

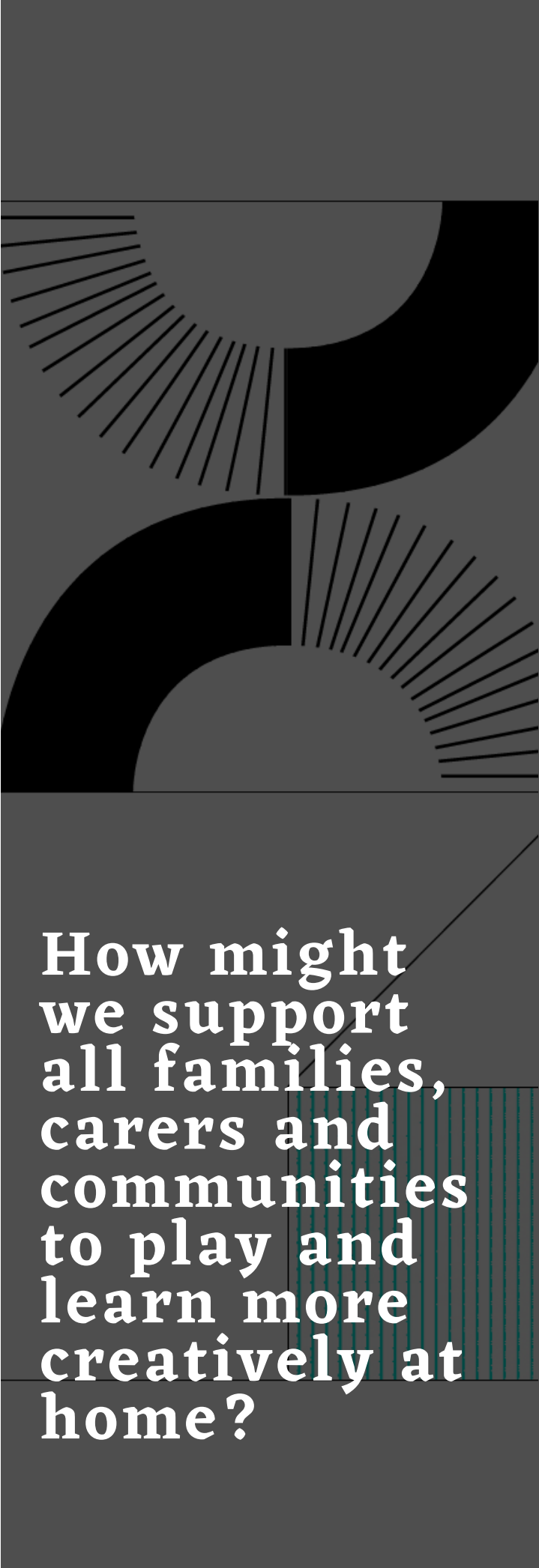


PROJECT 1 | WEEKS 1-8

# PRESS PLAY & Design Products

DJ32012

\*this brief is taken from the RSA SDA Competition 2021/22 - we encourage you to submit your work to the competition in March but this is not required for assessment.



How might  
we support  
all families,  
carers and  
communities  
to play and  
learn more  
creatively at  
home?

## Background

Inequality in learning negatively impacts children's development, as well as wider impacts on health, wellbeing and the economy. The abrupt shift to home learning during the pandemic sharpened these inequities across different countries. In England, the gulf between disadvantaged and better-off pupils at English state schools has widened by 46 percent in a year during the national lockdown (NFER 2020). The benefits of creative learning and a supportive home environment are huge. Research has shown that playful experiences appear to be a powerful mechanism that help children not only to be happy and healthy in the short term but also develop the skills to be the creative, engaged, lifelong learners (Golinkoff & Hirsh-Pasek, 2016). A new set of findings from early childhood learning programmes conducted across 18 countries shows that learning through play has a wealth of benefits, including reducing achievements gaps (LEGO Foundation 2020). However, families, carers and communities need support with capacity and access to resources to engage in playful parenting and learning through play.

“ **play is one of the most important ways to gain essential knowledge and skills** ”

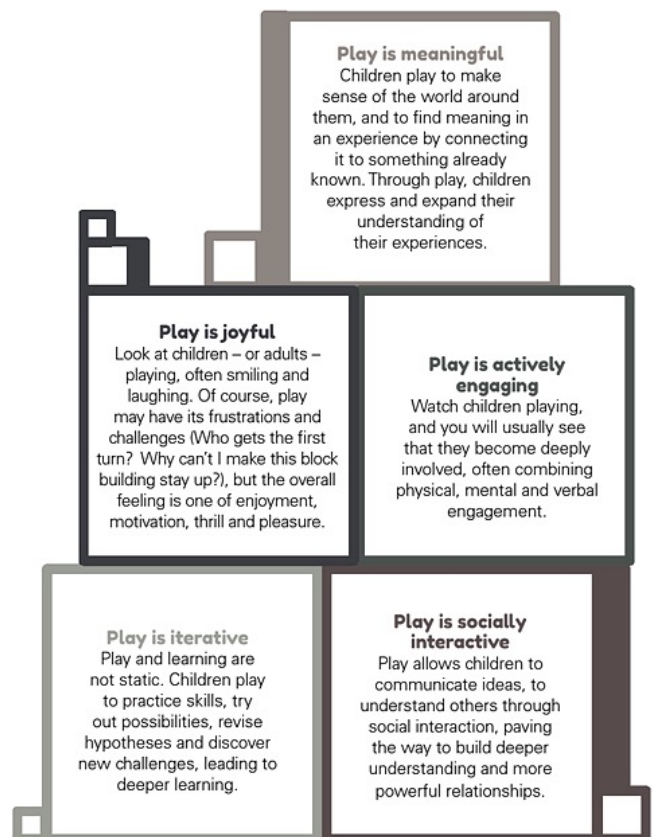
Today's world is uncertain and constantly changing – from shifting career and political landscapes to increasingly digital economies and social life. New technologies mean we live and work in ways that did not exist 20 years earlier. Children need skills and mindsets allowing them to step into this uncertainty. By supporting parents, caregivers, and communities who find this most difficult, we can try to even the playing field and support the next generation to thrive.

## RSA: How to approach the brief

We are looking for ideas that create opportunities for creative learning and play outside of formal school environments and are embedded in the learner's local environment, whether that be their community or their home. Your approach could shift current thinking on how learning happens by reimagining play and creating the conditions that allow learning through play to thrive. We encourage you to focus on a specific group of people. Test your ideas from the offset, co-designing with your audiences and incorporating their feedback throughout. Be creative in the way you test ideas and include any learnings in your submission. Think about the wider systemic barriers that may be preventing your audience from participating in play experiences. How can these barriers be addressed? How can perceptions and mindsets around play be shifted?

## Consider accessibility, inclusion and existing resources

Who is least able to access quality learning experiences at home? Does the intervention allow those with different learning abilities and mobility needs to participate? A successful proposal will display a clear understanding of different kinds of creative learning and play and their various benefits. It should support learners to build their individual agency, creativity and desire to learn. Play can provide many opportunities for learning, but not all play is learning, and not all learning is play. Your proposal should consider the five characteristics of play with insights from research on how they promote deeper learning.



United Nations Children's Fund (UNICEF) October 2018

## Example Directions. from RSA/LEGO...

For purposes of illustration only, viable responses could include:

A campaign aimed at adults showcasing the value and benefits of learning through play.

A free online platform that provides parents and caregivers with guidance, resources, and inspiration on how to enable their children to learn through play using everyday objects.

A play-based methodology for communities to help children with blindness or visual impairment learn braille in a playful and engaging way using moderated LEGO bricks.

... and many more are possible.

**“ play is meaningful,  
joyful, actively engaging,  
iterative and socially  
interactive ”**



fostering playful learning at home can strengthen routine and overall wellbeing

Caring for Each Other, Sesame Workshop (2020)


## Judging Criteria

Your project should demonstrate a design thinking approach to the brief and clearly communicate the following principles:

- Social & Environmental Impact
- Rigorous Research & Compelling Insights
- Systems Thinking
- Viability
- Creativity & Innovation

## Assessment Criteria

You will be assessed on the quality of three key aspects: investigation and understanding of the **problem** explored; the design **process**; and the final **proposal**.



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## Deliverables

**Research Report** (PDF format, max 8 A4 pages) submitted to the Miro assessment board by 12 noon on Thursday 10th February. This should define your **design problem, research plan including method(s), important insights to date** (these may be indicative rather than final at the stage of submission) and any **implications** for your project.

**Project Portfolio due 12 noon on Friday 29th April:**

**8 x A3 Presentation Boards** (PDF format)  
RSA Boards: 1 x Hero Image Board; 1 x Three P's Board; 4 x Boards addressing the Judging Criteria) and 2 further boards demonstrating development work. You should submit your boards to the Miro assessment board\*

**Final Prototype** representative of your project. This should be submitted for assessment in the studio. If submitting remotely/digitally you can include visuals on the Miro assessment board\*. You may also include a demonstrative video (2 mins maximum).

**1 x Sketchbook** documenting your **project journey including your thinking**, development work and key learning in support of your design response. Present in the studio and/or on the Miro assessment board\*

Please refer to the **assessment checklist** and **rubric** to keep you on track for submission,.

\*See MyDundee Assessment folder for links