Working as a Designer

Description
This Activity Plan introduces students to possible career opportunities that formally involve design work. The goal of the resource is first and foremost to expose students to the existence of these careers in order to potentially inform their curiosity and interests.

Lesson Objectives
The student will be able to:

- Identify various careers formally involved with design work
- Identify the various training paths necessary to become a designer in different fields

Assumptions
The student will have little familiarity with the occupations mentioned in this Activity Plan.

Terminology
Artifact: a product of human art and workmanship.

Computer Aided Drawing (CAD): the use of precision-drawing software programs to accelerate the design process by making it easier to create and modify draft designs. CAD used to be called CADD (Computer Aided Drafting and Design).

Design: a plan or drawing that demonstrates the form and function of a building, garment, or other object prior to its being created.

Domain: a discrete sphere of activity or knowledge.

Occupation: a job for which people are recruited, retained, and compensated, including self-employment. Occupations comprise many broad activities, called duties, that the incumbent performs. Trades are one occupational sub-category for which apprenticeship training is the traditional method of acquiring skill and knowledge.

Estimated Time
45–90 minutes

Recommended Number of Students
20, based on the BC Technology Educators’ Best Practice Guide

Facilities
Classroom, library, or computer lab
Tools
Computer with speakers, projector, and Internet access. This activity could be conducted using mobile devices (e.g., tablets or phones) if there is no access to a computer lab.

Resources
Gallery Walk
https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk

Teacher-led Activity
Begin by explaining to students that design is the cornerstone of our material world. From writing utensils to dishes, from computers and phones to cars and bikes, everything in our person-made lives first began as an idea. Then, it was designed.

Each of the following categories of design work can be understood as a discrete domain as well as an occupation. The list demonstrates the ubiquity of design in a wide variety of fields within which the design process can be applied.

Procedure
1. Present the list below to students as a handout or a digital document:

Architectural design  Interior design
Automotive design   Landscape design
Business design     Lighting design
Ceramic and glass design Machine design
Colour design       Mechanical design
Communication design News design
Engineering design  Packaging design
Environmental design Product design
Experience design   Production design
Fashion design      Service design
Floral design       Software design
Furniture design    Sound design
Game design         System design
Garden design       Theatrical design
Graphic design      Type design
Industrial design   Urban design
Information design  User experience design
Instructional design User interface design
Interaction design  Web design
Assign to each student (or have each student choose) a design discipline from the list that will be researched. Require that each student answer the three prompts found below. The information students come up with should not exceed one page, including the image they choose. This activity could be done in class or as homework.

a. Briefly describe the design occupation. Include your name and a title indicating your topic.

b. Identify the training and education required to become a specialist in this area.

c. Pick an image that represents what someone might create within this career. Presentation may vary, but it could be digital or paper-based.

3. Have students print off their information pages and display them on the wall(s) of the classroom. Then have students conduct a gallery walk.

4. Ask students what all of these fields have in common; answers may vary. One element common to each is the application of design methodology and the presence of design thinking.

**Extension Activity**

Bring in a guest speaker such as a post-secondary instructor who can describe programs, or someone employed as a designer working in the field.

**Assessment**

Student participation in discussion
Completion of research activity
Participation in Gallery Walk