Jovem Design
LISBOA

Envolver os jovens
no desenho de
comunidades seguras

Team
Workbook

Your design challenge

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DESIGN AGAINST CRIME

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CONTENTS

Jovem Design Lisboa (JDL) is a preventative, design-oriented approach based on Youth Design Against Crime (YDAC), a youth action challenge programme originally developed by Norman Lloyd in collaboration with the Design Against Crime Solution Centre at the University of Salford. YDAC was adapted in collaboration with the Division of Prevention, Security and International Relations of the Lisbon Municipal Police under the Horizon 2020 IcARUS project (GA 882749), to be implemented as JDL in the context of the Lisbon Community Policing programme.

Introduction

Your Challenge

Jovem Design Lisboa (JDL) is your chance to do something to address a problem in your neighbourhood and for your ideas to make a real difference.

In this challenge, you will have the **opportunity** to:
- Work in a team with the support of a youth worker and a mentor from the local police.
- Over 12 weeks, think about and come up with design ideas that might address a problem or anti-social behaviour issue within a local area of your choice.

We know that you will all come up with great ideas — but the brilliant ones may be taken forward and implemented by the city of Lisbon.

Imagine that **on your CV**!

The **purpose** of this design challenge is for you to:
- Identify problems and issues.
- Develop design ideas.
- Take action.

During JDL, each individual in the team should **demonstrate**:
- Great teamwork.
- Excellent communication.
- Problem-solving skills.
- Creativity and innovation.
- Ability to meet deadlines.

In summary, the **essentials** are:
- Multiple teams.
- In friendly competition.
- There can be only one winner!

Explore together the problems and **be part of the solution**!

The Launch

At the Launch event, you will learn more about your challenge, what you will be doing over the next 12 weeks, and what you will need to produce by the end of it.

LAUNCH EVENT

⌄

TEAM RESEARCH

⌄

CREATIVE DESIGN & INNOVATION

⌄

DESIGN COMMUNICATION

⌄

SHOWCASE EVENT

The Showcase

Showcase date:

Showcase venue:

The Showcase event is your chance to 'sell' your Team's idea!

Each team will have an exhibition area where you can display your work. Before the Showcase begins, the Judges will visit each area to see your ideas and the work you've done – **it's you chance to 'wow' them before you even get on stage!**

There will be a live, on-stage judging process in front of the audience. So you'll need to **be prepared to answer questions** about the challenge, your design idea and your actions.

There will be people on the judging panel and in the audience who may want to take your ideas forward. So you'll need to **capture their attention** and **excite their interest**, clearly explaining **how your design idea could make a difference** to the community — and why your Team's idea is the best!

The Audience

Your family, friends, schoolteachers and youth groups will be invited to watch you and cheer you on!

Group image / look

Think about this from the beginning. What will your team wear at the Showcase event? What impression do you want to give the audience? (You'll be able to change your clothes / get ready at the Showcase venue)

On arrival at the venue

Each team will be able to run-through their presentation privately for last minute tips and pointers, before the Showcase evening begins.

The Judging Panel

While you are practising your presentations, a panel of high-ranking police and key members of the community will review all the teams' JDL workbooks — to get a better understanding of each design idea.

3.1 What do you need for the Showcase?

IMPORTANT NOTE: Your Team's JDL Team Workbook and final design posters / drawings / models must be handed in by:

1 Team JDL Team Workbook
- Each team must submit a 'neat' version of their Team JDL Workbook completed by the team as a whole.
- Include all your research — and anything else that will make your Workbook stand out.
- Complete as much of the JDL Workbook as you can. You can use bullet points and short sentences — as long as you include all the relevant information.
- Take pictures of your team working together to put into your Workbook — the Judges will want to see you in action!
- You should use your JDL Journal to keep a record of thoughts and feelings along the way — something to show your experience, how you came up with your ideas and your journey with your team.

2 Poster / Drawing / Model for your Team's exhibition area
- This will be the visual part of the project that will communicate your idea to the Judges and audience members before the Showcase presentation.
- Include your key message about the problem or issue of crime or anti-social behaviour your design is addressing.
- Be as creative as you wish — but make sure the Judges fully understand your design idea!

3 Presentation
- A 10-minute presentation in any form — drama, role play, rap, PowerPoint slides... or no slides — it's up to you!
  - Choose a style that will best communicate your design idea to the Judges and audience.
  - Work together to be as creative as you wish!
- **Remember:** It's very normal to be nervous about getting up on stage in front of lots of people. But this is your chance to be heard, so give it your best shot!
- You have plenty of time to prepare for the Showcase event... use your time wisely!

3.2 What are the Judges looking for?

Good teamwork
- How you've shared out the tasks.
- How you've addressed difficulties and solved problems.
- How you've all worked together.

A good idea that solves a well-defined problem
- How well you have understood the problem.
- The quality of your design idea — sometimes the simplest ideas are the best.
- Whether your idea is feasible — is it practical and would it work if implemented?

Drive and enthusiasm
- How well your team has engaged with the JDL challenge.
- Your team's commitment to taking your design idea forward.

3.3 Awards and Rewards

Everyone who reaches the JDL Showcase will be rewarded for their participation.

But there can only be one winner!

The Judging Panel will have a tough job picking one team who have demonstrated the qualities outlined above.

We know you are all capable of doing a good job, but it is up to you to make yourselves stand out from the other teams — **and win!**

At the Showcase, the members of the winning team will receive an award.

The JDL Process

1

The JDL Timeline

WEEK 1
DATE:
JDL Launch Event

WEEK 2
DATE:
Our Team
- Get to know your team and make a group agreement
- Get to know the challenge
- [ ] Complete pages 16–17 of the Workbook

Scoping the challenge
- [ ] Complete pages 19–20 of the Workbook

WEEK 3
DATE:
STAGE 1
Scanning & Mapping
- Research use / misuse in the area

Structured interviews
- Create questionnaire(s) and print out copies
- Go out and conduct interviews with stakeholders
- [ ] Complete pages 24–27 of the Workbook

WEEK 4
DATE:
Interview Analysis
- Review the key findings from your interviews
- [ ] Complete pages 28–30 of the Workbook

WEEK 5
DATE:
Place-centred Map
- Visit the area to create a place-centred map
- [ ] Complete pages 31–34 of the Workbook

WEEK 6
DATE:
STAGE 2
Assessment of the Problem
- Assess the information you have gathered so far
- [ ] Complete pages 38–42 of the Workbook
- [ ] **Mid-challenge Activity**

WEEK 7
DATE:
- Understand your chosen problem in context of the Crime Lifecyle by creating a **Problem Profile**
- [ ] Complete pages 44–56 of the Workbook

WEEK 8
DATE:
STAGE 3
Design Response
- Bring together all the information you have found
- [ ] Complete page 60 of the Workbook
- Brainstorm different responses to the problem

WEEK 9
DATE:
- Develop design ideas / concepts for responses
- [ ] Complete pages 61–63 of the Workbook
Work on poster / drawing / model

WEEK 10
DATE:
STAGE 4
Review & Refine
- Review your ideas and select best / favourite
- Go out and collect feedback from people on your ideas
- Refine your ideas, if necessary
- [ ] Complete pages 68–70 of the Workbook

WEEK 11
DATE:
STAGE 5
Design Communication
- Brainstorm on idea presentation
- Develop models, drawings or posters
- Develop and rehearse Showcase presentation
- [ ] Complete pages 74–77 of the Workbook

WEEK 12
DATE:
- Complete models, drawings or posters
- Rehearse Showcase presentation
- [ ] Finalise Workbook
- [ ] Complete Final checklist on page 83 of the Workbook
JDL Showcase Event
DATE: VENUE:
- Rehearse presentation in venue
- [ ] Submit completed Workbook
- [ ] Submit communication materials (models, drawings, posters, etc.)

AFTER SHOWCASE
Team Review
- [ ] Complete Team Review on pages 80–82 of the Workbook

Our Team

TEAM NAME:

Working as a group, **list one key skill / strength** of each team member:

NAME	SKILLS / STRENGTHS

Team discussion:
How might you use these **skills and strengths as a team** to help you be successful?

2.1 Team 'Ground Rules'

- What are our **Team's 'ground rules'**?

Have Fun!

You can **draw a picture** of your team logo or mascot below:

2.2 Areas and Issues

As a Team, **think about some of the local areas** where you've noticed a lot of crime and / or anti-social behaviour.

Write the area and the issues you've seen there in the box below:

Scoping the Challenge

Q.1   What area are we **looking at**?

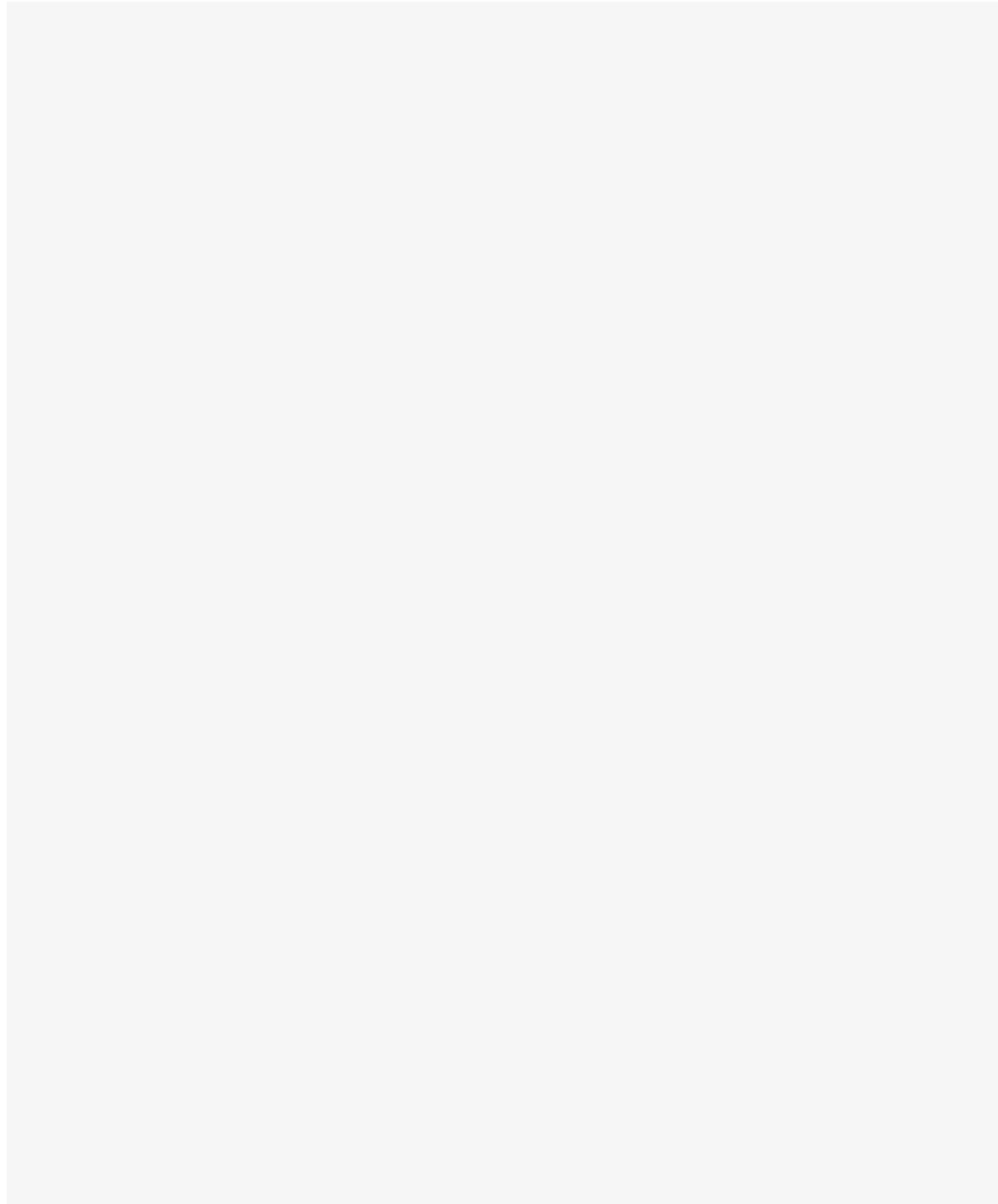**Q.2**   Why is this area **important to us**?

Q.3   Why is this an area that needs **improvement**?

Q.4 What are the main problems or issues within the area?
- Discuss this with your police mentor and youth worker
- Do some research — this website may be useful:

  https://naminharualx.cm-lisboa.pt/

team workbook

Scanning & Mapping

Scanning & Mapping

Interviews with stakeholders

A **structured interview** is a research method where you ask everyone you interview the same set of questions.

- The interview template provided on the next page provides some example questions you might ask. But **you** should write and ask the questions **you think are important.**
  — We don't live in the area — you know best what questions should be asked!

- Print out your questions and carry out 10–15 structured interviews to find out what other people think about issues in your chosen area.

NOTE: It's important that **you ask the same questions to all people** when conducting the survey. This will better reveal if different groups of people experience similar issues (for example, different age groups, genders or user types).

- This task will help you to gather information so that:
  — You can compare the answers you get from different people
  — You can see if there are any issues that are the same for everyone or for certain groups.

- File your interview notes in the back of your JDL folder as evidence of the work you have done.

To make things easier and for interviewer safety, do your interviews in pairs or as a group. One person can ask the questions, while the other person makes notes. These notes will be used later on in the challenge.

- In the space below, **make a list of who you need to speak to**, to find out more about what goes on in the area.
  (e.g. local residents, people who use the area, local shop owners, people who manage or maintain the area).

The aim of this part of the JDL process is to gather views from a broad range of people who use the area.

4.1 Example JDL Interview Questions

Below is an example of an interview structure, which contains some example questions. **You can adapt** this to your needs.

1. Introduction
- Introduce yourself.
- Introduce the JDL project.
- Introduce your area of concern (show this on a map, if you have one).

2. About the crime problems / issues...

Example questions:

2.1 From your point of view, what are the main problems in the area?

2.2 For each of these problems you've mentioned...

- **Where does this issue occur?**
  (they might indicate this on map of the area if you have one)

- **What time / day does this issue occur?**

- **Who do you think are the victims?**
  — Males / females?
  — What age are they?
  — Why are they there?
  — Where are they from?

- **Who do you think are the offenders?**
  — Males / females?
  — What age are they?
  — Do they live locally? If not, where are they from?

- **How does the problem occur?**
  — What methods does the offender use to commit the crime?
  — Do offenders act alone? Do they have help from other people?
  — How do the offenders gain access to the area?

- **What do you think attracts these sort of problems?** (And why?)
  For example:
  - [ ] There are suitable victims using the area.
  - [ ] There is an absence of people who might discourage offenders.
  - [ ] The nature of the environment (e.g. poor lighting; overgrown bushes; etc.).
  - [ ] The way the area is used (Or that it is under-used).

3. About legitimate users...

"Legitimate users" are people who are not there to cause problems.

3.1 Who are the legitimate users of the area?
  — Males / females?
  — What age are they?
  — Families?
  — Where are they from?

3.2 What are they doing in the area? And when are they doing it?

4. What might be done?

4.1 What could help to reduce these problems in the area?

4.2 How can the area be made more suitable for those who use it?

4.3 If money was not an issue, how might you improve the area?

4.4 Do you have any other suggestions?

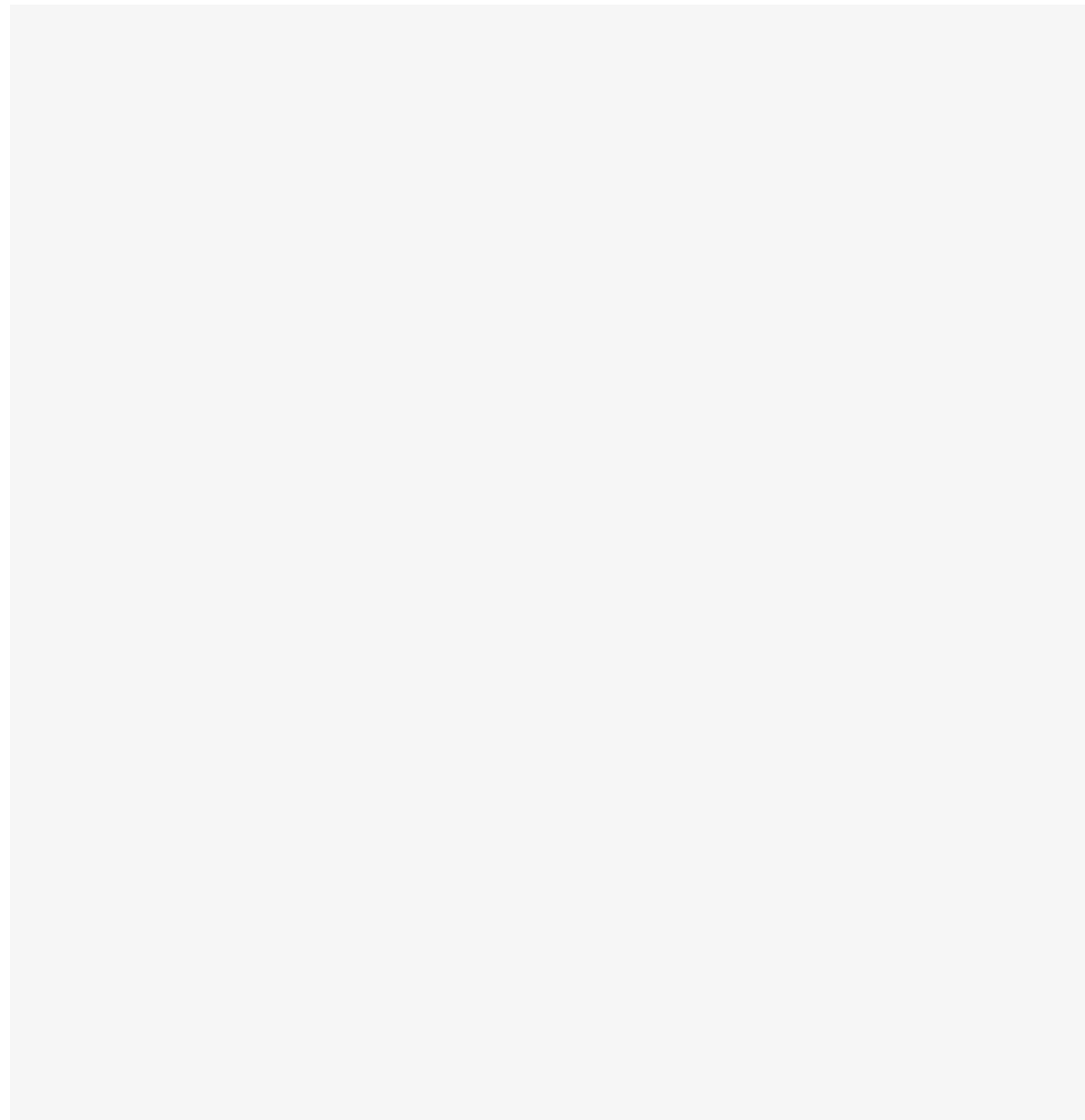# 4.2 Interview Analysis

Review all your interview results.

Discussion: Using the information gathered from the interviews, what are the most common problems or issues that occur in our chosen area?

— **Write the results** of your discussion below.
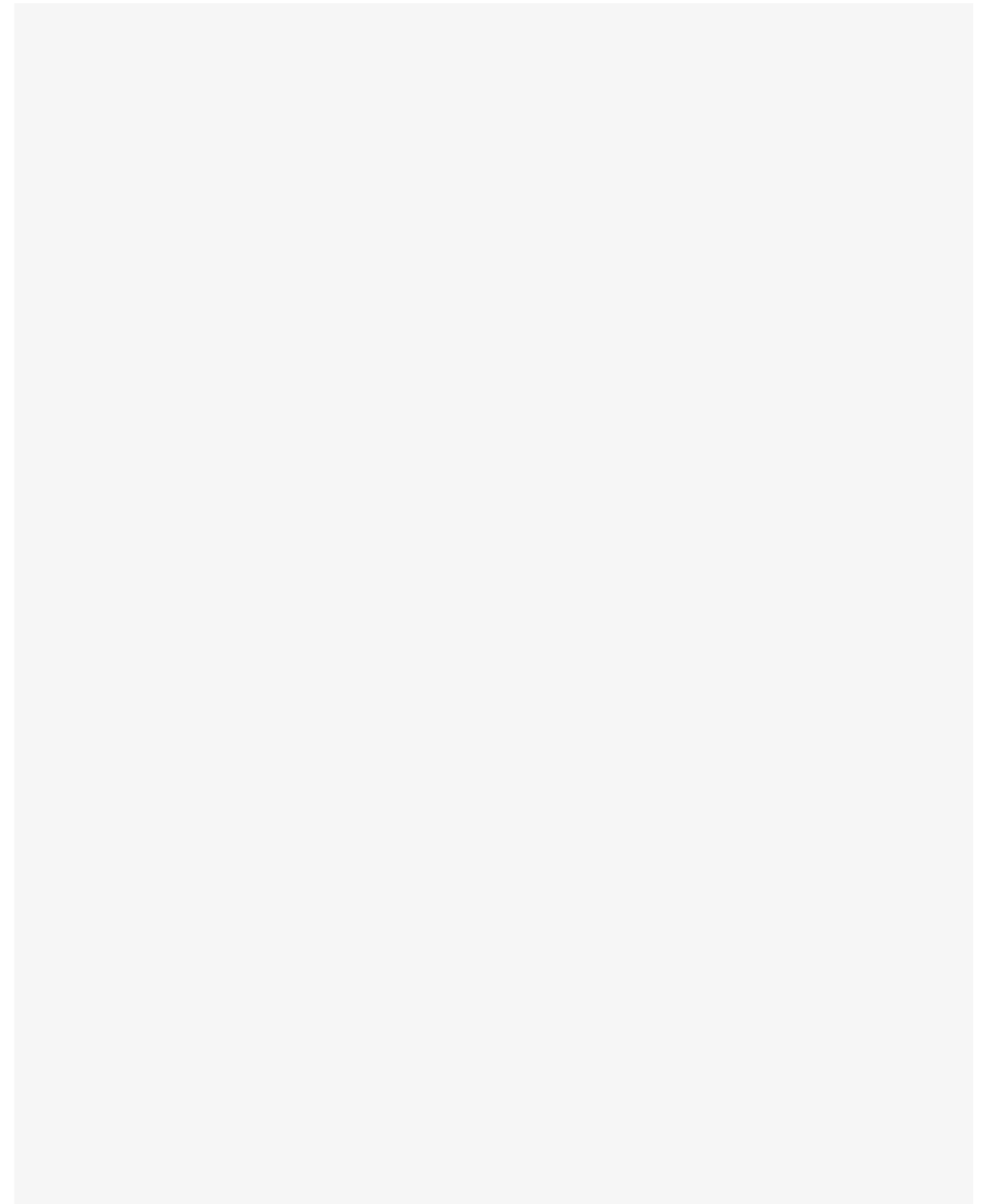
KEY FINDINGS FROM YOUR INTERVIEWS

On the next few pages, **make notes** about the results of your interviews.
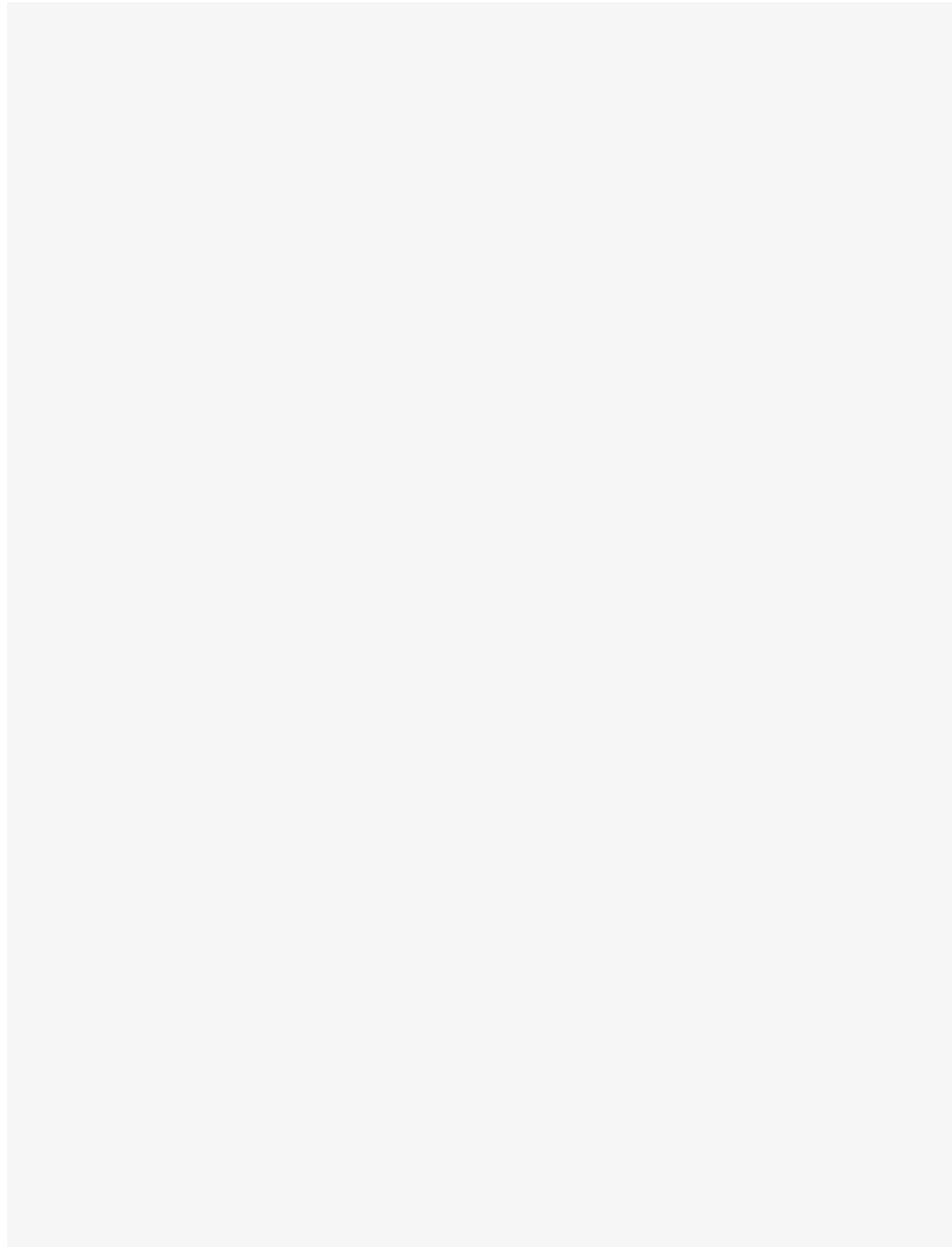
What did they tell you?

KEY FINDINGS FROM YOUR INTERVIEWS

- What did the **different people** you interviewed tell you?
- Were the common **themes**? Similar opinions?
- Where were the **differences**?

- **What did you learn** that you did not know before?
- Did anything surprise you?
- **How do you now understand** the area and the problem?

4.3 Place-Centred Map

A place-centred map is used to record behaviour of all individuals within a specified place and time. It shows how or when a particular space is being used — or not being used.

For example:

Think about a **public park**...

Groups of young people might hang around the swings; whilst mothers of young children and older people might sit on the benches; and dog-walkers might use the grassed area. Think about:

- What exactly are people doing in that space?
- Are there particular sections within the area where certain activities take place?

TASK

- On the next page, **draw a place-centred map** of your chosen area.
- Include a key, to identify the different groups of people and the main features within the area.

For example:

— Where do young people 'hang out' in your chosen area?

— Who tends to be in particular areas (e.g. sitting on the benches; or eating lunch sat on the grass?)

— Who is walking their dog? And where?
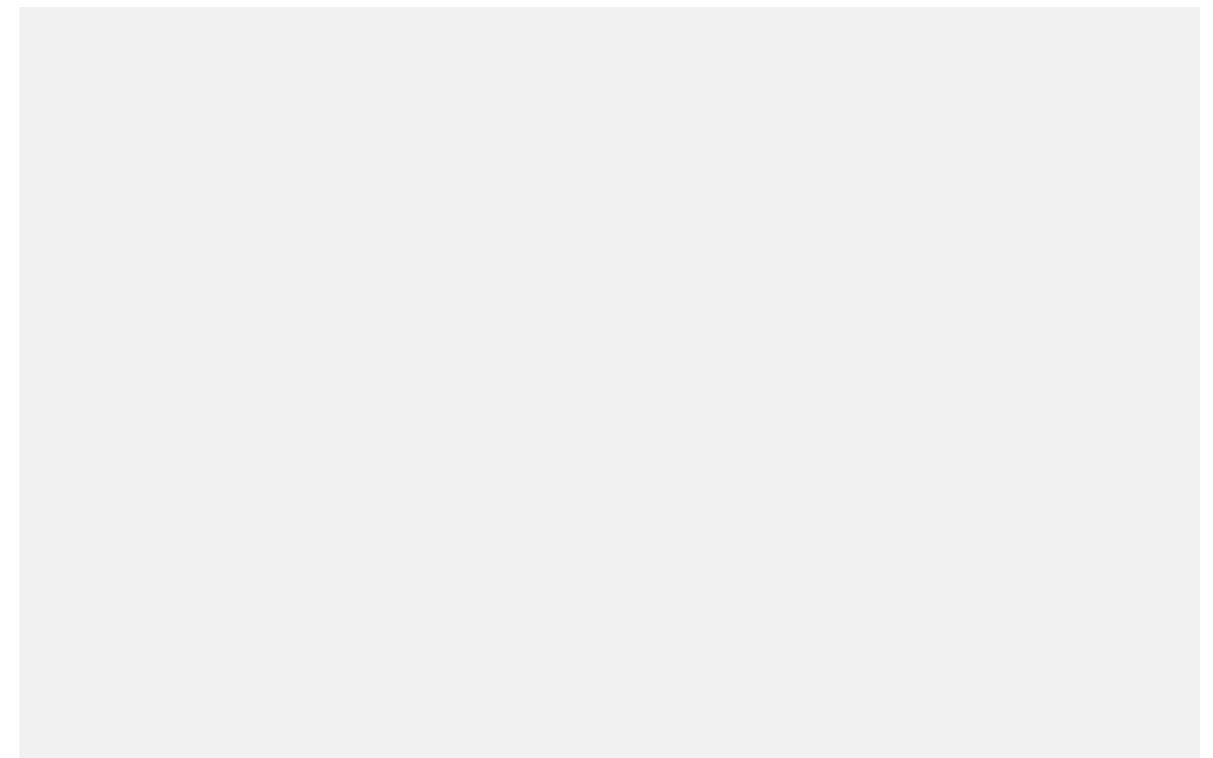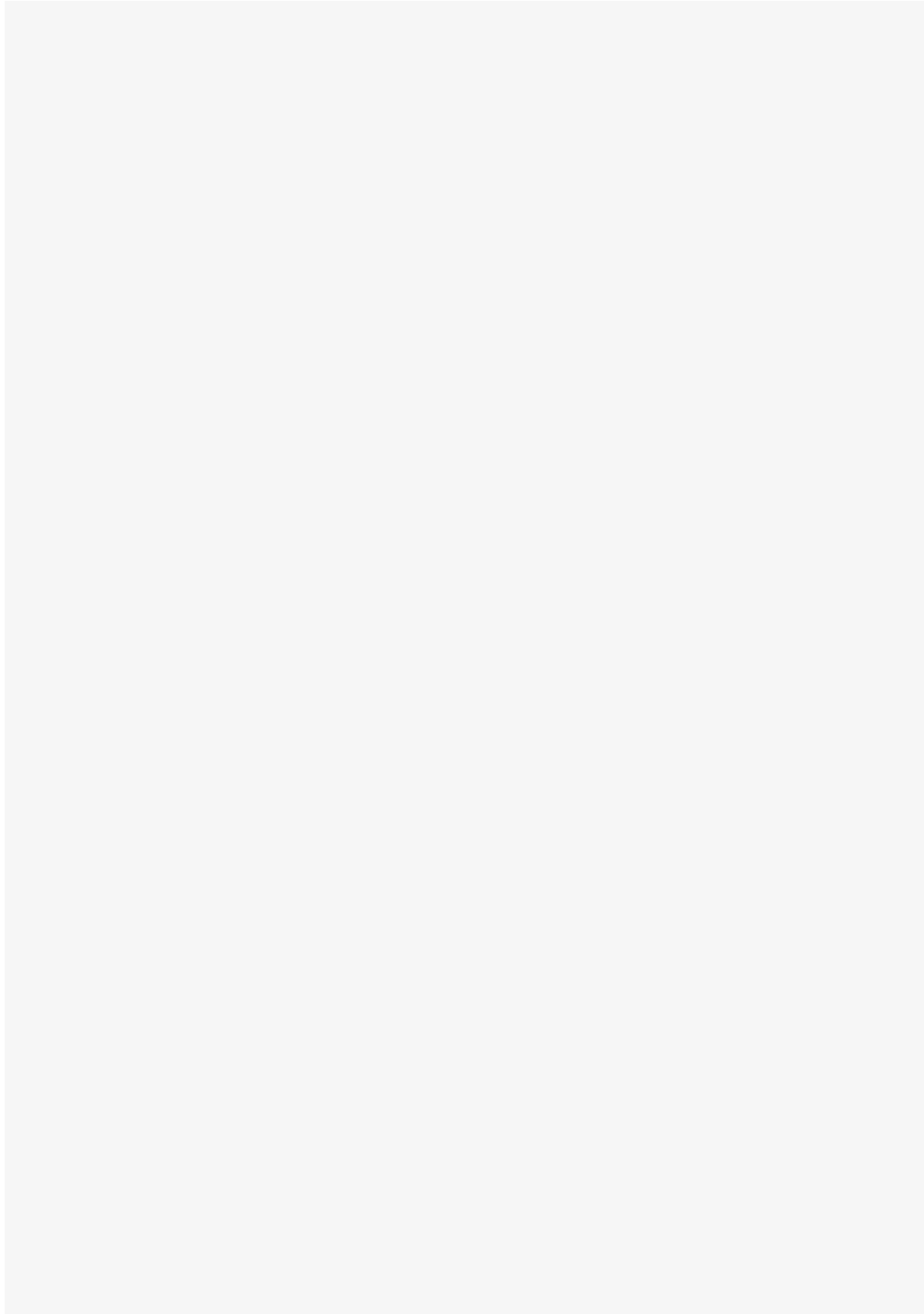
Note: You can either draw your map on this page, or draw it on another piece of paper and paste it to this page — your choice!

Review your place-centred map to answer the following questions:

Q.1 **Who** uses the area?
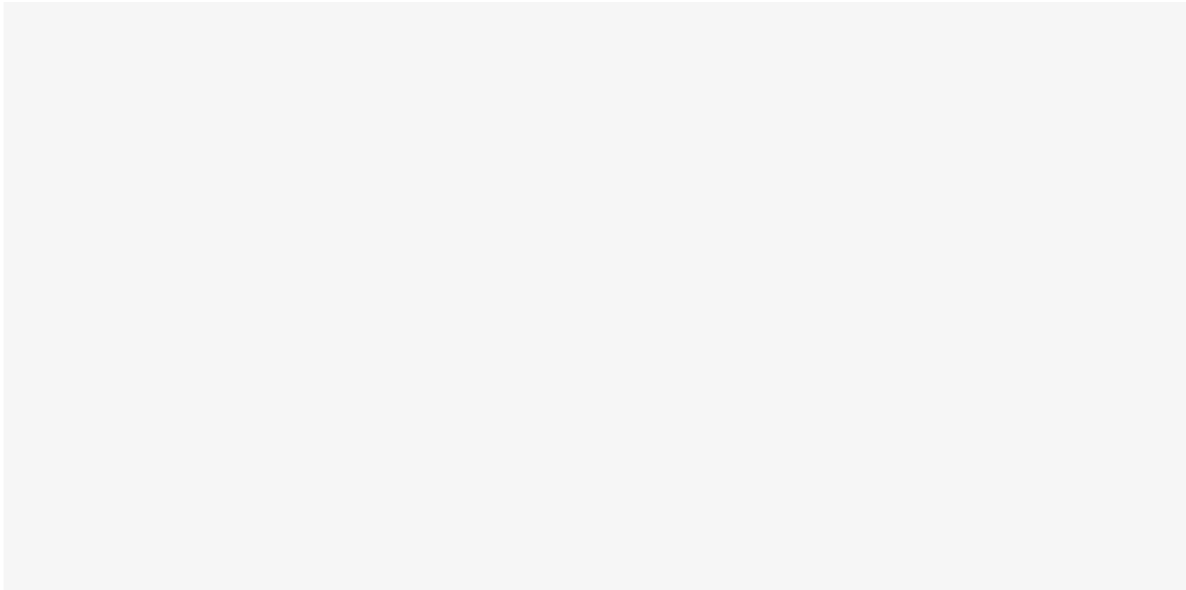
Q.2 **How** are different parts of the area being used?
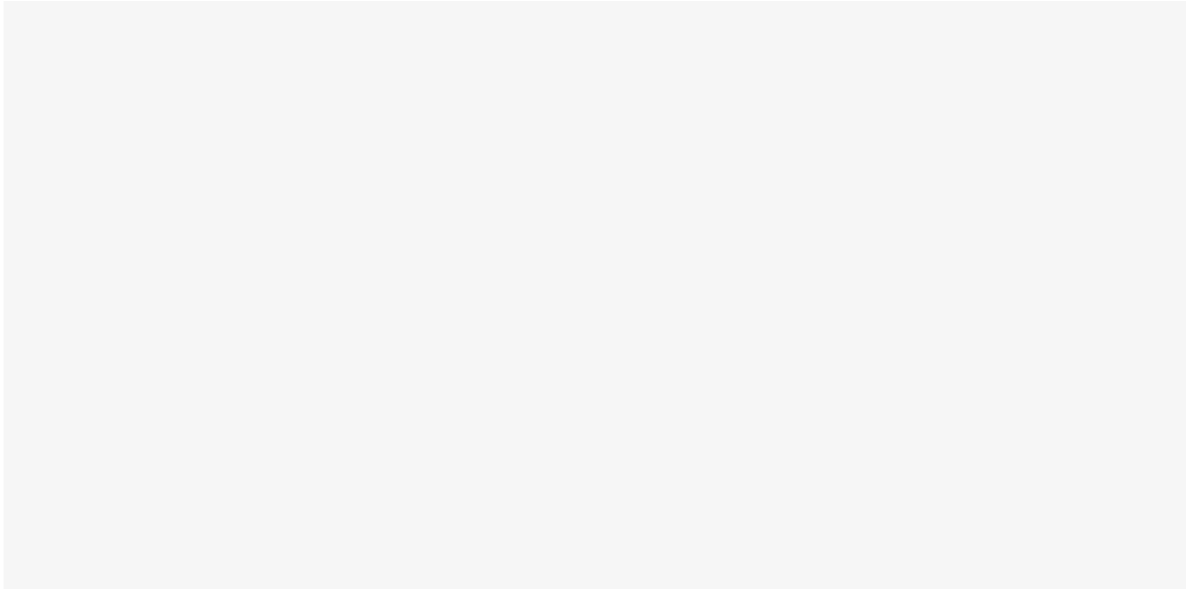
Now that all the information **has been collected** from:

- Your interviews.
- Your observations.
- Your place-centred map...

Q.3 On which problem or issue **will you focus**?
— **And why?**

team workbook

Assessment of the Problem
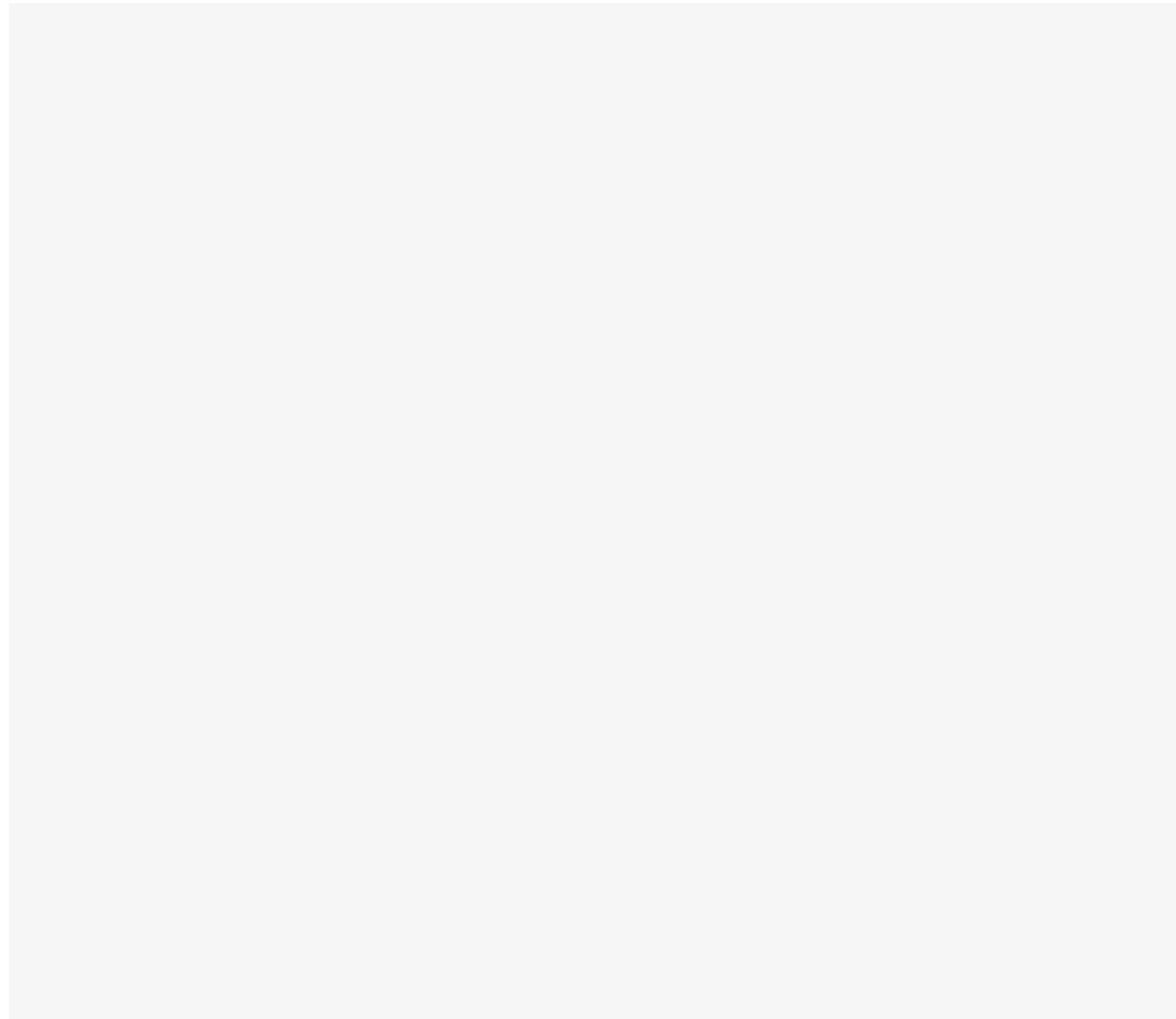
Assessment of the Problem

In this section, **you will explore the information that you have collected** from the interviews, data from your police mentor, your observations and place-centred maps — and from your own knowledge about your chosen area and your chosen problem or issue.

FOCUS AREA

- What and where is the area on which you will focus?

PROBLEM OR ANTI-SOCIAL BEHAVIOUR ISSUE

- What is the problem or issue on which you will focus?

Q.1 **Who** are they?

Q.1 **Who** are they?

Q.2 **How** old are they?

Q.2 **How** old are they?

Q.3 **When** are they most likely to offend?

Q.3 **When** are they most likely to be targeted?

5.1 Introducing the Problem Lifecycle [1]

In order to create design solutions that reduce or prevent problems or anti-social behaviour (ASB), designers need to better understand how such problems occur.

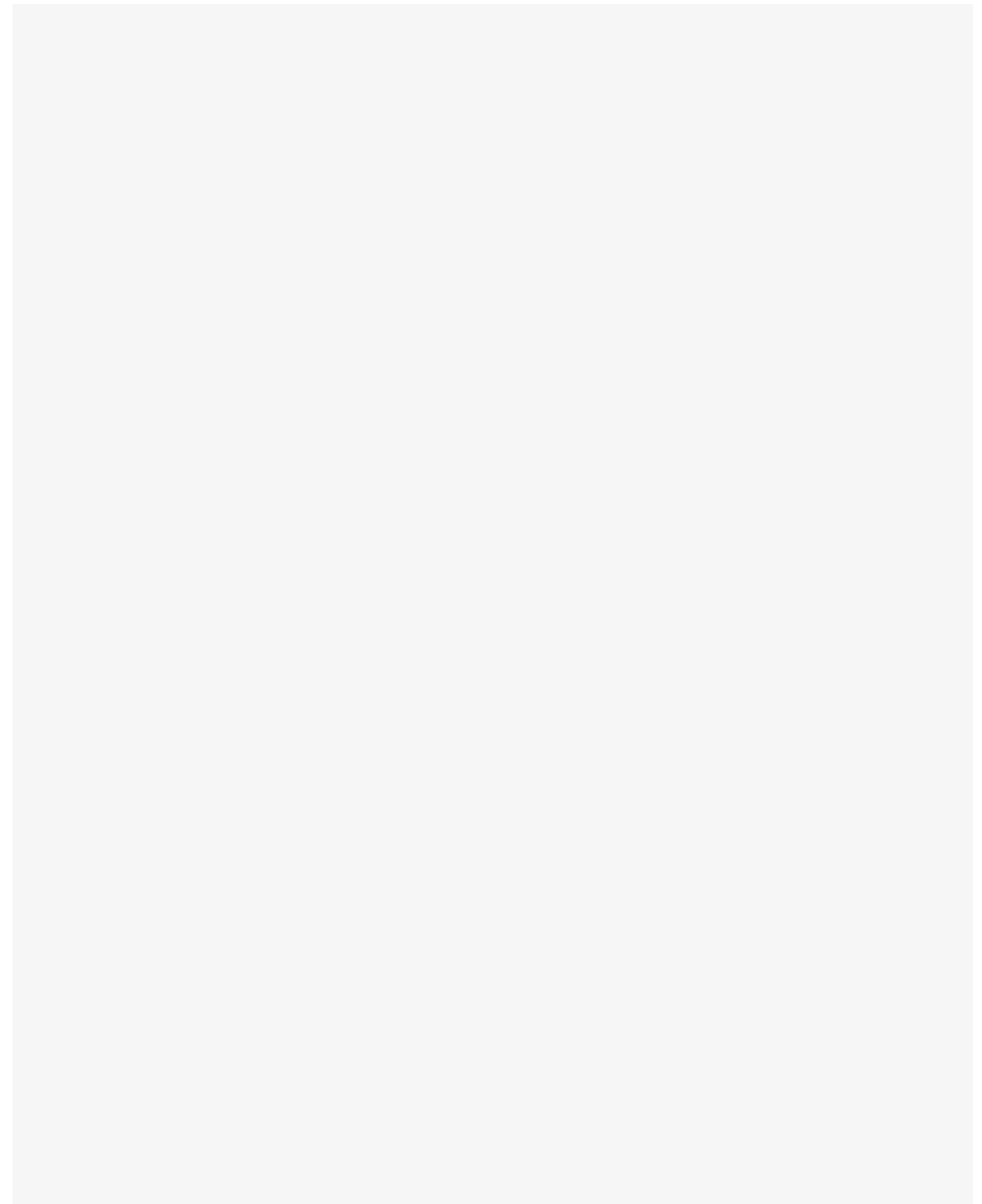**Problems can be complex social issues** and involve individuals choosing to break the rules of their community or society. The reasons why people create problems are complex too, and can be linked to different factors, such as poverty, poor education, an individuals' psychological background, or the influence of their peer group.

For every problem there are situational factors that **influence the in-the-moment choices** of the people involved. These situational factors affect the behaviours and actions of potential offenders, victims and bystanders, which can affect how a problem takes place — and whether it takes place at all. In addition, after **every problem** there are **consequences and repercussions** — in which design can play a positive role.

The Problem Lifecycle model was developed to enable designers to understand the causal factors leading to a problem incident, in order to better identify design solutions that might tackle them. The model also allows designers to consider the impact of their design solution on issues arising after a problem has occurred.

The model provides a structure for considering a problem or anti-social behaviour issue in a systematic way through the creation of a **Problem Profile**.
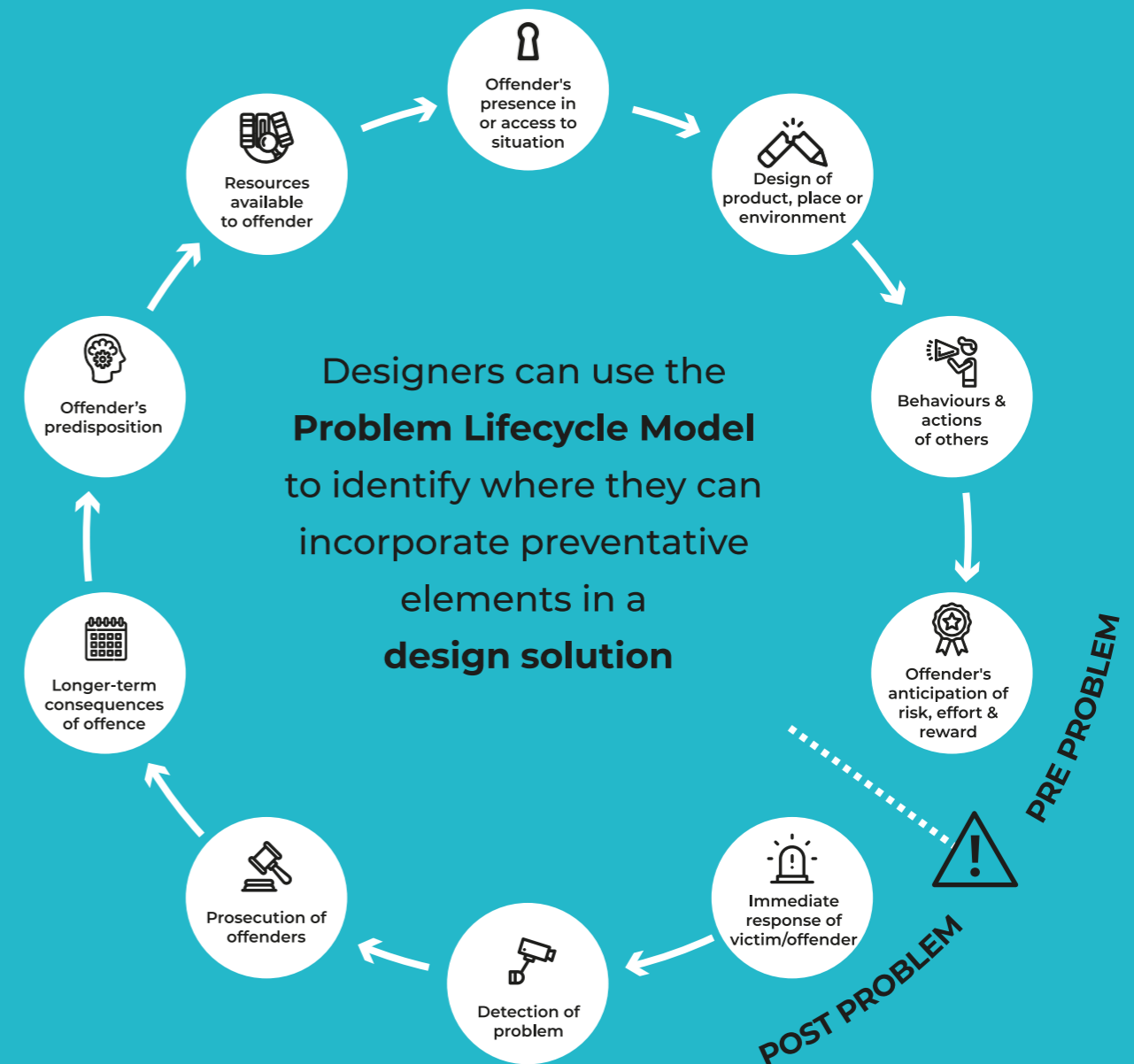
[1] Adapted from 'The Crime Lifecycle' by Andrew B. Wootton & Caroline L. Davey, 2004.

Resources available to offender

Offender's presence in or access to situation

Design of product, place or environment

Behaviours & actions of others

Offender's predisposition

Offender's anticipation of risk, effort & reward

Designers can use the **Problem Lifecycle Model** to identify where they can incorporate preventative elements in a **design solution**

Longer-term consequences of offence

Prosecution of offenders

Detection of problem

Immediate response of victim/offender

PRE PROBLEM

POST PROBLEM

5.2 Creating your Problem Profile [2]

Creating a **Problem Profile** will help you to understand the problem you have chosen to look at from different perspectives — so that you can come up with more and better design ideas to tackle it.

Using the information you have collected, complete the Problem Profile with the help of your Youth Worker and Police mentor.

PROBLEM PROFILE

1. Resources available to offender

This refers to resources that may enable a problem to happen, which can include:

- Tools or equipment (e.g. spray paint to create graffiti).
- Other people (co-offenders) during a problem or incident (e.g. someone to keep a lookout).
- Other people after a problem has taken place (e.g. someone to lie about what happened or where the offender was).
- Knowledge and skills (e.g. familiarity with a neighbourhood, or skills in getting into areas where public access is prohibited).

Thinking about the problem you have identified... Ask yourself:

Q.1   **What skills and knowledge** would an offender need?

[ ]

---

[2] The Problem Profile is based on The Crime Lifecycle by Andrew B. Wootton & Caroline L. Davey, 2004.

Q.2   **What tools and equipment** could the offender use to commit the offence?

[ ]

Q.3   **What co-offenders** might the offender need during and after the offence?

[ ]

2. Offender's presence in or access to the situation

Problematic situations require the presence of an offender. The offender's presence may be:

- **Planned** (i.e. the offender is in the location specifically for the purpose of creating the problem).
- **Opportunistic** (i.e. the offender just happens to be in a location by chance — e.g. having a drink in a bar where a fight occurs).

Thinking about the problem you have identified… Ask yourself:

- Why is the person (or persons) causing the problem in the location you're focusing on?
- Is their presence in the situation purposeful / planned? Or is it opportunistic — do they just happen to be passing?

Q.1 **Thinking about the location**
- Are particular areas within **your focus area more prone to the problem**? If so, **where are these**?

Q.2 **Time and day**
- When is the problem most likely to occur? (**Think:** Does the problem occur more at a certain time of day? Or on particular days of the week?)

Q.3 **Method**
- How exactly does the offender cause the problem or commit the crime?

3. **Design characteristics of the place or environment**

Thinking about the problem location you have identified… Ask yourself:

Q.1 In selecting this location, what is it about the location that attracts the offenders?

Q.2 Is there anything in the design of the area that is promoting the problem or helping the offender create the problem?
(For example, places where an offender can hide? Poorly lit places? Hidden access or escape routes?)

4. **Behaviours, actions and abilities of others**
Other people in a situation can act as preventers or promoters of a problem — sometimes without meaning to. **People can be**:

- **Active preventers** — for example, a police officer or a security guard.
- **Passive preventers** — in some cases, the mere presence of other people may be enough to deter offenders.
- **Deliberate promoters** — for example, an accomplice who keeps watch while their friend causes a problem.
- **Careless promoters** — for example, someone who forgets to lock their car.

Thinking about the problem location you have identified… Ask yourself:

Q.1 Who might be **active** preventers that could stop the problem from occurring?

Q.2 Who might be **passive** preventers that could stop the problem from occurring?

Thinking about those helping (or promoting) the problem taking place... Ask yourself:

Q.1 Who might be **deliberate** promoters in relation to the identified problem?

Q.2 Who might be **careless** promoters in relation to the identified problem?

5. Offender's anticipation of risk, effort or reward

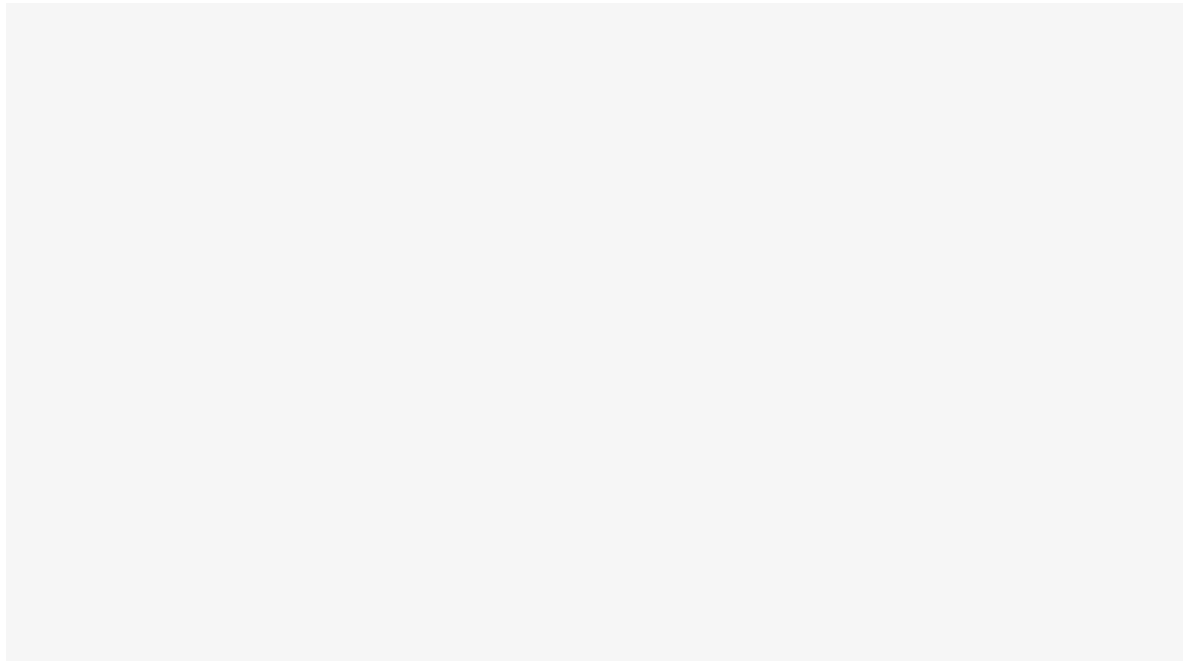An offender's decision to commit an offence (or not) is affected by three factors:

- Their perception of **risk** — what is the risk of them being seen, being identified or someone intervening and trying to stop them?
- Their perception of effort required to commit an offence — how easy or difficult they think it will be.
- Their perception of the possible reward from the offence — what will they get from committing the offence? Such reward may be financial, but it may also be emotional — for example, increased 'status' or reputation.

Q.1 What factors might increase the offender's **risk** of being detected and identified? (Or make them think that there is increased risk?)
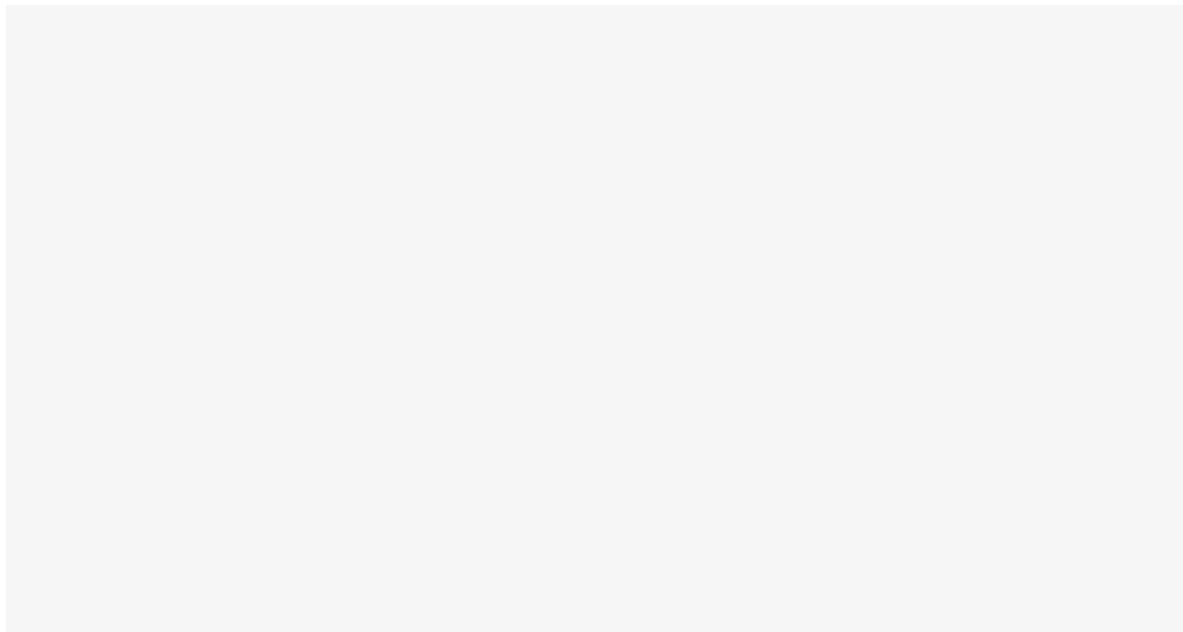
Q.2 What factors might increase the **effort** required by an offender?

Q.3 And what factors might reduce the possible **reward** the offender gains? (Such reward may be financial, emotional or other)
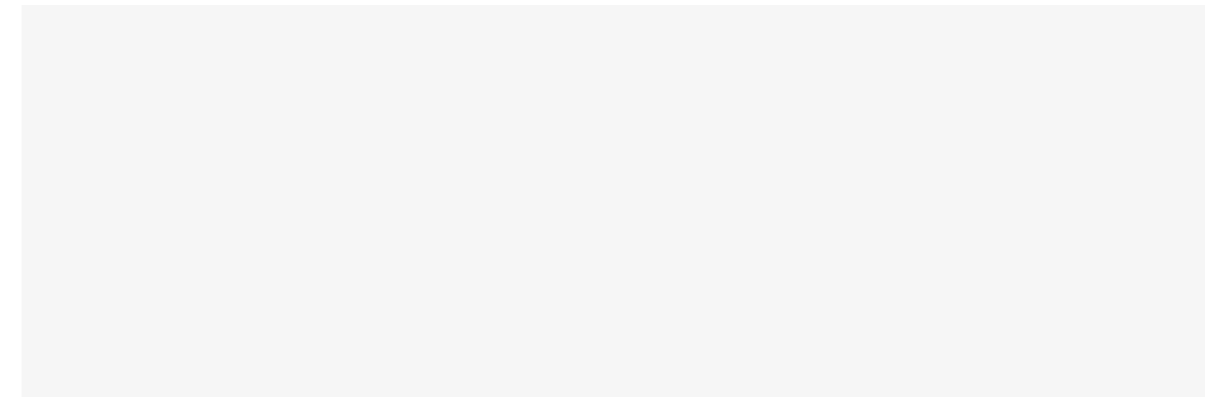
6. Immediate impact

Think about the moments immediately after an offence is committed...
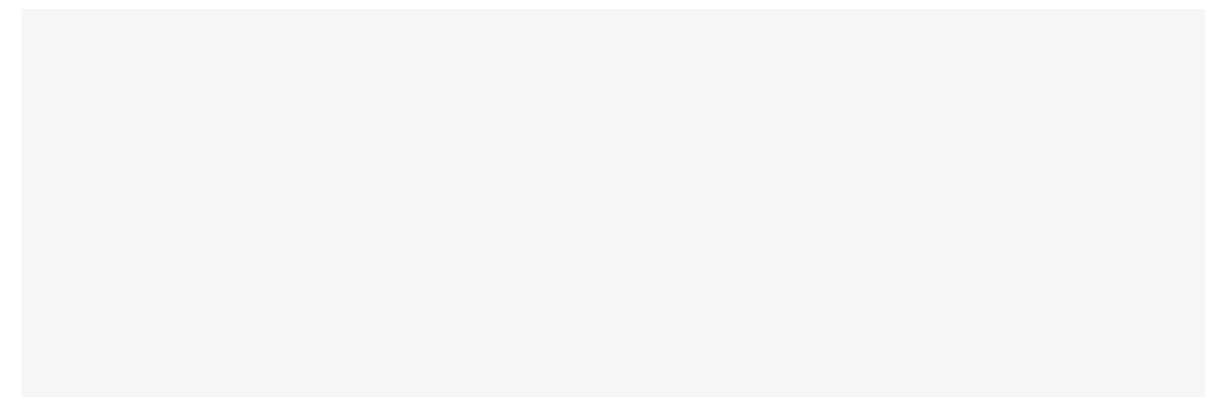
Q.1 **Victim response**
- What might the **victim feel**? How might **they act**? What might **they do**?

Q.2 **Offender response**
- How might the **offender feel**? How might **they ac**t? What might **they do**?

7. Detection of the problem

Q.1 In your chosen location, how is the problem you're looking at **detected**?

E.g: Victims phoning the police?

A bystander seeing or hearing an offence take place?

Somebody noticing the problem later?

8. Longer term consequences

Q.1 What do you **think** are the **long-term effects** of the problem happening…

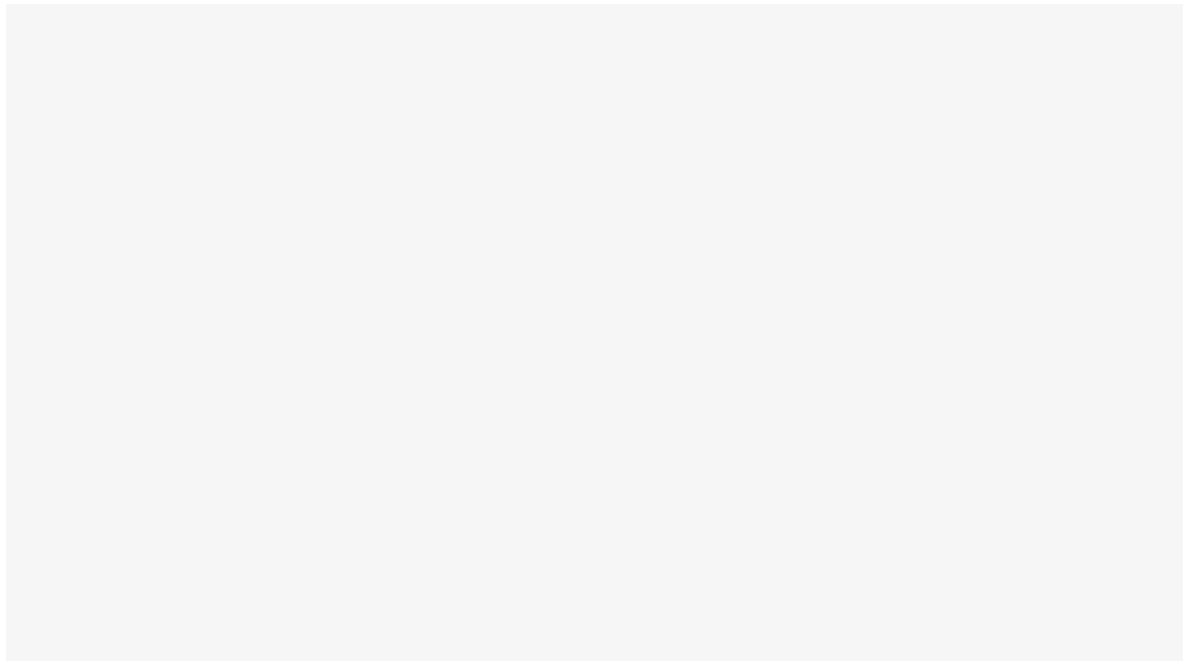• For the **victim**?
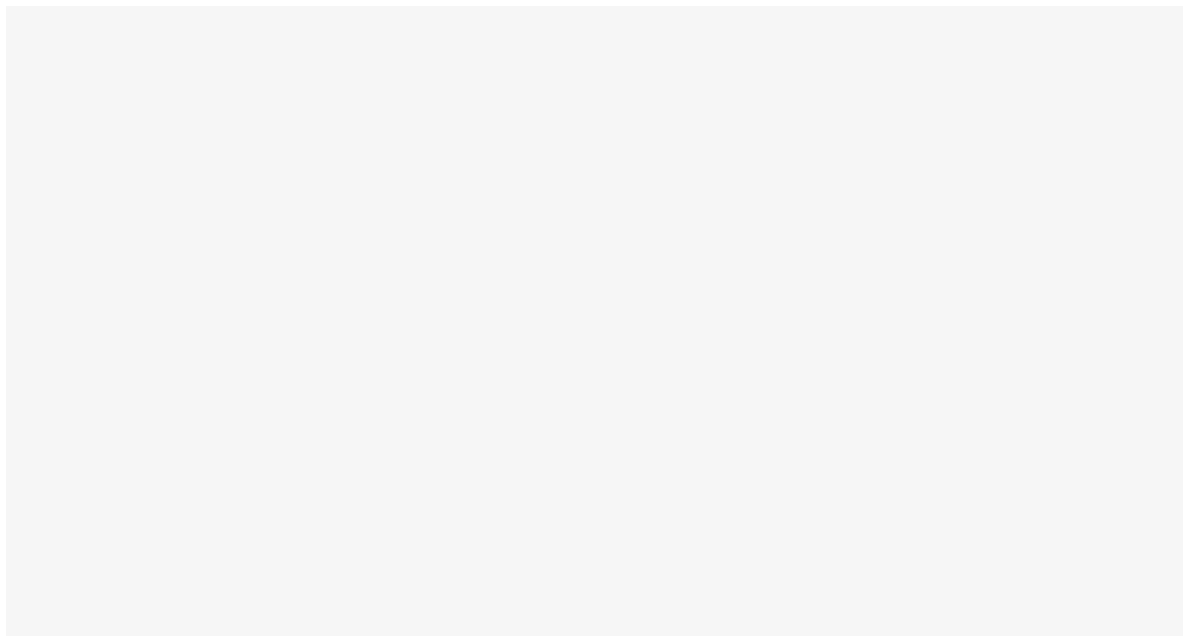
Q.2 For the **offender**?

Q.3 For the **community and surrounding area**?

Q.4 For **young people**?

team workbook

Design
Response

Design Response

Bringing it all together...

Link up all the information you have found:

— The content of your *Problem Profile* (on the previous pages).

— Your understanding of the way the area is being used.

Time to think about your research findings and **draw some conclusions**!

- Why is this problem occurring?

- How does the problem relate to the way the location is being used? (as shown in your place-centred map)

- How does the problem relate to people who are present — or not present? (as outlined in Section 4 of your Problem Profile)

6.1 Idea Generation

Now for the fun part!

On the next three pages, brainstorm and evaluate **three design ideas** that you think would design out the problem in the area that you are focussing on.

IDEA 1

- What impact will this design idea have on other users in your chosen area?

- Will this idea increase or decrease the feelings of security in the area?

- Is there any chance that this idea will cause the seriousness of the problem to increase?

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- What impact will this design idea have on other users in your chosen area?

- Will this idea increase or decrease the feelings of security in the area?

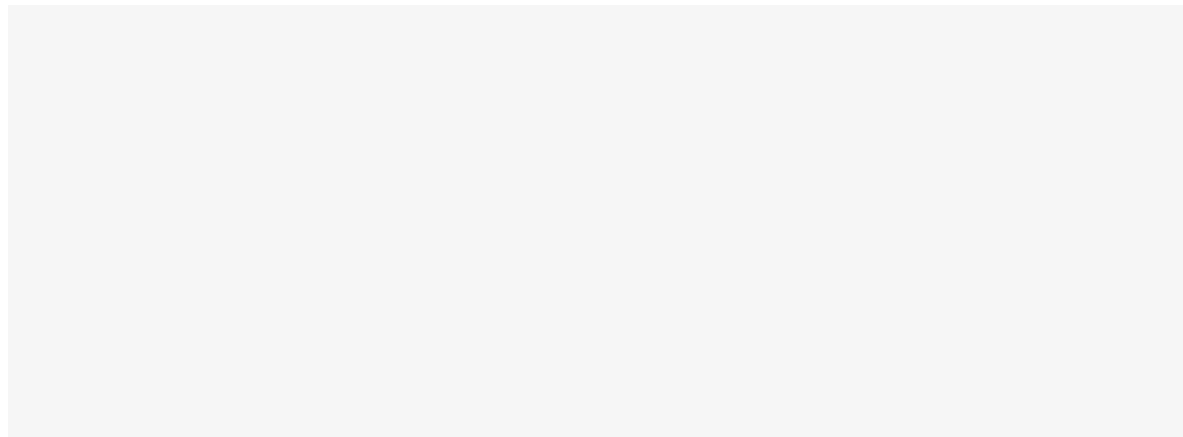- Is there any chance that this idea will cause the seriousness of the problem to increase?

team workbook

your design challenge

6.2 Final Design Idea

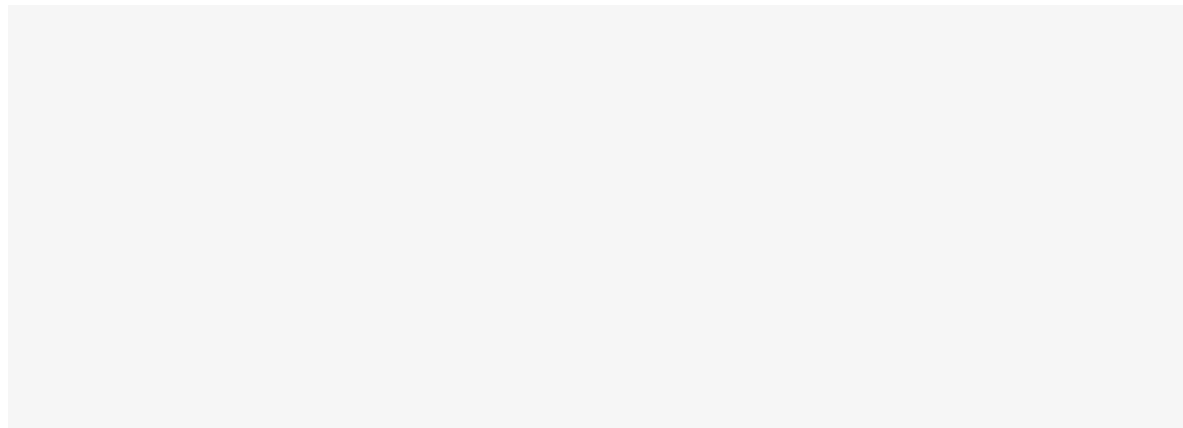As a group, **discuss** and **review** your three design ideas...

• What do you like? And what do you not like so much?

Either pick one of these ideas, or select elements of different ideas to combine to make your **Final Design Idea**.
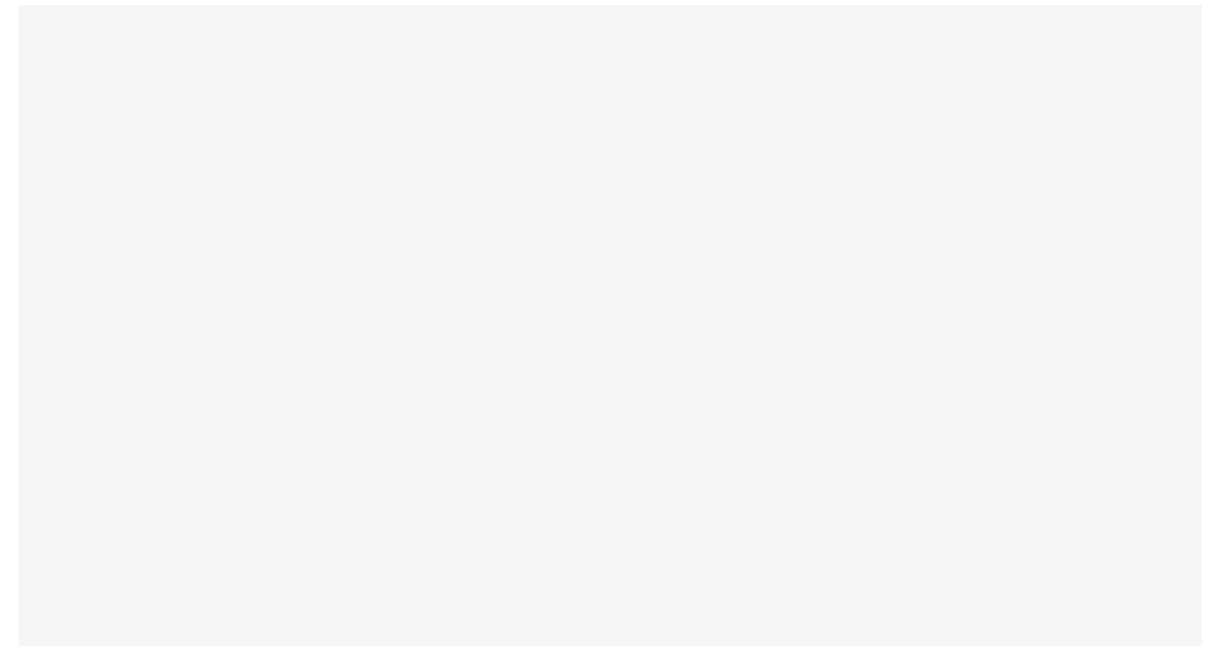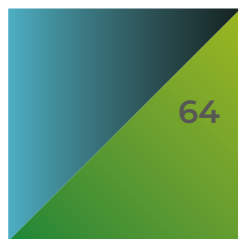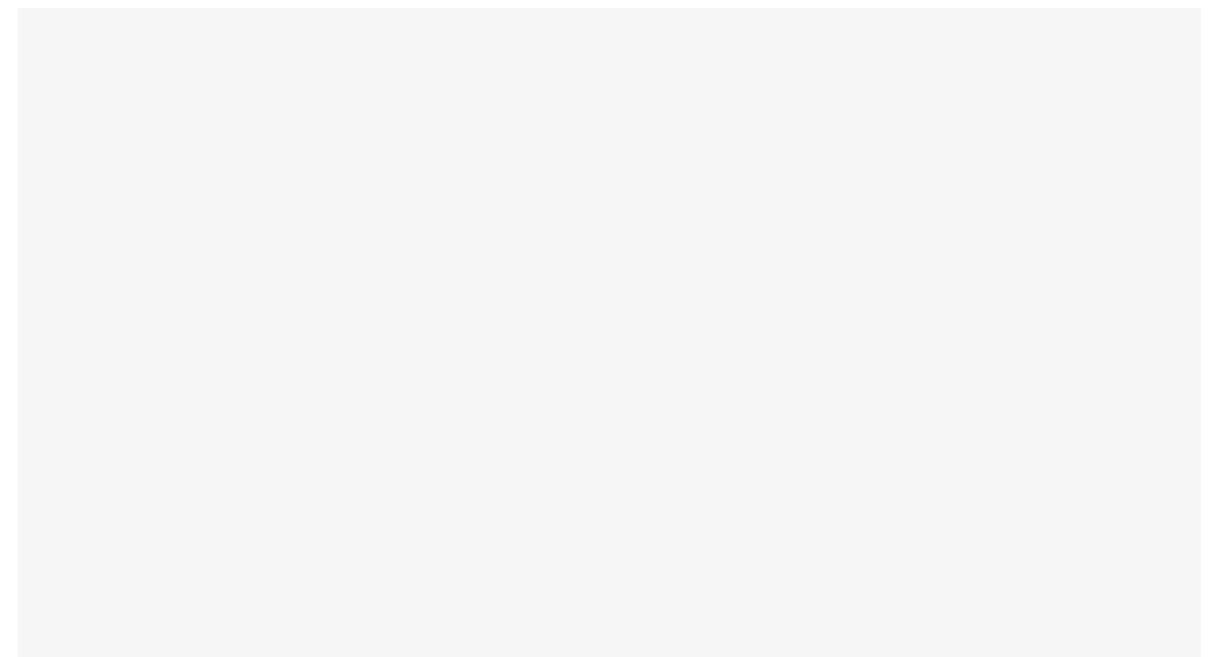
Q.1 What is our **Final Design Idea**?

Q.2 **Which aspects of the Problem Profile** does our Final Design Idea tackle? Review your Problem Profile and decide what section(s) it applies to.

Q.3 How will our Design Idea **design out** the problem? What does our Design Idea do about the problem?

Q.4 How will our Design Idea **improve** our chosen area?

Review
& Refine

Review & Refine

7.1 Design Review

Collecting feedback on your idea

In any design project, it's vitally important to collect feedback from end-users and to see what other people think about your proposed design idea.

- **Present / explain your idea and collect feedback from other people — and make sure that you file the evidence in your JDL folder.**

Think about:

Q.1 **How will you gather feedback** from people?
— For example, using a short survey? Or through short interviews?

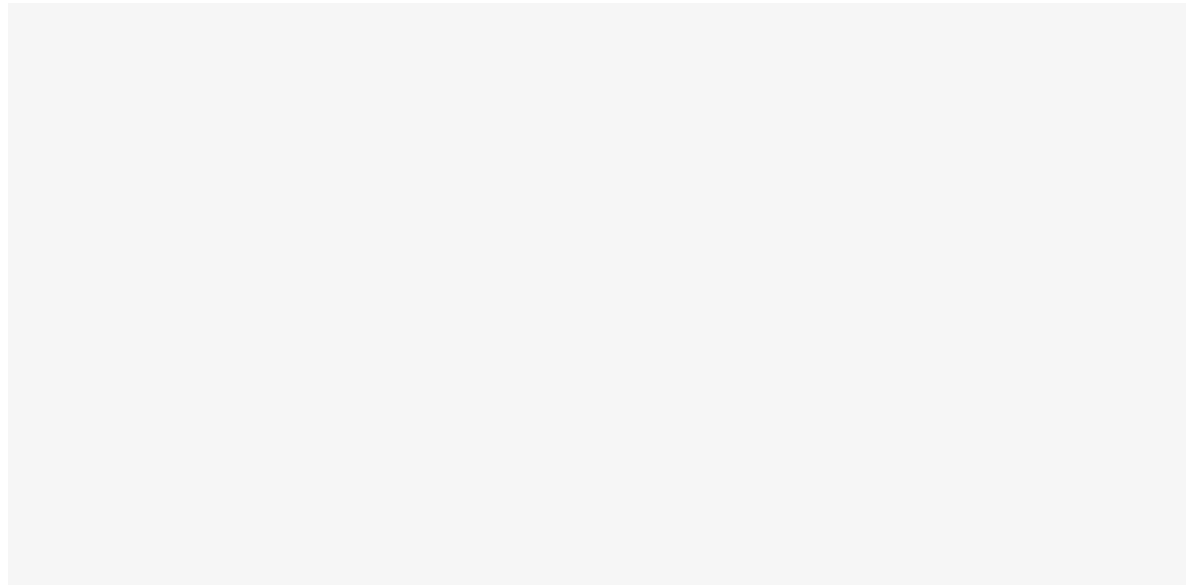**Q.2** What questions **should you be asking**?

7.2 Feedback Results

Q.1 What are the main points people raised when giving feedback on our Design Idea?
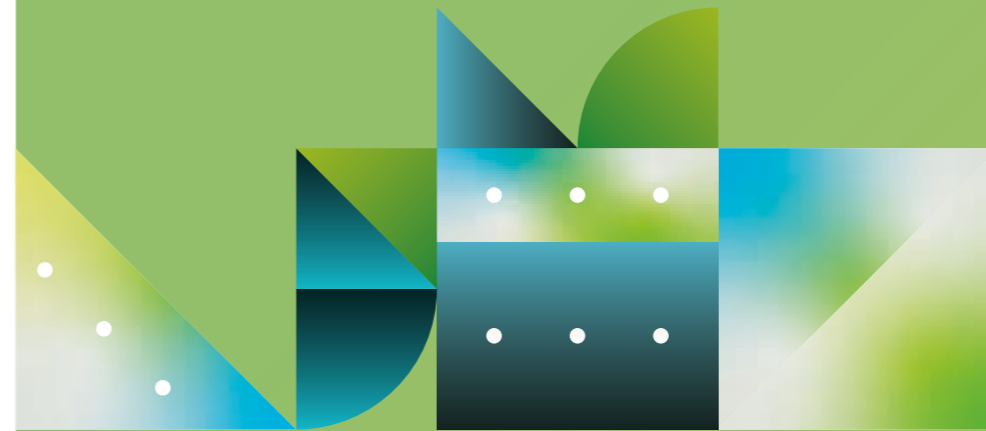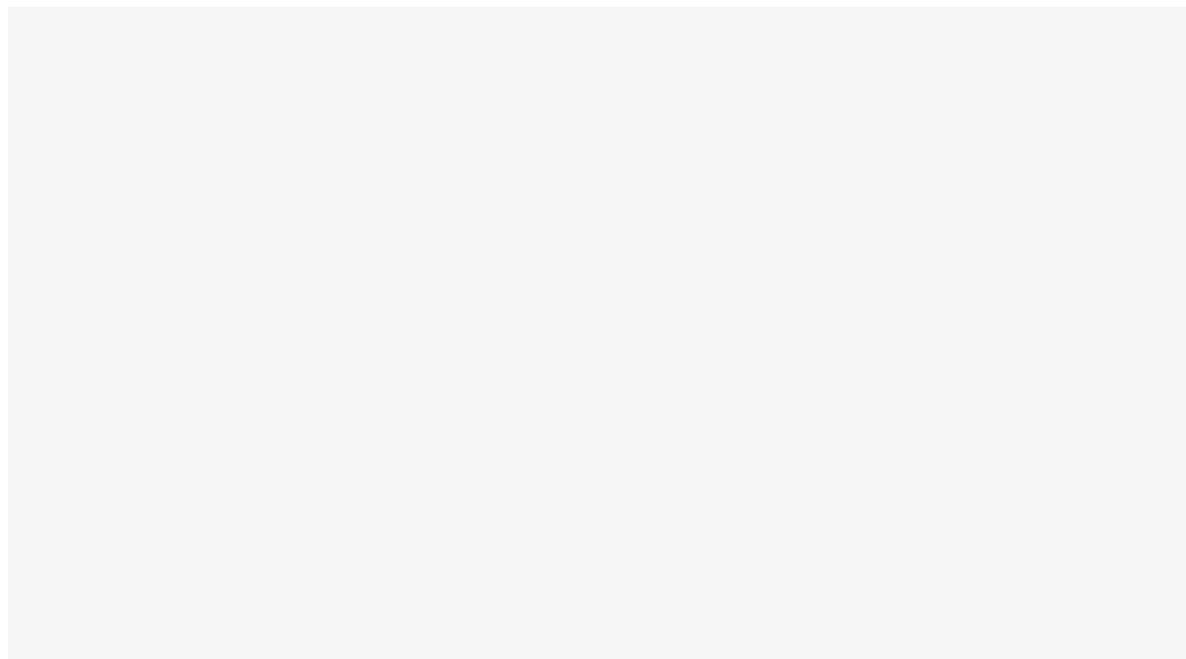
Q.2 Did anyone point out something or raise any issues that we'd not thought about? If so, what were these?

Q.3 Do we need to adapt and improve our Design Idea in light of any feedback we received? If so, how?

team workbook

Design
Communication

Design Communication

■ **Posters?** ■ **Drawings?** ■ **Models?** ■ **Drama?** ■ **Rap?** ■ **Video?** ■

Now it's time to get creative!

- Communicate and demonstrate your Final Design Idea through posters, drawings and models. These should show:
  — How your design idea would look in your chosen area — and how the area would be changed.
  — How your design idea would work — using, for example, a storyboard of different stages of the process.

Your presentation work will be displayed for the Judges and audience to view at the final Showcase Event — so they can see and better understand how your design idea would work.

- What **visual materials is your team going to create** to communicate your Final Design Idea?
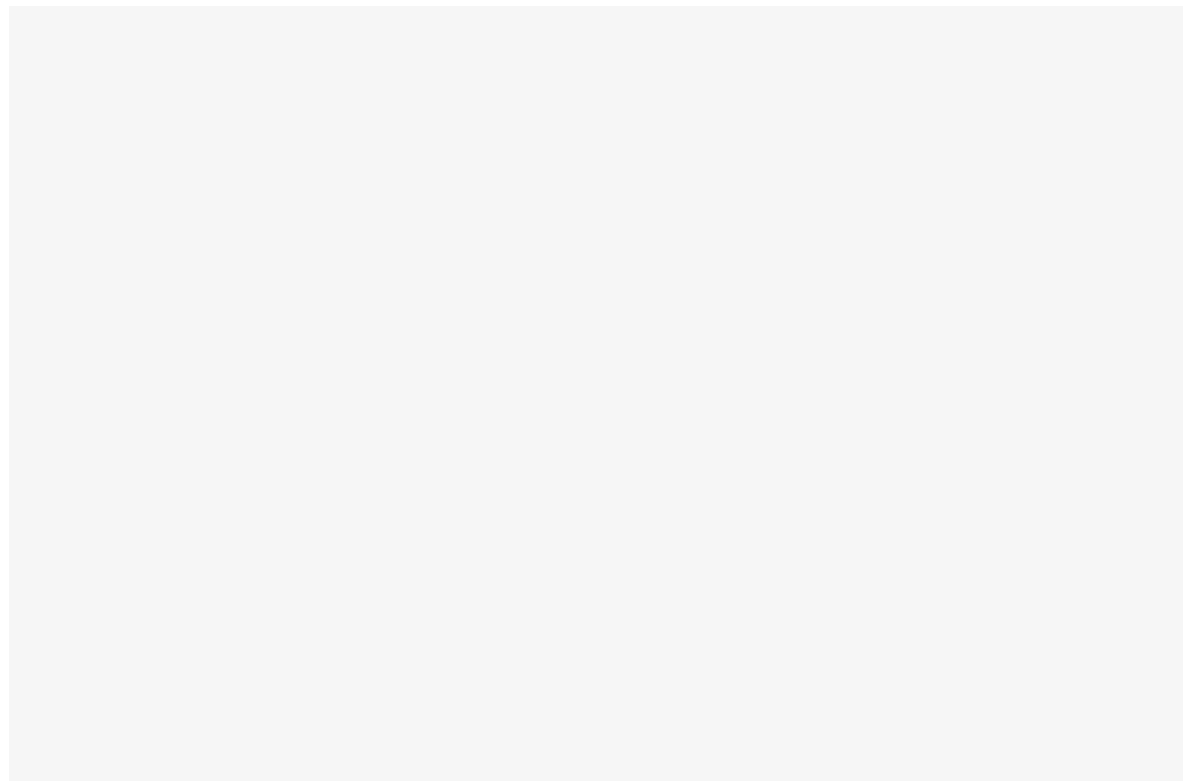
8.1 Team Presentation

The **JDL Showcase evening** is your opportunity to show the Judges why your team should win. They will have seen and reviewed your JDL folders, but your **presentation** and **design communication materials** (posters, drawings and models) will **bring your design ideas to life**!

Don't forget: the Judges will ask you questions about your idea and how you developed it. So you may want to brainstorm what questions they might ask you — and think of the answers you will give!

Team Showcase presentations
At the Showcase event, each JDL Team will present their Final Design Idea for addressing a problem in their chosen area.

Presentations need to be **10 minutes** long and teams may use **any format they choose** to communicate their design. Use the best style to suit your design idea — **be creative!**

- **Presentation outline**
  Remember: every presentation should have a beginning, middle and end
  — How will you introduce your Team?
  — Why are you doing this presentation?
  — How will you tell the audience about your chosen problem — and why it's a problem to the neighbourhood?
  — What message do you want to get across to the audience? You need to 'sell' or 'pitch' your message and design idea to everyone!
  — How will you explain your design idea?
  — How will you show the audience what action you took during the JDL challenge?
  — What recommendations or further suggestions do you want to make to the Local Authority and the audience?
  — How will you incorporate your experience / journey over the JDL project into your presentation?
  — And a final word: Why your Team should win!
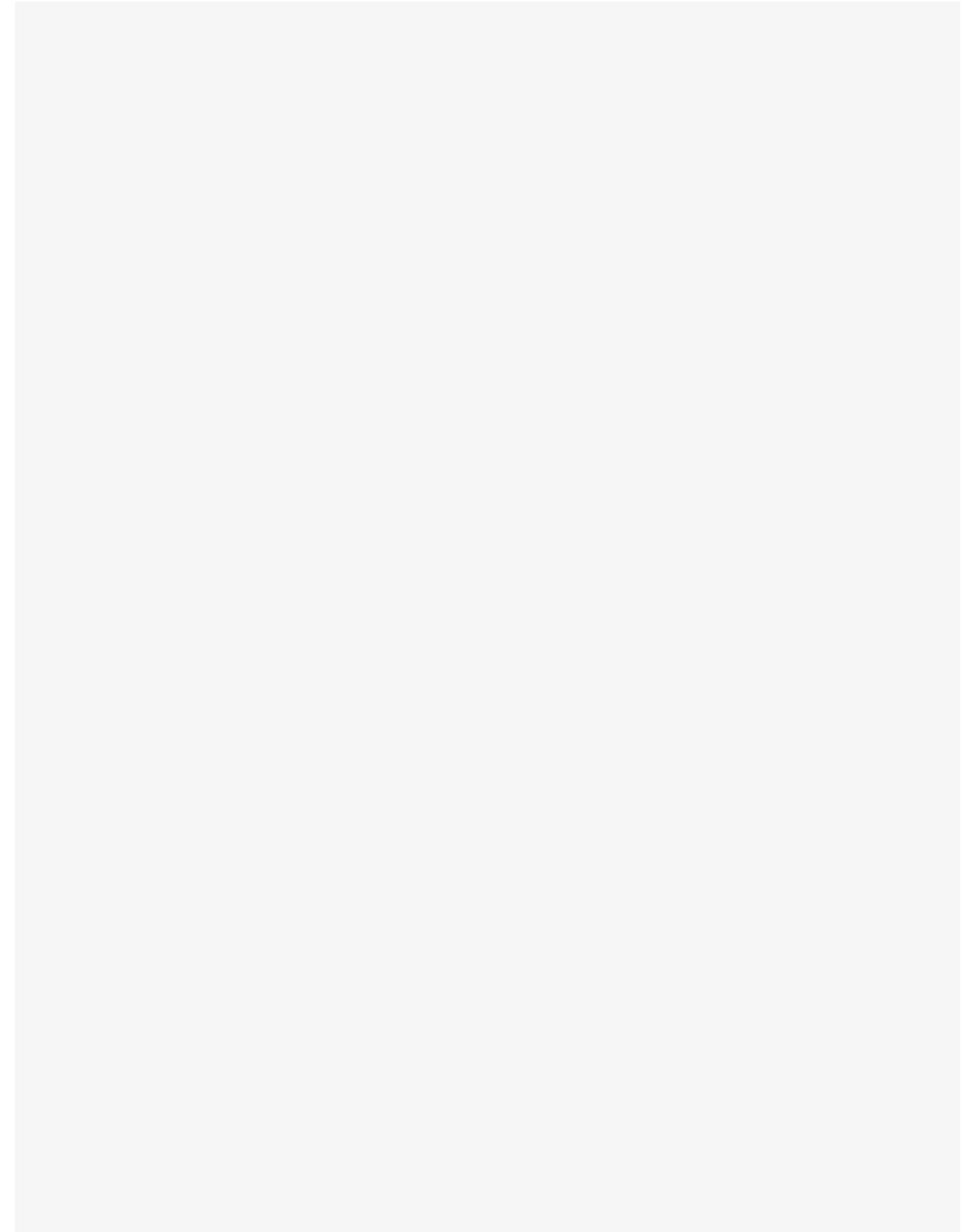
- **To make the Presentation work**
  — Who is going to say what?
  — What are you going to wear?
  — What props will you need? Who will bring what?
  — What music will you need? Who will bring this?
  — Do you need to access a laptop from the stage?

- **Hints and Tips**
  - — Speak slowly, loudly and clearly — you want everyone to hear your message!
  - — Make eye contact with the audience and the Judges.
  - — Use cue cards if necessary — but avoid reading out chunks of information.
  - — PowerPoint is fine — but try to use alternative ways to present
  - — Be creative — people remember visual things.
  - — If you're nervous, take a deep breath. The audience won't know you are feeling nervous so act confident.
  - — Show your passion — why is this problem so important to you?
  - — Keep it SIMPLE.
  - — Rehearse, Rehearse, Rehearse! The more you practise, the less nervous you'll feel.

8.2 Presentation Ideas

Use this page to **make notes** on the development of your presentation.

team workbook

your design challenge

Reflection
& Review

team workbook

your design challenge

Team Review

Hold a **Team meeting** at the end of the project to reflect on and discuss your experience of the JDL project.

Q.1 How did we work together as a **group**?

Q.2 What was the main **positive thing** each person contributed to the challenge?

Q.3 What have we most **enjoyed**? And most **disliked**?

Q.4 What problems did we **encounter** and how did we **solve** them?

Q.5 What are the main things we **learnt**? And new skills we **developed**?

Q.6 Have our views on safety **changed**? **How**?

Q.7 What would **we do differently** if we had to do the challenge again?

Q.8 Have we **changed and developed as people** during this challenge? If so, **how**?

Q.9 What **recommendations** would we make to another **young person or Team** about to start the **JDL challenge**?
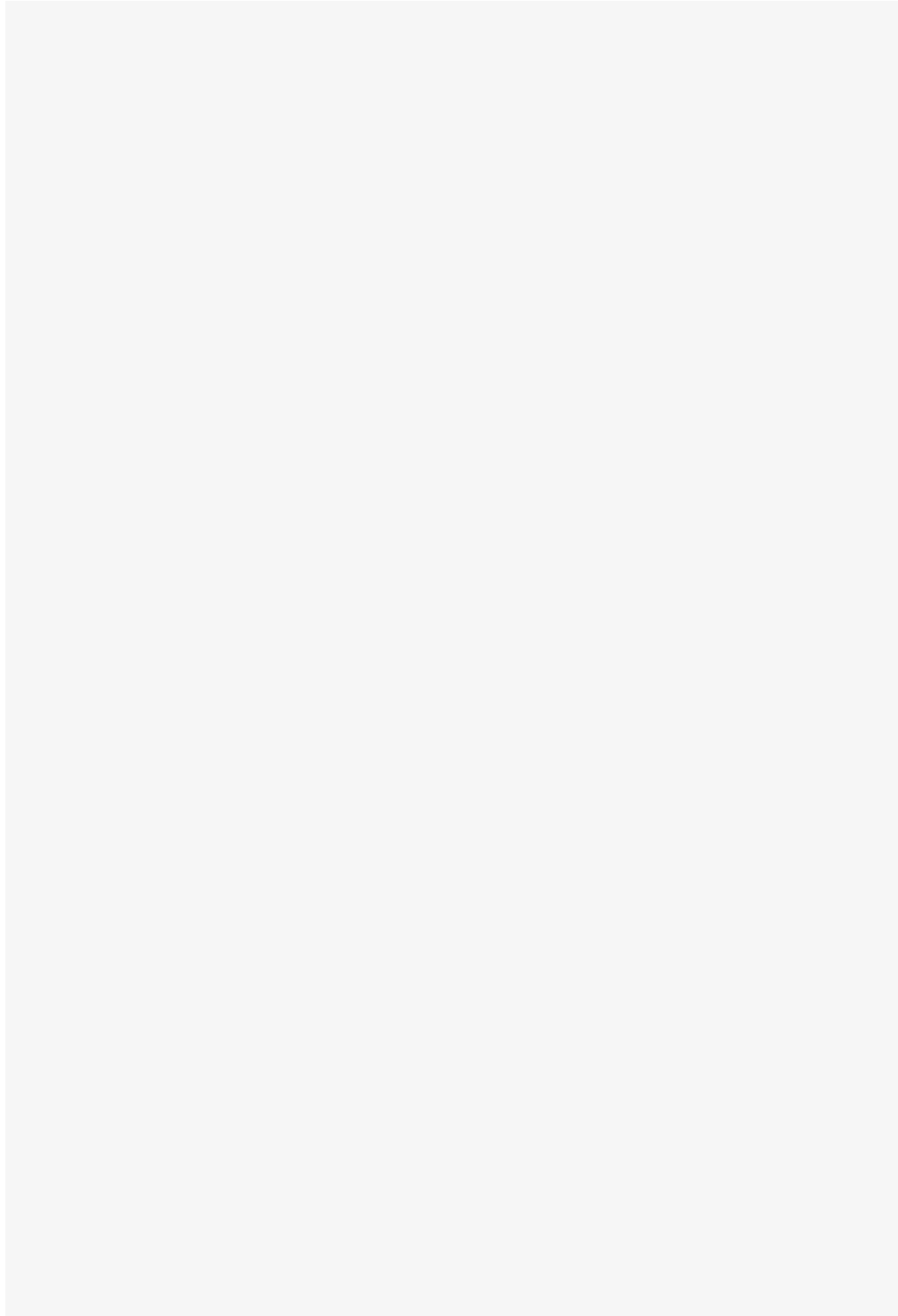
Final Checklist

1   JDL Team Workbook complete (best copy) ☐

2   Showcase presentation sorted ☐

3   Presentation saved on USB drive ☐

4   Posters / drawings / models complete ☐

5   All visual design communication work finished ☐

6   Ready to face the Judges ☐

7   Outfits sorted for the night ☐

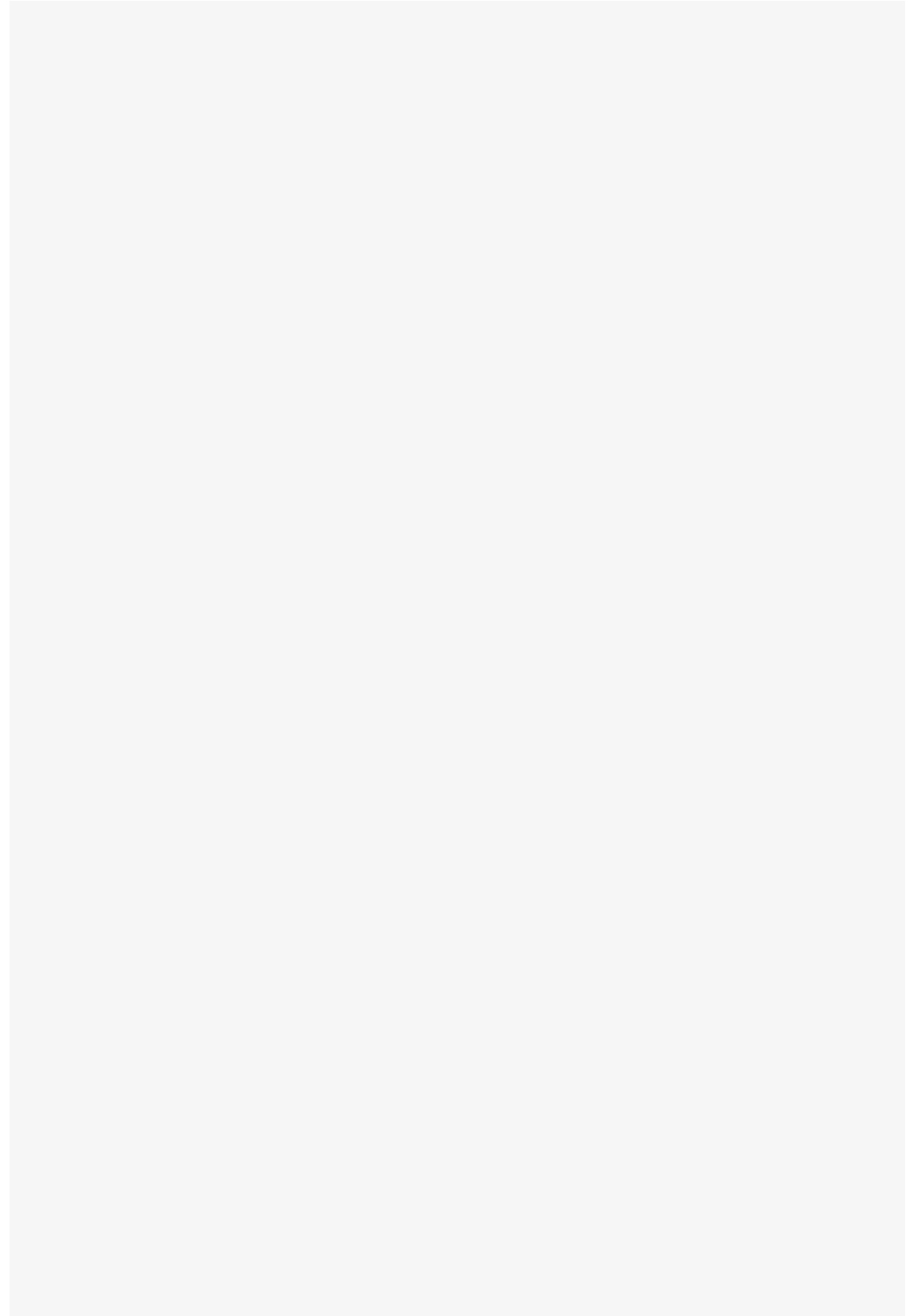**8**   Remind family and friends about attending the Showcase! ☐

Drafts

team workbook

your design challenge

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