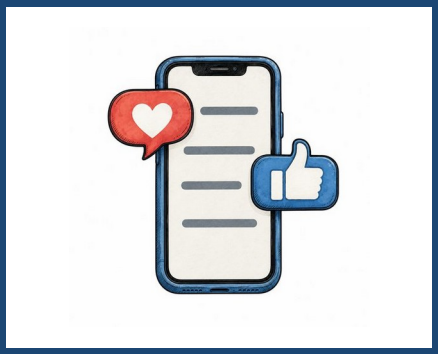
STUDENT VOICE · DESIGN CHALLENGE

Resource package

Complete resource · Primary








Everything a school needs to run the **Student Voice Design Challenge**: project overview, professional learning, safeguarding, facilitation, templates and submission.

Emotion, context & self-regulation design project

A statewide, student-led creative challenge for primary school students. Students help design the emotion artwork, context artwork and “What might help?” tools for a digital student check-in.

Your art. Your ideas. Your voice.

Students are not being designed for. Students are designing with us.

Their perspectives, language and design decisions shape the final outcome. Students choose what they share and how they take part. No one is ever asked to reveal private or traumatic experiences.

What’s in this package

Resource Section

Brain lab (p. 03–09) Circle one superpower; try the reset tools; draw one idea. Complete each page's activity and the choice point. Follow each "Go further" prompt and read the science notes.

1 Master project overview Part 1

2 Teacher pre-delivery professional learning (25 min) Part 2

3 Safeguarding and psychological safety guide · Safeguarding pre-launch checklist Part 3

4 Educator facilitation guide (8 sessions) · Differentiation · Behaviour and engagement Part 4

5 Complete classroom PowerPoint (slide-by-slide) Part 5

6 Student design journal (one per student, with "Go further" challenges) Part 6

7 Emotion, context and "What might help?" templates · Peer feedback cards Part 7

8 Submission form · Student submission checklist · Privacy and consent Part 8

9 Educator quick-reference sheet (one page) Part 9

10 Accessibility checklist · Observation and reflection template · Final quality test Part 10

your school's existing safeguarding and child-protection procedures are the source of truth. Where anything in this package differs from your school's policy, your school's policy applies.

Part 1 · Master project overview

For school leaders and educators. Read first.

Purpose

Young people use digital check-ins to say how they're going. Most of the artwork and language in those tools was made by adults. This project hands the brief to students. They research, sketch, test and refine real design work that may appear in a platform used by young people across the state.

It should not feel like an art lesson about emotions. It should feel like a design studio that needs young people's expertise.

What students create

Outcome What it involves

1. Emotion artwork Visual representations for the 48 emotions in the check-in. Schools share the list across students so every emotion gets several interpretations. Students choose which emotions they work on.

2. Context artwork Designs showing where check-ins might happen: with my friends · at home · in the classroom · on the grounds · online · gaming · break times · leaving school · on the way to school. If the platform needs only six contexts at first, students still explore all nine; the strongest concepts are selected later.

3. "What might help?" tools Practical, student-generated strategies for each emotion. Not clinical interventions — ideas that build choice, emotional vocabulary, connection, help-seeking and regulation. In the platform they appear as: "Here are some ideas other young people thought might help. You choose what works for you."

Context artwork: example concepts

Starter concepts for the nine contexts, deliberately mixing styles — street art, manga, hand-drawn and vector — so students see there is no single right look. Show them to spark ideas, then set the challenge: can you do better, in your own style? Each shows a place through a few details, with no real people, logos or real locations.

With my friends

Hanging out with mates

At home

Family and downtime

In the classroom

Class and learning

On the grounds

Around the campus

Online

Socials and messages

Gaming

Solo or with others

Break times

Recess and lunch

Leaving school

Heading home

On the way to school

Travel to and from

Program at a glance

Eight sessions of 60–90 minutes, following a real design process. Sessions can be split or combined to suit school timetables.

Stage Session Students...

Explore 1 · The brief Meet the challenge, agree how the room works, play with shape and symbols.

Explore 2 · Brain lab Learn how emotions work in the brain and body, why big emotions make thinking hard, and try evidence-based ways to settle.

Explore 3 · Emotion explorer Choose emotions, map them with SIFT using fictional characters and metaphor.

Imagine 4 · Storyboard and sketch Work through the emotion storyboard, generate several concepts, remix one.

Imagine / Create 5 · Context and emotion + context Design places and situations; combine an emotion with a context.

Create 6 · What might help? Rework existing strategies and invent new ones a teenager would use.

Test / Improve 7 · Prototype, test, version 2 Mystery design test with peers, then improve using feedback.

Share 8 · Final design and submission Finish, write or record a design story, and submit.

The design process students follow

Explore

Understand the problem

Imagine

Generate possibilities

Create

Make something

Test

See how others read it

Improve

Use feedback

Share

Present the best version

First attempts are not expected to be perfect. Version 1 is supposed to change.

Learning design foundations

Project-based and inquiry-based learning with a real client and real output. Universal Design for Learning gives multiple ways in, through and out of every task. Gradual release (I do, we do, you do) keeps teacher input to short bursts of 5–8 minutes. Activities are low-floor/high-ceiling: anyone can start in under a

minute, and there is always a deeper challenge. Formative feedback comes from peers testing work, not from marking. Practice is strengths-based, culturally responsive and trauma-aware throughout. The neuroscience of learning, developed with Professor Mark Williams OAM, underpins every session: emotions shape attention, memory and readiness to learn, so each session starts settled, keeps input short, and ends with a name it, share it, settle it routine.

Ways students can contribute

A student who doesn't enjoy writing should still be able to produce an outstanding contribution. Every task accepts: drawing · painting · speech · discussion · collage · cut paper · stencils · symbols · movement · short written responses · visual mapping · supported scribing.

Student outcomes

Students should leave able to say:

- My ideas mattered.
- I learnt something about design.
- I learnt more ways emotions can be understood and communicated.
- I discovered strategies that might help me or someone else.
- I contributed to something real.

Learning outcomes

- Use visual language — shape, texture, movement, symbol, composition — to communicate an idea.
- Apply a design-thinking process: explore, imagine, create, test, improve, share.
- Broaden emotional vocabulary and understand that emotions are experienced and shown differently by different people and cultures.
- Generate, evaluate and explain practical strategies that young people might use.
- Give and receive respectful, specific feedback.
- Distinguish inspiration from copying and produce original work.

Part 2 · Teacher pre-delivery professional learning

25 minutes. Run with the whole delivery team before Session 1. Ideally led by the school's wellbeing or safeguarding lead.

Time Topic Key messages and activity

0–3 min Purpose of the project Students are the design team. The work is real and may be used statewide. Your role is creative director, not therapist.

3–6 min Student agency Choice over emotion, format, pace, group and how much is shared. Ask: "Is the student doing more than me right now?"

6–10 min Psychological safety and safeguarding The student rights (pass, change, stop, break, work alone, choose format, choose what to share). school procedures remain the source of truth. This project does not create a new process.

10–14 min Safe questioning Pairs practise turning personal questions into general ones using the language swap table (Part 3). Every question is about "someone", a character or the design.

14–18 min Responding to discomfort and disclosures Walk through the traffic-light guide. Rehearse the disclosure response aloud once: calm, listen, acknowledge, don't investigate, don't promise secrecy, follow procedure.

18–21 min Avoiding accidental therapy Warning signs: follow-up "why" questions, asking about home, lingering on a student's story. Redirect to the design: "What shape would you give that?"

21–23 min Supporting disengaged students and closing safely Quick-start entry points, choice of materials, every session ends with a neutral or forward-looking closure.

23–25 min Educator boundaries and self-care Who you debrief with after a hard session. You are not expected to hold the class's emotional load alone. Confirm names: safeguarding lead, wellbeing staff, EAP.

Before you finish, confirm

- Every facilitator knows the school safeguarding lead and how to reach them during sessions.
- A second adult or on-call contact is available during each session.
- A calm space students can move to is identified.

- Facilitators have the quick-reference sheet (Part 9) printed.

Part 3 · Safeguarding and psychological safety guide

Safeguarding is built into every stage. Keep the project safe for students and for educators. Your school's existing safeguarding and child-protection procedures are always the source of truth.

Student rights — display these in the room

- You can pass, stop, or take a break.
- You never have to share anything personal.
- You can work alone, choose another format, and decide what you show.

No student has to explain why they are not joining in.

No personal disclosure, ever

Never ask students to describe trauma, abuse, family conflict, self-harm, mental health or other private experiences. Every task works with fictional characters, imagination, metaphor or abstract art.

Using SIFT safely

SIFT (Sensations · Images · Feelings · Thoughts) is a creative lens, never a therapeutic assessment. Always frame it around a character or "someone": "What might someone notice?" not "What happens to you?"

Safe facilitator language

Instead of...	Try...
"Why do you feel like that?"	"What might someone experiencing this emotion notice?"
"Has this happened to you?"	"What could this look like for a young person?"
"Where do you feel this in your body?"	"Where might a character in a film show this?"
"Everyone share one thing."	"Share if you want to — or pass."

If a student becomes upset, or discloses

- Uncomfortable or unsettled: check in quietly and privately ("Want to swap to something else?"). Offer a pass, a neutral task or a break. Don't ask why. If it continues, follow your school's wellbeing procedure.
- A disclosure or immediate concern: stay calm, listen, and don't interrogate or promise secrecy ("Thank you for telling me. I need to make sure the right people help."). Follow your school's child-protection procedures and escalation pathways straight away, and don't leave a student at immediate risk alone.

You are a facilitator, not a counsellor: keep the room safe, keep the design moving, and connect students to existing support. Debrief anything difficult with your safeguarding lead the same day.

Content and cultural safety

Artwork must not include graphic depictions of self-harm, suicide, violence, abuse, injury, explicit material, hate imagery or weapons. Teach students to show difficult feelings through metaphor, shape, scale, colour and symbol. If a design crosses the line, redirect privately: "How could we show that strength of feeling using shape or scale instead?" Remember a symbol can mean something different to someone else — build that question into testing.

Safe session closure

Never finish during an intense activity. Leave a few minutes at the end and choose one: movement; a neutral creative task; grounding (name five things you can see); a positive reflection ("one design choice I'm proud of"); or "name it, share it, settle it" (private is fine). Acknowledge one thing each person created.

Pre-launch checklist

- Your safeguarding lead has read and approved the project.
- Facilitators have completed the pre-delivery professional learning.
- A second adult or on-call contact is confirmed for each session.
- A calm space is available and students know how to use it.
- Students with wellbeing plans have been reviewed with the wellbeing team.
- Consent forms distributed; work saved without personal identifiers.

Part 4 · Educator facilitation guide

Practical enough for an educator who has never delivered the project before.

Educator preparation

- Complete the pre-delivery PL and the safeguarding pre-launch checklist.
- Divide the 48 emotions into cards (one emotion per card). Students choose; no one is assigned an emotion.
- Print one design journal per student (A4, double-sided). Every page has a quick way in and a "Go further" challenge, so no student is singled out.
- Prepare a texture table and art station (see Materials).
- Collect 4–6 anonymous example designs (non-student, from the platform team or made by staff) for the mystery design test.

Materials

Emotion cards (48) · context cards (9) · pass cards · markers, pastels, paint · paper and magazines for collage · texture samples (sandpaper, foil, felt, bubble wrap, wool, cracked tiles photo, silk, cardboard) · sticky notes · sticker dots for voting · A3 and A4 paper · tracing paper · glue sticks and scissors · stencils and shape stamps · fidget and sensory tools · timer.

Recommended room setup

- classroom: tables in small clusters, one solo zone facing a wall, one standing or movement zone.
- Art station and texture table students can move to freely.
- A pin-up wall for work in progress (displayed without names unless students choose).
- Calm corner with low stimulation.
- Student rights and the design-process strip visible.

Psychological safety preparation

Open Session 1 by co-creating "how our lesson works" with students. Keep it to 4–5 agreements. Model passing yourself in the first activity. Keep activities short (10–20 minute cycles) with movement between.

Suggested language

- "You're the experts here. We need your eyes on this."
- "There are no wrong interpretations — only design choices."
- "Use a character, a film, or pure imagination. Nothing about you needs to go on the page."
- "Version 1 is meant to be rough."
- "Want to show it, describe it, or keep it for now?"

Session facilitation notes

Timings assume 75 minutes. Compress by dropping extensions; expand by giving more making time.

Session 1 · The brief

Objective Students understand the real-world challenge, agree how the studio works and start making within ten minutes.

Timing Opening 10 · Input 8 · Activity 40 · Reflection 10 · Closure 7

Materials Slides 1–7, emotion word cards, markers, A3 paper, one design journal per student, pass cards.

Opening Name it warm-up: in pairs, students find as many precise words as they can for one emotion in 60 seconds (emotional granularity, Barrett 2017).

Teaching input The brief: a real digital check-in needs artwork designed by young people. Show what they'll make, that it's a statewide challenge, and where work may appear. Co-create studio agreements; introduce student rights and pass cards.

Student activity Symbol Sprint: pick any emotion card, draw five symbols for it in two minutes. Swap and repeat three times. Then Shape Challenge: represent one emotion using only geometric shapes.

Facilitation questions "Which of your five would work at icon size?" "What made you pick that shape?" "Could this mean something different to someone else?"

Extension Sketch how one app or game communicates mood using shape and movement only (analyse, don't copy).

Differentiation Stamp, sticker or collage symbols; describe symbols aloud for a peer or adult to sketch.

Safeguarding notes Emotion cards face-up so students choose, not draw blind. Watch for students repeatedly picking one heavy emotion; offer variety without comment.

Reflection "My design challenge" and "My choices" journal pages (p. 01–02) — circle, tick or draw.

Closure Pin up one favourite symbol (optional, no names). Name it, share it, settle it.

Session 2 · Brain lab

Objective Students understand what emotions are, what happens in the brain in a big emotion, why learning and decisions get harder, and practise evidence-based ways to settle the body and brain.

Timing Opening 5 · Input 15 (three 5-minute bursts) · Activity 40 · Reflection 8 · Closure 7

Materials Slides 8–14, design journal p. 03–09, timer, cups of cold water, a calm and an upbeat music track.

Opening Hand model of the brain together (Siegel): fist with thumb tucked in, then lift the fingers to show "flipping your lid".

Teaching input Three short bursts: your brain is under construction (adolescence as an opportunity, not a problem); emotions are information, not instructions; the alarm, the coach and why we can't think straight in a big emotion.

Student activity Reset lab: try each body-first tool for about 60 seconds and rate it as a designer. Then the choice point (Stop, Breathe, Notice, Choose) using the fictional character Sam, and design a small act of kindness.

Facilitation questions "Which tool would a teenager actually use at school?" "What would a pause button look like?" "How could a check-in help someone name it before it becomes a big wave?"

Extension Rework one reset tool into a check-in feature, or design the emotion wave for a phone screen.

Differentiation Tools can be tried, watched or skipped. Journal prompts can be drawn, written or spoken. Read quotes aloud for students who prefer to listen.

Safeguarding notes Never ask when a student last had a big emotion; use characters and "someone". Breathing work can feel uncomfortable for some students: keep eyes open, offer a pass and a movement alternative.

Reflection Journal p. 03–09: circle a teenage-brain superpower, rate the reset tools.

Closure One physiological sigh together, then name it, share it, settle it.

Session 3 · Emotion explorer

Objective Students choose 1–3 emotions and explore them through SIFT, texture, movement and sound using fictional or general perspectives.

Timing Opening 10 · Input 8 · Activity 42 · Reflection 8 · Closure 7

Materials Slides 15–16, texture table, speaker, emotion cards, SIFT map page.

Opening Emotion Charades (modified): a volunteer acts out an emotion as a character, animal or weather system — never as themselves. Others guess. Passing is fine.

Teaching input SIFT as a designer's lens: Sensations, Images, Feelings, Thoughts. Model it for a film character in 3 minutes.

Student activity Rotate: Texture Table (pick materials that represent your emotion, sketch or stick them in) · Soundtrack (choose a song style or genre for it) · SIFT Map for a fictional character.

Facilitation questions "What might someone notice first?" "If this emotion were a texture, what would it be?" "What song style would it be?"

Extension Deep Dive: compare how two cultures or artists have represented the same emotion.

Differentiation SIFT map with picture prompts and tick-boxes; talking it through with an adult who scribes; sensory students lead the texture table.

Safeguarding notes Highest-risk session for personal drift. Keep all prompts third-person. If a student talks about themselves, acknowledge briefly and redirect to the design.

Reflection "One new word or idea I learnt about this emotion."

Closure Movement: pack-up relay, then name five things you can see.

Session 4 · Storyboard and sketch

Objective Students complete an emotion storyboard and generate at least three visual concepts, then remix one.

Timing Opening 8 · Input 7 · Activity 45 · Reflection 8 · Closure 7

Materials Slides 17–18, emotion storyboard template, art materials.

Opening Inspiration vs copying: show a game character and an original design inspired by how it builds its world. Vote: inspiration or copy?

Teaching input Walk the 9 storyboard steps. Show three very different concepts for one emotion to model range.

Student activity Storyboard → Sketch It (three concepts) → Remix It (change texture, scale or style of one concept).

Facilitation questions "What would happen if it was twice the size?" "Which concept would read best on a phone screen?" "Tell me about that choice."

Extension Design an animated version: how would it move in two seconds?

Differentiation Stencils, shape stamps and collage for students reluctant to draw; storyboard can be completed verbally with scribe.

Safeguarding notes Check content safety as designs emerge. Redirect graphic imagery to metaphor privately.

Reflection Star the strongest concept; one sentence, symbol or voice note on why.

Closure Gallery walk of the pin-up wall; leave one positive sticky note on any design.

Session 5 · Context and emotion + context

Objective Students design context artwork and explore how an emotion changes in different places.

Timing Opening 10 · Input 5 · Activity 45 · Reflection 8 · Closure 7

Materials Slides 19–20, context cards, context storyboard template, crayons for rubbings.

Opening Texture hunt: walk the school and collect rubbings (crayon over paper) and sketches of textures and shapes — no people.

Teaching input The nine contexts. How a designer shows a place with a few key details.

Student activity Context storyboard for one or more contexts. Then Context Remix: put your emotion in three different contexts and redesign it each time.

Facilitation questions "What three details say 'gaming' without showing a real game?" "How does the same emotion change on the way to school?"

Extension Design a consistent visual style that works across all nine contexts.

Differentiation Collage-based contexts; movement students lead the texture hunt; processing time via pre-seen context cards.

Safeguarding notes "At home" can be sensitive. Offer it as optional and design it as a general space; never ask about students' homes.

Reflection "Emotion + context" journal page (p. 16).

Closure Future-focused: "Which context do you want to try next?"

Session 6 · What might help?

Objective Students evaluate and invent practical strategies another young person would actually use.

Timing Opening 10 · Input 7 · Activity 43 · Reflection 8 · Closure 7

Materials Slide 21, strategy cards, "What might help?" template, sensory tools.

Opening Strategy sort: in pairs, sort strategy cards (movement, music, drawing, taking space, talking to someone trusted, water, slow breathing, going outside, sensory tools, changing environment, writing, breaking a problem down, sport, stretching, connection, quiet time, creative activities, grounding, asking for help) into "a teenager might use this" / "needs a redesign".

Teaching input These are ideas, not prescriptions. Good tools are quick, clear, and offer choice.

Student activity Rework: redesign one "needs a redesign" strategy so a teenager would use it. Then invent an original tool using the template.

Facilitation questions “Why could it help?” “When might someone use it?” “Alone, with someone, or both?” “How would another student understand it in five seconds?” “Who could someone approach if this wasn’t enough?”

Extension Design the tool as a 3-step screen flow for the platform.

Differentiation Demonstrate a tool physically; act out a 30-second how-to; comic strip format.

Safeguarding notes Strategies must be safe for anyone. Gently redirect ideas that involve risk. Every tool includes a “who could help” step.

Reflection “A tool I think another student would actually use.”

Closure Try one student-made tool together as a group (if suitable).

Session 7 · Prototype, test, version 2

Objective Students test how others interpret their designs and improve them using feedback.

Timing Opening 8 · Input 5 · Activity 50 · Reflection 5 · Closure 7

Materials Slide 22, peer feedback cards, prototype page.

Opening Mystery Design Test warm-up: show an anonymous design; students guess the emotion. Discuss why guesses differ — that’s useful data, not failure.

Teaching input How to give feedback: specific, kind, about the design. Model with the feedback cards.

Student activity Prototype (clean up the strongest concept) → Student Testing (two peers interpret it without labels, using feedback cards) → Version 2.

Facilitation questions “What did testers see that you didn’t expect?” “What’s one change that would make it clearer?”

Extension Test at icon size (2 cm) and at full screen. What breaks?

Differentiation Feedback via sticker dots and symbols; students reluctant to work in groups test with an adult or submit anonymously to a feedback box.

Safeguarding notes Designs are displayed without names. Students choose whether their work is tested. Feedback is about the design, never the person or their interpretation of the emotion.

Reflection Before/after comparison on the Version 2 page.

Closure Acknowledge one improvement each person made.

Session 8 · Final design and submission

Objective Students finalise work, tell their design story and submit.

Timing Opening 5 · Input 5 · Activity 55 · Sharing 3 · Closure 7

Materials Slides 23–24, submission forms, consent forms.

Opening Look back: flick through your journal and star three moments you’re proud of.

Teaching input What happens next: submission, how work might be used, consent.

Student activity Final design → My Design Story (written, drawn or scribed) → submission checklist and form.

Facilitation questions “What do you want the platform team to know about your design?” “What would you change with more time?”

Extension Present your design to school leadership as a short spoken pitch.

Differentiation Design story via comic strip or scribe; submission form can be completed with support.

Safeguarding notes Check every submission for personal information in images, file names and design stories before it leaves the school.

Reflection “I contributed to something real because…” (optional).

Closure Celebrate the whole studio: display everything shared by choice; thank students as a design team.

Differentiation

Offer every option to every student. Don’t allocate supports by diagnosis — let students choose what works.

Need Supports

Low literacy Icons paired with words, picture prompts, tick-boxes, instructions read aloud, scribing.

ADHD Short cycles with timers, movement roles, choice of station, visible next step, fidget tools.

Autism Visual schedule per session, advance notice of changes, clear literal instructions, solo zone, option to skip charades and group tests.

Dyslexia Readable sans-serif fonts, left-aligned text, cream paper option, instructions read aloud by staff, no student reading aloud unless chosen.

Learning difficulties Worked examples, one step per card, quick-start prompts on each journal page, extra time.

Reluctant to draw Collage, shape stamps, stencils, tracing, texture rubbings, describing ideas for others to sketch.

Reluctant to talk Sticky notes, dot voting, written or drawn responses, feedback box.

Reluctant to work in groups Solo pathway for every task; test with an adult instead of peers.

Needs movement Photo hunt, texture table, pin-up runner, standing zone, charades.

Needs processing time Preview prompts at the start, think time before responses, take-away cards.

Behaviour and engagement support

- Start with making. Hands on materials within ten minutes of every session.
- Low barrier to entry. Offer a 60-second task to anyone who's stuck: "Find one more precise word for this emotion."
- Give real roles. Tester, curator, photographer, materials lead.
- Treat disruption as information. It may signal discomfort (amber). Offer choice before consequence.
- Private redirection. Quiet, brief, and back to the design.
- Recognise contribution. Name specific ideas, effort and improvement — not only artistic skill.

Part 5 · Classroom PowerPoint

24 slides, supplied as a separate file: school Student Voice Classroom Deck . One purpose per slide, minimal text, speaker notes on every slide.

Slide Session What students do

1 Your art. Your voice. Your school. 1 Opening.

2 Why we're doing this 1 Quick hands-up poll.

3 What you'll create 1 Pick what interests you most.

4 How our studio works 1 Co-create studio agreements; pass cards.

5 How designers actually work 1 Explore → Share overview.

6 Name it warm-up 1 Precise emotion words in pairs.

7 Symbol sprint 1 Five symbols in two minutes.

8 Your brain is under construction 2 Circle a teenage-brain superpower.

9 What even is an emotion? 2 Emotions as messengers.

10 Your brain in a big emotion 2 Brain diagram and hand model.

11 Why you can't think straight 2 Protect mode; the emotion wave.

12 Reset lab 2 Try and rate body-first tools.

13 You always have a choice 2 Stop, Breathe, Notice, Choose.

14 Kindness, empathy and gratitude 2 Design a small act of kindness.

15 SIFT 3 Model with a film character.

16 Emotion lab 3 Four rotation stations.

17 Emotion storyboard 4 Nine-step storyboard.

18 Inspiration vs copying 4 Vote, then sketch three concepts.

19 Where check-ins happen 5 Pick a context to design.

20 Emotion + context 5 Context remix.

21 What might help? 6 Strategy sort and rework.

22 Test it 7 Mystery design test and feedback cards.

23 Submit your work 8 Checklist and choices.

24 Close Any Name it, share it, settle it.

Part 6 · Student design journal

One print-ready A4 journal per student: school Student Design Journal (25 pages, including cover and science sources). Every page has a quick way in and a "Go further" challenge, so students choose their own level privately. Journal page numbers are shown on the matching slides and in the speaker notes.

A design journal, not a worksheet. Big spaces, minimal text, icons paired with words. Use the table below to adapt each page for students who need a quick start or want a deeper challenge.

Emotion storyboard template

1 · Emotion

What emotion are we representing?

2 · Body

Where might someone notice it? (Draw on the outline — a character, not you.)

3 · Symbols

Shapes, objects or images that could represent it.

4 · Name it

What's the precise word?

5 · Texture

Smooth · rough · sharp · soft · heavy · fuzzy · cracked · metallic · flowing

6 · Movement

Fast · slow · exploding · floating · spinning · falling · growing · shrinking

7 · Thoughts

What might a character think? Use a thought bubble.

8 · Visual concept

Three ideas. Star the strongest.

9 · What might help?

Strategies, tools, places or people.

Context storyboard template

Context

Friends · home · classroom · grounds · online · gaming · break times · leaving school · on the way to school

Three key details

What instantly says "this place"?

Light and atmosphere

Time of day, weather, atmosphere.

Viewpoint

Close up, far away, from above?

Sketch

Rough layout.

Check

No real people, logos or identifiable places. Could it mean something different to someone else?

"What might help?" design template

Prompt Your idea (draw, write, record)

What might help?

Why could it help?

When might someone use it?

Alone, with someone else, or both?

How could another student understand it in five seconds?

Who could someone approach if this wasn't enough?

Peer feedback cards

Print, cut and laminate. Testers pick one or two cards per design. Feedback is always about the design.

I think this shows...

Guess the emotion or context before reading the label.

The first thing I noticed...

What jumps out?

This choice works because...

Shape, symbol, texture, movement.

What if you tried...

One suggestion.

Would it work tiny?

Imagine it as a phone icon.

Could it mean something else?

To someone from a different background?

Part 8 · Submission, privacy and consent

What students submit, and the choices they keep over their work.

Award categories, judging and selection processes are provided in a separate competition guide.

Submission form

Entry number (assigned by school)

Centre

Type of work (tick one or more) ☐ Emotion ☐ Context ☐ What might help? tool

Emotion and/or context represented

Format ☐ Drawing ☐ Painting ☐ Collage ☐ Photo ☐ Digital ☐ Other

Design story (write, record or attach)

Name for attribution (optional) ☐ Full name ☐ First name only ☐ Initials ☐ Anonymous

Consent form attached ☐ Yes

Student submission checklist

- ☐ My design is original — no game characters, logos, celebrities, copied artwork or app icons.
- ☐ There is no personal information in my artwork or file name.
- ☐ My design shows feelings using shape, symbol, character or metaphor — nothing graphic.
- ☐ I've chosen how my name appears.
- ☐ My consent form is signed.

Privacy and consent

Explain the following to students and parents or carers in plain language before submission:

What is submitted The artwork, a design story, category and chosen attribution. No personal or sensitive information.

Where it may appear In the digital check-in platform, school communications and a project exhibition.

Adaptation Designs may be adapted (for example, simplified for icons or adjusted for accessibility). Students will be told if their design is used.

Attribution Students choose: full name, first name, initials or anonymous.

Names published Only with student and parent or carer consent, as per school policy.

Photographs Photos of artwork only. Photos of students require separate consent under school policy.

Permissions Student consent plus parent or carer consent where required by school policy. Students can withdraw their work before the submission deadline.

Part 9 · Educator quick-reference sheet

Print and keep beside you while teaching.

Student rights

Pass · change emotion · stop · take a break · no personal sharing · work alone · choose format · choose what to show. No explanation needed.

Safe questions

"What might someone notice?" · "What could this look like for a young person?" · "Tell me about your design choice."

Never ask

About trauma, home, family, self-harm, diagnoses, bullying, relationships or "why do you feel that way?"

Redirect to the design

"What shape would you give that?" · "How could scale show that?" · "Could a character show it?"

● Green

Comfortable. Keep going; offer extensions.

● Amber

Uncomfortable or wants to stop. Quiet check-in, offer swap, pass or break. Tell second adult.

● Red — disclosure or immediate concern

Stay calm · listen · don't investigate or ask leading questions · don't promise secrecy · acknowledge · follow school procedures · contact safeguarding lead now.

Close every session safely

Movement · neutral making · grounding · proud moment · next step · name it, share it, settle it.

Content rules

No graphic harm, blood, weapons, hate, explicit material. No logos, game characters or copying.

My contacts

Safeguarding lead:

_____

Second adult / on-call:

_____

Wellbeing team:

_____

You are not a counsellor. Respond, report, and debrief. school procedures always override this resource.

Part 10 · Checklists and reflection

Use before delivery and after each session.

Accessibility checklist

✓ All student-facing materials

☐ Readable sans-serif font, minimum 14pt in print, 24pt on slides.

☐ High contrast text; no text over busy images.

☐ Plain language; one idea per sentence.

☐ Clear visual hierarchy and chunked instructions (one step per line).

☐ Icons always paired with words.

☐ Meaning is always shown in words as well as visuals.

☐ Generous whitespace; limited items per page.

☐ Visual examples for every task.

☐ At least three ways to respond to every task.

☐ Audio or read-aloud option available.

Educator observation and reflection template

Session and date

What engaged students most today?

Who found a way in that surprised me? (no names needed)

Was the student doing more than me? ☐ Mostly ☐ Sometimes ☐ Not yet

Amber or red moments and actions taken (record details per school procedure, not here)

Did every student close the session safely? ☐ Yes ☐ Follow-up needed

What I'll change next session

How am I going? Do I need to debrief? ☐ I'm fine ☐ I'd like to debrief

Final quality test

Before launch, answer each question. Any "no" means redesign that element before delivery.

Question Yes No

Is the student doing more than the teacher? ☐ ☐

Can a student succeed without being good at writing? ☐ ☐

Can a student succeed without being good at drawing? ☐ ☐

Is there meaningful choice? ☐ ☐

Does the activity build agency rather than compliance? ☐ ☐

Is participation emotionally safe? ☐ ☐

Could any question pressure a student to disclose something personal? (should be No) ☐ ☐

Does the educator know what to do if a student becomes distressed? ☐ ☐

Can a disengaged learner enter the activity quickly? ☐ ☐

Is there a real-world purpose? ☐ ☐

Will students see that their ideas matter? ☐ ☐

Is the experience respectful rather than childish? ☐ ☐

Are students asked to think, create, test and improve? ☐ ☐

Does it accommodate different literacy, learning and communication needs? ☐ ☐

Is the workload realistic for school educators? ☐ ☐

Could this become an activity students talk positively about afterwards? ☐ ☐

Less “We are teaching you about emotions.” More:

“We need your expertise as young people to help us design something better.”

Your art. Your ideas. Your voice.