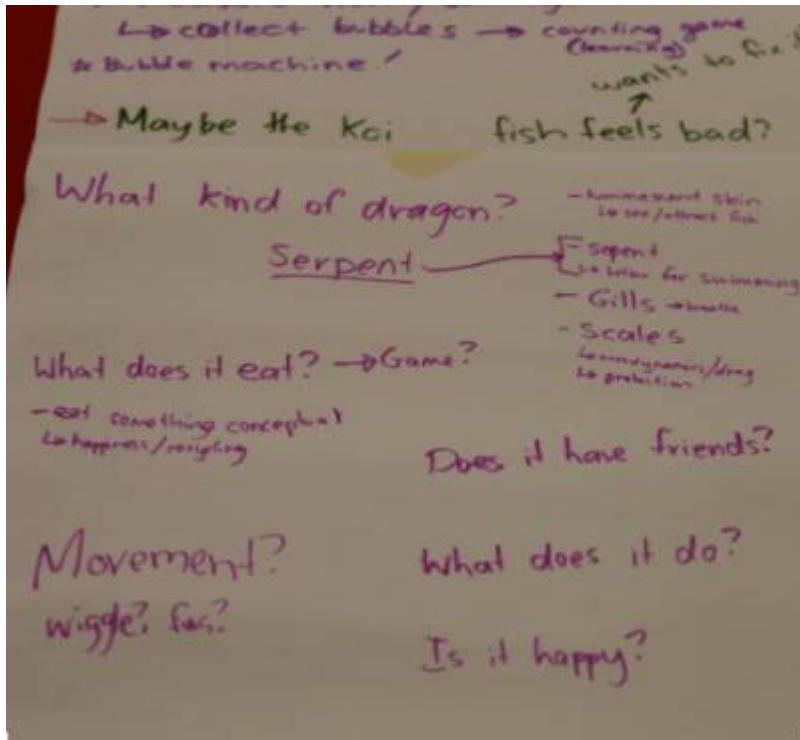
### **Prep**

To prepare for the maquette making process we, once workshoped the key features of the concept we chose last week. One student, Matilda acted as scribe and kept a list of

1. The key features and
2. any new ideas we had for expanding the concept( Maybes).

Participants were asked to consider the biology/ magical mechanics of the creature ( what kept it alive, what did it need to survive thrive - how did it move, defend itself etc, What were its cultural significance or background )



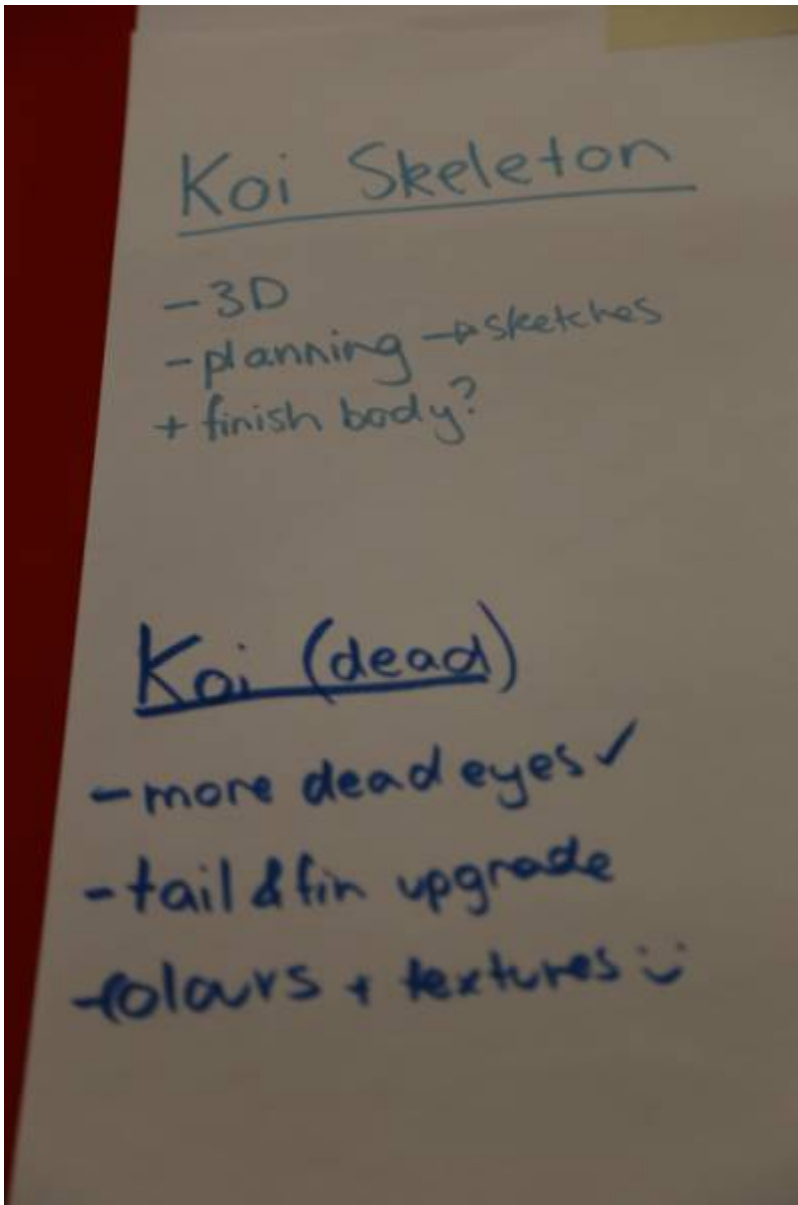


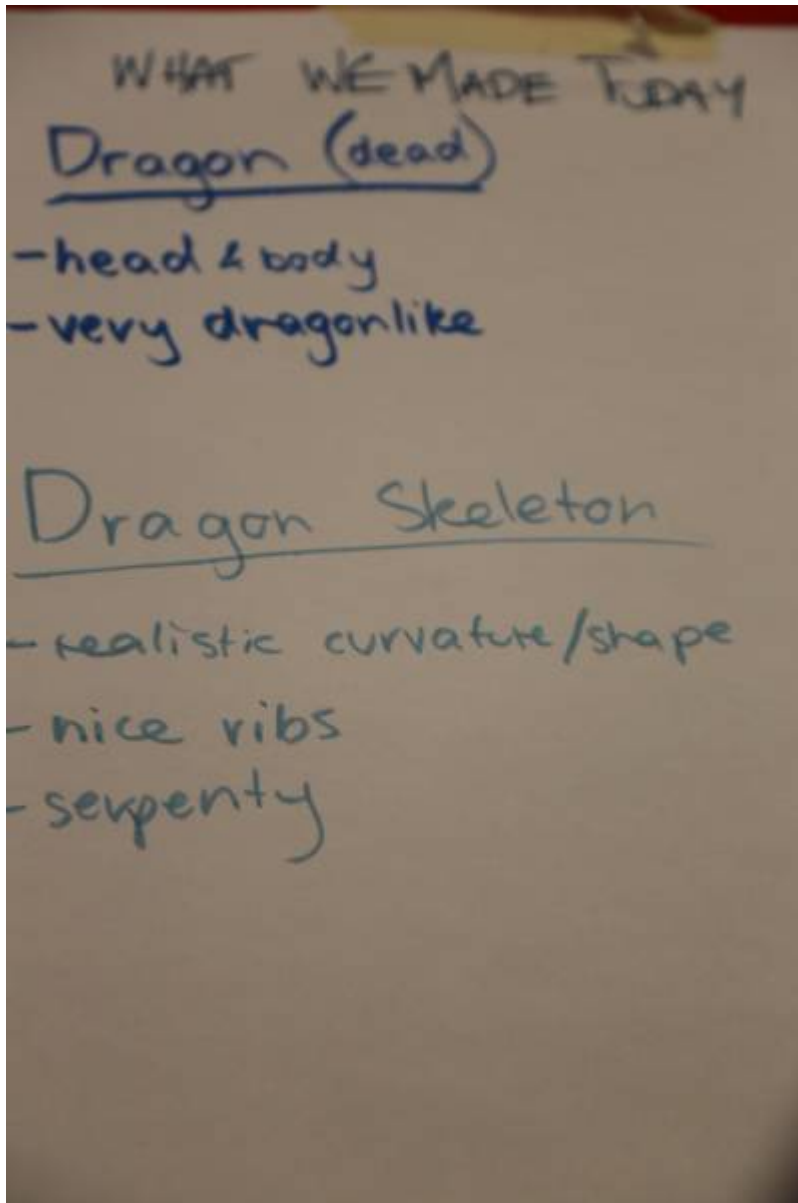
## Makin

The room then broke up into 4 groups and were given the opportunity to choose one task (groups who made the most "straws" go to choose first)

1. Dragon's internal structure (skeleton) made out of "straws" and tape.
2. Koi fish's internal structure (skeleton) made out of "straws" and tape.
3. Dragon's external appearance (like a dead specimen that you'd find preserved in a bottle) made out of Playdo.
4. Koi fish's external appearance (like a dead specimen that you'd find preserved in a bottle) made out of Playdo.

At the end of this process members of each group went around and looked at the other teams progress and reported to the room. Matilda minuted this too.





<https://brisbaneshs.padlet.org/kcook1351/bits3g25zfjwqvhq>

## Workshop Report - Brisbane State High Grampus Design workshop 29 July

### Form Information

<b>This workshop was facilitated by:</b>	Mick Byrne
<b>Name of any other State Library staff present:</b>	Billie
<b>Workshop Date:</b>	2021-07-29
<b>Workshop Location:</b>	Brisbane State High
<b>How many Designed Things were sent into The Well?</b>	4



<b>Notes regarding Designed Thing Submission</b>	These things for the well are part of the one concept that this group has arrived at after a facilitated selection process ( session on 21 07)
<b>List the Imagined Things number or name that was used as inspiration:</b>	
<b>What did you think was successful about the workshop?</b>	

\* Using Straws and tape as a scaled down analogue for the beam construction worked really well. Participants in this activity quickly experimented with construction techniques for this and were well on the way to completing a sophisticated model by the end of the session.

- Participants in the playdoh activity grasped the concept of modelling a dead specimen of the creature.
- most groups engaged in some form of web research to inform their model.
- the capacity for smaller partnerships within groups to focus on a particular aspect, texture, a particular limb etc allowed for increased engagement. |^What did you learn about the workshop?| \* Don't try and give a boring presentation on a Thursday Arvo after 3pm. - We had planned to spend the first half of the workshop discussing the topic of interacting and child centred design and some of the wider goals of the project (see above) but the Young People weren't really receptive to this and rather than push thru this, we went around it. On reflection this kind of discussion is best introduced as a response to something that is prompted thru a busy hands exercise.

|^Can you share any ideas for future implementation?| next session we could:

- further develop refine these designs maybe by passing them to the next group and further consider the biology and or Lore (magical mechanics of the creature.
- look at designing the Locale or consider the interactions that could occures between the 2 characters or the characters and the local
- consider whether we even need to represent both creature- maybe we could perform a *subtraction* of the dominant character (like Godot)

|^Are there any immediate actions arising from this workshop?| Ms Cooke created a [Group padlet](#) for everyone involved in the group to upload resources or news about our design. This platform has a lot of potential to extend the young people's engagement beyond the once a week session and as such we need to populate it with interesting content. This may also be a good place to post our updates about the different crews' progress - something students seem interested in. |

<b>Can you share any memorable moments or quotes from participants?</b>	Would like to explore the traditional significance of Dragons and Koi and see how this resonates with the diverse cultural backgrounds of the young people in the room.
<b>What was/were your favourite Designed Thing/s from the workshop?</b>	

\* The detail of the Koi specimen (especial the care taken making dead fish eyes ( like you see in the market )

- the Koi skull that seemed to emerge out of nowhere
- The Moustache that made it onto both dragon and Koi specimens |

^Did you capture any images, audio or video to share from the workshop?|

[→ Read more...](#)

[The Thing from The Well that our design links back to](#)