

# Win/Win: Working with live projects for the public and educational 'good'

Siân Cook, Graphic Designer & Senior Lecturer  
London College of Communication  
@nostarpro

Brad prayed his HIV detector  
wouldn't let him down



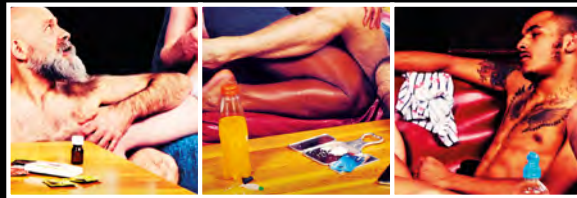
How do you know his status?

You can't be sure of a guy's HIV status from his looks, behaviour, the sex he likes or where you meet. You can protect yourself and your partners by using condoms when you fuck.

# SAFER CHEMS



[www.gmfa.org.uk/saferchems](http://www.gmfa.org.uk/saferchems) #saferchems



SEX ADVICE | DOSING ADVICE | HELP AND EMERGENCY ADVICE



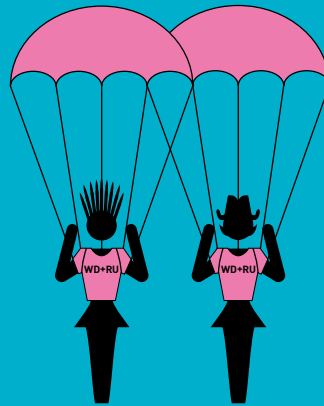
GMFA projects are developed by HIV-positive and HIV-negative volunteers. Disclaimer: No assumptions should be made about the HIV status, veins or drug use of the models featured in this ad. Support GMFA by making a donation at: [www.gmfa.org.uk/donate](http://www.gmfa.org.uk/donate)

Photo © ChrisJepson.com Design: no.star © 2015 GMFA. Clarity no: 1078854. Company limited by guarantee: 2702133.



BETTER CHOICES  
BETTER HEALTH  
GREAT SEX!

# ~~I~~ We Profess

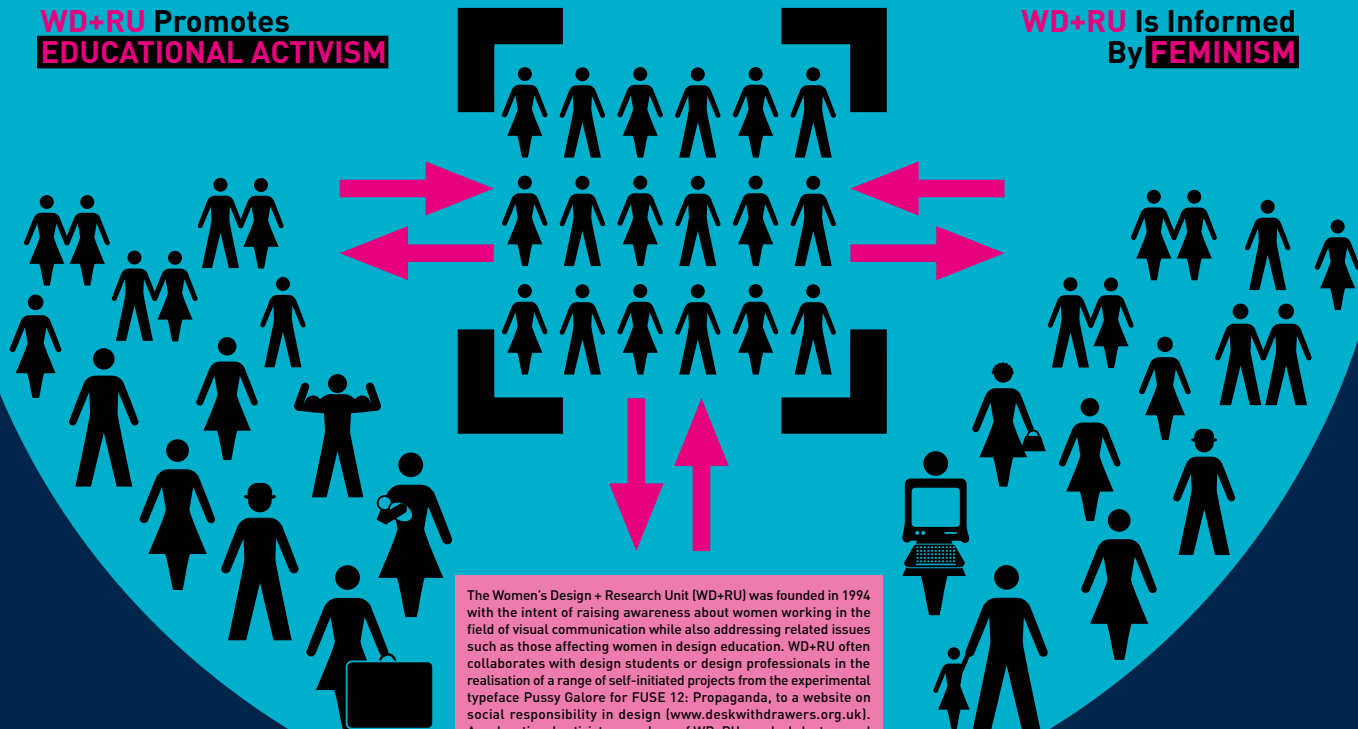


**WD+RU Demands  
DIALOGUE**

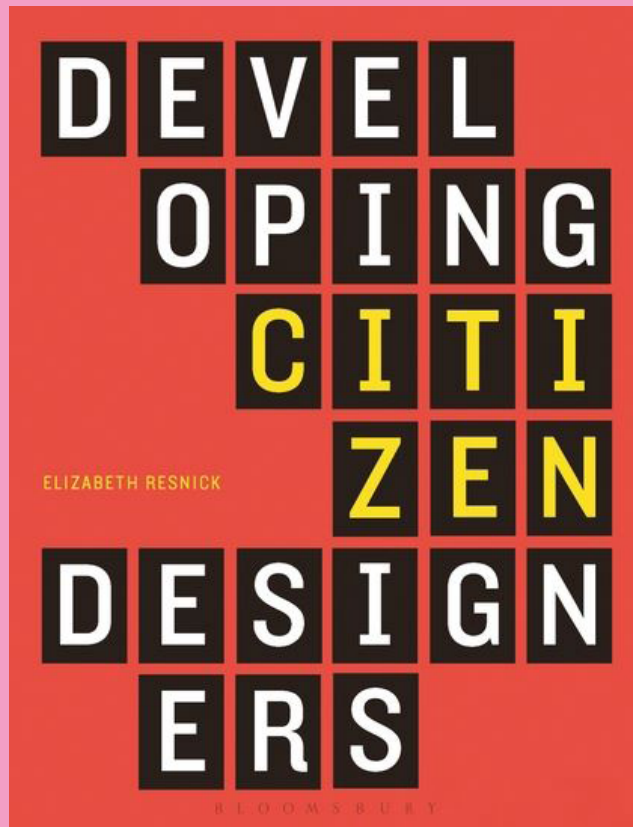
**WD+RU Insists On  
COLLABORATION**

**WD+RU Promotes  
EDUCATIONAL ACTIVISM**

**WD+RU Is Informed  
By FEMINISM**



The Women's Design + Research Unit (WD+RU) was founded in 1994 with the intent of raising awareness about women working in the field of visual communication while also addressing related issues such as those affecting women in design education. WD+RU often collaborates with design students or design professionals in the realisation of a range of self-initiated projects from the experimental typeface Pussy Galore for FUSE 12: Propaganda, to a website on social responsibility in design ([www.deskwithdrawers.org.uk](http://www.deskwithdrawers.org.uk)). As educational activists, members of WD+RU regularly lecture and facilitate workshops at design colleges and have presented to design professionals working in Britain, Norway, Sweden, Germany, Israel and the United States. WD+RU is a multi-inclusive organisation.



## **Part 1: Designing Thinking**

Section 1: Socially Responsible Design

Section 2: Design Activism

Section 3: Design Authorship

## **Part 2: Design Methodology**

Section 1: Collaborative Learning

Section 2: Participatory Design

Section 3: Service Design

## **Part 3: Making a Difference**

Section 1: Getting Involved

Section 2: Resources

# Working with Charities / 3rd Sector / Pro Bono Clients in an Educational Setting

## Approaches:

1. Primary Research Source
2. External Client
3. Collaboration / Co-Design
4. Skill Share
5. Immersive / Embedded Experience

**gypo.** ch\*nk. p\*ki.  
crip\*le. **scum.**  
**pikey.** po\*f.nig\*er.  
qu\*er. **chav.**  
**trailer trash.**

Why is it still acceptable to discriminate  
against this minority?  
Support an awareness campaign to  
stop traveller abuse.

[www.voice-out.co.uk](http://www.voice-out.co.uk)

**MOVED ON**  
TAKING A 2ND LOOK AT TRAVELLERS



[WWW.ETNICA.ORG](http://WWW.ETNICA.ORG)

# ADOPT A RESEARCHER



ADOPT  
EXPLORE

play ▶

Adopt a Researcher is a social platform which allows you to adopt a researcher and bring **diabetes research and your role** to the next level.

Research is not possible only with researchers. They need your support and help to make it possible.

**Researchers and donors** need to communicate, share, interact and support each other through their journey.

**Your role is fundamental** for the research and you can decide in which researcher to invest and support.

Explore the website and see what others have done and choose which researcher needs your help.


Adopt a researcher. Be part of a big community and **make a difference**.

# EVER YOURS

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DIABETES is looking for new friends. Find out if you are the perfect match for a lifetime relationship...

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




General Campaign Awareness Poster

# Enjoys a varied fast food diet

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DIABETES is looking for new friends. Find out if you are the perfect match for a lifetime relationship...

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



Location / Topic Specific Campaign Poster

HANDING DOWN THE 'MEMORY CLOTH' at the Elephant & Castle: an exploration into cultural identity & the role of women in craft & design history

A project between students & staff at the London College of Communication, the Women's Design + Research Unit & local community groups

**Funder:**  
Royal Female School of Art Foundation, University of the Arts London

**Project Organisers:**  
**WD+RU Project Team:**  
Siân Cook, Pathway Leader, Design for Advertising, BA Graphic & Media Design  
Teal Triggs, Professor of Graphic Design

**LCC Tutors:**  
Anna Gerber, Associate Lecturer, Personal & Professional Development  
Penny Hilton, Associate Lecturer, MA Graphic Design  
Rebecca Wright, Senior Lecturer, BA Graphic & Media Design, Illustration pathway

**Visiting Speakers:**  
Linda Sandino, Senior Research Fellow (Voices in the Visual Arts) Camberwell College of Art  
Mary Chamberlain, Professor of Caribbean History, Oxford Brookes University

Publication Editors

Publication Printer:  
Liz Shackleton, Jamm Print & Production

**Organisations:**  
Bengali Women's Group  
I Knit London  
Waterloo Action Centre, Out & About Club

**Exhibition Contributors + Interviewees:**  
Mrs Husain  
Mrs Hye  
Gerard Allt  
Marguerite Albert  
Pearl Carney  
Violet Villa

**LCC Students:**  
Catherine Jordan  
Angela O'Callaghan  
Graduate Certificate in Design for Visual Communication  
Bola Owolabi  
Agnes Sile  
BA Graphic & Media Design, Illustration pathway  
Sandra Gomez  
Beth White  
MA Graphic Design

Knitting Identity

Publication Design

**Activity Day:**  
**Fanzine Workshop:**  
Suzy Wood  
Izzie Klingels  
**Hooky Rugs & Clippen Mats:**  
Pearl Carney, Out & About Club  
**Local History, the War and Crafts:**  
Elizabeth Puddick, Community Learning Officer, Imperial War Museum

**Fanzine Contributors:**  
Angharad Lewis  
Sophie Beard  
Rick Myers  
John Morgan Studio  
Susanna Edwards  
Ruth Sykes (Reg)  
Nina Chakrabati  
Holly Wales  
Ben Branagan  
Sam Winston  
Kate Westenholt  
Joseph York  
Chantal Young  
Chrissie Macdonald  
Alexandre Bettler  
Denise Gonzales Crisp  
Rachel Thomas  
Harrington & Squires  
Milena  
Shane Kingdon  
Katharina Koall  
Claudia Boldt  
Jason Skowronek  
Cecilie Maurud Barstad  
Kristjana Williams  
Patrick Laing  
Pete Hellicar  
Rachael House

**Poetry & Letterpress Workshop:**  
Martin McGrath  
**Learning to Knit:**  
Kate Buchanan, Gifted Knits  
+ I Knit London  
**Henna Hand Painting:**  
Bengali Women's Group

**Supporters:**  
Andrew Kean-Hammerson  
Tara Langford  
LCC  
Bill Long & Chris Bendon  
Martin O'Neill,  
Cut It Out  
Sheila Sloss  
Clara Terne





The London College of Fashion is helping to run the project at the women's prison



Front cover of Issue 4 of The Beauty's Inside Magazine.





# **Working with Charities / 3rd Sector / Pro Bono Clients in an Educational Setting**

## **Previous Lessons Learned:**

Prejudices / Stereotypes

Professionalism

Educating Clients

Managing Expectations / Damage Limitation

Building Successful Relationships

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## BA GMD Year 3/4 2014–15

This is a 'live' project, running in collaboration with GMD alumni Alex Rose from Lifeline Transform Service. Alex is setting up a mentoring scheme for young offenders to support lifestyle change and reduce reoffending.

Industry Practice, key areas for investigation:

- Designing for the public sector – examples of good practice from in-house or specialist agencies/studios.
- Accessibility and inclusivity in design (ie. clarity of communication, literacy levels, appropriate language, cultural norms and stereotypes, visual metaphors etc).
- Awareness of audience needs and measuring impact.
- Client/designer collaboration and relationships.
- Working creatively within budget and resource limitations.

**Project Keywords:** Innovation (this is a new service and approach). Live Brief. Clear Communication. Branding. Infographics. Illustration. Print. Moving Image. Public Sector. Promotion. Digital. Copywriting.

Project specific reference materials will be made available on Moodle.

For the Industry Practice Unit submission requirements & guidelines, assessment and marking criteria, etc., see the Unit brief

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## Industry Practice Unit: Live Project

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### LifeLine Transform

#### **The Challenge:**

**To promote a new mentoring service for young offenders and add value to the scheme through the use of clear and appropriate design.**

#### **Must Haves:**

The service requires:

- A visual identity (it has to sit within the overall Lifeline Project umbrella brand, but the mentoring items should have a unifying look and feel).
- A practical leaflet to introduce the service.
- A poster/s to promote the service.
- In-cell workbook.
- Certificate of completion.

#### **Other Desirables:**

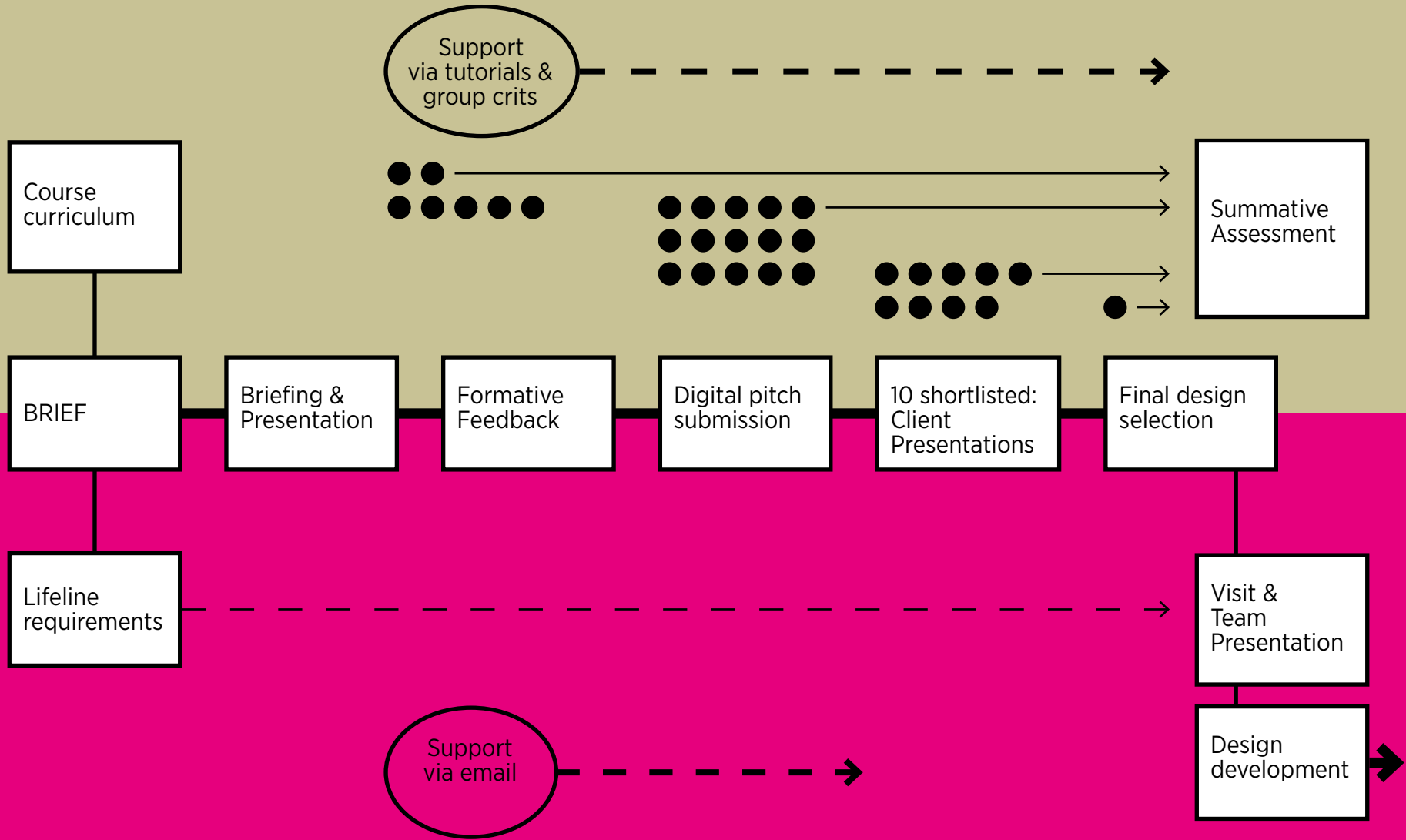
- Ways of visualising the mentoring journey.
- Designs for resources to be used in mentoring sessions eg. concept visuals, illustrations, worksheets, infographics, 3D representations, animations, digital / interactive presentations.
- A 'Toolkit' of elements for non-designers to use.
- An 'Image bank' of visuals to help aid recall and illustrate abstract concepts.

You are encouraged to consider all of the possibilities above and how design works across a number of formats, but may ultimately choose to focus on producing specific elements according to your own area of expertise and interest. eg. illustration, moving image, infographics etc.

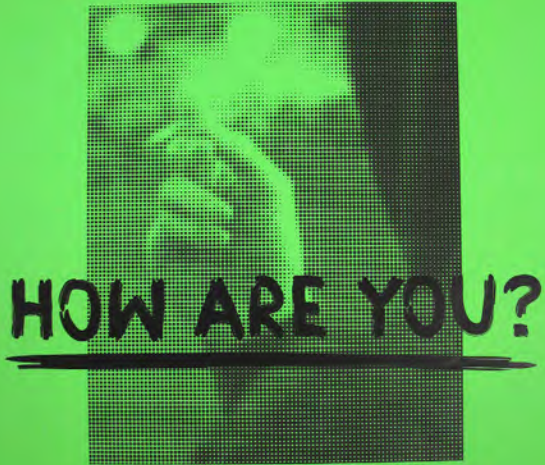
<b>HMP/ YOI Isis</b>	<b>LOCAL INSTRUCTION 2.102</b>	
<b>EFFECTIVE DATE</b>	<b>16.06.11</b>	
<b>LOCAL INSTRUCTIONS FOR</b>	<b>PROHIBITED/CONTROLLED ARTICLES</b>	
<b>RESPONSIBLE MANAGER</b>	<b>Head of Security and Operations</b>	
<b>PURPOSE</b>	To make staff aware of what articles are prohibited or controlled.  <b>THIS INSTRUCTION MAY BE PRINTED OR EMAILED TO VISITORS TO STAFF IN ORDER TO ENSURE THEY ARE AWARE OF RESTRICTIONS</b>	
<b>REFERENCES</b>	<a href="#">Security – Control Of Access To Items That Could Be Used In An Escape Or To Undermine Security PSO 1100</a>	
<b>SYSTEM</b>	1. <b>Prohibited Items.</b> These are items or articles that must not enter the prison.	
Alcohol	IT equipment, (unless authorised under OMA Sec 40E)	Chewing gum
Firearms (incl. toy and replica guns)	Mobile phones/ Blackberry & associated items (unless authorised under OMA Sec 40E, or to specific Emergency service personnel)	Perfume/ EDT/ aftershave with the exception of ATAR which is permitted to Muslim offenders and staff
Ammunition/ explosives/ pyrotechnics	Cameras/ sound recording equipment (unless authorised under OMA Sec 40E)	Hats/ caps (unless uniform issue or recognised religious headwear)
Any electrical item with a USB port or equipment with wi-fi capability	'Legal Highs' e.g. NRG-1, Spice Gold	CD/ DVD (unless with permission of Head of Security and Ops)
Knives or any other weapons (incl. penknives)	Metal cutlery	magnets
Wire and other abrasives	Scissors, nail files etc	Pornography
Controlled drugs (except Healthcare issue)	Wax	Bags/ small suitcases no larger than 40cmx30cmx25cm (with the exception of legal visitors whose caseload requires a bigger bag)
Motorcycle clothing (must be left in the staff changing rooms outside)		
	2. <b>Controlled Items.</b> These are items or articles that must be carefully	

monitored when in the prison and must not be issued to unaccompanied offenders		
Glue/ solvents/ blu tack (only as ordered through the prison)	Prescribed medication (only as required for personal use during shift)	Pager (1 only official issue and 1 personal only)
Food & drink (staff should be aware that they may be required to open containers)	Syringes (only as required for personal use during shift or as controlled by PCT staff)	Smoking requisites (20 cigarettes or 1 pouch of tobacco only)
Clingfilm	ladders	Dustbins
Foil	Sports kit & personal equipment (1 set only)	Skips
Bleach	Jewellery (only as worn and in line with the dress code)	ladders
Rope	Make up (only as required for shift e.g. 1 lipstick etc)	Tools (contractors and Estates staff only)
House & Car keys (1 set of each)	Aerosols (1 small anti-perspirant, body spray etc)	yeast
Matches	Plastic comb/ hairbrush (plastic only)	vinegar
Aqueous / E45 Cream (Must be less than 500ml)		
3. All staff should be aware of the Offender Management Act 2007. Prohibited articles are now graded according to their seriousness and perceived threat to security and safety within a prison, and are classified as List A, List B or List articles, as set out below:		
<ul style="list-style-type: none"> <li><b>List A articles</b> – drugs, explosives, firearms or ammunition and any other offensive weapon</li> <li><b>List B articles</b> - are alcohol, mobile telephones, cameras, sound recording devices (or constituent part of the latter three items)</li> <li><b>List C articles</b> - any tobacco, money, clothing, food, drink, letters, paper, books, tools, information technology equipment.</li> </ul>		
<p><b>List A and B Offences and Penalties</b> A person (e.g. prisoners, staff, social and professional visitors) commits an offence if he/she carries out any of the following listed activities without obtaining prior authorisation:</p> <ul style="list-style-type: none"> <li>brings throws or otherwise conveys list A or B items in or out of a prison by whatever means;</li> <li>causes another person to do so;</li> <li>leaves a list A or B item in any place (in or out of the prison) intending it to come into the possession of a prisoner;</li> <li>Knowing a person to be a prisoner, gives a list A or B item to him/her.</li> </ul>		
The maximum penalty on conviction for committing offences in respect of list		

A items is 10 years imprisonment and/or an unlimited fine. The maximum penalty on conviction for committing offences in respect of list B items is 2 years imprisonment and/or an unlimited fine. All such offences attract a criminal record on conviction.	
<b>List C Offences and Penalties</b> A person (e.g. prisoners, staff, social and professional visitors) commits an offence if he/she carries out any of the following listed activities without obtaining prior authorisation:	
<ul style="list-style-type: none"> <li>brings, throws or otherwise conveys a List C article into a prison intending it to come into the possession of a prisoner,</li> <li>causes another person to bring, throw or otherwise convey a List C article into a prison intending it to come into the possession of a prisoner,</li> <li>brings, throws or otherwise conveys a List C article out of a prison on behalf of a prisoner,</li> <li>causes another person to bring, throw or otherwise convey a List C article out of a prison on behalf of a prisoner,</li> <li>leaves a List C article in any place (whether inside or outside a prison) intending it to come into the possession of a prisoner, or</li> <li>while inside a prison, gives a List C article to a prisoner.</li> </ul>	Offences relating to list C items are subject to a maximum penalty of a level 3 fine (currently £1000). All such offences carry a criminal record on conviction.
<b>GENERAL</b>	This list gives guidance on those items that staff should be aware of when searching people entering the establishment. Further guidance can be sought from the Security Department. Only the Governor, Deputy Governor or Head of Security and Operations can give exemptions to this list. These must be in writing and recorded at the Gatehouse.  See <a href="#">Security – Control Of Access To Items That Could Be Used In An Escape Or To Undermine Security</a> for the control of items that may aid an escape.
<a href="#">Back To Top</a>	



Lifestyle  
MENTORING



**HOW ARE YOU?**

Lifestyle Change Mentoring is a personal development service made up of 1-2-1 mentoring and small groups for individuals with substance use and a history of serious group offending.

We will help you accomplish positive goals no matter how big or small.

020 3356 4267  
Buckingham  
London  
SE23 0NZ

## Lifestyle Change Mentoring Services



Lifestyle change  
Resolve conflict  
Overcome challenges  
Structure your goals  
Accomplish personal goals  
Empower yourself  
Personal support  
Take control of your life  
Build positive networks  
Learn new skills

[Lifestyle Change](#)

## Lifestyle Mentoring

Holding a *grudge*  
is letting someone  
live rent-free  
in your head.

Lifestyle  
Mentoring  
service:  
support for you  
to overcome  
challenges and  
accomplish  
personal goals.

Make a referral  
request  
for lifestyle  
mentoring  
through any of  
the following:

Biometrics  
Lifeline member of staff  
Offender Supervisor  
Lifeline peer mentor

Lifeline Project





“Alex stressed that our work had to communicate quickly, efficiently and clearly in order to grab and maintain the offenders’ attention.

I also figured the Swiss/Modernist movement would be appropriate as they’d often stick to a very limited colour palette, which was a major restriction in this case as everything had to work if it were reproduced using a photocopier.”

Anthony Moscelli, Student

“Skills I have gained from this project:...

The ability to make work I can justify and not just do things for the sake of them looking nice. All of the elements of this project were considered and aimed towards the user. This made my work authentic and true to the people I designed it for.”

Roxanne Bottomley, Student



## Session 02 Conflict

name \_\_\_\_\_

prison number \_\_\_\_\_

location \_\_\_\_\_

transform worker \_\_\_\_\_



“The brief was one of the most challenging I have tackled so far, though surprisingly one of the most enjoyable.”

The limitations to funding and resources meant a great deal of thinking and problem solving... I felt that having these restrictions was really helpful... in realising the importance of context and also gaining experience working with clients in the real world.”

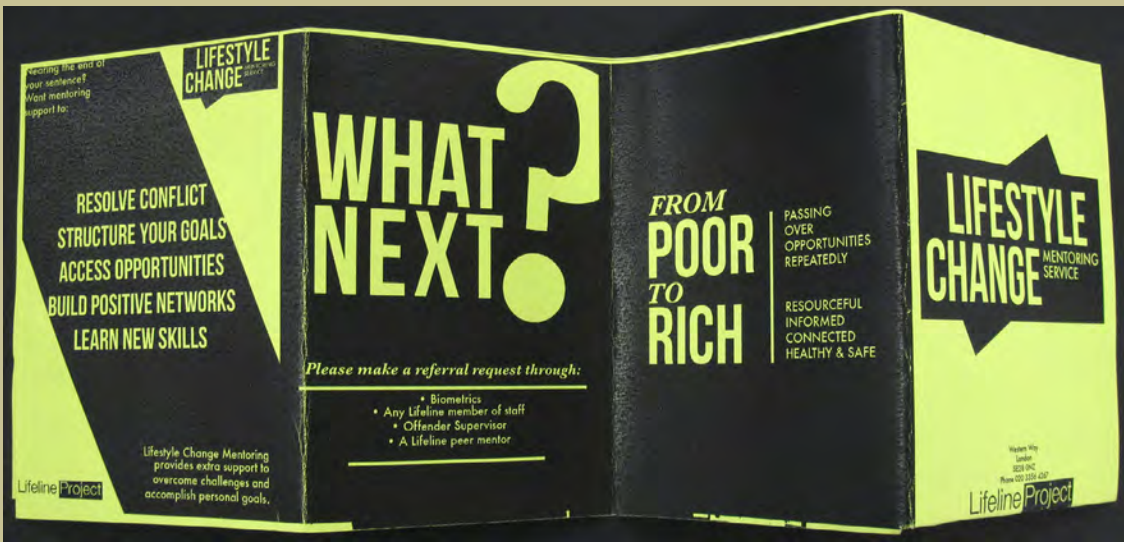
Sarah Louise Bingley, Student

# Lifestyle Mentoring Service Leaflet

2015/2016

Lifeline Project

Resolve conflict  
Structure your goals  
Access opportunities  
Build positive networks  
Learn new skills



“I was taken aback by finding a statistic regarding the average reading age of an offender [48% below 11 yrs old] I would have to take this into consideration...”

Luke Taylor, Student

“Experiencing pitching my ideas to my client has been one of the highlights for me...”

Wing Mei, Student

“For the future, I would hope to take on pro bono work for those most in need.”

Maria Hamer, Student



poster\_3  
size\_A3

Translating the same visual language from the leaflet onto the poster

56 design

**1 2 3 4**

back time, I can think of the last time I...  
 first we, not really...  
 moment, I speak...  
 I don't have this...  
 for my son, I want...  
 to be there for him...  
 to watch him grow...  
 and teach him how to...  
 be polite to people, be respectful, and be respectable. And so, I'm done here.

Details 24 Nov 2015  
 LOC Tower Block Level 6

Involved ● Glin Cook

Presented ● leaflet\_3 (A3) ● poster\_3 (A1)

Concepts

**What are the words below the numbers?**

The text below the subheadings 1 2 3 4 are edited extracts from the Gangs in Prison report by Catch 22 Daves Unit. Lending the voices of various individuals, this was asked to speak to the offenders from the position of someone who has been through the same situation, hence urging them to change for the better. These paragraphs can be interpreted as four separate short stories or as a whole. These are the words below the numbers:

- Each time, I say this is the last time I am coming to prison. But this time, I am really going to try my hardest. I mean it. This is tiring, and everything is painful.
- For me, not hardly anything has happened in all the time I've been here in prison. It is the same routine everyday but at home, a lot has happened. All these things have happened without me.
- Whenever I speak to my baby's mother, she tells me my son is trying to walk, to talk, to call her 'mummy'. Then I realise how much I'm missing out on, and how my son is growing up without his daddy.
- I don't want this for my son. I want to be there for him, to watch him grow, and teach him how to kick a ball. I want my son to grow up and be polite to people, be respectful, and be respectable. And so, I'm done here.

...ice is suitable. Now it's this content to the reader.

...s too much information on is bare.

...the design of the logo, storing' is actually re, try different type text.

**problem**

...me bits to achieve a visual reader should be able to make ly. Maybe even try working 'paste job'.

...my type of thing. I don't ought about it before it ebook!

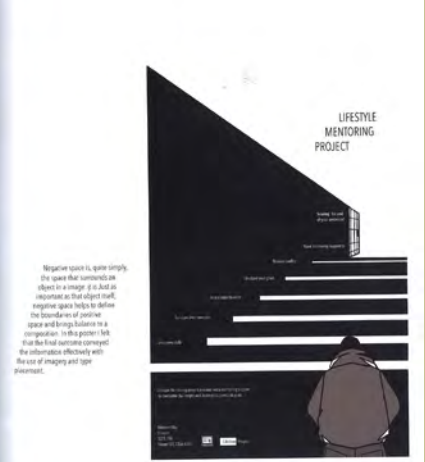
...ating the gist of the exchange, rs of those involved.

**FINAL POSTER CONCEPT DEVELOPMENT.**



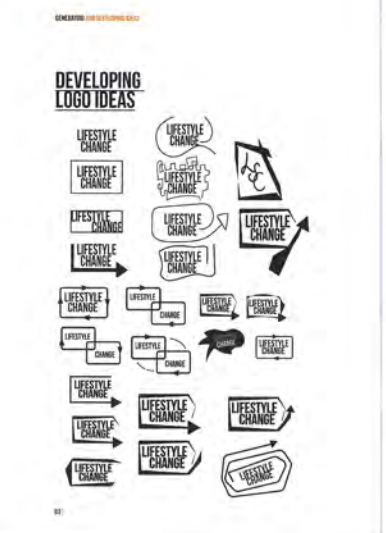
After helpful feedback from Sam and fellow students, I changed the opening of the gate and made it wider to allow more light through - this made the character appear in sympathy with the open gate. I also compressed the distance of the top of the gate.

LifeLine Project



Negative space is quite simply the space that surrounds an object in an image. It is just as important as that object itself. Negative space helps to define the boundaries of positive space and brings balance to a composition. In this poster I felt that the final version conveyed the information effectively with the use of imagery and open placement.

LIFESTYLE MENTORING PROJECT



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This is my final logo that I decided to choose. I chose this logo because I think it most effectively represents the idea of a journey and pathway ahead.

Ultimately this project showed me the value of being a team player with the designer. Just through journey, the arrows became stronger and even with assistance was to best represent the transition from a bad pathway to a good. (Yellow) the language and right. Also the logo play around with the idea of building a better home. Also and was straight text ideas.

I think I was happy to have discussed these ideas and they relate to my target audience best.

**Research**

I went back to the drawing board with my research by showing my candidates some of what I have produced.

I explained that I wanted to do everything straight from my laptop which would allow me to manipulate the levels of simplicity and clean design. This targets a lot of what each candidate had to say about some of the visual appearances of the existing hand outs.

For more research I got more into the minds of my target audience to understand more about what applies to them in addition to some feedback about the logo as well. The next set of questions I asked were:

01. Is something simple like this re-design more effective?
02. What would you change / Add?
03. How do you feel about having one representative colour?
04. Any thoughts on the logo?

"It's nice, a bit boring and plain but it looks like I'm missing something important so it's interesting in that respect. I would add a touch of colour, something vibrant and positive but not too obvious but that's about it, keep it minimal. The logo is proper nice, effective and the arrow for direction is a nice touch."

"Yes! Just simple and straight to the point. I think just a touch of maybe 1 or 2 colours to give it some life but if not, maybe make some parts of the text more dominant. The logo has a good feel about it. The change in direction of the arrow was the right way to go and after explaining it to me, it was a sensible change."

"It's a bit better than that old leaflet. Easier on the eyes man. It needs colour and clear sections I think, maintain that simple look though. The logo's really cool man - Suits the cause well. Will the logo have any colour as well or nah? Just something to consider looking into if there's going to be a primary colour used."

I went straight onto taking my research a little bit further. I asked another designer about some feedback on the new logo and if I could email my leaflet to get some feedback outside of my candidates and tutor.

Aside from looking at what my audience want, I looked at what they had during their period of offending to design around that.

I started looking at 'Public Services' designs as it was made to related to a range of different people. I decided to go with focusing on these designs as I wanted to get a feel of how information is delivered.

Some of the designs I chose to look at were just simple hand outs and presentations but it was the placement of info that I was looking for

**DOING PUBLIC INNOVATION**



Looking at the public services design style I got on with my leaflet as my ideas started to form. Since I made the smaller changes to logo already, I just progressed straight onto the leaflet as I knew that specific piece would take longer to produce, fold and finalise.

Another thing that I picked up from a lot of the public services designs was that, they're all strictly done digitally with the provided information. That is the same route I'm taking with the outcome of this project. I don't want to give the candidates or audience something that doesn't look like some serious documents therefore, I'm sticking by designing everything digitally.

“Students begin their studies with abstraction – projects isolated from the rich contexts in which design problems reside and that provide frameworks for action and judging the success of design solutions. They advance through undergraduate curricula tightly defined by products...; tools...; or segments of practice...”

“We must anticipate new places where design can have influence.”

Meredith Davis, Leveraging Graduate Education for a More Relevant Future, Visible Language 46.1/2



# Working with Charities / 3rd Sector / Pro Bono Clients in an Educational Setting

## **Benefits:**

For Students

For Clients

For Staff

For Institution

**“EVERY MAN  
GOTTA DO  
RIGHT TO  
DECIDE  
HIS OWN  
DESTINY”**



LIFESTYLE CHANGE MENTORING PROVIDES  
EXTRA SUPPORT TO OVERCOME CHALLENGES  
AND ACCOMPLISH PERSONAL GOALS.

**“EVERY  
ACCOMPLISHMENT  
STARTS WITH THE  
DECISION TO TRY”**



LIFESTYLE CHANGE MENTORING PROVIDES  
EXTRA SUPPORT TO OVERCOME CHALLENGES  
AND ACCOMPLISH PERSONAL GOALS.

Win/Win!: Thank You

Siân Cook, Graphic Designer & Senior Lecturer  
London College of Communication  
@nostarpro