MANCHESTER SCHOOL OF ARCHITECTURE

HAVE WE KILLED THE PLANET?

AGENDA
This project intends to **catalyse action through public education** and embolden people to feel they can do and influence things for the better in the longterm. The aim is to design a workshop that informs those without a built environment background about its link to climate change, and creating public opportunities for overlap between those doing different things across Manchester - in climate and built environment spaces, and especially those outwith them.

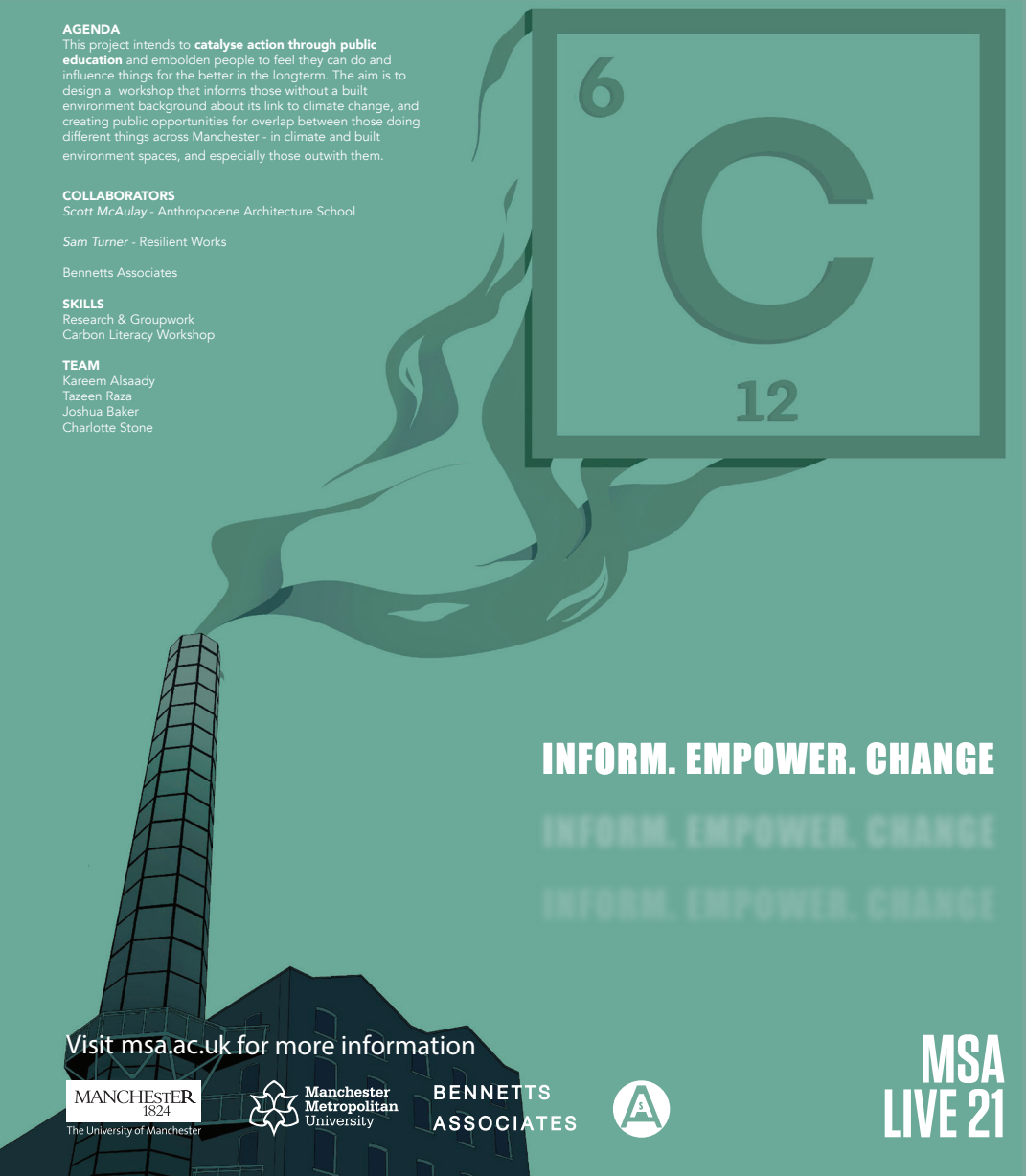
COLLABORATORS
Scott McAulay - Anthropocene Architecture School

Sam Turner - Resilient Works

Bennetts Associates

SKILLS
Research & Groupwork
Carbon Literacy Workshop

TEAM
Kareem Alsaady
Tazeen Raza
Joshua Baker
Charlotte Stone



INFORM. EMPOWER. CHANGE

Visit msa.ac.uk for more information

MANCHESTER 1824
The University of Manchester

Manchester Metropolitan University

BENNETTS ASSOCIATES

MSA LIVE 21

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Sam Turner

PhD Researcher
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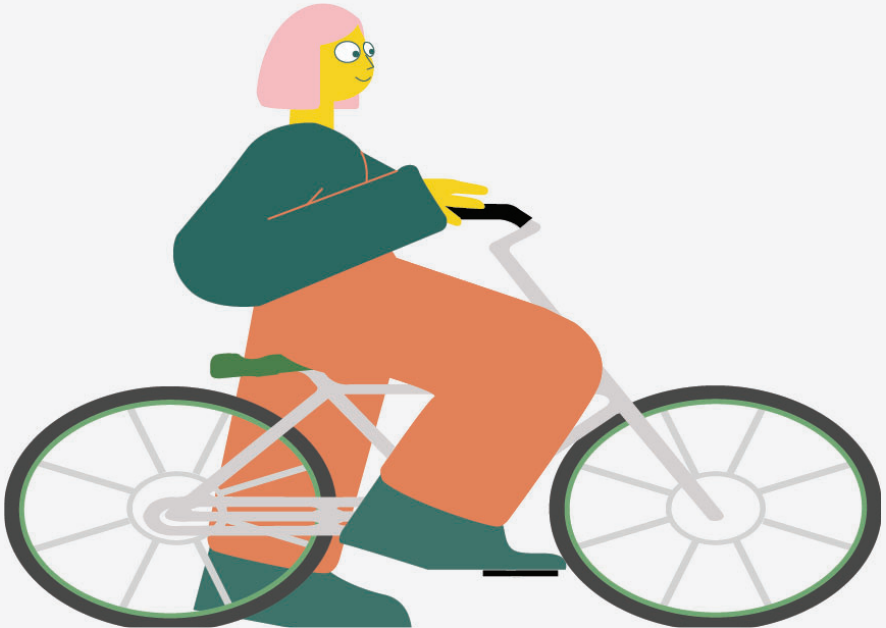
Agenda

Have we killed the planet?

As all MSA Live Projects are rooted in social values, ours is to empower students through education to be able to have an influence for the better. The climate emergency cannot be solved overnight so we are targeting small efforts to contribute to the wider global goal. This project intends to catalyse action through public education and embolden people to feel they can do and influence things for the better in the long term.

The aim is to create a climate literacy toolkit for students in secondary schools and university as well as the public without a built environment background. This toolkit will be delivered as a workshop that informs those without a built evironment background about its link to climate change and creates public opportunities for overlap between people in different disciplines across Manchester in climate and built environment spaces and especially those without them.

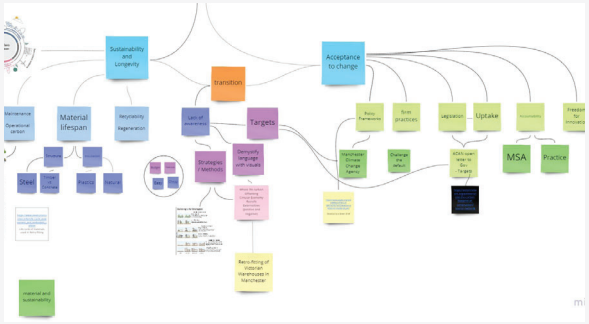
As students, we have the power to hold organisations including architectureal practices, policy makers and even Manchester School of Architecture accountable for the curriculum.

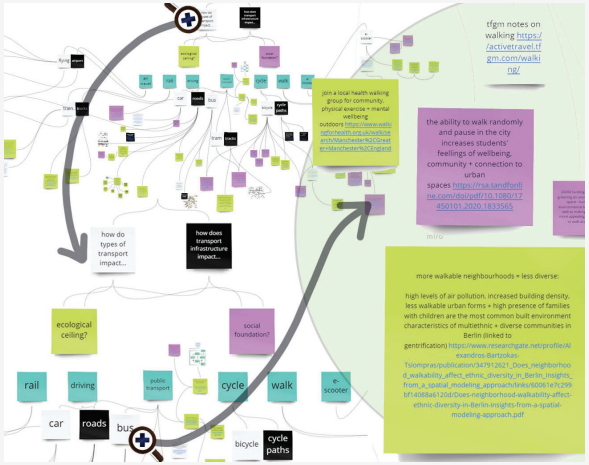


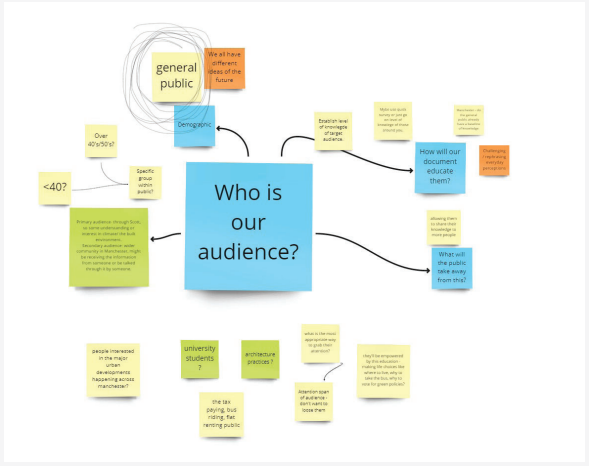
Our Audience

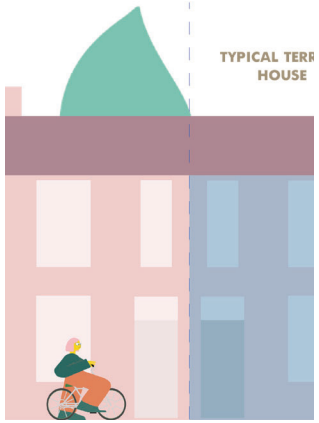
Knowing that this product would have a life outside of academia was an incentive to this project as it allowed participants to feel like they are a part of something bigger than another university group project. However, it was initially just intended for the public which proved hard to design for so after individual discussions with our three collaborators, we decided to target young people in secondary schools, university students as one demographic and community groups as the second.

Narrowing the audience helped us to develop a playful style as we knew we had to catch people's attention and encourage them to act. From our outputs that immediate action is to follow the ribbon trail in the background of the poster to the last image and scan the QR code which leads to our website. From there, it will be up to the reader to educate themselves about climate literacy, but we would be very happy to know people have accessed the website. Fortunately, we can monitor the number of people arriving at the website which will help measure the success rate.









Scan for the toolkit!

Interactive Workshop

Engaging with the general public

This workshop comprises our three outputs: the poster, the animation and an accompanying website with resources provided. With this we aim to engage with the general public and students alike. The general public are a diverse range of people albeit largely without a built environement background therefore the toolkit seeks to cover a broad spectrum of information. The workshop functions as a template ready to be adapted for other cities across the UK, and even internationally. Users can recreate the workshop by altering statistics, characters, and any element of the animation.

The climate literacy toolkit provides information on the environmental significances of three sectors collectively within Manchester; Residential, Transport, and Commercial. By exploring carbon evidences related to the sectors through a narrative, there is a formation of a series of relatable experiences for members of the public. To effectively relate to the audience, the narrative brings light to the importance of the carbon footprint of a variety of objects, procedures, and events that surround the general public, relational to the three sectors. We then begin to fill a common gap of knowledge the main culprit of carbon emission, the built environment.

Having explored different types of workshop styles at the beginning of MSA Live including animated voiceovers, short films using adobe software and animations we quickly decided on our focus. Exposed to a plethora of techniques, we decided to make our workshop as interactive and engaging as possible over Microsoft Teams to our main collaborators. During the two weeks, the collaborators were involved in drop in sessions to offer advice on separate stages of progress. After several iterations of different techniques, the team decided to create an animation which doubles as a PDF poster and nine Instagram tile posts to interact with the public via a different medium.

Additionally, the reader will find QR code which offers explores the research we have collected, as well as team pledges This provokes thought on one's own actions. The QR code also directs the audience to explore the research collated for each of the sectors covered. This allows them to further increase their knowledge without having to conduct independent research and aid their decisions for their individual pledges.

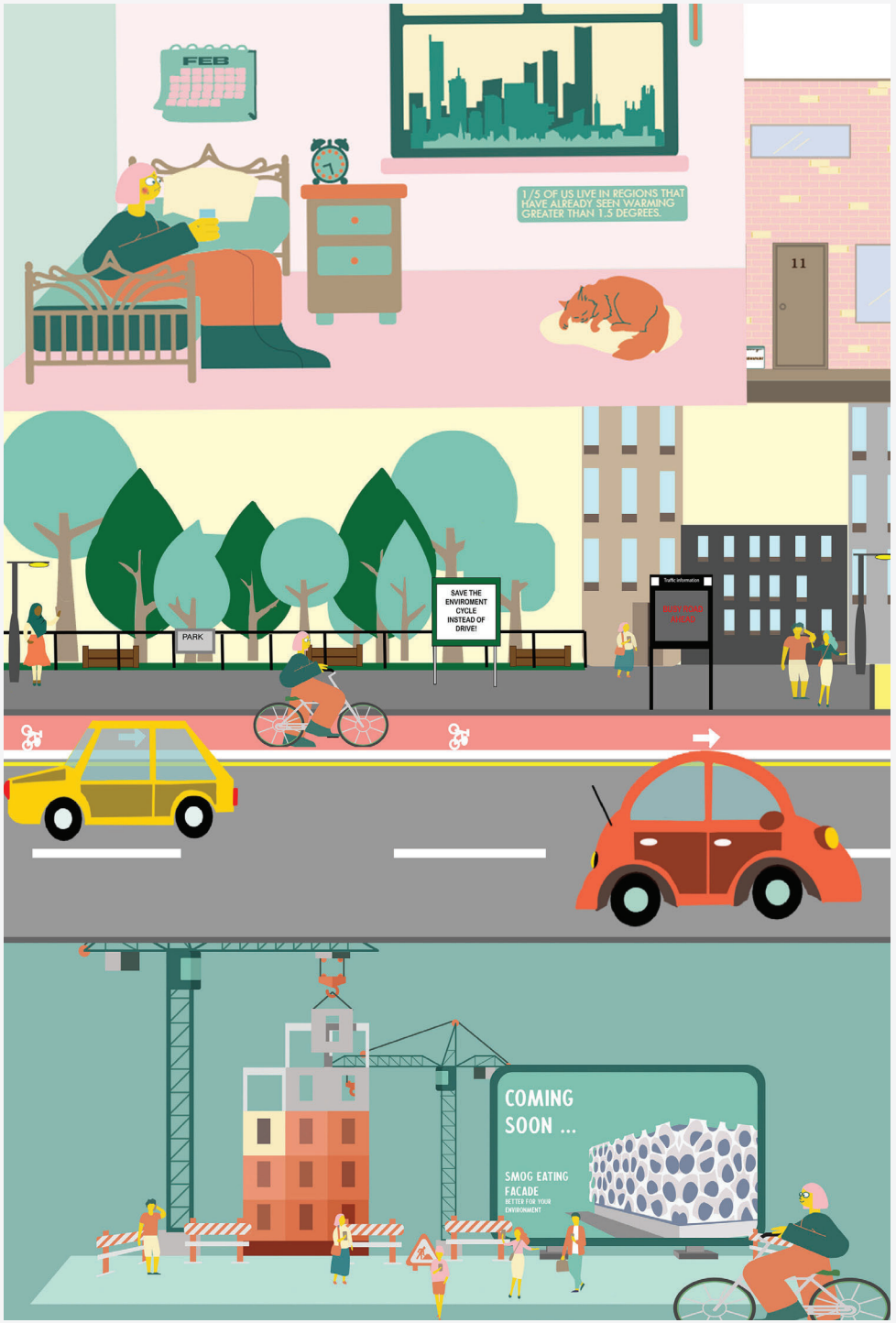
The Narrative

The research phases involved contributions from collaborators and presentations by the MArch students as we introduced the 'Anthropocene' sparking initial thoughts on the subject. This involved interacting with students using Miro through which we provided resources for further research.This revealed some of the notorious areas of the built environment that contribute to major carbon emissions. The students then shared key parts of research on Miro, and collectively the group found inspiration for visual designs from Pinterest which aided the creation of colour and design templates.

After a few days of researching, we taught the students how to create visuals using vectors in Adobe Illustrator and then to animate them in Adobe After Effects. Learning two new software programmes was an ambitious task we had set ourselves in the given time and naturally some people took longer than others to become comfortable with it. However, their eager attitude made learning and teaching easier and very successful.

Having initially planned to present a finished document on Wednesday 19th May 2021 to our collaborators, we changed the session plan to share a draft version instead to avoid pressuring students to learn new digital skills and produce outcomes in very little time. The collaborators included founder of Anthropocene Architecture School Scott McAulay, Sam Turner from Resilient Works and Simeon Shtebunaev a PhD researcher who we had been meeting throughout the week for valuable feedback.

The poster captures the journey of a person through their day with a ribbon background to direct the gaze of the viewer. They travel from their bedroom to an environmentally friendly residential area with retrofitted houses to the polluted city centre problematising the excessive use of transport and role of the commercial sectors before finding solutions. Using popular landmarks of Manchester, the protagonist encounters green infrastructure in Deansgate in addition to holding certain developments accountable for their lack of sustainable delivery through protests. The story ends with the character questioning the viewer on their next steps with a QR Code that links to a website with additional resources. Having received positive feedback from the collaborators who engaged with the document exactly as we had intended and praised the cross collaboration between all years, we were filled with enthusiasm to deliver the outcome to our best possible ability.



The Presentation

Clients Feedback and Distribution

After a few days of researching, we taught the students how to create visuals using vectors in Adobe Illustrator and then to animate them in Adobe After Effects. Learning two new software programmes was an ambitious task we had set ourselves in the given time and naturally some people took longer than others to become comfortable with it. However, their eager attitude made learning and teaching easier and very successful.

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During MSA Live preparations we were aware that this product would have a life outside of academia but largely to the public which improved to be harder than we had anticipated. After individual discussions with our collaborators we decided to target young people in secondary schools, university students as one demographic and community groups as the second. Narrowing the audience allowed us to develop a playful style easily as we knew we had to catch people's attention and invite them to our website.

After sending the poster, animation and accompanying website to Scott McAulay it will be up to him to share it with his clients and partners within the decided audience. Additionally we will reach out to climate groups like Architects CAN, MSSA Climate Action Network and Future Architects Network to spread awareness of how important climate literacy is to students and that we demand to see more of it in our education and workplaces.

ABOUT

Each year the MSA Live (formerly Events) programme unites M Arch. year 01 with B Arch. year 01 and 02 and M Land. Arch 01 in mixed-year teams to undertake live projects with external partners to create social impact.

LIVE PROJECTS

All MSA Live projects are live. A live project is where an educational organisation and an external partner develop a brief, timescale, and outcome for their mutual benefit.

SOCIAL IMPACT

All MSA Live projects have social impact. Social impact is the effect an organization's actions have on the well-being of a community. Our agendas are set by our external collaborators.

EXTERNAL PARTNERS

MSA LIVE projects work with many organisations: charities, community groups, social enterprises, community interest companies, researchers, practitioners and educators.

STUDENT-LED

Our MSA masters students take the lead in the project conception, brief development, delivery and co-ordination of a small project. Other cohorts join for an eventful 2 weeks of activities at the end of the academic year.

KNOWLEDGE TRANSFER

Working in teams within and across year groups and courses; MSA students participate in peer to peer learning. In addition, collaborators, participants and students engage in the transfer of tangible and intellectual property, expertise, learning and skills.

LARGE SCALE

This year approximately 600 students from 4 cohorts in MSA will work on 42 projects with partners.

QUESTIONS

For questions about MSA Live 21 contact MSA Live Lead: Becky Sobell:
b.sobell@mmu.ac.uk

BLOG

live.msa.ac.uk/2021

SOCIAL

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WEBSITE

www.msa.ac.uk