

**DESIGN
IGNITES
CHANGE**

school: BY DESIGN

Mentoring Guide

February 2010 | 27 pages total

Founding Partners

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Worldstudio
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THE DESIGNERS ACCORD

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Design Ignites Change

Design Ignites Change, a collaboration between Adobe Youth Voices and Worldstudio, engages high school and college students in multidisciplinary design and architecture projects that address pressing social issues. Participants are encouraged to apply design thinking – the combination of unleashed creativity and executable actions – to problems that exist in their own communities.

Mentoring initiatives – an important component of the program – bring together college students and professional designers to collaborate with underserved high school students to execute a project that addresses a compelling social theme. Initiatives are supported by a robust set of open-source guidebooks and documents that give even the inexperienced mentor the tools they need to successfully complete the project while providing a rewarding experience for the student and themselves.

The ***School: by Design*** mentoring initiative is a collaboration between *Design Ignites Change* and The Designers Accord.

Making the Commitment

The *School: by Design* mentoring relationship requires the participation of a college student or creative professional willing to spend time nurturing a young person through the process of conceptualizing and designing a project that addresses the challenge to “**redesign your school.**”

You do not need to have experience working with young people, but you do need to make a commitment to share your time, knowledge and experience. While mentoring relationships can last anywhere from a few weeks to several years, this particular program details an experience in which you share a minimum of two hours, once a week for six weeks, to work one-on-one to collaborate on a project that allows a student to “redesign my school.”

FINDING A STUDENT TO WORK WITH

The program is designed to be implemented under the supervision of a **Project Coordinator**. If you are an individual design professional rather than a member of an organization, you may still be able to participate in the program. If you do not have a Project Coordinator, you can download the Project Coordinator Guide from the *Design Ignites Change* website at www.DesignIgnitesChange.com. It will outline how to register with Worldstudio, how to find a student to mentor and how to set up a program.

The Project Brief

School: by Design is a *Design Ignites Change* and *Designers Accord* youth mentoring initiative that asks high school students – in collaboration with their college or professional design mentors – to **“redesign your school.”**

Mentoring teams will examine the school “ecosystem” – how all the people, places, programs and things in the school interact – from the student’s vantage point to re-imagine a more sustainable school, one that will improve now and continue to grow and thrive in the future. The project will connect students to a subject they know well, and one on which they probably have strong opinions.

The program can be adopted by a range of creative disciplines including but not limited to, **architecture, industrial and interior design, graphic design, environmental graphics and interactive design.** It may also encompass **illustration** and **photography.**

The goal of *School: By Design* is to get students thinking about the pressing problems in their school in a mindful and creative way, to come up with solutions that account for a diversity of ideas, perspectives and approaches to learning. Teams will be encouraged to create integrated solutions that consider the student in the classroom, the classroom in the school and the school in the community.

The topic is quite broad: teams can consider larger issues like the overall design of a building, while also attending to small scale projects that can be implemented by the students themselves using a modest budget.

Defining Sustainability

The term sustainability has no universally agreed-upon definition. For some, it is just about environmental sensitivity and being “green.” To others, sustainability is not a goal, but a lifelong journey of making personal decisions that take the environment into consideration. And still to others, it feels abstract and separate from day-to-day life – it’s an issue that seems best left to activists, scientists and government.

Our goal for this program is to make sustainability relevant and integrated in the lives of our mentors and mentees. We will do this by using our schools as a canvas, and design thinking as our toolset. We will push beyond the customary notions of green design and eco-friendliness, to the more meaningful aspects of cultural, social and economic sustainability.

For this initiative, we are casting sustainability as a positive and productive relationship between individuals and their communities. We will explore entire systems instead of point interventions, knowing that designing awareness is as important as designing artifacts. For instance, instead of looking at ways to encourage recycling soda cans, we might ask why soda is sold and consumed at schools. What’s in a can of Coke, and how does consuming its main ingredient, high-fructose corn syrup, affect health? Where does corn syrup come from, and what are the impacts on the environment from growing corn? A design solution for this topic might be a series of posters to raise students’ awareness about the “invisible” system around a soda can, or a documentary used to petition to school administrators to have soda alternative that doesn’t create a negative impact on health and the environment.

School: by Design is not about preaching a right or wrong version of sustainability. It is about discovery, conversation and experimentation. It is about recognizing that there are alternatives – physical and behavioral – in our communities, and believing that we can create those new realities. It is about positive change and personal growth.

Additional Project Components

It is critical that students participating in the program get recognition for their ideas and their efforts. Having tangible goals around the display of the student work will go a long way to inspire participation.

PUBLIC EXHIBITION

At the end of the program, teams are encouraged to **exhibit their work** in the school or in a local public venue to showcase their vision to peers, school administrators, the general public and business and civic leaders. Your Project Coordinator will brief you on plans for how the work is going to be exhibited.

PROMOTING YOUR PROJECT ON LINE

Projects can be **featured on the *Design Ignites Change* website** in the form of a case study. A blog feature allows the project coordinator or the teams to post entries as you develop your project. Knowing that their work is available for all the world to see lends legitimacy to a student's efforts. We encourage you to work in collaboration with your Project Coordinator to showcase your work on the website.

SUBMITTING YOUR PROJECT FOR AN AWARD

At the end of 2010, all submitted projects will be **eligible to receive an award** which will fund the implementation of a project within a school. The deadline for application is December 31, 2010. If you are interested in participating, let your Project Coordinator know, they will facilitate the applications.

Mentoring Step-by-step

HELPING KIDS CREATE MENTORING GUIDE

These sessions have been adapted from a series of guides on mentoring developed by Worldstudio and AIGA New York. There are seven guides in the series that offer valuable tips and tools on mentoring and can be found in the Resources section of the Design Ignites Change website at: www.DesignIgnitesChange.

The **six sessions** outlined here have been researched and tested to provide you with an effective short curriculum to work on with your mentee. Six scheduled meetings is the minimum number of sessions recommended to give you and your student a valuable experience. You may find that this is only the beginning of a rewarding and lasting friendship. These sessions will help you navigate various steps in the process from making the initial connection with your student and developing the relationship, to the final goal of producing a great project.

When meeting with your student, it is important to **create an open atmosphere** in which the student feels comfortable enough to ask questions. Experience has taught us that offering your student refreshments, giving a tour of your college, university or office and introducing him or her to a few people will help to make your student feel more comfortable.

Throughout the project, **expose the student to fundamental skills** in your discipline and in visual expression. Share your knowledge about attending college or working in a creative office and some of the various roles within the industry.

SESSION 01 **WELCOME**

Getting to Know One Another

*Emphasize personal interaction to break the ice.
End the day with something tangible for the mentee to take away.*

This first session **should be relaxed** – a time to get to know one another at a basic level and to lay the foundation for building a relationship. Get to know your student by asking questions about his or her life, family, school, friends and interests. Start with general questions and save more personal things for a time when you have established mutual trust.

SUGGESTED QUESTIONS

- How did you get here?
- Did you have any trouble finding the place?
- How was school today?

Don't probe if the student doesn't seem to want to talk about some subjects. Remember, this is a new relationship and your mentee may have serious reasons for shying away from or resenting certain questions.

SESSION 01 *Getting to Know One Another*

TALK ABOUT YOURSELF

Make sure that you volunteer information about yourself and that you share your own experiences and interests throughout the sessions. Create an atmosphere of sharing and openness.

LET YOUR STUDENT TALK

Show interest in your student and that she or he is worthy of attention. Allow your student's interests to guide the conversation. Let them take the lead. You are there to listen.

TOUR YOUR SCHOOL OR OFFICE

If you plan to meet your mentee somewhere new to your student, such as your classroom or office, remember that unfamiliar spaces are always a bit scary at first and may initially appear worlds apart from your student's day-to-day environment. Show the student some of the more playful or fun aspects of your school or office. Welcome your student by introducing him or her to your colleagues. Give classmates or co-workers advance notice so that they are prepared to greet your student.

TALK ABOUT EXPECTATIONS

Before you really get started, it is important to talk with your student about the expectations each of you has for your mentoring relationship. Discuss what the two of you will accomplish over the course of the next six sessions. Now is a good time to discuss logistical matters, such as what to do if either of you will be late to a session or needs to reschedule. Explain that you expect a phone call if there is ever a change of plans. Let the student know why this type of communication is important. Explain that you will do the same. Take care to give the student the opportunity to voice his/her expectations as well.

DISCUSS TRANSPORTATION

Discuss how the student is traveling to your school or office and if there are any schedule restrictions. You are not required to pay for transportation, but if you are able to, it will be appreciated as a thoughtful gesture.

BE THERE FOR YOUR STUDENT

What's the best way to demonstrate your availability and commitment? In this instance, actions speak louder than words. Therefore, try to stay focused and do not become distracted during your sessions with the student.

SESSION 01 *Getting to Know One Another*

EXPLAIN WHAT YOU DO

Tell your mentee what going to college or your career entails and what a typical project is like for you. Explain what you do in fun and engaging ways.

PRODUCE SOMETHING TANGIBLE

Start by completing a simple and fun project together. It is wonderful for the mentee to leave the first session with a real sense of accomplishment. Use computers or materials in a way that offers some immediate gratification by producing something concrete for the student to take home.

INTRODUCE THE PROJECT

Review the *School: by Design* project brief with your student to get them excited about what you plan to do together. Begin to talk about the theme. Maybe tell some stories of when you were in high school, talk about things in your school that could have been improved upon.

HOW DO WE COME UP WITH A N IDEA?

You must decide on a theme first, then create a project to address that theme. For example the theme could be uncomfortable furniture and the project is the design of a pad that makes the current chairs more comfortable. Or the theme is bullying, which you address through the design of a poster to raise awareness.

- Limit projects to your area of expertise, if you are a graphic designer, do not take on an architecture project.
- Brainstorm a list of problems that the student identifies in the school. This can be anything from **physical attributes** like bad landscaping, poor architecture, uncomfortable furniture and lousy food to **social and dynamic issues** like bullying, intolerance or poor communication with teachers. This will help you identify a **theme**.
- Let the student take the lead to identify a theme that they feel passionate about.
- Once you have identified some possible themes, use your expertise to guide the student in selecting one to create a project around.

PLAN FOR THE NEXT SESSION

Plan your next meeting time, date and place, and establish what you want to accomplish next time. Give your student a journal and ask them to make a list or sketch problems that they see in the school. Discuss the possibility of visiting the student's school.

TELL YOUR STORY

Help your student to tell a story about the collaboration. Take photos of you both working together. You may want to include these on the project blog or display them in the final exhibition.

SESSION 02 **EXPLORATION**

Learning the Tools of the Trade

Experience the fun of playing with computers, drafting tools, materials. Delve deeper into the project theme.

Delve into **exploring** on the computer or go on a **field trip** to visit the student's school or a museum.

An important thing to remember in Session 2 is to keep up the momentum and to illustrate how much fun your profession – and this mentorship – can be. Find out what skills your student has. Is he or she interested in photography, illustration, writing? It is important to allow your mentee to contribute and further develop the skills she or he has.

SESSION 02 *Learning the Tools of the Trade*

REINTRODUCE YOURSELF

At the beginning of each new session, always re-welcome your student and reintroduce him or her to your co-workers. Try to build upon the dialogue that you started the previous week by asking follow-up questions.

DISCUSS THE DAY'S AGENDA

Always review what you and your mentee did the previous week. Review any ideas or sketches the student may have brought in—but don't be surprised if they come in empty-handed. Remain encouraging and enthusiastic about the project. Then, together, discuss what you would like to accomplish in this session.

BRAINSTORM AND DECIDE ON A THEME

Build upon any theme- or project-related discussions you might have had the previous week. Try to decide on a theme for the project: what is the issue that you want to address?

HAVE EXAMPLES READY

Be prepared to show examples of how your profession has affected or is changing a given environment or issue. Discussing examples will help students to further their exploration of ideas for the project.

PLAN FOR THE NEXT SESSION

Ask your student to bring in a photo, drawing, magazine clipping or any other graphic image (or perhaps even an object) that incorporates the theme or provides inspiration for the project. This can serve as a springboard for dialog, even if it is not a part of the final outcome.

SUGGESTED ACTIVITIES

Practice five-minute free writing or drawing sessions in which you both explore anything that comes to mind regarding the theme you have identified.

Discuss what you both came up with, finding links between ideas and deciding what images and concepts are most provocative. This exercise can often help to expand discussion.

Look online for ideas. Browsing will likely bring up new concepts that may not have occurred to either of you.

Look at examples of other kinds of collaborations

VISITING A SCHOOL

If you do decide to visit your student's school check with the Project Coordinator to see if there are any plans to do this as a group. Or, be sure to check with the school to see if there are any restrictions.

If your theme is around sustainable landscaping, visit the school and then take the student to a landscaped environment that you feel is successful. Explain why you think so and use this as an example of what you do as a landscape architect.

Whatever you can do to relate the project to the real world will make the experience more tangible and exciting for your student.

SESSION 03 **CONCEPTUALIZATION**

Delving into the Project

Begin shaping ideas into a project. What tools and materials will you use to express your ideas in visual form? What shape will they take?

During this session, you and the student will **explore project concepts** that address the theme that you have chosen. It may be helpful to frame the project contextually or as a problem. Continue to explore both ideas and tools and aim to complete the *Creative Brief* on pages 17 and 18 with a list of materials you might need by the end of the session.

As always, take time to relax with your student and catch up on each other's weeks.

SESSION 03 *Delving into the Project*

DECIDE ON A CONCEPT BASED ON YOUR THEME

Together, draw from your previous discussions to come up with a variety of concepts that address your theme. Talk about the image or object that the mentee has brought in. Encourage your mentee to write down as many words or phrases that describe the theme as possible. Work together to choose the most central ideas that surface in the discussion.

FACILITATE EFFECTIVE COMMUNICATION

Discuss how your student's ideas about the theme can be communicated most effectively. For example, determine the audience – who in the school is this targeted to, students, faculty, everyone? Be careful not to impose value judgments; emphasize how to communicate an idea rather than declare whether it is good or bad.

PRESENT OPTIONS

While some students will have scores of project ideas, others may have no idea where to begin. When this is the case, you need to present the student with different problem-solving options. Try to suggest a range of possibilities, framed with open words and phrases such as “perhaps” or “maybe we could try this”; “what happens if”; or “what do you think of this?” and so on. As always, try to serve as a resource, a collaborator or a fellow artist, rather than a teacher.

WRITE A CREATIVE BRIEF

Once you have decided on the project theme and concept, together with your student, write a creative brief. You can use the worksheet on pages 17 and 18.

CREATE A LIST OF TOOLS

Choose materials, format and structure. Give yourselves a basic list of what you will need. Be sure to talk with the student about where you get supplies; discuss their value and appropriateness as well as alternatives.

BE REALISTIC

Don't encourage your student to undertake something that is technically beyond his or her abilities. In other words, be realistic. To expect students to learn entirely new skills and at the same time, cope effectively with the aesthetic and expressive aspects of their work, is to expect a great deal. Also, be realistic about time constraints. You can only do so much in six sessions and you want the project to be a success.

SESSION 03 *Delving into the Project*

LEARN MORE ABOUT THE TOOLS AND EQUIPMENT

Review some of the tools you have worked with so far and build from there. Through discussions with your student, determine the best tools for the job and help her or him learn how to manipulate that tool. You can use your skills to facilitate your student's ideas. Your mentee may not have the ability to execute a final mechanical on the computer, so you may choose to create the artwork with them. Be sure to keep them engaged. Explain what you are doing so your mentee feels like a part of the process, even if you are doing the actual work. Have your mentee jump in and help where possible.

DISCUSS POTENTIAL OPTIONS IN THE CREATIVE FIELDS

If you are a college student, as you go along talk about what it is like to be in college. Discuss how you selected your chosen field of study and what your plans are upon graduation. Many of these students will have just begun to think about college. You can offer them an introduction to the possibilities and even inspire a student to continue his or her education after high school.

If you are a professional, try to mention any job opportunities in, or related to, your field whenever possible. Let your mentee know that there are people who fix computers, make

the initial materials or software, work as curators, copywriters, draftspeople and project managers. Explain how work is shared in your office, as this helps to demystify the workplace and increase exposure to career options.

PLAN FOR THE NEXT SESSION

This will be a good time for you to gather any materials, program applications or other tools that you will need for implementing the project. This way you won't have to waste time during your next session scouting for the things you'll need. You will have them at hand and ready to go.

SUGGESTED ACTIVITY

Identifying Your Audience

In any design or architecture challenge, it is critical that you have an understanding of who the intended audience is.

Have a specific conversation about who in the school you want to create this project for, students, teachers, the nurse, cafeteria or janitorial staff? Or some combination of all of them?

Identifying and defining the target audience is critical to success.

WORKSHEET *Creative Brief*

A creative brief is like a road map, it helps you to define your objectives up front, and keeps you focused and on track over the course of your project. It is important to develop a strong creative brief before you dive into the design process. Use this worksheet to develop your brief, then type it up on the computer. It does not have to be long; a single page is ideal.

Project Name

Give your project a name (max. 40 characters for the Design Ignites Change website).

Date

Date you wrote the brief. Revise the date if you make changes.

Prepared by

Include team members who have contributed to the brief.

What is the theme?

Write a short statement about the theme; include some information and statistics that may inform how you will tackle the subject.

How will the work be displayed?

Identify how your project will be displayed based on the outcome determined by the Project Coordinator. Are you doing a drawing, computer rendering or building a model?

What is the purpose of this project?

A concise statement of the effect the project should have on the audience; typically expressed as an action and frequently focused either on what you want them to think, to feel or to do.

Target audience, who are you talking to?

Identify a group and any important statistics and information that you know. Explain how the audience currently thinks or feels about the subject. The more you know, the stronger the message.

What is the single most important outcome?

What is the most persuasive and powerful outcome for your project?

Additional information

Write a list or draft a statement that addresses any other important aspects of your project not covered above.

Create a schedule

Identify the number of sessions that you have together and then create a schedule of what you plan to accomplish each time you meet.

SESSION 04 **ROUGH DRAFT**

Giving Shape to the Ideas

Start to make the project, with the goal of emerging from this session with a rough draft.

Now is the time to really **dive into the project!** Focus on the challenge of accomplishing something concrete – let your student take the lead. Follow your mentee’s cues, finding ways to support and fill in where needed. Remember, it will be the student’s creation and you are there to guide and facilitate.

SESSION 04 *Giving Shape to the Ideas*

REVISIT YOUR OUTLINE

Look over your initial outline and assess what has been done so far and what remains to be done. Work through the process step-by-step.

LET THE MENTEE EXPRESS HIS OR HER VIEWS

As you begin to create a rough draft, take care not to impose your own judgments, values or taste on the project. Remember that this is a collaboration in which your skill and resources serve to help your student to define his or her own vision.

UNSUPERVISED TIME

Let your student play around for a while without peering over her or his shoulder. The only way a student will really learn new skills is by trying and she or he will be more apt to try new things if you are not around. Give your student 15-30 minutes to explore, checking in periodically to see if there are any difficulties. Note that this is not a time for you to go back to work and forget about your student; you should be ready to help at any time.

CREATE SOMETHING THE MENTEE CAN TAKE HOME

Try to help your student print or create a sketch or prototype that s/he can take home and get input on from family or peers.

SHOW THAT YOU VALUE YOUR MENTEE

Remember that providing opportunities for young people is one of the best methods for communicating high expectations. Try to find a delicate balance in which you are able to communicate high expectations without taking control. Take a real interest in their ideas; you will be amazed!

PLAN FOR THE NEXT SESSION

Have the student write down comments and reactions from people to whom he or she shows the rough concepts. At the very least, the student should try during the next week to write down things that work in the draft and things that don't, as well as possible ways it could be changed. The student should bring this list back to the next meeting.

SOME THINGS TO THINK ABOUT

- *Ask questions rather than make statements.*
- *Consider yourself a resource for information, for technical skills and as a sounding board for ideas.*
- *When something is just not working and you find you must say no to a mentee, or change the course that you have both planned, always explain why.*

SESSION 05 **REVISIONS**

Evaluating the Work to Date

*Evaluate and discuss the rough draft.
Try to have a revised and nearly complete version by the end of the session.*

Use this session to discuss thoroughly the ways in which the project is successful, as well as how it could better solve the problems you set for yourselves during the initial meetings. Does it express what the student wants it to? Emphasize that hard work is often necessary in accomplishing projects and encourage your mentee to strive to make this project a success.

SESSION 05 *Evaluating the Work to Date*

EVALUATE THE DRAFT

Look over the list that the student made as homework and talk about reactions to the draft. Having had some time to step away from the project, revisit the rough draft to see if it displays the ideas and skills that both of you originally intended. Encourage the student to find ways to improve the project's expression of the original concept.

WORK TO FINALIZE THE PROJECT

This should be the final stage of the project. Constant evaluation is part of your job and you can take this opportunity to nurture the same skill in your student. Make the changes you have already discussed; step back and evaluate again; make additional changes. This will communicate that the persistence of a sharp eye and gentle self-criticism can be healthy and lead to great results.

SCHEDULE UNSUPERVISED TIME

By now your student should be comfortable with the direction the project is taking and be able to work alone with relative ease. Giving time to work on the project with minimal supervision (30 minutes maximum) will let your student explore his or her own ideas.

WORK THROUGH TECHNICAL ISSUES

Help your student to work through any technical problems that might arise. Be prepared to spend some real time on the project now. Some of the technical skills that you have mastered over the years clearly cannot be learned by your student in a short time, and they will definitely need considerable help. Depending on the student's skill level, you may need to act as the production member of the team at this point, just be sure to include the student in the process so that they can see what you are doing.

PLAN FOR THE NEXT SESSION

Both you and the student should begin to write a statement about the project and collaboration. This will serve as a document of the project and may be used in the exhibit. It will also stimulate the student to think critically about the process.

Ask the student to answer the following:

- *What does the project express?*
- *Why did you choose this topic?*
- *What does it mean to you?*

You might encourage your student to think about the following:

- *What did you learn during the project?*
- *What was most difficult about the experience?*
- *Is there anything you would like to share with the audience?*

SESSION 06 CONCLUSION

Finishing Up & Celebrating

Finalize the project and wrap up the mentorship.

This may be your last session of the project. Finish the project and take care of any remaining details that may be necessary for presenting it to the public. How you wrap this up will depend on how your Project Coordinator has organized the exhibition.

Most of all, once you have completed the project, have fun and celebrate all that the two of you have accomplished over the past six sessions! If possible, let the student know that s/he is welcome to come back and visit.

SESSION 06 *Finishing Up & Celebrating*

DOCUMENT THE PROJECT

Work to make the final project the best representation that it can be; mount it on a stand, print it on larger or better-quality paper; whatever you feel would make the work look as strong as possible. Your Project Coordinator will be able to guide you on the types of artwork and materials needed for the exhibition of your project. Be sure to get some nice photos of you and your student working together.

TELL YOUR STORY

You will have the opportunity to display your project and your team photo as well as a short statement about your project on the *Design Ignites Change* website. Talk to your Project Coordinator about how to go about displaying your work online.

CONTINUE YOUR RELATIONSHIP

Now is a good time to talk about any other opportunities that you may be able to provide to the student: suggestions about books to read or art to view; possibilities of internships or part-time jobs; advice about school or other resources that you or your contacts may be able to share.

- *Ask if the student has questions about how to continue in the field, or any other questions.*
- *Invite the student back to your school or office.*
- *Feel free to call your student from time to time to see how they are doing.*

It has been shown time and again that a caring adult can help youths to successfully make the transition to adulthood and that mentoring relationships truly flourish with more time. Although the six-week period does lend itself to the initiation and completion of a project, many mentors still feel that they would like more time. You may feel the same and choose to participate in a longer term, more intensive, mentorship.

SESSION 06 *Finishing Up & Celebrating*

CELEBRATE!

Now that the project is finished, save the last portion of the session to relax and celebrate. Have fun snacks and, if appropriate, ask if the student wants to invite a friend or family member to come to your school or office for the celebration. Talk with your Project Coordinator about the possibility of a larger group celebration so that you can share your work and experience with others.

WRAPPING UP

Depending on your situation, your Project Coordinator may ask you and your student to fill out an evaluation about the project and your experience. This will improve the project for future executions of the program.

STAY ENGAGED

The exhibition of the work may not be installed for several months from when you completed the project. Be sure to stay engaged with the program so that you are aware of when the exhibition is mounted and if and when there is an opening event. It is important that you participate as much as possible to show the student that you care. It can be very disappointing to a young person if you do not show up at an event celebrating the work that you did together.

A Few Things to Keep in Mind

OWNERSHIP OF ARTWORK

While each designer will retain ownership of the artwork, Design Ignites Change, Adobe Youth Voices, Worldstudio and The Designers Accord have the right to use the artwork in perpetuity for the display and promotion of Design Ignites Change and School: by Design. In all cases, the teams will be credited.

While this is a **true collaboration**, let the student take the lead in the conceptual creation of the project. You are there to provide input and guidance, as well as instruction on how the design/creative process works.

It is your responsibility to be **mindful of the schedule** and to keep the project on track to meet the deadline.

The student will be responsible for producing the finished artwork, though you should **provide your guidance** and skill as needed. Depending on the outcome will determine how much you will execute and how much the student can execute.

If you are **unclear** as to what is expected for the outcome do not hesitate to contact your Project Coordinator.

Remember, these are young people. Often they do not have the innate sense of urgency to meet a deadline and must be prodded. Do not be afraid to **be demanding** in order to keep the project on schedule. If you have any “issues” with your student, immediately call your Project Coordinator for advice and or assistance.

Your Project Coordinator will check in with you from time to time to discuss any issues you may have and to see how the project is going.

Troubleshooting the Relationship

Young people often are often faced with challenges that can make a mentoring relationship difficult to maintain. Perhaps students don't show up or they seem distracted and disengaged. Difficulties in school, at home or with peers can add a level of stress that a teenager has a hard time dealing with.

Mentoring often helps in this kind of situation since it provides a student with a relationship with a caring adult in a stable environment. The most important thing you can do is show that you care and that you are there for them when it comes to working on this project.

If you run into any problems, be sure to let your Project Coordinator know as soon as possible.

The Worldstudio AIGA Mentoring Guide on troubleshooting – **Book 6: Understanding the Relationship** – outlines what to do in a number of difficult situations. It can be downloaded from the resources section of the *Design Ignites Change* website at www.DesignIgnitesChange.org.