It is time for new imaginaries to be turned into new action.

Repairing the Future of Queensland Series

Designing the Now

Event book
It is time for new imaginaries
to be turned into new action
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AT A GLANCE

Welcome to the Designing the Now Event Book. The following pages introduce the event, the design thinking processes that we used to help direct the event process, outcomes and where to next.

EVENT DETAILS

Date: Saturday 10 October 2015
Time: 9.30am - 1:00pm
Place: Reverse Garbage Queensland, Woolloongabba, Brisbane

Thank-you for joining us in designing the next steps for Queensland’s future.

REDIRECTIVE PRACTICE

Bec Barnett, Lennah Kuskoff, Christine Moulder, Chenoa Pettrup and Tristan Schultz
It is time for new imaginaries to be turned into new action

Event Overview

In this Section
Who is Redirective Practice
Designing the Now Overview
Who Participated
Event Organisation
About Redirective Practice

Redirective Practice is an interdisciplinary, social design practice that works with government, education and community bodies to design alternative and sustainable future directions. As part of this process, we research as well as run workshops and collaborative events through which pathways toward those outcomes emerge.

We believe that the future heading towards us, created by unsustainable human action both past and present, is full of challenges that must be faced now. Our backgrounds as designers have shown us the agency that design has to confront these challenges through redirection, adaptation and mitigation. We also believe that it is human agency, culture, situated knowledge and skills that should confront these challenges rather than a reliance on technology as a ‘quick fix’.

We formed as a design collective out of a desire to instigate meaningful, sustainable change by applying our design skills to the plethora of future challenges humanity is currently facing. The positions stated above guide how we approach this task.

We have experience working together on a variety of local and international projects and come together with ideas, determination and recognition of the need to engage others in the discussion.

Redirective Practice is unaffiliated.

Redirective Practice Team

Bec Barnett: Designer, researcher and upholsterer who currently works as a lecturer and tutor in the Design Futures program at Queensland College of Art, Griffith University, Brisbane, Australia.

Lennah Kuskoff: Designer, educator and hospitality practitioner who works as an instructor and tutor in the Design Futures program at Griffith University’s Queensland College of Art.

Christine Moulder: Designer and researcher as well as a tutor in the Design Futures program at Griffith University’s Queensland College of Art and course coordinator at the Griffith College.

Chenoa Pettrup: A freelance graphic designer, Design Lounge Coordinator for the Asia Pacific Design Library at the State Library of Queensland and a tutor in the Visual Communication Design department at Griffith University’s Queensland College of Art.

Tristan Schultz: An interdisciplinary designer, researcher and Convener of Visual Communication Design in the Design Futures Program at QCA, Griffith University. Tristan is currently a panel member of the Australia Council for the Arts as an Aboriginal and Torres Strait Islander Arts Strategy Panel Member.

International Members

Zoe Yakimoff: Designer and researcher with a background in Design Futures, based in Colombia.

Jānis Ķīnasts: Urban planner, geographer and researcher, based in Latvia.
A Three Part Event Series

**Event 1:** reflected on the past and present to start imagining different versions of the future.

**Event 2:** started the process of designing projects that can be implemented now to get us to the futures imagined in Event 1.

**Event 3:** will focus on the implementation of the projects developed in Event 2.

While it may appear counter-intuitive to have Event 2 and 3 located where they are on this mud map it is in this part of the map that the gap between the present and imagined futures is. Filling this gap through design was the focus of Event 2 and will continue to be the focus in Event 3.

**Event Overview**

Why are we running this event series?

The idea for the Repairing the Future of Queensland series developed from our understanding that we live in a broken world and that sometimes this brokenness overwhelms our ability to instigate meaningful change. This brokenness is evidenced in structural unsustainability appearing in forms such as: global inequality, geopolitical instability, climate change, social fragmentation and the loss of traditional cultural values and practices.

Drawing from our individual professional backgrounds and as graduates of the Masters of Design Futures we recognised the important role that design has to play in addressing future challenges. In recognising the role that design can play we identified that we have an important role as designers to use our skills to effect change and to be leaders of this change. We chose to focus on Queensland as a place to start guided by an old Swedish proverb ‘Dig Where You Stand!’ (Gräv där du står!).

What were the goals of the second event, Designing the Now?

Redirective Practice’s second Repairing the Future of Queensland event will guide participants from the local community through a process that begins to answer the question.

‘What do we need to design now to get to the futures we want for Queensland?’

In Event 1, local community members worked together to develop six design fictions about the future of Queensland. After choosing one of these fictions as a focus, participants worked in small groups with the Redirective Practice team to design projects that can be implemented now and that will lead to these imagined futures. Participants were not limited in deciding what form their projects might take and were encouraged to experiment with a number of formats including events, objects, campaigns, toolkits and many more.

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**Date:** Saturday 10 October 2015

**Time:** 9.30am - 1:00pm

**Place:** Reverse Garbage Queensland, Woolloongabba Brisbane

The Event focussed on Queensland within six key focus areas identified as most significant for its future. These areas included:

- Aged Care
- Agricultural Production
- Community Identity
- Food Practices
- Education
- Rising Sea Levels

Event 3 will look to implement what was designed in Event 2.

**Event 2: Step 1: Locate past and present concerns**

**Event 2: Step 2: Locate future directions and futures arriving**

**Event 2: Step 3: Write Design Fictions**

**Present**

**Past**

**Future**

**Current**

**Direction**

**Fictions**

**Arriving**

**Design Fiction**

**EVENT 1**

**EVENT 1**

**EVENT 2 & 3**

The gap between future scenarios and the present

**EVENT 1**

**EVENT 1**

**EVENT 1**

Step 1: Locate past and present concerns

Step 2: Locate future directions and futures arriving

Step 3: Write Design Fictions
Participants

A wide range of participants attended to contribute to designing a different future for Queensland. They participated in understanding the challenges at hand using the Repair Bench and then designed opportunities to redirect these challenges using Repair Brief templates—whilst always being sure to refer back to the design fictions of Event 1.

Most tables had two members of Redirective Practice whose role was to moderate the conversation and facilitate the Repair Brief writing process.

Participants Involved in the Conversation

(Indicative table layout)

**AGED CARE/COMMUNITY IDENTITY**

- Courtney Penny — Participant
- Nicky Whichelow — Participant
- Chenoa Pettrup — Moderator
- Christine Moulder — Moderator
- Shaun Wilson — Participant
- Caroline Brooks — Participant
- Mary Trabucco — Participant
- Conor Graham — Participant

**EDUCATION**

- Tom Allen — Participant
- Amanda Main — Participant
- Rebecca Barnett — Participant
- Jamie Phillips — Participant
- Julian Bluett — Participant
- Tristan Schultz — Moderator
- Hannah Ison — Moderator
- Gabrielle Wild — Moderator

**AGRICULTURAL PRODUCTION/FOOD PRACTICES**

- Alicia Harvie — Participant
- Ashleigh Wadman — Participant
- Gemma Davis — Participant
- Joe O’Toole — Participant
- Shannon Mann — Participant
- Gina Meeve — Participant

A big thank you to all of our participants including:

- Amanda Main
- Alicia Harvie
- Ashleigh Wadman
- Caroline Brooks
- Conor Graham
- Courtney Penny
- Courtney Sullivan
- Gemma Davis
- Gina Meeve
- Joe O’Toole
- Julian Bluett
- Mary Trabucco
- Nicky Whichelow
- Shannon Mann
- Shaun Wilson
- Tom Allen
- Zoë Appel
Event Breakdown

This is an infographic of expenses, income and all the other things that went into making Event 2 happen. We put this together so that you could clearly see how we used the money raised from the previous event.

Thank you to everyone who donated their time or items for us to use.

There was also consistently positive feedback regarding the biscuits that Lennah baked for the day and so we have included her recipe here for you to recreate the magic at home.

Lennah’s Infamous Jam Drops and Chocolate Chip Biscuits

These biscuits were served at Event 2 and we hope you enjoy them at home as much as we did on the day!

Makes 25
- 125g butter, softened
- 100g (1/2 cup) caster sugar
- 1 teaspoon vanilla essence
- 1 egg
- 190g (1 1/4 cups) self-raising flour
- Plain flour, to dust
- 115g (1/3 cup) strawberry or raspberry jam (for making Jam Drops) OR 180g (1 cup) Chocolate chips (for Chocolate Chip Cookies)

Method

Get prepared by preheating the oven to 180°C and lining 2 baking trays with non-stick baking paper.

Cream the butter, sugar and vanilla essence in a medium bowl until very pale and fluffy. Add the egg and beat until combined. Sift the flour over the butter mixture then use a wooden spoon to stir until combined.

If making Chocolate Chip Biscuits, this is when you add the chocolate chips and mix them through the dough.

Use lightly floured hands to roll teaspoonfuls of mixture into balls. The dough is very sticky so a light touch and rolling motion works best. Place on the prepared trays, about 5cm apart.

If you are making Jam Drops, this is when you use a lightly floured finger or spoon to make an indentation in the centre of each ball. Fill the indent with jam.

If you are making Chocolate Chip Biscuits, just flatten the ball slightly with the back of a spoon or the palm of your hand.

Bake for 15 minutes or until the biscuits are light golden and cooked through. If your oven tends to cook unevenly remember to turn and swap the trays halfway through.

Remove biscuits from the oven. They are very delicate when still warm so let them cool for a few minutes before using a spatula to set them aside on a wire rack. Leave for 20 minutes to cool completely.

These biscuits are stored best in single layers, between sheets of non-stick baking paper, in an airtight container out of direct sunlight for up to 2 days.
Framing the Event

In this Section
Introduction
Design Fiction Overview
Activities: Repair Bench & Repair Brief

Section Introduction

The following section contains the background information preceding the work that was completed on the day, as well as an overview of the activities undertaken at the event.

The section begins with an overview of each of the design fictions developed at Event 1. These were the desired futures that were designed back from to determine what actions could be implemented in the present that would contribute to the creation of those futures. Following that, is an outline of the processes and outcomes of the Repair Bench and Repair Brief activities. We welcome everyone to use this section as a template or toolkit for their own investigations.
Event 1 Design Fictions Summary

On the right are the overviews of the design fictions developed at the first event, Making an age of Repair.

The ‘Points to design back from’ at the end of each fiction were utilised in Event 2 as key measures of success for any ideas developed on the day.

To read the full fictions, please visit the Event 1 handbook: http://bit.ly/1NhKVDH

Table 1 Design Fiction The Ballad of John and Jim (Aged Care)

The narrative focussed on how we will continue to house our ever ageing population in ways that do not create institutional care separated from the rest of the community, ensuring that our ageing population are valued for their knowledge and experience.

The Design Fiction ended like this:
For both John and Jim they have been able to maintain their intellectual stimulation by living within the community rather than in isolated, purpose built aged care facilities. In this, they maintain an intergenerational connection to the people around them. In 2044, the older generation are valued for their experience and knowledge of the past allowing them to remain intellectually and socially productive members of our communities, rather than being locked away separate to the rest of society.

Points to design back from:
• How do we design care into old age when faced with an aging population?
• How can we design spaces for the elderly where they are able to remain part of the community and experience dignity in old age, regardless of income?
• How do we design for a future where savings for retirement are increasingly threatened by unstable global economies?

Table 2 Design Fiction Red and Blue and Green All Over (Agricultural Production)

The overarching narrative focussed on machino-facture and community concerns of taking economic risks in developing an elevated symbolic value of a long term, no-emissions, ecological agricultural industry.

The Design Fiction ended like this:
Solar Valley now has two thriving industries; GM Organic beetroots shipped nationally and under the AFASP, and the Solar Valley Knowledge Hub, where businesses skilled in repair, service and maintenance of solar-agricultural practices act as appropriative models exported worldwide.

Points to design back from:
• How can we begin to integrate other ways of using machine technologies to harvest food into the current agricultural system?
• How can the symbolic value of this begin to be coded in the Lockyer Valley as desirable, as outweighing other modes of production in the long term?
Table 3 Design Fiction Logan’s Run (Community Identity)

The narrative focussed on identity and education.

*The Design Fiction ended like this:*

Joseph and the intergenerational group he guides learn all kinds of useful skills and cultural practices, such as repair, storytelling and food preservation; and the people they visit not only get a share of the native fruit and veggies grown locally by them but through their contribution to peoples learning also feel valued for their knowledge and cultural or personal identity.

Points to design back from:

- If we recognise what is important to our psychological and emotional well-being (green space, active lifestyles, fresh food etc.), how can this begin to be designed into our local communities?
- Intergenerational and intercultural knowledge sharing appears throughout the narrative, what scenarios could be designed that engage this sharing?
- How might we design communities that gather around a common cause, such as urban agriculture, in a way that benefits them and the local community?

Table 4 Design Fiction Gone Bananas (Food Practices)

The narrative focussed on disconnection from the biophysical environment and also the sociocultural community through the lens of food production and the related economy.

*The Design Fiction ended like this:*

Whereas once children in these areas frequently grew up longing for the bright lights and bigger cities of South East Queensland Alexander’s children feel that working in agriculture is highly valued by the broader community and offers them many opportunities for the future and so are more keen to stay.

Points to design back from:

- How can we begin to integrate other ways of producing food into the current agricultural system?
- How can we begin to reframe food in a sustainable way that isn’t trapped in the economies imposed by the big supermarket?
- How can we use food as a way of reconnecting to both community and the natural world?
**Table 5 Design Fiction Stradbroke on the Rise (Rising Sea Levels)**

The narrative focussed on rising sea levels and the effect on communities such as Stradbroke Island and Indigenous Knowledge.

The Design Fiction ended like this:

Stradbroke Island has become situated as a place of educational tourism and while locals recognise that this might be short lived, due to the effects of climate change, traditional skills and knowledge are being preserved and transformed to suit new needs and assist other locations along the Queensland coast threatened with the same future.

**Points to design back from:**
- What might a transformed tourism industry on Stradbroke Island, that values the natural environment and Indigenous knowledge, while recognising the future challenges that are arriving, look like?
- What does an education, situated in-place and valuing non-Western ways of knowing look like in a community such as Stradbroke?
- What does the future economy of Stradbroke Island look like?

**Table 6 Design Fiction Sophie’s Community Échange (Education)**

The design fiction focussed on the role of education as the connective tissue of community, criticality and sustainability to create critical, adaptable, creative and forward thinking citizens.

The Design Fiction ended like this:

Now, at her birthday party, Sophie was able to catch up with the many Community Échange members. It was the first time that she had an opportunity to properly reflect on the changes that the community had instigated and was happy in the knowledge that the community would continue to grow and progress through the exchanges of its citizens.

**Points to design back from:**
- How can communities engage in education that allows them to cope with future challenges?
- How might we incorporate criticality and creativity into learning processes?
- How do we teach how to learn rather than what to learn?
Activity overview:

**Repair Bench**

The process on the Repair Bench involved mapping visual ecologies of the broken and repair for each key focus area. This allowed the exploration of seemingly disparate issues to occur visually, in relation to one another. Through the mapping process and table discussion, participants were able to locate the power at play in areas that resisted repair and so remained broken, as well as in areas where repair was being mobilised successfully. From there, connections between those areas began to emerge, highlighting the gaps in which the most effective action might be taken.

**Repair Brief**

Using the insights from the Repair Bench process, participants then created a Repair Brief to outline the dominant design opportunity. The Repair Brief was provided as a template to order the information produced in the mapping process in an action focused way. While keeping the ‘big picture’ in mind, it encouraged participants to identify stakeholders, outline a series of specific actions and allocate appropriate timescales for each in an organised way. The result was a clear framework for a project that could be taken through to implementation by anyone interested.

To the right is a guide to the process followed on the day.

### Activity 1: Repair Bench

**Make a mesh of images at your Repair Bench**

Participants were presented with 20 images that represented the ‘picture’ of the key topic that they were working with. Each picture was a representation of what was either broken or in the process of being repaired within their topic.

The intent was to map a meshwork, using those images and connecting string as a way to talk and make visual the points to design back from. We think of this as weaving a set of dense knots towards repairing our future.

Participants were first asked to weave together the ‘broken images’ that restricted the activation of repair in this area. They were also asked to start locating the power at play (where is the tug of war)?

They were then asked to connect the ‘repair images’. The key questions asked in this section were:

- What is already underway in repairing your area?
- What is that repair addressing?

Participants were also asked to add their own rapid sketch ‘images’ if any image provided didn’t represent what they were exploring & even used Reverse Garbage materials like fabric, wool etc. to visually represent their ideas.

Once the overall ‘picture’ of the focus area had been created, participants stepped back and considered it. Through discussion and the addition of connecting string, they explored what needed to change as well as what was already being repaired and what needed to occur to continue or improve that process, specifically in relation to the points to design back from (as identified in the previously developed design fictions outlined on pages 11-13).

### Activity 2: Repair Brief

**From Repair Bench to one-page Repair Brief**

From the Repair Bench activity, the teams moved forward by using provided templates to create one-page Repair Briefs. This acted as a means of synthesising the Repair Bench’s explorations into a Repair Brief for action starting in the present!

With reference to the meshwork on their Repair Bench, participants were asked to identify explicitly:

- Who the repair is directed at
- What the repair hopes to address, change or create
- What action it might entail
- Who would like to be involved

The projects designed on the one-page Repair Briefs were varied and took the form of events, objects, campaigns, actions and toolkits.

### Layer words onto the mesh at your Repair Bench

In the second step, participants were asked to layer in word cards provided, that were taken directly from the Event 1 maps. At the end of this stage, each group had a mesh on their Repair Bench that indicated power relations, identified changes that needed to occur and where each change was positioned in relation to the others.

### Layer timescales onto the mesh at your Repair Bench

Using the timescale cards provided, participants were lastly asked to estimate how long each necessary change that was identified would take, if we started acting now (in a range from 1, 2, 5, 10, 20 years). In doing so, each team designed their short, mid and long term timescales.

### Activity 1: Repair Bench

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- What action it might entail
- Who would like to be involved

The projects designed on the one-page Repair Briefs were varied and took the form of events, objects, campaigns, actions and toolkits.

### One-Page Repair Brief Sharing

At the end of the session, participants were asked to share with each other at least one Repair Brief per table in order to identify areas for collaboration and situate each of the actions designed in relation to each other.
It is time for new imaginaries to be turned into new action

Event Outcomes

In this Section
Outcome Summary
Table 1-3 Outcomes
Summary of Outcomes

A lot of work was generated at the workshop and the next section presents the outcomes for the Repair Bench and Repair Brief activity, table by table.

Each table produced one project to possibly be implemented at the next event. These three projects were:

TABLE 1
A Fruitful Investment (p.17)
The creation of DIY garden boxes that would encourage people to try their hand at growing their own plants and transform their relation to food and the natural world.

TABLE 2
Cultivating Our Community (p.21)
A project to create a space for sharing between marginalised groups that recognises the positive psychological impact of facilitating community development around a common goal.

TABLE 3
Incremental Education (p.25)
A plan to implement an incremental set of actions starting with engaging like-minded individuals to start a youth learning pop-up centre in re-purposed community spaces.

Project Documentation

The following pages include documentation of each of these three projects. This documentation includes:

- Photographs of the meshworks that were produced. These are accompanied by key themes that emerged from the processes. The key themes summarise the powers at play that became obvious as a result of the ‘picture’ created by the meshwork. These themes enabled participants to identify spaces in which to insert actions that could either address a broken imbalance of power or assist repair processes already underway. These actions were then assigned timeframes and addressed through the Repair Briefs.

- A copy of each Repair Brief generated. This is accompanied by a summary that indicates the main aims or issues the brief intended to address, the key steps that need to be taken moving forward and a comment on any significant milestones to indicate the timescale of the expected outcomes.

We are going to take all of these ideas in to full consideration and will be developing starting points to begin implementing these ideas at Event 3.
### Table 1 Outcomes

<table>
<thead>
<tr>
<th>Key theme</th>
<th>Agricultural Production/Food Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Members</strong></td>
<td></td>
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<tr>
<td>Alicia Harvie</td>
<td></td>
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<tr>
<td>Amanda Main</td>
<td></td>
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<tr>
<td>Ashleigh Wadman</td>
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<td>Gemma Davis</td>
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<td>Lennah Kuskoff</td>
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<tr>
<td>Rebecca Barnett</td>
<td></td>
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<tr>
<td>Shannon Mann</td>
<td></td>
</tr>
</tbody>
</table>
Table 1 Repair Bench Key Themes

**Disconnection from food:** The meshwork highlighted the contribution of large scale agriculture, dependency on industrial distribution networks and the packaging and marketing of food and cooking practices to a lack of understanding or care in relation to where our food comes from. Furthermore, it highlighted what it actually requires, materially and in terms of effort, to get the food to our plates and so our continued support of those industries.

**Lack of skills and knowledge exchange:** Where the knowledge to grow and prepare food resides was also discussed. The ‘picture’ revealed that the ability to produce one’s own food is increasingly being considered as an alternative practice and that the knowledge to do so exists predominantly in often marginalised groups such as the aging population and Indigenous peoples and their practices.

**Waste:** The issue of waste was identified not only in relation to the sheer volume of landfill created as a direct result of our demand for more options than we can actually consume but also in connection to the resource consumptive use we put both agricultural (e.g. outback cattle farming) and residential (e.g. manicured lawns) land to.

**Alternative practices:** Processes of repair in agricultural and food practices were identified such as urban gardening, farmer’s markets and waste redirection but the main restraints in these areas were societal norms relating to cleanliness, nutrition, economic climate and availability of time.

---

**Table 1 Repair Bench Outcomes**

**Waste:** The issue of waste was identified not only in relation to the sheer volume of landfill created as a direct result of our demand for more options than we can actually consume but also in connection to the resource consumptive use we put both agricultural (e.g. outback cattle farming) and residential (e.g. manicured lawns) land to.

**Alternative practices:** Processes of repair in agricultural and food practices were identified such as urban gardening, farmer’s markets and waste redirection but the main restraints in these areas were societal norms relating to cleanliness, nutrition, economic climate and availability of time.
The first Repair Brief described all the major steps that would be required to arrive at the 'big picture' change as directed by the points to design back from; a total transformation of the way we grow and relate to our food.

The steps all focused on addressing the disconnection from food we experience due to dependence on the current food system as well as the idea of 'wasted space' through making urban gardening more approachable and accessible. It started with small scale household gardening, to the sharing of spaces and creation of agricultural corridors complete with animals and systems to make use of human and organic waste.

If begun today, the project expected to see a neighbourhood with such corridors being able to constitute a large portion of their diet through the surrounding gardens and minimise their waste output considerably by the year 2025.
Food Practices

Repair Brief

What does the repair hope to address, change or create?

Narrow the intention of the activity down to 1-2 short, sharp sentences.

- Making urban gardening more approachable & accessible - reconnecting to the source & value of our food.

What actions might your project entail?

- Planning
  - Different kinds of boxes.
  - Using L to M to A
- Marketing - Market research
- Digital
  - Platform development
  - App reminders
  - Forum - trouble shooting
- Grant application
  - Hire a gardener
  - Direct contact with gardener

Repair Brief Summary

- The second Repair Brief zeroed in on the first step in the initial brief which was the creation of DIY garden boxes that would encourage people to try their hand at growing their own food or useful plants. The aim was to make it attractive by providing the appropriate materials for their situation, location and interests as well as connecting them with a local person equipped with the knowledge and skills so as to make the task more approachable and more likely to be fruitful.

- The first steps to the project could start in early 2016 by beginning research and development on existing knowledge in the local area, any existing interest in similar programs and putting together applications in order to source funding.

Who is the repair directed at?

- PRAISED LIVING
  - Young Families
  - Concerned Citizens
- RETIREED
  - Apartment Dwellers
- YOUNG PROFESSIONALS
  - Students

Who could help?

List all potential collaborators and their role here.

What is your timeline?

Roughly map your actions to the agreed upon timeline including key milestones.

10 Oct 2015
### Table 2

#### Key theme
Aged Care/Cultural Identity

#### Members
- Caroline Brooks
- Chenoa Pettrup
- Christine Moulder
- Conor Graham
- Courtney Penny
- Mary Trabucco
- Nicky Whichelow
- Shaun Wilson
Table 2 Repair Bench

**Points to design back from?**

- How do we design care into old age when faced with an aging population?
- How can we design spaces for the elderly where they are able to remain part of the community and experience dignity in old age, regardless of income?
- How do we design for a future where savings for retirement are increasingly threatened by unstable global economies?

- If we recognise what is important to our psychological and emotional wellbeing (green space, active lifestyles, fresh food etc.), how can this begin to be designed into our local communities?
- Intergenerational and intercultural knowledge sharing appears throughout the narrative, what scenarios could be designed that engage this sharing?
- How might we design communities that gather around a common cause, such as urban agriculture, in a way that benefits them and the local community?

**Table 2 Repair Bench Key Themes (Aged Care)**

**Isolation:** Through the discussions on the table we found that isolation exists in two ways.
1. Isolation exists between the aged community and the general population due to the way we separate the elderly either in retirement villages or nursing homes.
2. Isolation exists within aged care facilities. This is particularly true for nursing home situations where residents have their own rooms and do not have regular contact with people other than care staff.

**Intergenerational connections:** We found that due to the issue of isolation, and the breakdown of the intergenerational household, that the older population were no longer having organic connections to younger generations.

**Loss of Identity:** Loss of identity exists in aged care situations where a person’s age or health become the leading identifiers of who they are as a person, a distinction that does not exist to the same degree in earlier stages of life leading to a loss of those markers they used to identify themselves with (hobbies, family, careers etc.).

**Increasing percentage of the aging population:** This is a theme that showed through in both economic worries and health concerns. This theme was seen as a much longer time frame in terms of repair and whilst it generated discussion was something that was not taken forward as strongly in the final repair guide – however, we would be looking to tackle this problem in the next stage of repairing aged care.
**Table 2 Repair Bench**

**Points to design back from?**
- How do we design care into old age when faced with an aging population?
- How can we design spaces for the elderly where they are able to remain part of the community and experience dignity in old age, regardless of income?
- How do we design for a future where savings for retirement are increasingly threatened by unstable global economies?
- If we recognise what is important to our psychological and emotional wellbeing (green space, active lifestyles, fresh food etc.), how can this begin to be designed into our local communities?
- Intergenerational and intercultural knowledge sharing appears throughout the narrative, what scenarios could be designed that engage this sharing?
- How might we design communities that gather around a common cause, such as urban agriculture, in a way that benefits them and the local community?

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**Table 2 Repair Bench Key Themes (Identity)**

**Varied learning methodologies:** Links between identity and learning were clearly established with institutionalised learning identified as a means of stifling identity. Future opportunities for learning that accommodate and encourage a more dynamic sense of identity include:
1. Craft and cultural practice that emphasises the value of embodied learning
2. Valuing cultural knowledge that demonstrate a wide spectrum of perspectives rather than relying on enforcing dominant views

**Active participation in community:** Community participation was a dominant theme identified in relation to identity with community practices seen to support value and growth in individuals.

**Commodification of identity:** This was identified as a particular area of concern particularly in relation to craft and cultural practice. While craft is a key means of learning about and understanding identity, if it were to be commodified, there was concern expressed that the value of that identity becomes inextricably linked with its financial value.
Aged Care
Repair Brief

What is your timeline?
Quickly sketch key milestones on an agreed upon timeline.

What does the repair hope to address, change or create?
Creating a space for sharing between marginalised groups that recognises the positive psychological impact of facilitating community development around a common goal.

Who is the repair directed at?
A local SE and local, marginalised groups.

Who could help?
Chenoa, Christine, Nicky, BCC, Shaun, Northey St Farms, Mary.

Repair Brief Summary
• This repair brief aims to create a space for sharing between marginalised groups that recognises the positive psychological impact of facilitating community development around a common goal.
• Key next steps include mapping existing practices in Brisbane and identifying key stakeholders, organising a workshop with these stakeholders to develop an agreed list of goals; developing a project plan; concurrently developing a series of skills workshops that both enhance participants' capacity to execute end goals, test community collaboration processes and iterate them.
• Rough 1st stage launch indicated for early 2017.
<table>
<thead>
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<th>Key theme</th>
<th>Education</th>
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<th>Members</th>
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<tbody>
<tr>
<td>Courtney Sullivan</td>
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<td>Gabrielle Wild</td>
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<td>Hannah Ison</td>
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<td>Julian Bluett</td>
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<tr>
<td>Tom Allen</td>
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<td>Tristan Schultz</td>
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<td>Zoë Appel</td>
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Table 3 Outcomes
Table 3 Repair Bench

Points to design back from?
• How can communities engage in education that allows them to cope with future challenges?
• How might we incorporate criticality and creativity into learning processes?
• How do we teach how to learn rather than what to learn?

Table 3 Repair Bench Key Themes

We decided to break our repairing down to a discussion of the broken education system and how it might be fixed. We also looked at separating from the current education system altogether.

Particularly, we found that educational facilities lack both learning of practical skills, and teaching of practical information.

Lack of practical skills: People are taught how to memorise facts rather than how to find and utilise information themselves; a necessary skill in our fast moving, information-based society. This, alongside a lack of general skills learning, makes for quite a large hole in the education system. Some would say that home economics fills this gap, but this subject is generally dismissed as a waste of time. A change in perspective is needed about the merit of both theoretical and practical based subjects.

Lack of practical information: This discussion was based around the lack of necessary information taught surrounding everyday life (money skills, business, friendship, buying a house, taxes, etc).

Validation through standardised testing: We noticed that most schooling systems base their highest merits around the results of standardised testing. This was an issue as everyone excels in different areas, so comparing two different people yields no result worthy of sharing. Fear of failure can also cause anxiety and lack of confidence resulting in further underachievement.

Lack of criticality in education: Students should be taught to critique everything, especially with the growth of technology in society. Even if something has been ‘proven’, there is always room for critique and different perspectives.

Methods of learning: Different methods of learning should be available for different students.
Repair Brief Summary
- The Repair Brief Summary details how the group are planning an incremental set of actions starting with engaging like-minded individuals to start a youth learning pop-up centre in repurposed community spaces.
- The plan is to build in scaleability to the prototype and invite others to copy the idea in other localities.
- By 2021 the group would like to see a National Symposium of work thus far and a Forum about it becoming a model for Government to adopt.
It is time for new imaginaries to be turned into new action

Event Feedback

In this Section
- What Went Well
- What Can Be Improved
- What We’ll Do Differently at the Next Event
- Where to Next: Event 3

Queensland Plan is broken Because we made it that way

It is time for new imaginaries to be turned into new action
Event Feedback

We collated feedback at the event, analysed and summarised it to inform how we will run the next event.

Thank you for taking the time to provide detailed, well considered and considerate feedback. We are working to make sure we take all of this into full consideration in preparation for Event 3.

What worked well

‘It was a very positive experience and great to connect with people with similar ideas’

Similar to the previous event, the feedback for Event 2 was primarily positive.

Positives from this event included: discussing issues; good participation and mentorship; well organised and thought through event; informal & comfortable environment for discussions; good location; the variety of participants; and the opportunity for collaboration.

‘The repair bench was nice as it was a very involved process from the whole group.’

We also asked for specific feedback regarding the two exercises completed to see if there were any opportunities for improvement in each of them and we were excited to receive a fairly evenly spread praise for both activities. The general consensus on these appeared to be that the Repair Bench was great for generating thought, while the Repair Briefs helped to consolidate that thought into action.

What we can improve/areas of opportunity

‘Just need to look at having more space—slightly noise carrying.’

Predominantly, the feedback for this event was overwhelmingly positive. However, there were some opportunities for further improvement with the suggestion that perhaps smaller groups would aid discussions and the inclusion of a break might help with maintaining energy levels.

We also hear your cry for more biscuits and promise to keep you well stocked at the next event!

What we will do differently for the next event

‘Group was almost too big—lots of cross-talking.’

This was a recurring issue from the previous event and we want everyone to feel as though they are participating and being listened to so we will work towards having smaller groups.

‘It would have been good to have a break’

We will investigate the possibility of including a small break in Event 3 if it will help maintain participant energy levels.

‘Looking forward to the next step!’

We are too and hope to maintain the positive progression of the first two events into the last one!
Event 3 Introduction

The third and final event in the series will focus on the implementation of the projects developed in Event 2. This work will still be framed by the desired futures that have come out of Event 1 but will focus heavily on the repair briefs developed in Event 2. The key overarching question for this event will be ‘How do we start to implement our decided actions?’ By the end of Event 3 the collective will have identified specific stakeholders, funding opportunities and have outlined a measurable timeline for the development of each idea.

Redirective Practice has spent the months following Event 2 researching this process in order to ensure we are ready to hit the ground running at Event 3.

At this stage we are aiming for Event 3 to be run early February 2015. We will keep posted those who’ve asked to be updated. We’re looking forward to seeing you there.
It is time for new imaginaries to be turned into new action

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