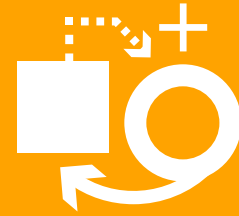
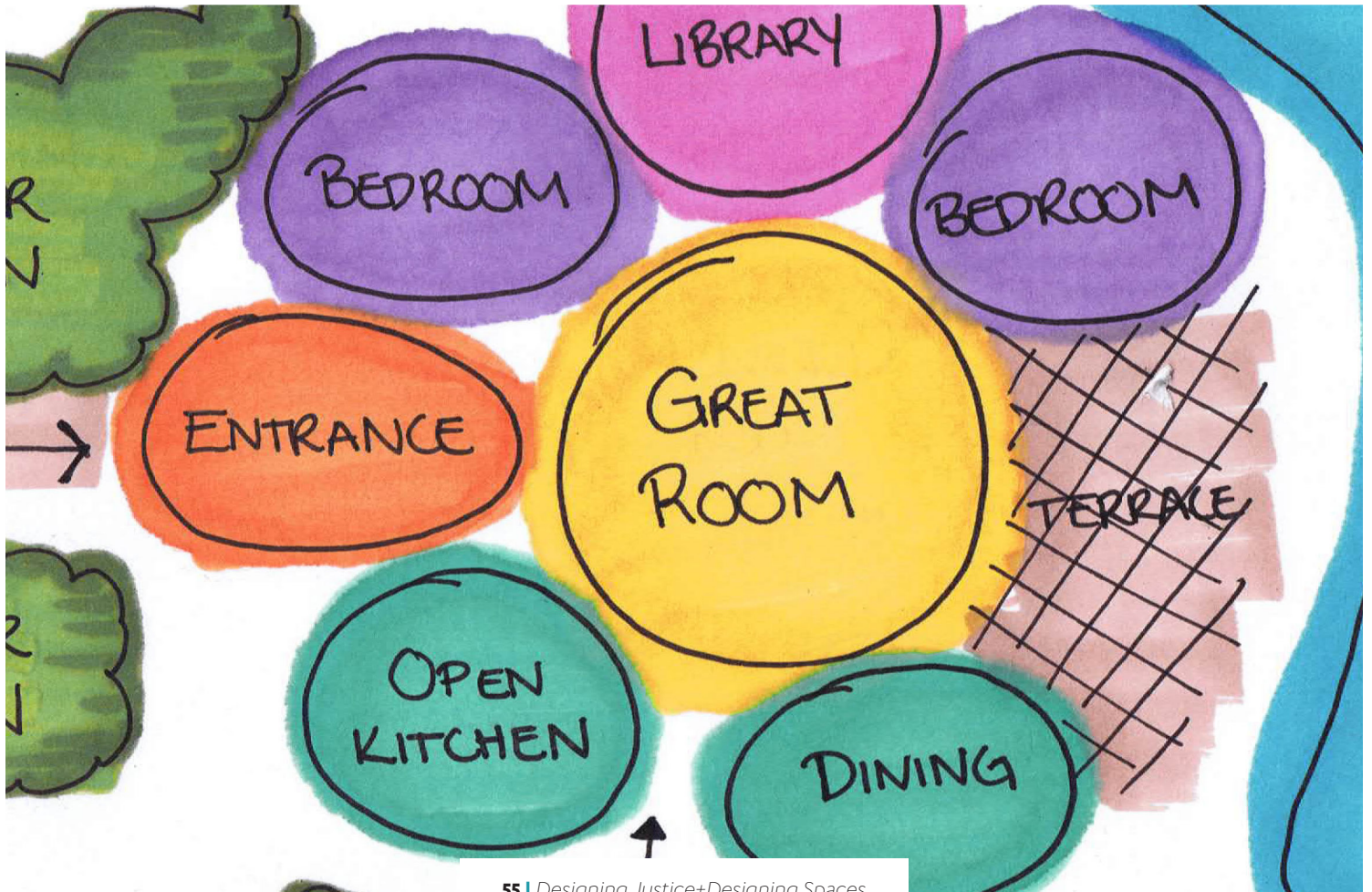




Tool 3



Diagrams

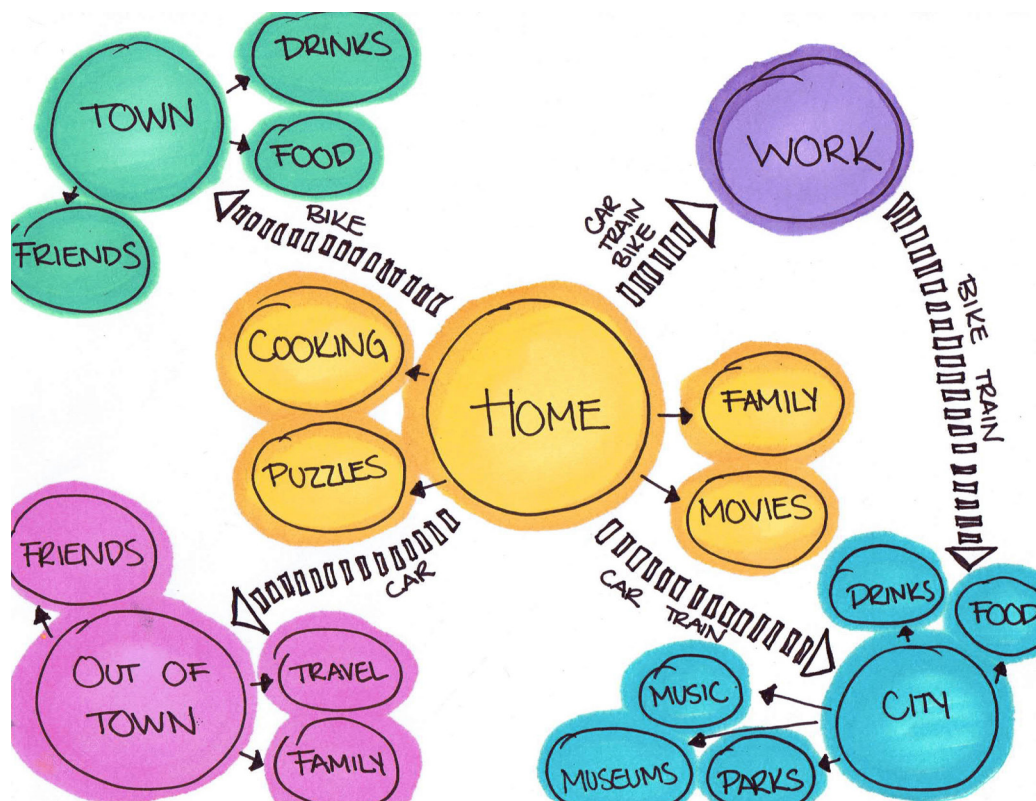




Description

Diagrams

When we want to understand how people use spaces and what kinds of relationships exist between complex social interactions and spaces, we can use bubble diagrams and graphic symbols to express these relationships in a simple way. Color, lines, arrows, and shapes integrated with text can all help to explain what we see, experience, and observe in the world around us. This becomes an important exploration prior to the creation of complex and detailed representations of space, such as measured drawings or renderings. These diagrams are always used at the beginning of any design phase, no matter if you are designing a new city, a building, or a single room.



When creating diagrams, designers consider a variety of aspects of the space. For instance,

- Spatial layouts – Where is furniture in a room? What rooms are adjacent to others? Where is entry into building/room? Where is the door? What rooms do you pass through to get to others?
- Public and private spaces/zones – Which spaces are open to everyone and which are open to only select people?
- Occupied territories and ownership – Who owns which spaces, for instance, street corners, neighborhoods, children’s play area vs. adult waiting area?
- Movement and occupation of space – How do people move through space? Where do they sit and how to they congregate, sit alone, etc.?
- Access to space – Who can go in and who can’t?
- Formal and casual spaces – Which spaces are more formal (e.g., classroom) and which are more casual (e.g., bedroom)?

In this context, diagramming will generally be a quick and loose process, meaning that you can draw with just your hand and pen or pencil doing multiple diagrams within a short span of time. These are not technical drawings. Diagrams can also be drawn over a map or image and/or using moveable “game” pieces. Additionally, symbols (e.g., that represent furniture) can be added to drawn diagrams to further specify, or even transform, the space. The Make and Build section of this tool presents each in more detail.

Diagrams and diagramming is often referred to as “maps” or “mapping.” Given that maps are problematic in a correctional environment as they are considered a security breach and implements of escape, it is important to use the language of “diagram” and be clear on the purpose of this exercise. That is, diagrams are being used to understand complex social experiences, relationships, and concepts; they are not being used as a tool for way finding in this instance.



SAMPLE EXERCISE

This exercise invites participants to consider the spaces in which they live, work, and play that communicate values important to restorative justice, such as love and respect. These spaces may be inside the institution or outside in the community. After giving students an introduction to diagrams and aspects of design to be considered and then showing examples of diagrams, provide participants the following prompt:

Consider the different buildings and spaces in which you live, work, and play and in which you experience values important to restorative justice, such as love, respect, and empowerment. Select one of these spaces and diagram it.

After students have completed their diagrams, facilitate a large group discussion. Sample questions include:

1. What have you chosen to represent and why?
2. How are you representing your ideas/experience of the space?
3. How might others' diagrams of similar spaces be similar to or different from the one you created?
4. What parts of the existing diagram would you want to change and how? What new experiences would this change promote?

“I love thinking visually so that was an exciting aspect for me. Visual practice helps be integrate academic discourse into my thoughts/ideas so it was very helpful.”

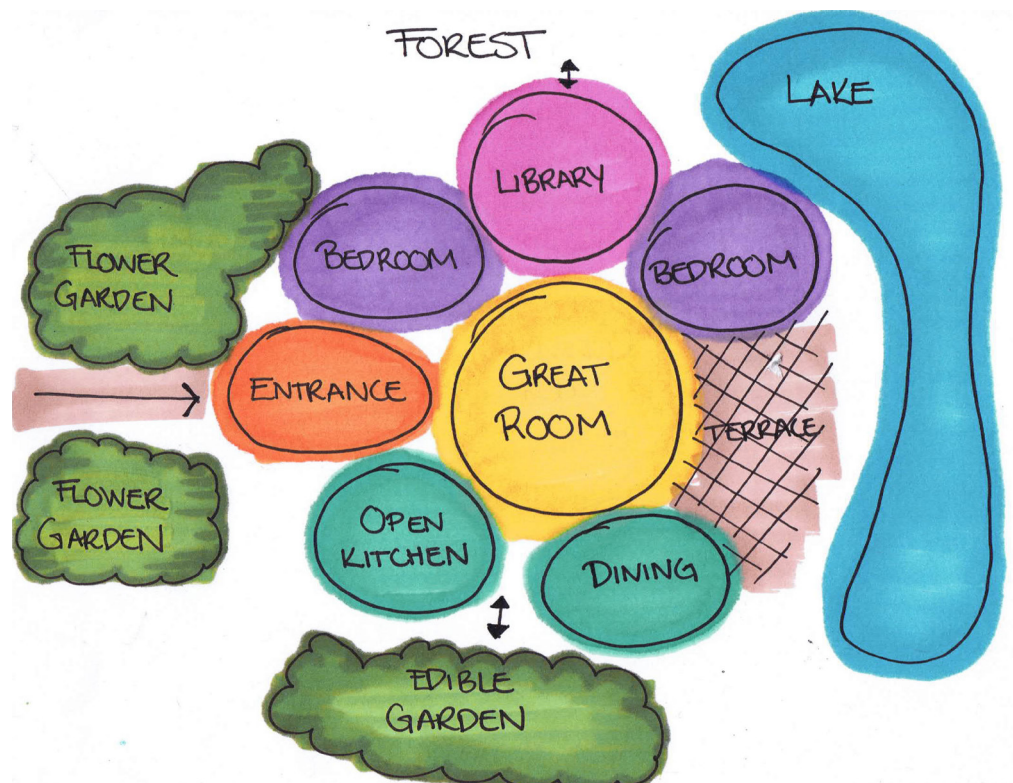
– Chester Prison Workshop
Participant



Plan and Process

Use this tool to

- Explore personal and relational experiences with spaces.
- Visualize and/or map power dynamics within a space.
- Begin to visualize experiences that one wants to transform within a space.
- Understand movement through spaces.
- Compare and contrast different experiences within a space.
- Explore restorative spaces at various levels (e.g., room, building, neighborhood, city).



Modify the sample exercise

Variations of this design tool involve the prompts provided to participants and the way in which diagramming is created and completed. These prompts can be used to create diagrams that are drawn but also ones created with moveable pieces. Additionally, participants can create diagrams individually or work together in small groups to make one diagram.

Prompt 1: Restorative justice, social justice, and design

1. Consider the different buildings and spaces in which justice occurs. Diagram for:
 - a. Spaces that perpetuate or send messages about racism, oppression, power imbalances, and other social inequalities and discrimination (e.g., socioeconomic status, gender, sexual orientation, disability).
 - b. Spaces that contribute to or send messages about equality, freedom, participation, and empowerment.
2. Consider the spaces in which you live, work, and play in every day, and diagram the same experiences and messages as above.

Prompt 2: Diagram your life

Spend time reflecting on a typical day and draw a diagram that represents your experience in any way you like. To start, think about the places where you spend your time. What are the sequences of events and how do you get from one place to another? Where do you rest, play, work, and worship? Are the spaces close to one another? Does it take a long time to get to each space? What barriers might be in your way? Where are the points of access? Are you below or above ground? Who do you meet up with on your way? Are there multiple scenarios you can explore?

Exercise 1: Adding symbols to a drawn diagram

A simple modification to any drawn diagram exercise involves inviting participants to use symbols that represent furniture to further specify, or transform, the space. Provide participants with paper furniture cutouts created from Template 2 in the Make and Build section.

Present and debrief the design tool

Students present their diagrams to the group. Sample debriefing and discussion questions include:

1. What have you chosen to represent and why?
2. How are you representing your ideas/experience of the space?
3. How might others' diagrams of similar spaces be similar to or different from the one you created?
4. What parts of the existing diagram would you want to change and how? What new experiences would this change promote?



Follow the advice of CDC.
Keep your wounds

Clean
Dry
Cover



Emily



Rebecca

ASDCU
OFFICIAL VISITOR



Isabella





Make and Build

Diagrams can be simply drawn on paper, on tracing paper, over a map/image, or created with movable pieces. Varying supplies and preparation are needed for each type of diagram.



Diagramming on paper

This is the simplest and easiest form of diagrams as participants can create diagrams by drawing, by hand, on a piece of plain paper, on translucent tracing paper, or in their visual diaries.

Materials

- White paper of any size and weight (e.g., visual diary, 8 ½" x 11", 11" x 14", or larger).
- Felt tip markers in assorted colors (e.g., Pentel®, Crayola®).
- Pencil with eraser.



Diagramming over a map or image

Participants can create diagrams on tracing paper over a map or image as a way to diagram experiences within that particular space.

Materials

- Map or image of any size.
- Tracing paper: This can be found at most art or drafting supply stores. When purchased in a roll, participants can rip off the size of trace needed given the size of the image.
- Pencils.
- Felt tip markers in assorted colors (e.g., Pentel®, Crayola®).



Diagramming with moveable pieces

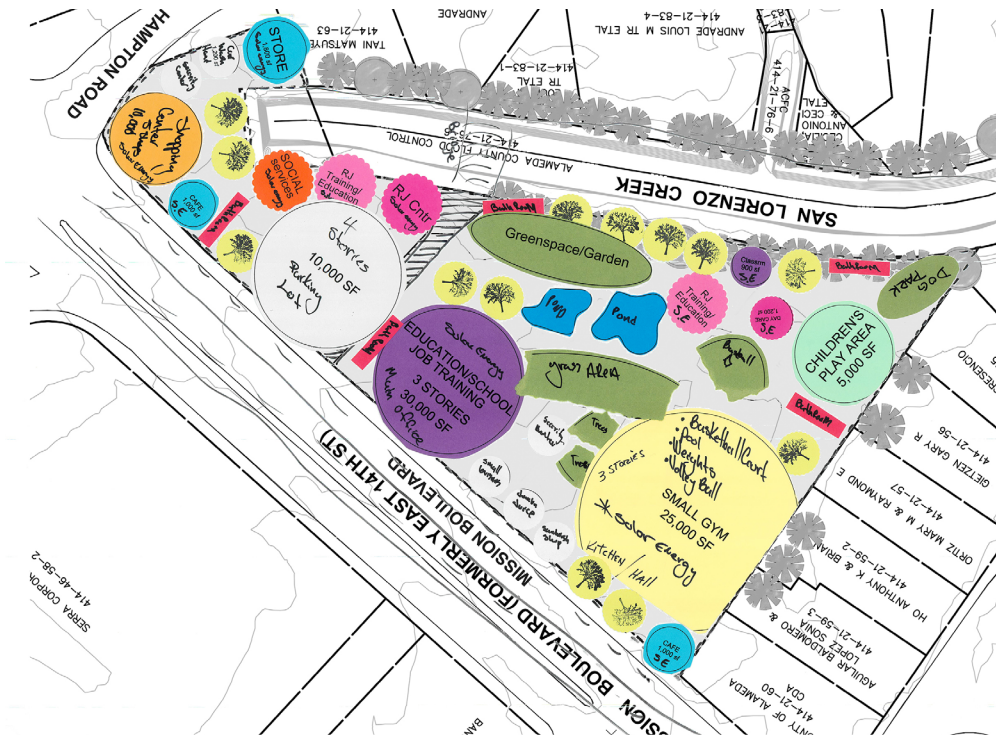
This process requires the most preparation but can be a helpful tool when participants are working in groups or have a focused objective for the diagram (e.g., diagramming a new building or neighborhood design). Participants use moveable paper “game pieces” and arrow cutouts on a piece of paper to create diagrams. Simple colored shapes can serve as different types of spaces, which participants label themselves. You can also write or pre-print words or images to guide any themes you would like to explore in these diagrams. If you are a designer, you might have software that can create circles with text inside. If not, you can create them in a word processing software. For both processes, you can use various hole-punch sizes to cut out the circles or you can, of course, cut circles out by hand.

Materials

- Poster board or other paper on which to create and/or glue the diagram.
- Glue sticks or tape.
- Felt tip markers in assorted colors (e.g., Pentel®, Crayola®).
- Paper arrows (can be hand drawn or printed from the computer and cut out by hand).
- Card stock in assorted colors (65-85 lb is preferable for durability and clarity). Construction paper of assorted colors can also be used.
- Large-scale hole/shape punchers: These punchers allow one to quickly make different shapes with a single punch (e.g., circles, ovals, squares, straight or scalloped edges). Used by those who make scrapbooks, these can be purchased in most craft supply stores (e.g., Michael’s or AC Moore).

In advance of class, use the shaped hole puncher or scissors to cutout shapes in various colors and sizes and determine generally what each shape/color means. For instance:

- Green circle = natural space or feature.
- Blue oval = water.
- Yellow circle = room.



Diagramming with symbols over a plan

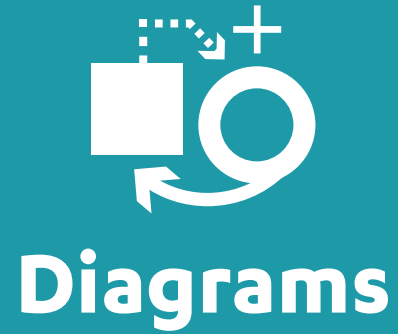
This process requires some preparation but can be a helpful tool when participants are working with a plan of a space/building and want to be more specific about the uses of the space. In this process, participants use moveable paper “game pieces” of furniture and arrow cutouts. Template 2 provides some suggested elements for working in incarcerated settings and can be printed on different colored papers for clarity. If you are a designer, you might have software to create other furniture symbols.

Materials

- Printout of a plan of space with which you want to work.
- Glue sticks or tape.
- Felt tip markers in assorted colors (e.g., Pentel®, Crayola®).
- Paper arrows (can be hand drawn or printed from the computer and cut out by hand).
- Card stock in assorted colors (65-85 lb) is preferable for durability and clarity. Construction paper of assorted colors can also be used.
- Envelopes (to hold and carry cutouts).

Decide on a cardstock color for each category of furniture (e.g., green for outdoor or nature-related furniture/feature) and print one set of furniture symbols for each small group. In advance of class, use scissors to cut out the furniture symbols, and put one set of symbols in envelopes, one for each group.

Tool
3



Participant Handout

Diagrams

When we want to understand how people use spaces and what kinds of relationships exist between complex social interactions and spaces, we can use bubble diagrams and graphic symbols to express these relationships in a simple way. Color, lines, arrows, and shapes integrated with text can all help to explain what we see, experience, and observe in the world around us. This becomes an important exploration prior to the creation of complex and detailed representations of space, such as measured drawings or renderings. These diagrams are always used at the beginning of any design phase, no matter if you are designing a new city, a building, or a single room.

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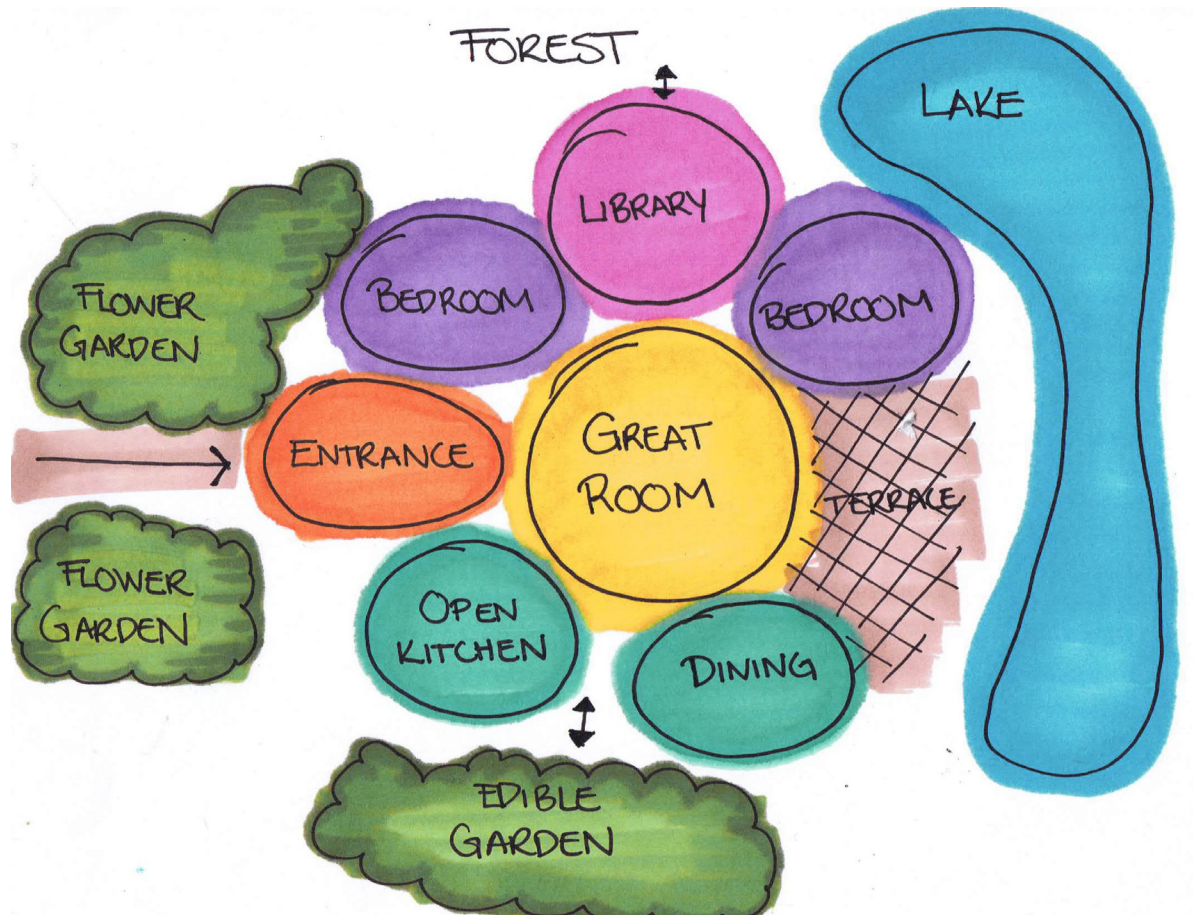
Diagram exercise

Reflect on the following prompt:

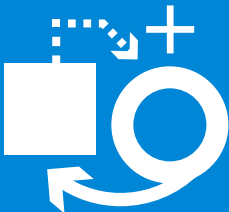
Consider the different buildings and spaces in which you live, work, and play and in which you experience values important to restorative justice, such as love, respect, and empowerment. Select one of these spaces and diagram it.

When you have completed your diagram, reflect on the following questions:

1. What have you chosen to represent and why?
2. How are you representing your ideas/experience of the space?
3. How might others' diagrams of the same space be similar to or different from the one you created?
4. What parts of the diagram would you want to change and how?



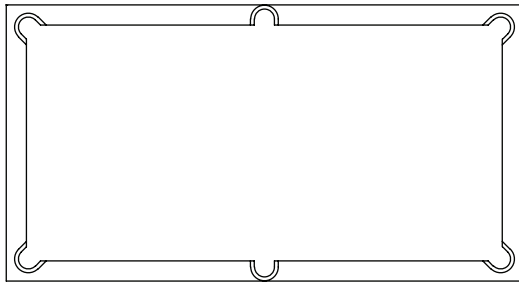
Tool
3



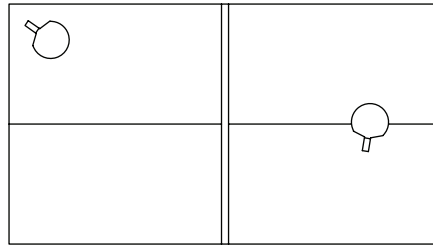
Diagrams

Templates

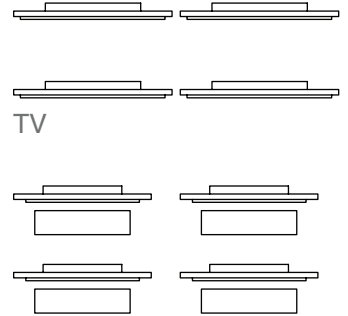
Space Dividers



Pool Table



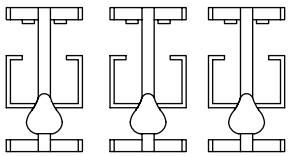
Ping Pong Table



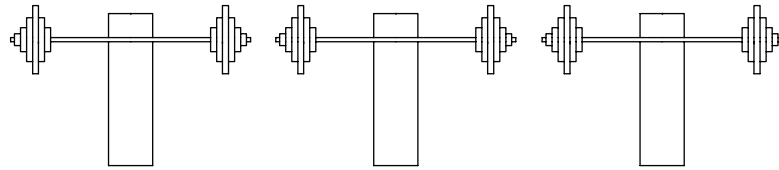
TV

Computer

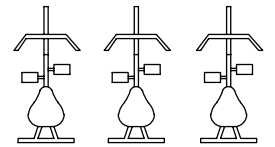
Leisure 1/4"=1-0'



Rower

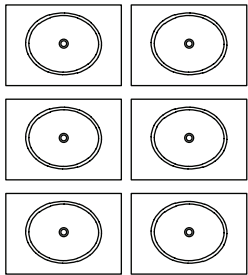


Weights

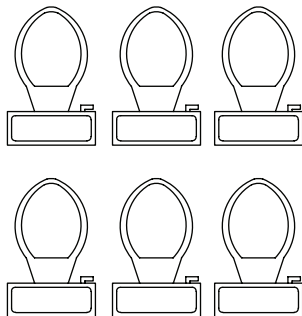


Bike

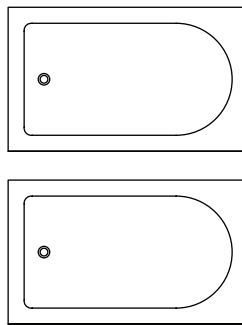
Fitness 1/4"=1-0'



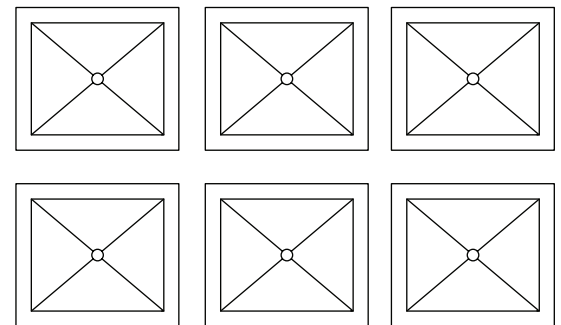
Sink



Toilet

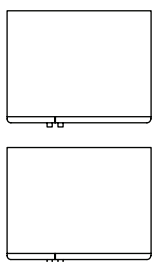


Tub

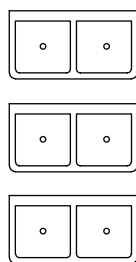


Shower

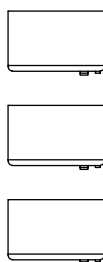
Bathroom 1/4"=1-0'



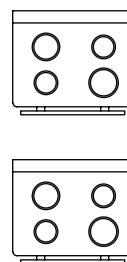
Refrigerator



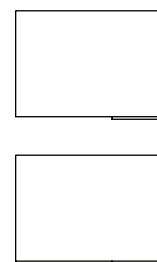
Sink



Microwave

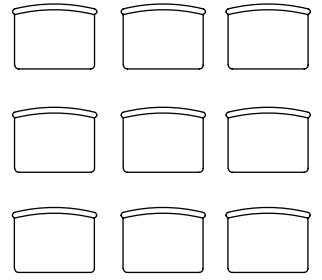
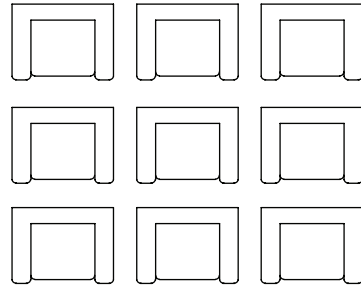
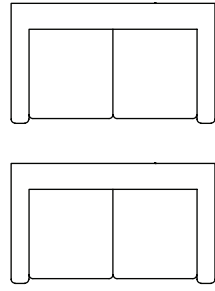
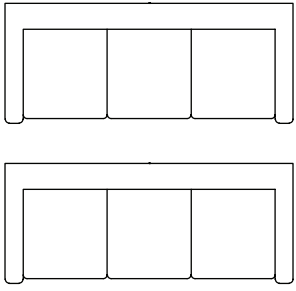


Stove

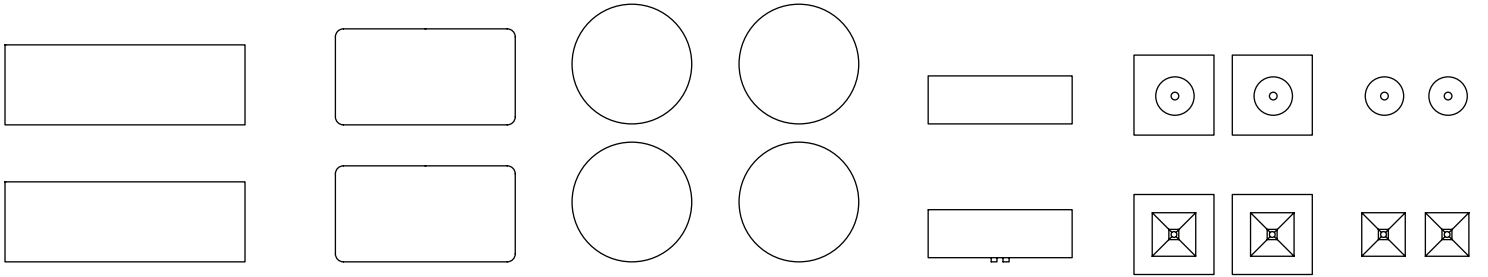


Vending Machine

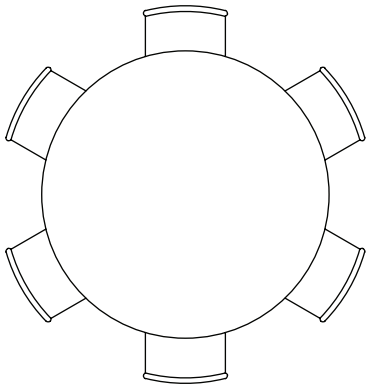
Kitchen 1/4"=1-0'



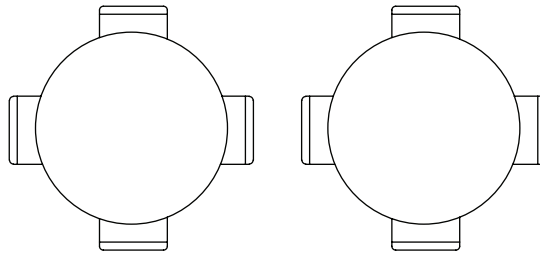
Seating 1/4"=1-0'



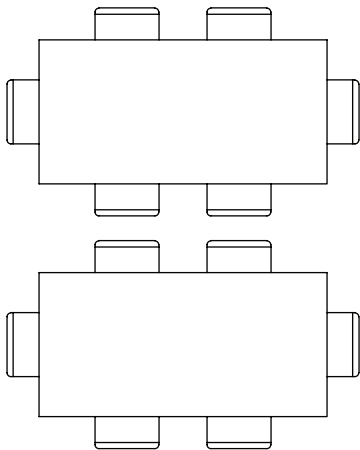
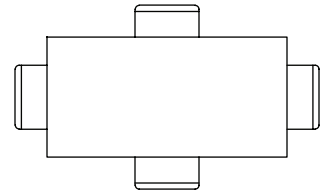
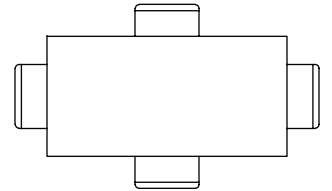
Coffee Tables - Cabinets - Lamps 1/4"=1-0'



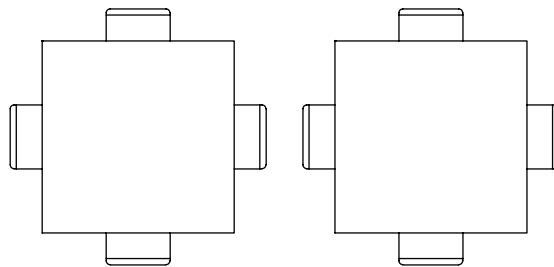
6 Person Table



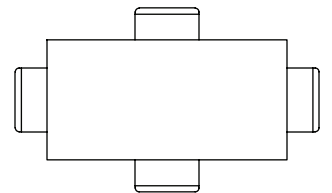
4 Person Table



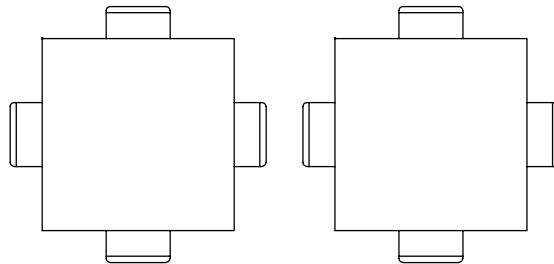
6 Person Table



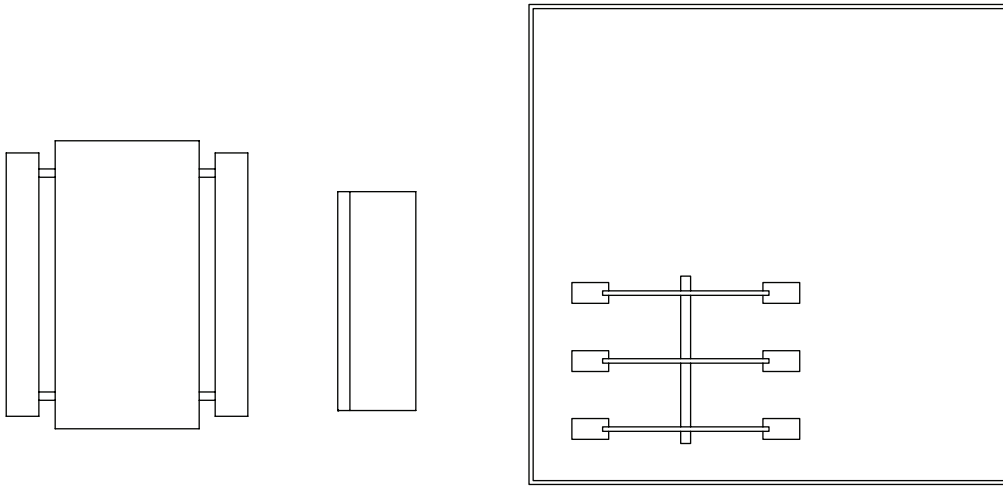
4 Person Table



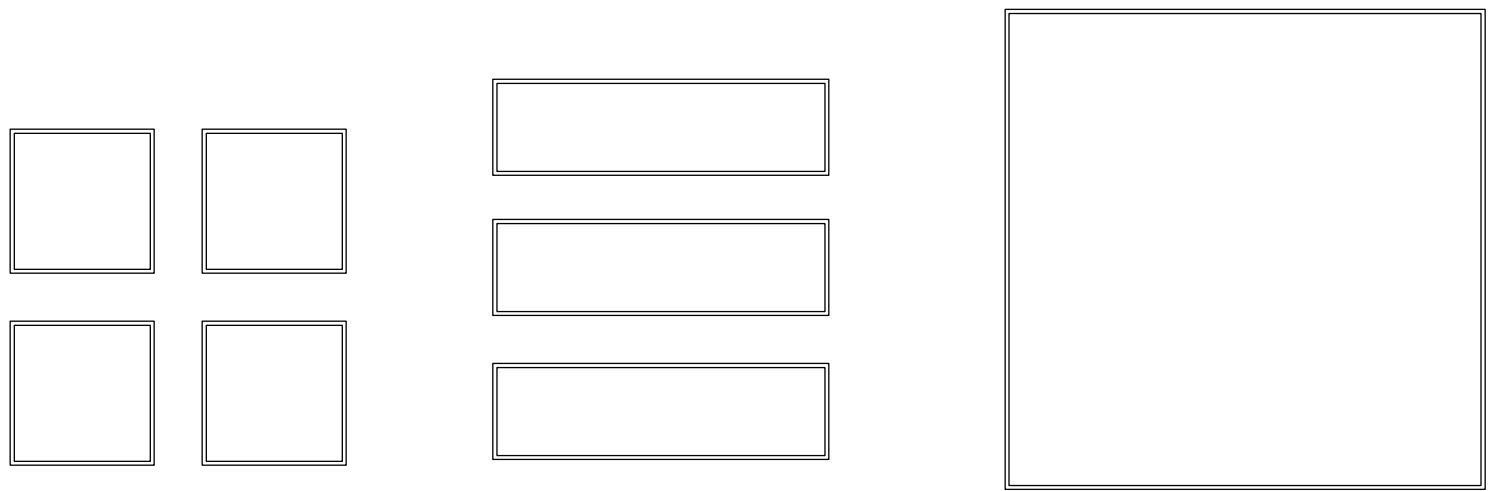
4 Person Table



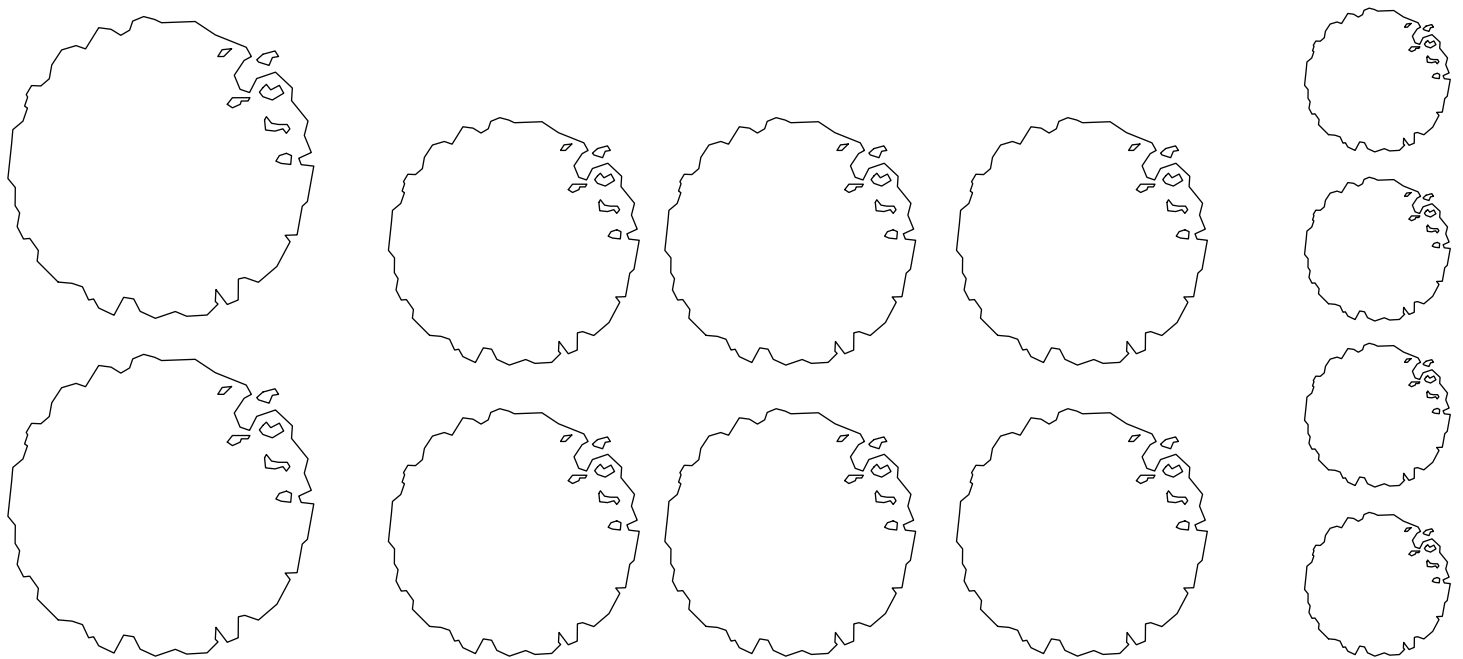
Tables 1/4"=1-0'



Outdoors 1/4"=1-0'



Gardening Plots 1/4"=1-0'



Trees 1/4"=1-0'

