

Design Journal

Sophie Radley - 18034517

Design Studio Practise 2



My Experience



As I live one town away from Letchworth, I am very familiar with the area. My primary school was based in Letchworth called 'Icknield', and my grandparents used to live in Letchworth for a few years. As I got older, Letchworth was still a place I visited whether it was to go to the shops, get a hot chocolate, or go to the cinema.

Impressions:

The city has a modern and clean feel with fresh pavements and flower displays in the streets, while still maintaining old heritage buildings like on Broadway & Sollershott Circus where the UK's first roundabout is, and the art deco style cinema/theatre.

With a mix of urbanism and green space, it keeps the heritage of the garden city having a nice visual balance of nature and architecture.

It has something for everyone; a children's park/water park on the green not far from the city centre, a book/record shop which also hosts games evenings and book clubs, plenty of cafes and restaurants to choose from, and stores ranging from fashion to groceries.

Navigation:

Finding my way around is easy, with a few shortcuts through the arcade, **it all routes loop back around**. With lots of signposts and identifiable landmarks which make navigation simple.



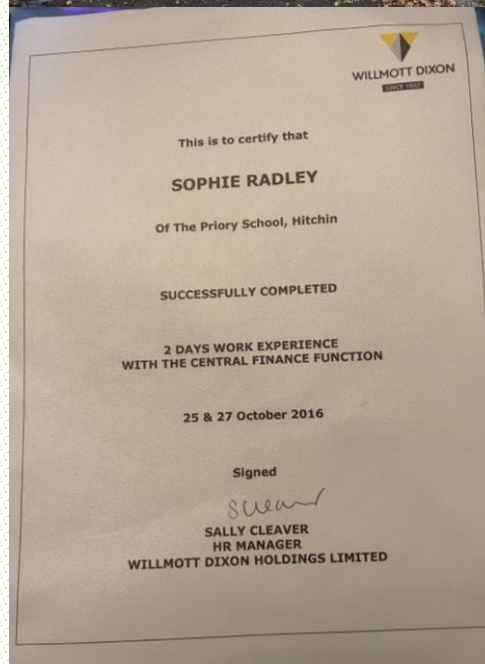
Memory map



Place: Blockbusters.

Some things have changed since I was younger such as 'Blockbusters' which closed in 2013. Me and my family would spend ages in the store choosing a film to rent and we loved it. Sadly, it is now replaced by a Sainsburys express.

However, there is a second-hand DVD and games store down the road called CEX, but it's unlikely you'll find new DVDs in there and you don't get the thrill of sending a DVD down the shoot to return it.



Situation: Work experience.

I completed a 2-day work experience program in 2016 for Willmott Dixon which was located in the Spirella Building.



Object: Basket swing.

The park at the bottom of Leys Avenue in Letchworth had a basket swing that reminded me of my local parks basket swing located on Walsworth common.

Further research

“More attention should be given to understanding the relational processes embedded in mundane practices of heritage space-making –those that involve lived experiences, heritage materiality, personal and collective memories, technologies, and social meanings (Lundberg, 2023;Walker et al., 2023).” Suggesting to explore how the ordinary people create, view, and assign value to a place.

Xu, C. and Bailey, A. (2024).

History

Letchworth Garden City was founded in 1903 as the **world's first garden city**, a concept by **Ebenezer Howard** that influenced urban planning by adding green spaces, walkable neighborhoods, and self-sustaining design principles.

It is managed by the **Letchworth Garden City Heritage Foundation**. Who maintain and enhance the Garden City, managing our local property portfolio to generate income, which they then invest back into the community and landscape of Letchworth Garden City.

Barry parker – an architect - Parker remained committed to improving the standard of working-class housing both home and abroad. He was careful in the orientation of streets and houses to make the most of sunlight and advocated maximising connections to the outside. – also has been mentioned to have an arts & crafts architectural style. *Buxton, P. (2018)*

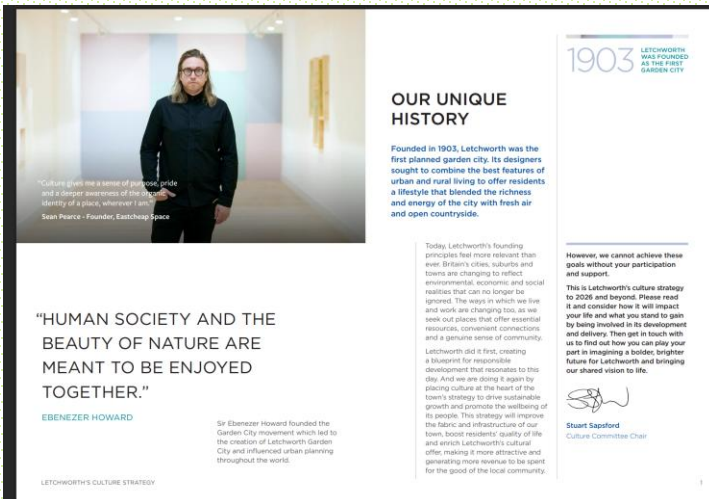


Figure 1: Letchworth's culture strategy (2026), page 2, brief intro to the history.

Figure 2: Bridge to Spirella building.

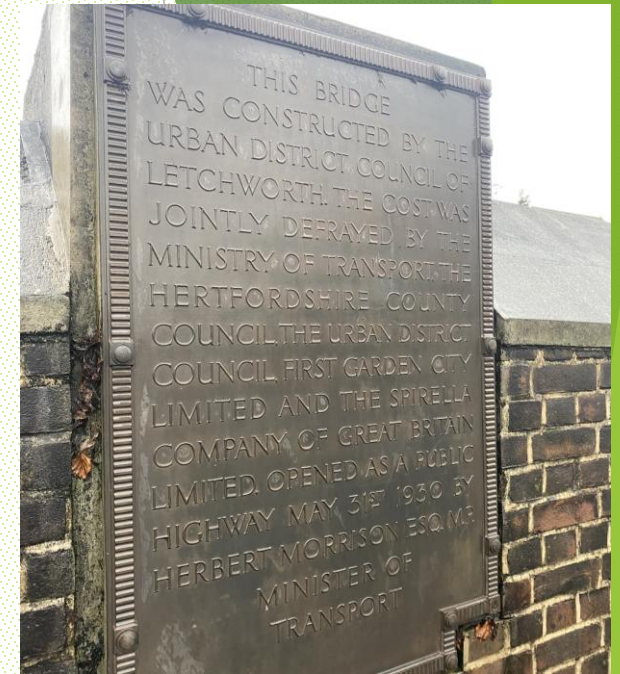


Figure 3: Old oak tree by the children's playground at bottom of Leys Avenue.



Architecture

- ▶ **Broadway Cinema** - Designed by Bennett and Bidwell, 1935. The art deco style creates a narrative of luxury and escapism for the modern day to compliment the storytelling on screen. Enhancing the cinematic experience. – Additionally, with their new theatre events – storytelling can be broadcasted in theatre for audiences – with the Emmerdale dance academy opening recently (previously was an old grammar school) – do they have any projects/performances that can be showcased here?
- ▶ **Spirella building** – built between 1912-1920 in an Arts & crafts style Designed by Cecil Hignett – used to be a corset factory, now used for office spaces. It has a Beaux-Arts style ballroom on the top floor. It has a wide garden out front of trimmed hedges and flowers. *Yousif, L. (2023)*
- ▶ **The Broadway Gallery** - is part of a collection of arts spaces owned and managed by the Foundation, which includes a community museum in The Arcade. This building also has an Arts & crafts style News Desk (2016).
- ▶ **The library** - built in 1937 by C.M Crickmer, that blends modernism with a formal/slightly Georgian character to suit its corner location” Deville, J. (2012). The library has been refurbished with the modern self-serving technology as of late.

All represent the Arts and Crafts or early 20th-century design styles characteristic in Letchworth, that act as cultural hubs for entertainment, exhibitions and community spaces.



The Residents



Figure 5. 'Isn't it beautiful!'—a resident looks at the finished memory blanket

Freeman house - care home for those with dementia and Alzheimer's, got funding for workshops of textile and craft work. Allowing residents to create and prompt their memories. Their output of different materials was put onto a blanket which is seen above.

"Following a Quantum Care reminiscence training workshop, the activity coordinator at Freeman House approached First Garden City Heritage Museum to borrow a reminiscence loan box to use in the home. These boxes contain old objects and photographs" this allowed the residents to reminisce and get inspired for their craft for the project.

Heathcote, J. and Duncan, L. (2012).

27TH APRIL 2021 LETCHWORTH



Sea scene mural by Georgan Lochhead has brightened up a demolition zone in Gernon Road (Image: Alastair Lochhead)

Woman painted mural on demolition site wall near her house. Mural is inspired by her home in South Africa

Barrow, G. (2021).

HERTS MEMORIES
GATEWAY TO HERTFORDSHIRE'S COMMUNITY ARCHIVE NETWORK

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MIXED MEMORIES IN AND AROUND LETCHWORTH, 50S/60S.
Geoff Parkes

I lived in Bowershott, Letchworth, from 1945 to 1964. My Mum lived in that house for 67 years. Went to St. Christopher School from age 2 to 11. As they didn't have a pool, we had swimming lessons in the fish-shaped pool within The Cloisters - undoubtedly Letchworth's quirkiest building. As a teenager, I played table tennis for Letchworth, and we practised in the attic room at The Cloisters. Wow! Spooky or what? Took the 11+, shivering in my shoes, at Hillsfort School, then went to Hitchin Grammar. Had some great holiday jobs, first on archaeological digs with John Moss from Letchworth Museum, then at Shelvick & Dray (Biscuits), also at a timber yard whose name escapes me. Later, I spent six months at Kayser Bondor, Baldoock (now Tesco's) before going to uni in Newcastle. Dad worked at Dent's publishers (Everyman Press) in Dunhams Lane from age 14 to 65. There was a thriving Inter Works Sports League then, but virtually all the manufacturing firms from Works Road have gone. There was a trendy café opposite what is now Memorex's where 60s youth would hang out. Eden Kane ("Well, Aah You" - "Forget Me Not"), Peter Sarstedt's brother, came to open it. Like many here, some of my happiest memories were of summers spent at Letchworth swimming pool. Geoff Harris, I remember playing tennis with you! Spent eight years abroad, now live in Dorset. Happy to swap further memories with anyone of my vintage. Geoff Parkes

This page was added on 14/04/2022.

Add your comment about this page

Hi, I was also at the opening of that coffee shop & when Eden Kane visited
I went with my best friend Jennifer Higgrave (Hippie)
I left Letchworth in 1968 to emigrate to South Africa with my husband Jesse Lawrence
We returned to the UK in 2001 first living in St Neots & then in 2011 moved to Somerset
Ford memories of school days at Westbury Junior School & Norton School

LETCWORTH PEOPLE

"When the circus came to town"

1906 Private Residents and Commercial

41 Taxes and Gifford School of Motoring

A special letter

Abdo Nagi - ceramic artist

Does Anyone Remember Old Alak?

Elizabeth Howard

Evacuées

Family heading off for our move to Australia

James Langford (Jim)

Iq - a local eccentric

Letchworth Memories

Memories from Margaret Durrant

Memories of living in Letchworth from 1955 to Sept 1967

Miss Irvin 71/72

Mixed Memories in and around Letchworth, 50s/60s.

Community chat room talking about their past experiences in Letchworth.

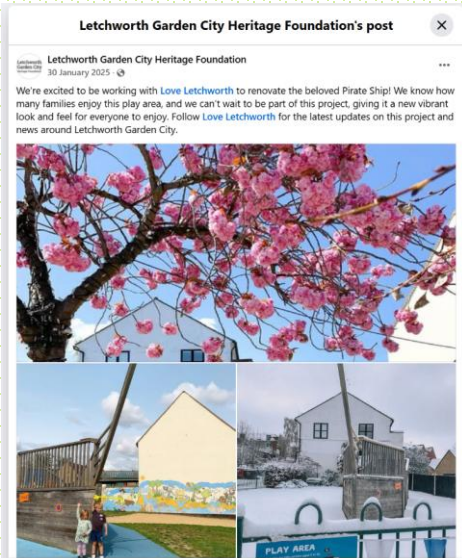
Parkes, G. (2022).



“Letchworth Garden Shed (LGS) is a community project that provides residents with access to a library of equipment for a nominal membership fee. It was granted £25,900 by the heritage foundation to foster a culture of repair and use, strengthening community bonds in Letchworth and surrounding areas. Located on Leys Avenue, LGS serves as a hub for borrowing tools and everyday items, encouraging residents to borrow rather than buy, thus promoting environmental sustainability and economic savings and embedding Letchworth as an environmentally friendly town”. Allowing residents to borrow items and equipment, attend repairs and skills workshops, and community events such as sustainable practices.

*Letchworth Garden City Heritage Foundation.
(2024). Letchworth Garden Shed - Empowering Communities
through Sustainable Borrowing and Repairing.*

The Wynd



Pirate Ship Playground Project (2025): A mural, along with renovated flooring and seating, is being added to the children's Pirate Ship play area in The Wynd as part of a renovation project supported by Love Letchworth.

*Facebook.com. (2025)
Renovating the pirate ship.*



Community garden.
Supported by Letchworth's heritage foundation.



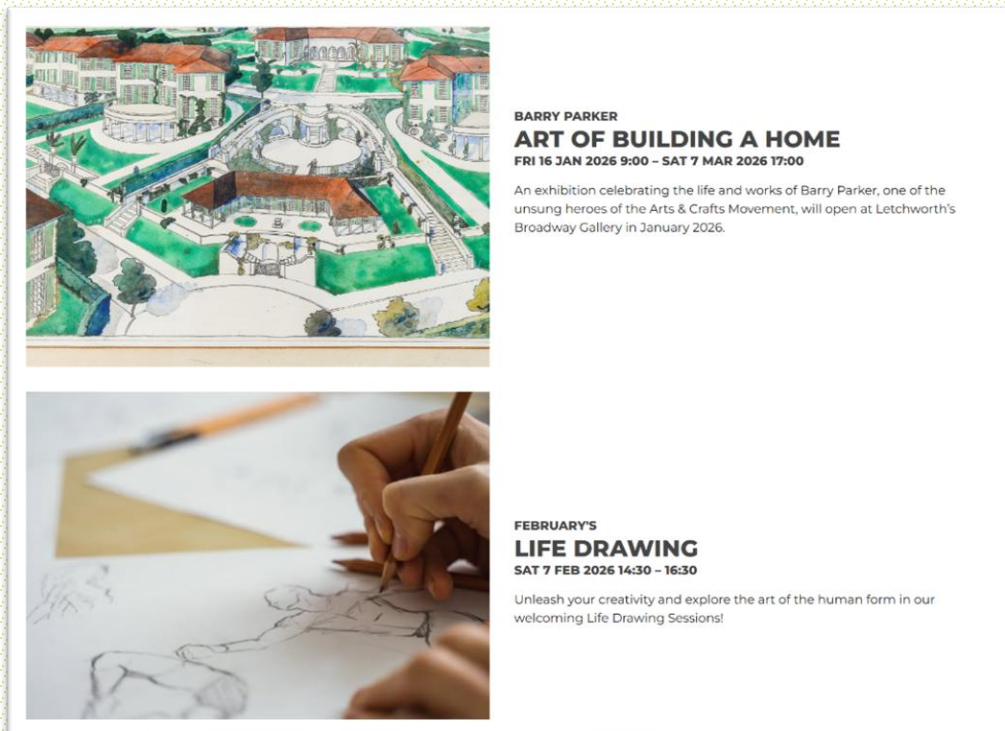
Art Gallery



Flower display as leaving The Wynd back to Leys Avenue

The Broadway Gallery

The Broadway gallery holds exhibitions, educational workshops and events for the community. This is run by the Letchworth heritage foundation. Supporting the contributions by highlighting artist of the month.



BARRY PARKER
ART OF BUILDING A HOME
FRI 16 JAN 2026 9:00 – SAT 7 MAR 2026 17:00

An exhibition celebrating the life and works of Barry Parker, one of the unsung heroes of the Arts & Crafts Movement, will open at Letchworth's Broadway Gallery in January 2026.

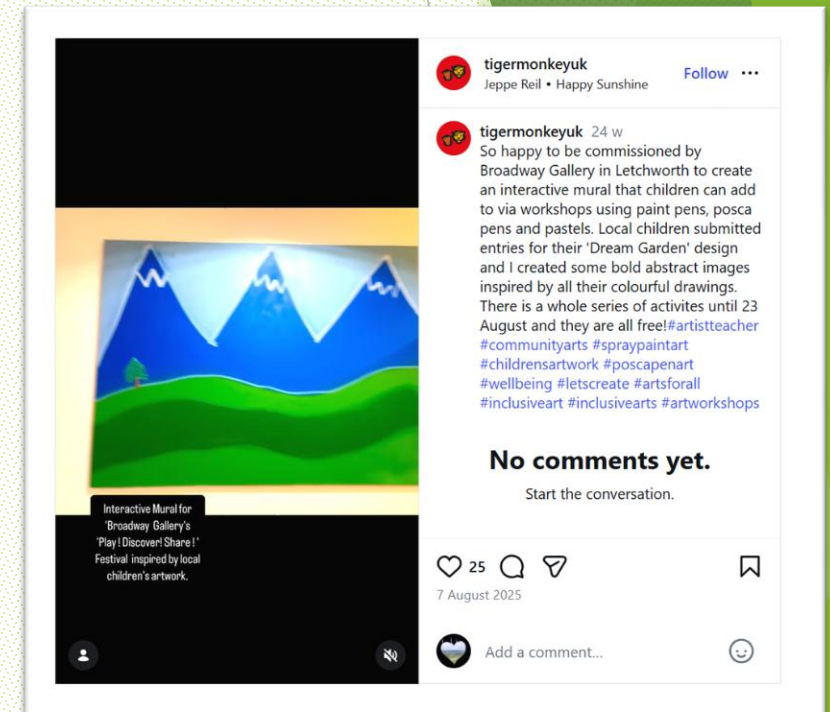
FEBRUARY'S
LIFE DRAWING
SAT 7 FEB 2026 14:30 – 16:30

Unleash your creativity and explore the art of the human form in our welcoming Life Drawing Sessions!

What's On at the Broadway Gallery, Letchworth.
Broadway-gallery.com. (2026). *What's On - Broadway Gallery, Letchworth*



Sign outside the Broadway Gallery.



Interactive mural at the Broadways gallery, including workshops to allow children to contribute to the artwork. A lot of content created was by children, not by teens.

Instagram. (2025). Tiger Monkey on Instagram: 'So happy to be commissioned by Broadway Gallery in Letchworth to create an interactive mural...'

The Arcade - Broadway Gallery



Beddoe's shop in Station Road, c. 1910s. Picture: Garden City Collection (Image: Archant)

The community museum in The Arcade is hosting the Shopping in Letchworth exhibition, showcasing photographs and artefacts from the Garden City Collection.

The exhibition is truly multi-sensory, with old photographs paired with objects like old televisions, radios and shop equipment – and drawers containing various shopping smells of days gone by, like bakery ovens and coal fires.

The arcade holds a variety of shops, services, and a community museum. Holding exhibitions like the one shown in *Figure 1*, which was showcasing photos and artefacts of Letchworth decades ago. Creating nostalgia for the older generations.

Figure 1: Asher, J. (2017). Shopping in Letchworth exhibition is a real trip back in time.



“Letchworth Garden City Heritage Foundation is pleased to announce that it has secured funding from Paul Hamlyn Foundation’s Teacher Development Fund for Broadway Gallery to deliver a programme of educational arts activities in Letchworth schools”. However, this is mainly for **primary schools** and not the age range of what our brief is set.

Figure 2: Broadway-gallery.com. (2024). Funding Success for Teacher-Artist Exchange - Broadway Gallery, Letchworth.



It is a pedestrian friendly zone, arts and crafts/early 20th century style.

Results?

My findings shown that a lot of community projects were for adults or children: **How can we create appealing and engaging work for secondary school students aged 11-16?**

Things adolescents are likely to do in Letchworth: indoor go-karting (suitable for 12+), outdoor swimming pool, Agent Brains escape rooms, cinema, socialise at parks/fields, bike/skateboard, structured activities (music lessons, sports practise etc.), online gaming with friends.

Factors to consider: Location, price, season.



Letchworth's outdoor swimming pool.

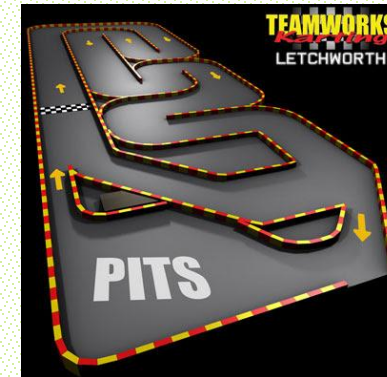
Image: Day out with the kids (2026)



Escape room Letchworth



Broadway cinema



Teamwork's indoor go-karting.

Image: Teamworks Karting. (2022).

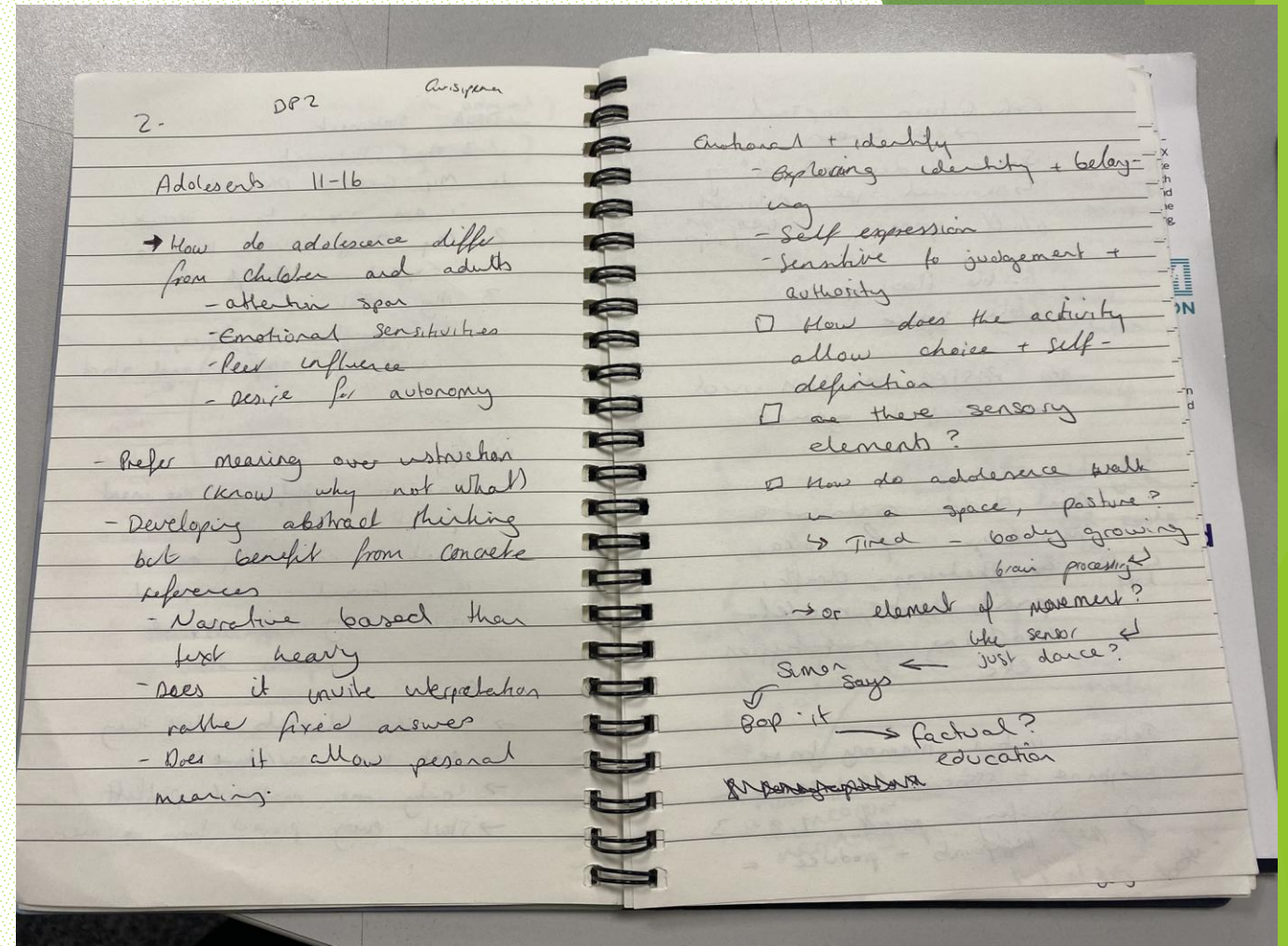
Audience research

“**increased negative attitudes towards older people** (Nelson, 2005; North & Fiske, 2012)... A European survey found that **ageism** was the most commonly experienced type of discrimination, ahead of discrimination based on gender, ethnicity, disability, religion or sexual orientation (Abrams, Eilola, & Swift, 2009)”

Drury, L., Hutchison, P. and Abrams, D. (2016)

With today's constant, instant gratification online, short form content is creating **short attention spans**, linking to mental and physical health concerns.

Yan, T., Su, C., Xue, W., Hu, Y. and Zhou, H. (2024).



Notes from class about adolescents on left page & notes to be reflected on for my outcome on right page.

Extra research on adolescents today

Jantz, G.L. (2017) discuss questions and answers for teens. 'Why am I still being treated like a kid' (pg.75) is answered by "Once you hit adolescence, in your mind, you're older, bigger, more capable, and ready to handle adult-sized challenges. In some areas of your life, like school and chores, you're expected to do more and **take on more responsibilities**. Yet in other areas of your life— like when and how often you can **play video games**, sleep over at a friend's house, or **ride your bike** to a different part of town— you're still treated like a little kid and hear the word no far more often than you'd like". Emphasising the issues teens face as they mature and juggle these new responsibilities.

Barron, J. (2023) article mentions teenagers use of social media. Stating positives such as "how Instagram has opened their eyes to new career paths, or how TikTok has taught them about new cultures.", while highlighting concerns about the amount of time spent online, and how it **makes them compare themselves to others**. Additionally, Barron (2023) notes that teenagers are **more likely to confide with their friends than their parents**. Teens prefer to seek connection and support from their peers, rather than adults. This article argues that while use of social media allows them to learn, risks arise of over usage and the development of anxiety of their self-image.

"intergroup anxiety which is where individuals may worry that interactions with outgroup members will lead to **rejection, embarrassment or misunderstanding, influencing the development of prejudice** (Plant & Devine, 2003; Stephan & Stephan, 1985)."

Drury, L., Hutchison, P. and Abrams, D. (2016)

Jamieson, P. and Romer, D. (2008;2010;) findings are still similar to today that usage is for purposes “such as doing homework, playing games, shopping, and downloading music. But the most popular reason for going online is to **communicate with their peers** (Bargh & McKenna, 2004; Boneva, Quinn, Kraut, Kiesler, & Shklovski, 2006; Gross, 2004; PEW, 2001, 2005a, 2005b, 2005c, 2006a, 2007; Roberts, Foehr, & Rideout, 2005; Tapscot, 1998; Weiser, 2001; Wellman & Haythornthwaite, 2002)” pg.391.

However, this source may be outdated, as many (if not all) adolescents have their own devices so ‘intensity of internet use’ and ‘home internet access’ statistics in *Table 2* would be much higher. Additionally, *Table 1* figures will also change as what we can do on the internet has advanced such as the use of AI, and the different social media platforms and apps that are available (although current debates of banning under 16-year-olds on social media is in motion, but it is not definite. Walker, P. (2026)).

Table 13.3. Nature of Adolescents’ Internet Use: United Kingdom

Activity	Percent
School work	90
Information search	94
E-mail	72
Visit interactive Web sites	70
Play game	70
Instant messaging	55
Visit civic Web sites	54
Download music	46
Window shopping	40
Making a Web site	34
Reading the news	25
Getting personal advice	25
Chat	21
Plagiarizing	21
Intentionally viewing pornography	10

Table 1: Nature of internet use UK 2004.
Jamieson, P. and Romer, D. (2008;2010;) pg. 391.

Table 13.1. Frequency of Adolescents’ Internet Use: United States and United Kingdom

	United States ^a	United Kingdom ^b
Internet use	87% 12–14 years old: 82% 15–17 years old: 92% Males: 87% Females: 87%	98% 9–11 years old: 96% 12–15 years old: 99% 16–17 years old: 98% 18–19 years old: 92%
Intensity of Internet use	Daily: 51% At least once a week: 69%	Daily: 41% At least once a week: 43%
Use by region	Urban: 87% Suburban: 87% Rural: 83%	East Anglia: 91% South West: 80% Wales: 63% Yorkshire: 66%
Use by race/ethnicity	White Caucasian: 86% Hispanic American: 89% African American: 77%	No differences
Use by parent income/class	Less than \$30K annual: 73% \$30K to \$50K annual: 89% Over \$50K annual: 90%	Working class: 61% Middle class: 88%
Use by parent education	High school or less: 81% Some college: 91% College degree or more: 93%	
Use by parent marital status	Single: 63% Married: 88% Divorced: 82% Widowed: 87%	
Home Internet access	87% of Internet users	75% of all youth
Broadband access at home	50% of Internet users	24% of Internet users
Time online	Mean = 27 hours/week	10 minutes: 19% 30 minutes to 1 hour: 48% 1 to 3 hours: 20% More than 3 hours: 5%

Table 2: 2004 survey that led to results of internet use for ages 9-19 in the US and UK.
Jamieson, P. and Romer, D. (2008;2010;). Pg. 388

“A number of studies have linked video game play to relevant problematic outcomes such as **losing track of time while playing** (e.g., Wood & Griffiths, 2007) or neglecting other activities such as sleep and hobbies (e.g., Griffiths et al., 2004).” *Jamieson, P. and Romer, D. (2008;2010;)* pg.364. Suggesting this generation are very immersive and can lose themselves in another reality enough to sacrifice daily routine like sleeping.

“**Immediate gratification is the source of happiness**” *Jamieson, P. and Romer, D. (2008;2010;)* pg. 454. This suggests that I should keep my content short and sweet.

“The modern teenage world image might be seen as a method of psychological adaptation to changing social conditions. Their ambiguous basic concepts and **lack of a strict understanding of ethical norms and social principles** allow them to adapt themselves to a multidimensional, dynamic, and unpredictable social and cultural environment. At the same time, they go through **emotional discomfort, their negative attitude** toward people is growing, and they have **problems with planning their lives.**”

Alekhin, A.N., Koroleva, N.N. and Ostashева, E.I. (2015).

Interview with my 12-year-old niece:

Her interests: art, swimming, trampolining, video games like Wii sports and Roblox, animals, board/card games like Uno or Monopoly, and a growing interest in beauty and make up.

She has her own smart phone to talk to her classmates and family (and to update her parents if home late than expected from school). She owns social media snapchat because ‘all her friends have it’, but this is only allowed on her parent's phone, and not on her own device. My brother set up parental controls to limit screen time too.

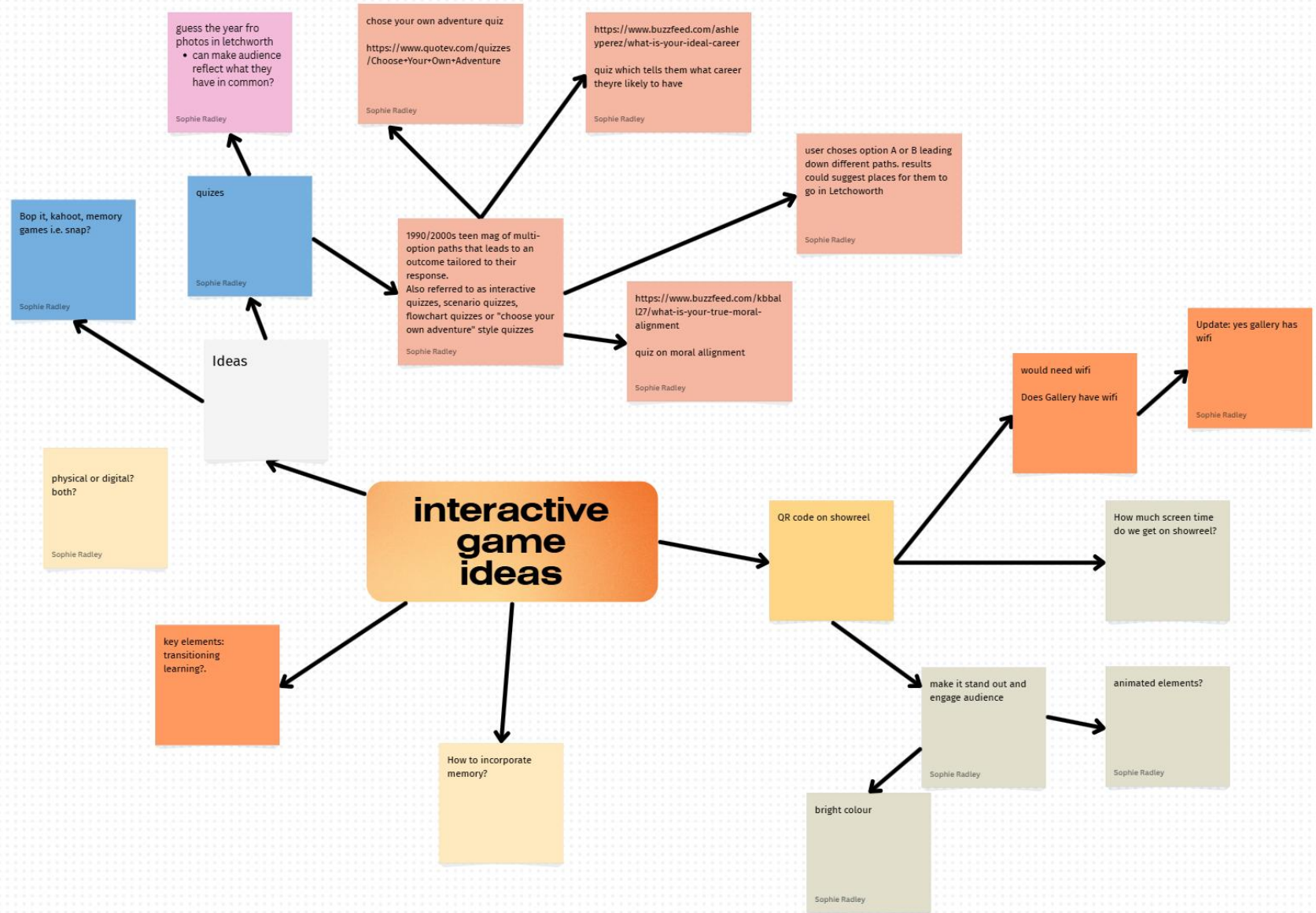
Design Process

Contents:

- ▶ Ideate
- ▶ Refine
- ▶ Prototype
- ▶ Test

Ideation

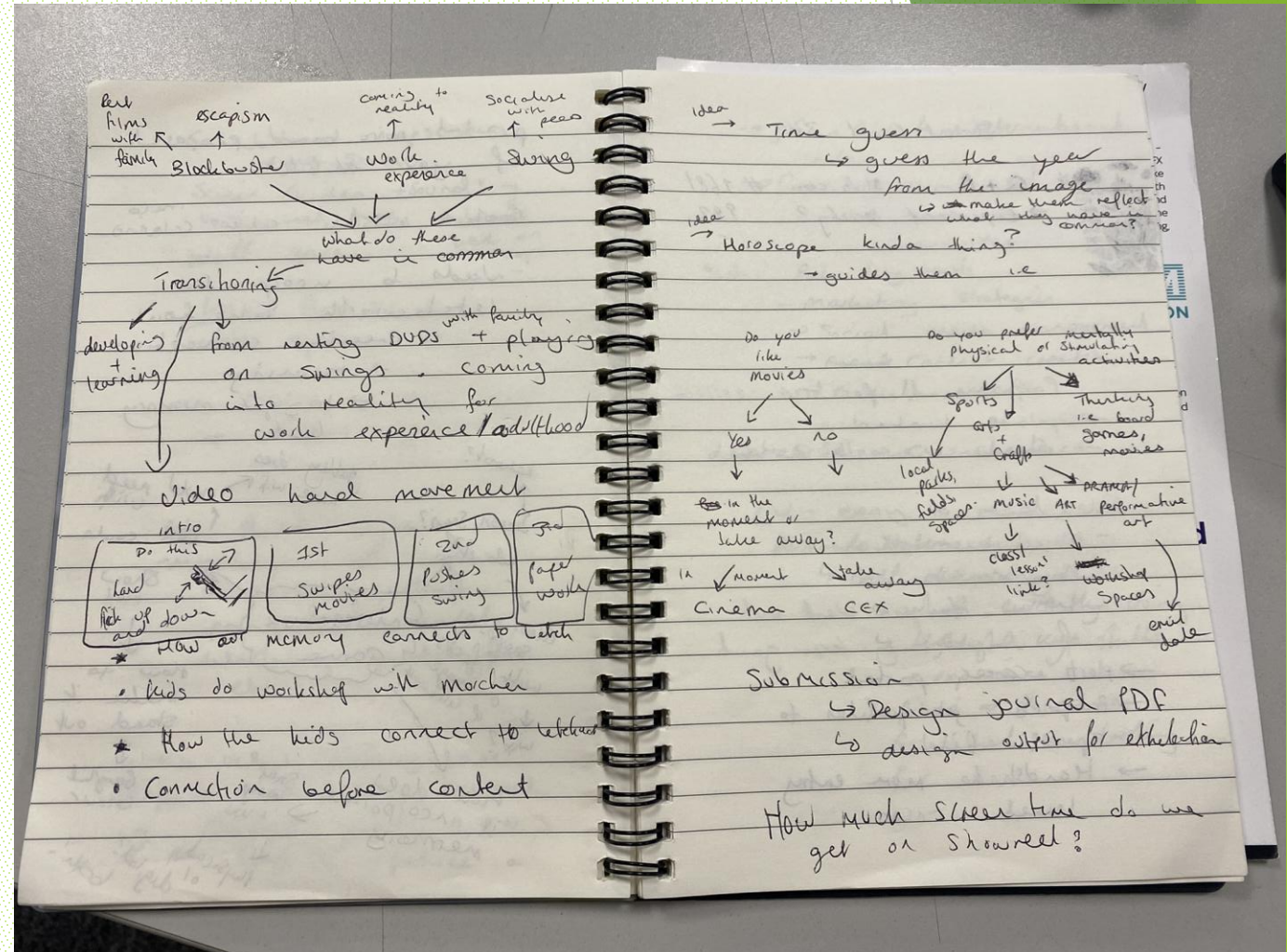
Going down the root for an interactive game, as I feel this will be more engaging and appealing to the target audience.



Linking what my memories of Letchworth have in common:

Identity & Transitioning.

Whether that's developing and learning from work experience, escapism through watching movies, or socialising with friends on the playground swings. It all builds upon identity for one to figure out who they are and what they like.



Coming up with ideas: from a video that encourages hand movement from viewer to make it look like they are doing tasks in the scene; a guess the year game; and then the idea of a personality test (I initially thought it was called a horoscope test).

Concept development

Going for a 'choose your own adventure' style game.

Originally thought of making different pathways for the game, but due to time constraints I felt this may be time consuming and become too complicated. So, I simplified it to a A-D choice where the results are based off what letter they pick the most.

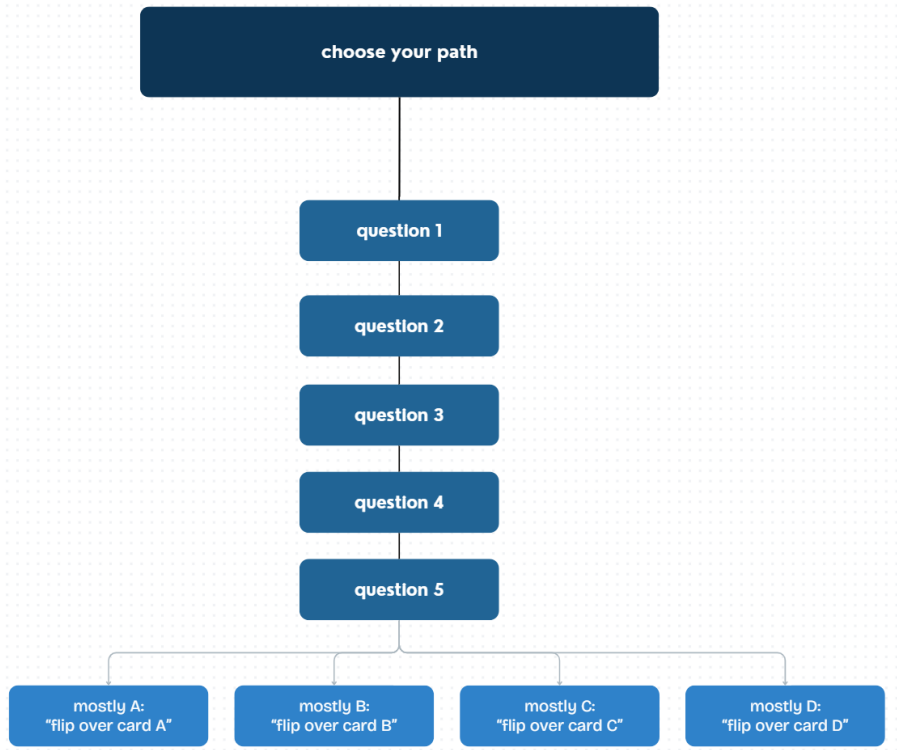
User scans QR code, does 'quiz' online, and the results will tell them to flip over a physical card which will have the results/destination. Telling them about their choices and personality traits from the quiz.



Before: user chooses pathway.

Simplified idea

After: based on user's answers, results will tell them what path they chose.



Inspiration for game

- ▶ Personality tests
- ▶ ‘Choose your adventure’ style games.

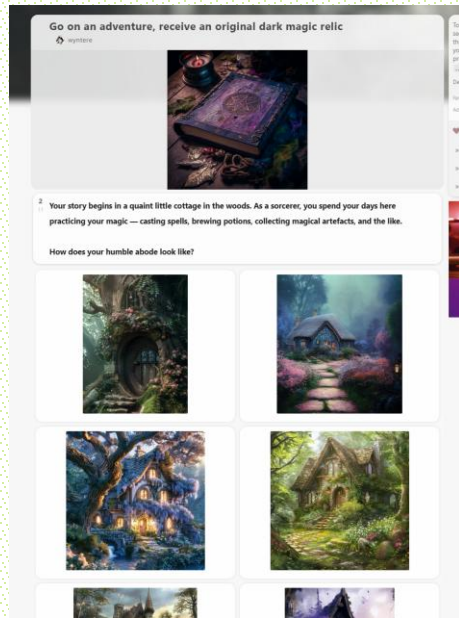


Figure 1: Choose your adventure quiz.

Wyntere (2024). Go on an adventure, receive an original dark magic relic. [online] Quotev

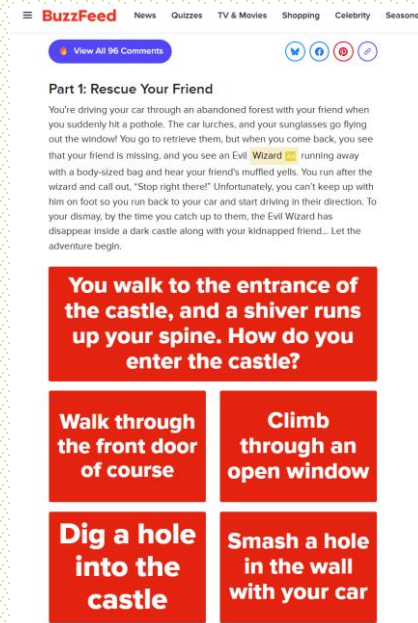


Figure 2: Choose your adventure quiz.

CLspiderman (2020). Escape A Dark Castle Choose Your Adventure Quiz. [online] BuzzFeed Community.

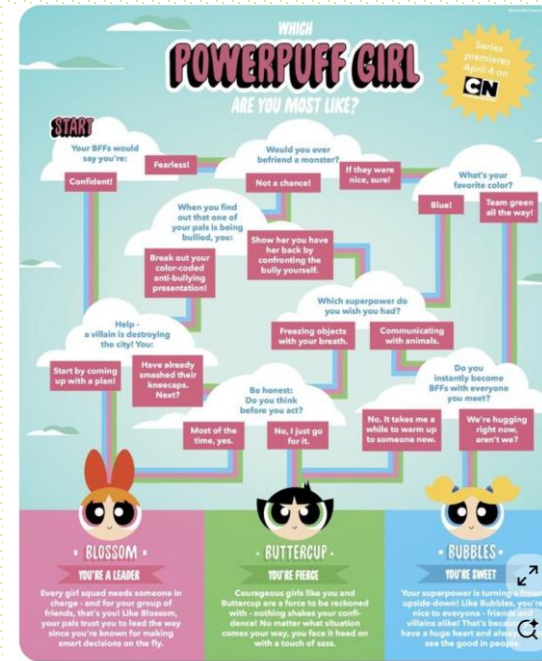


Figure 3: Powerpuff Girl personality test

Chui, M.-L. (2025). Flowchart Quiz on Pinterest

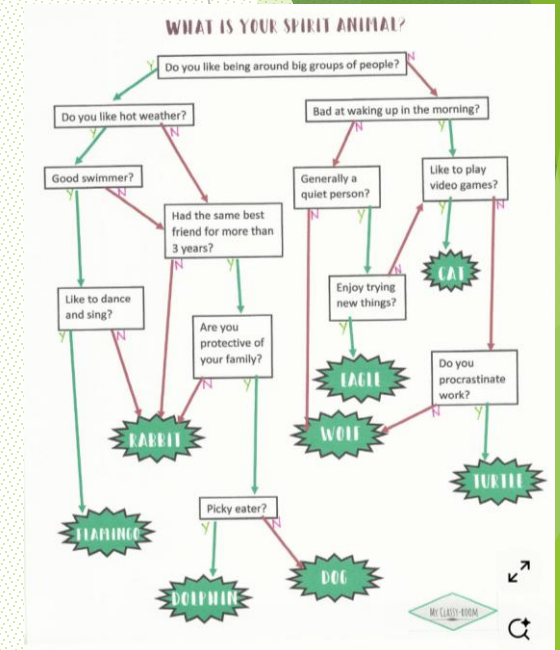


Figure 4: Personality flowchart test

Pinterest (2018). FREE Personality Quiz Flow Chart by My Classy-room.

Inspiration for physical cards

- ▶ Tarot
- ▶ Top trumps
- ▶ Magic the gathering

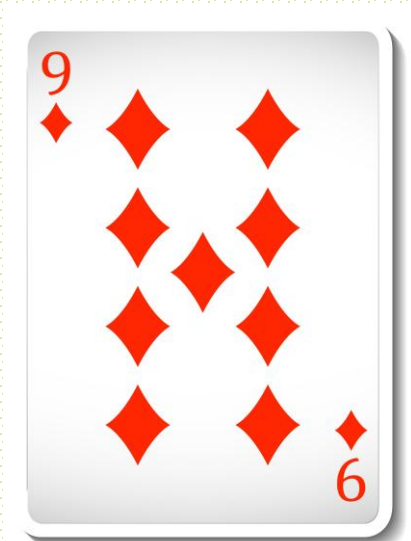


Figure 1: Playing card for inspiration for the front of my cards

Freepik. (2021). Ace of diamonds playing card isolated by brgfx.



Figure 2: Magic the gathering. Taking inspiration of names and layout

Hiero, H. (2026). Cat Magic Cards on Pinterest.



Figure 3: Tarot cards “tell you your future”, inspired by this I will tell the user where their choices from the quiz takes them (a place in Letchworth).

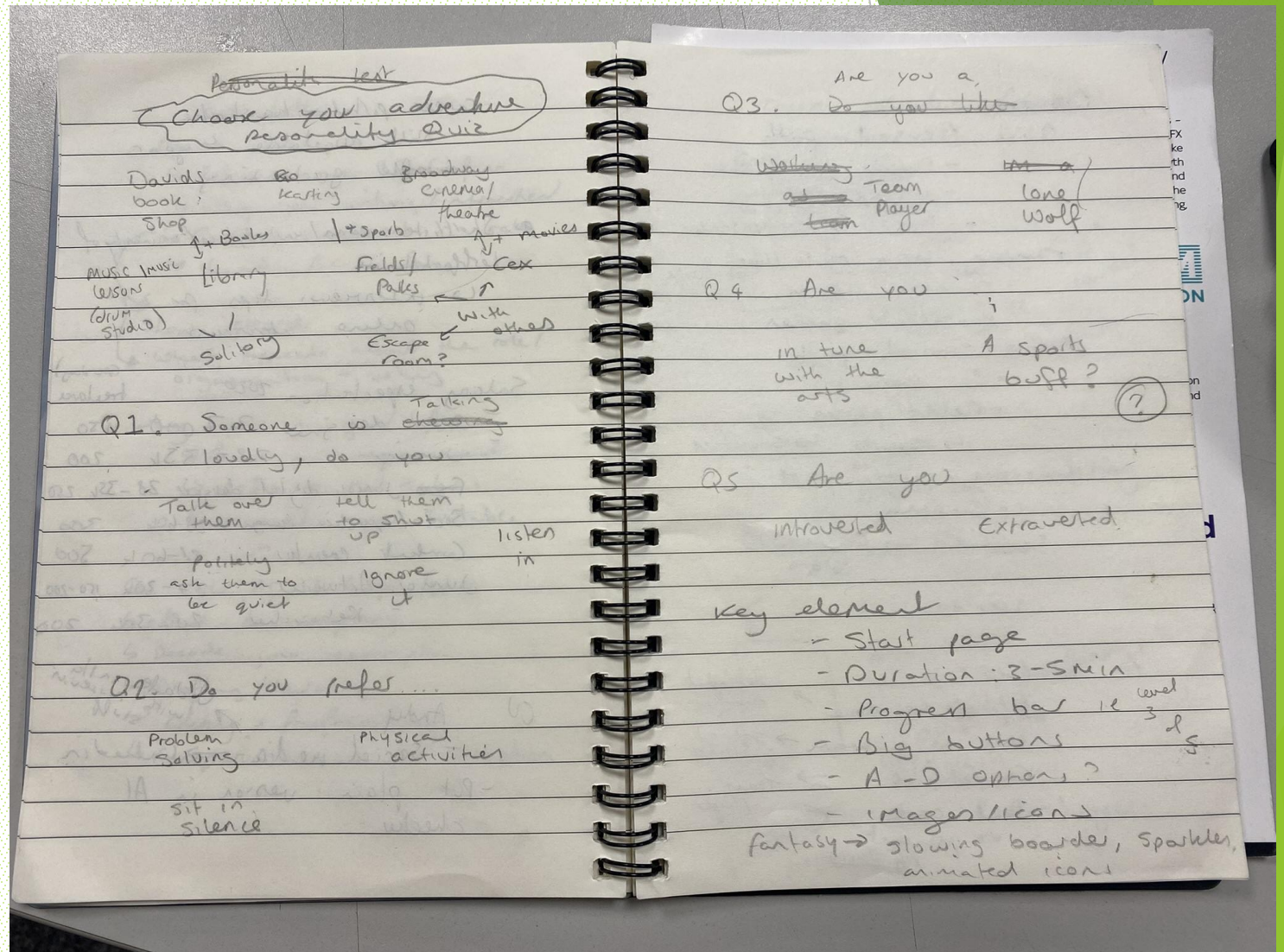
Freepik. (2023). Hand drawn tarot cards illustration.



Figure 4: Top Trumps. Where they have stats, mine will have personality traits.

BJB (2015). Top Trumps Horror cards, Devil Priest set (1978).

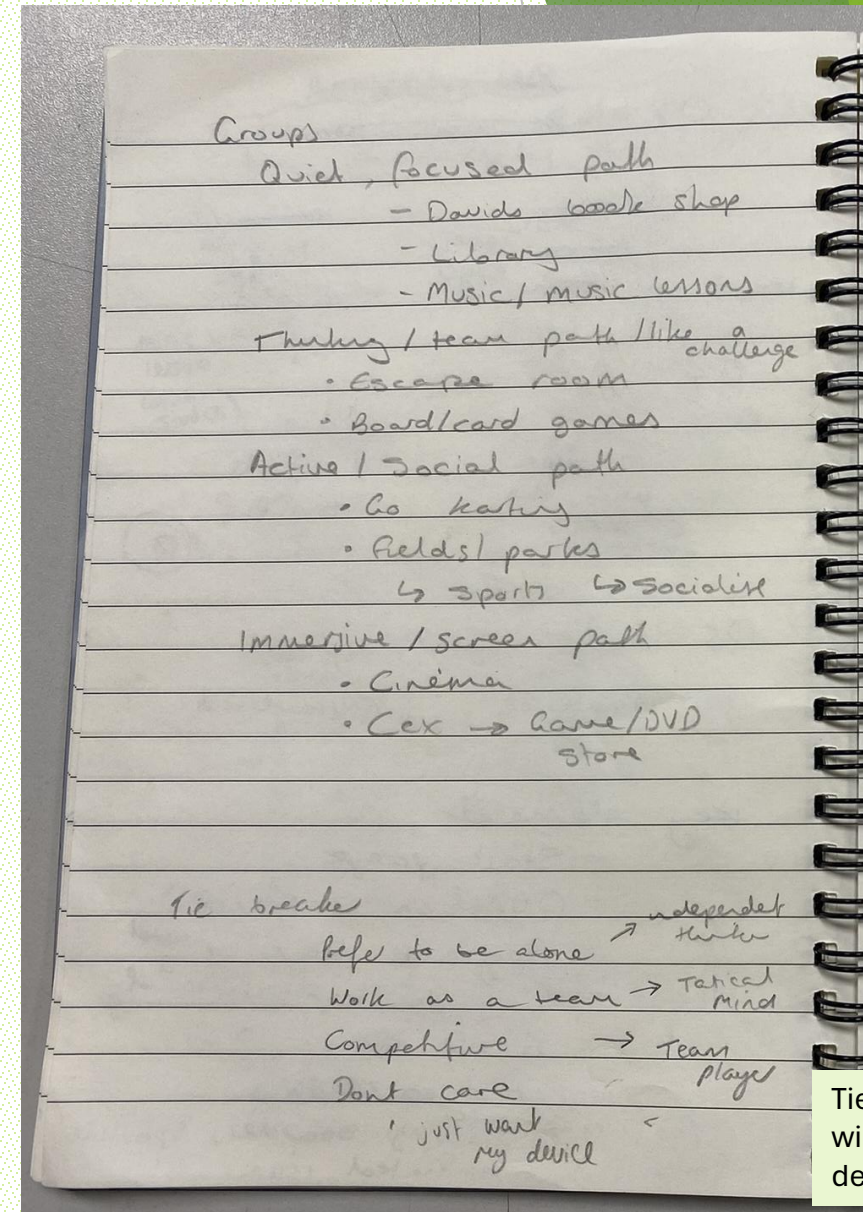
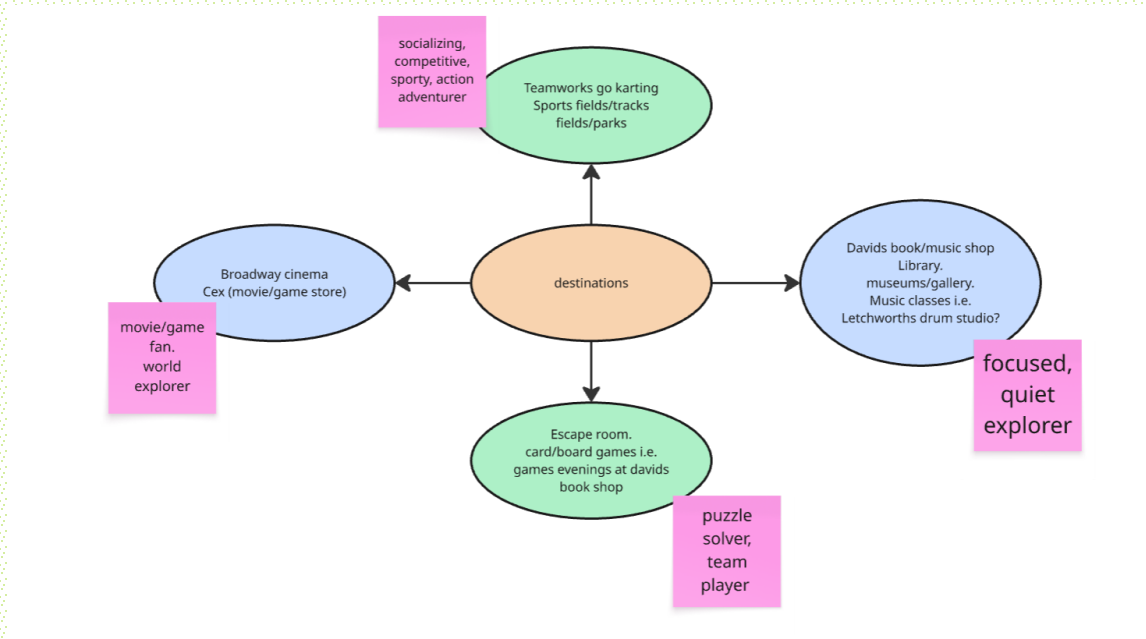
Coming up with ideas on what questions to ask and which 'personality type' they would link to, i.e. those who end up in the library or Davids Book Shop are likely to be introverted, quiet type.



Also noting key elements for the website, the game will need to have:
 Start page, duration, progress bar, visible buttons.

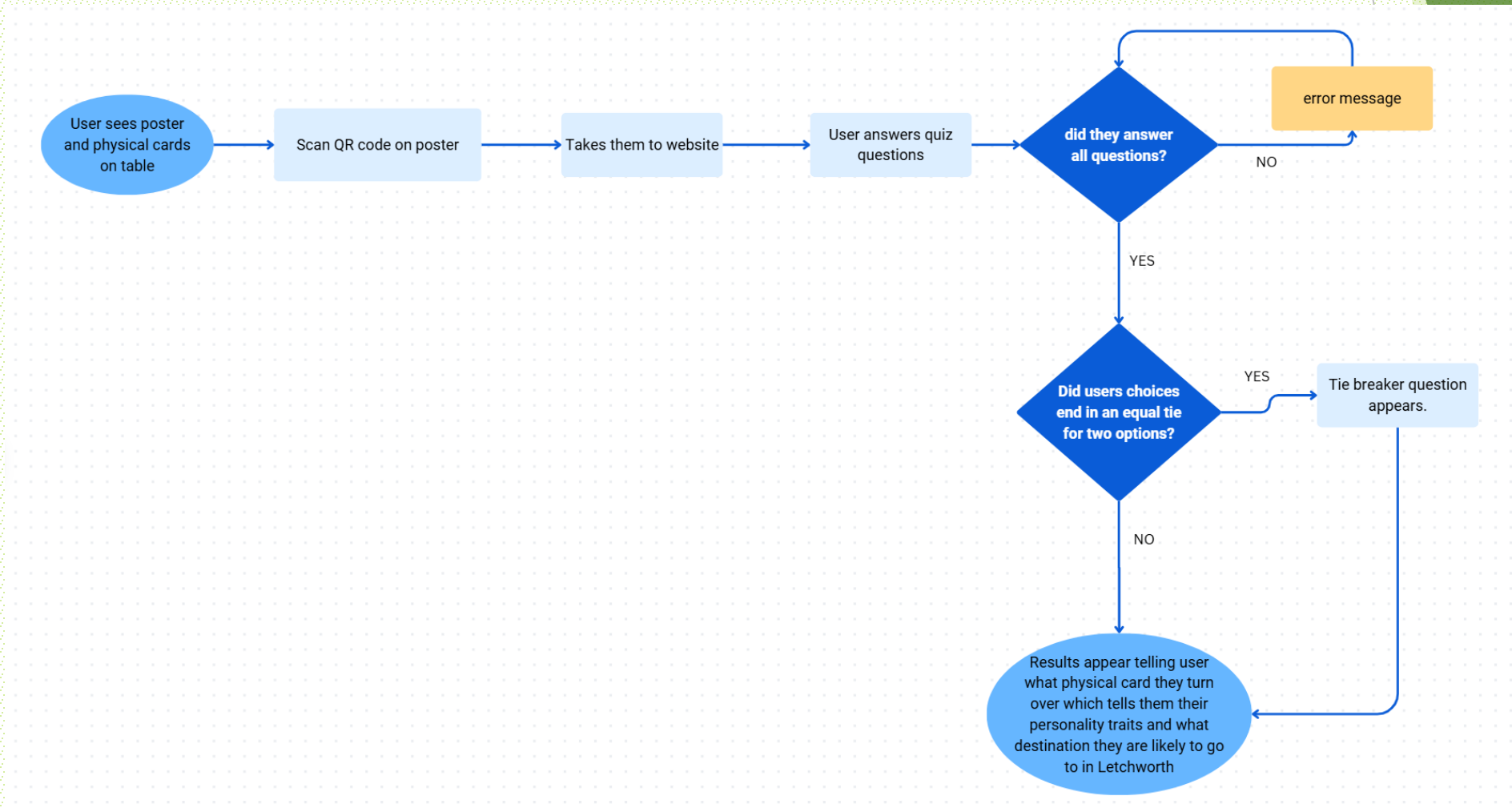
I knew I wanted to make the results to become a destination in Letchworth. But as I had multiple destinations in mind, I had to limit it to four to fit the A-D choices, so I grouped them in categories:

- ▶ David's book shop & the library have books in common.
- ▶ fields/parks & go-karting are related to socialising and competition.
- ▶ Broadway cinema & CEX are movie related/immersive.
- ▶ Escape rooms and David's Book Shops game nights have puzzles and strategies in common.

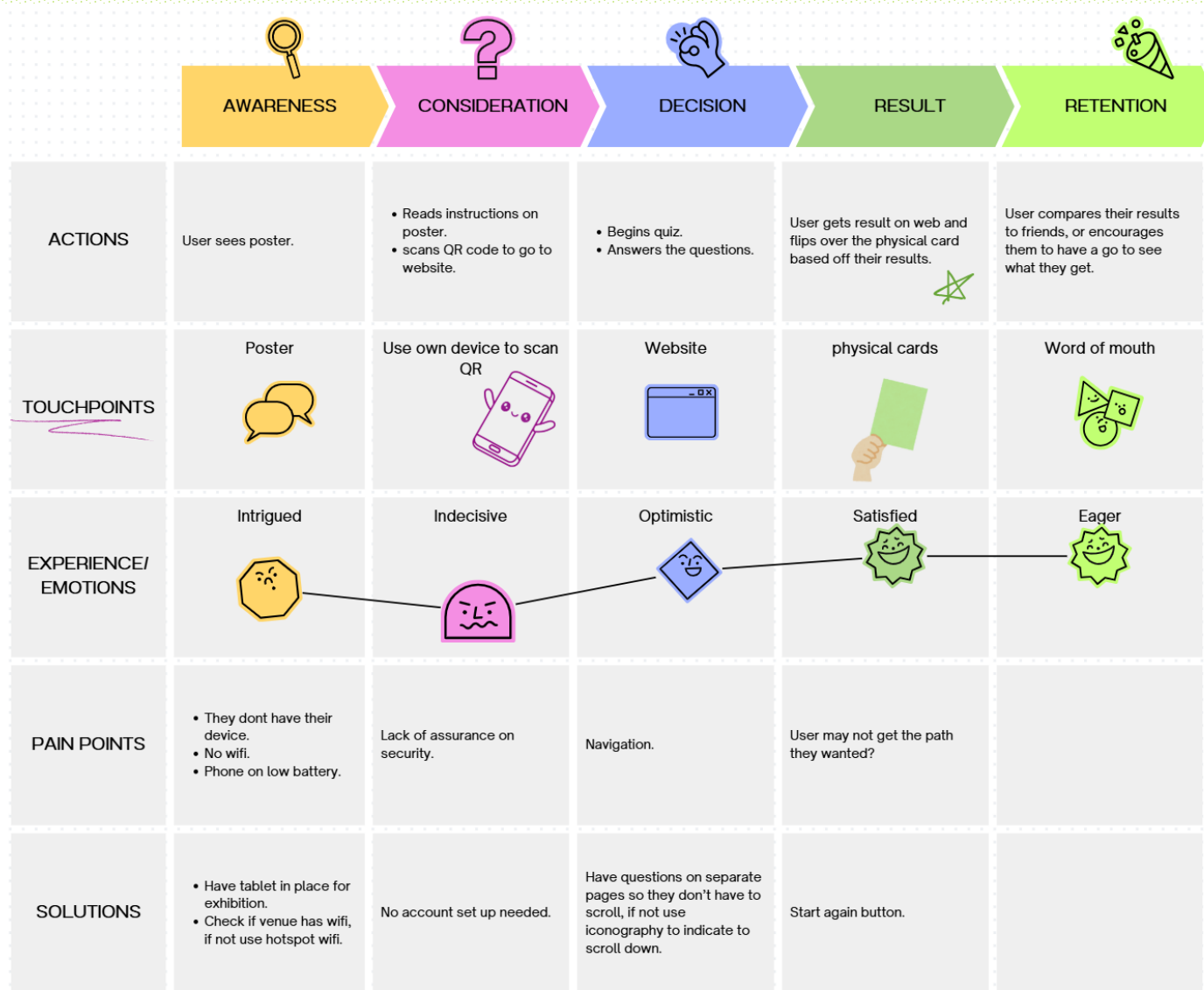


Tie breaker will be developed

Flowchart of how user will interact with my outcome



User journey Map



Coming up with storyline

Creating a storyline for the questions to make it more engaging and appealing to the target audience.

I considered a futuristic style, so when they flip the card, it would be 'you travelled back in time before 2013 before Blockbuster's closed down' (so it would be linked with my memory) but I felt a **fantasy style** would be more adaptable and I can make the cards more generic so it would be suited to a wider audience.

"Different escapist activities like social media, T.V, watching videos, playing games give relaxation or break the monotonous routine in daily life, stress relieving, pleasure seeking, people are enjoying their **fantasy world** because escapism can be quite productive, as imagination which leads to innovation and improvement. In this way, **Escapism became a therapy for avoiding the negativity** (Warmelink, Harteveld, & Mayer, 2009)."

Subudhi, R.N., (2020). Pg.38

Fantasy - choose your adventure

1. The Realm Wakes

A glowing map appears. One path feels right.

- A. The **Silent Grove**
- B. The **Chamber of Locked Doors**
- C. The **Open Arena**
- D. The **Crystal Theatre**

2. Choose Your Focus Item - You may carry ONE **magical** item. Which feels right?


- A. A book or instrument
- B. A puzzle key
- C. Sports gear
- D. A screen or controller

3. A Challenge Appears

- A. you pause and study
- B. You test your ideas
- C. You jump in with friends, stay active, and adapt
- D. You dive in and **immerse yourself!**

4. Your Perfect Vibe -you travelled far from home

Where do you feel most at home today?

-  A. A quiet library, music hall, or hidden study.
- B. A puzzle chamber with boards and symbols.
- C. An open field, park, or track with friends.
- D. A glowing screen, full of stories and adventures.

B.

5. How Do You Prefer to Spend Time?

- A. Calm, focused, and prepare for tomorrow
- B. Solving problems
- C. Moving, playing, and being active
- D. Watching or playing **other** worlds

6. At the end of the Day, You're Proud Because...

- A. You discovered, learned, or practiced something
- B. You solved a challenge or a tricky puzzle
- C. You **burnt off**/used your energy
- D. You escaped into another world

- **Mostly A** → **Quiet Explorer / Focused** → Book Shop / Library / Music
- **Mostly B** → **Problem Solver/ Strategic** → Escape Rooms / Board Games / Card Games
- **Mostly C** → **Action Adventurer/ Social** → Go Karting + Fields & Parks
- **Mostly D** → **World Explorer/ Screen** → Cinema / DVD / Games Store

Decided to remove q4 as it kind of gave away the results of where their destination is.

Design elements: Font for Fantasy

Blackletter styles were widely used in the Middle Ages, as seen in the manuscript of 'The Canterbury Tales' (1387-1400).

Their gothic, bold type associated with the medieval period has led to similar styles used in fantasy works inspired by Arthurian mythology, such as Walt Disney's 'The Sword in the Stone' (1963).



Figure 1. Blackletter font used in opening sequence of The Sword in the Stone.

Walt Disney Productions (1963) *The Sword in the Stone*.

The name "Quicksilver" in Chapman, Jonson and Marston's *Eastward Ho!* presents no problem to the typist, or to the compositor setting roman—

Quickſilver .

or italic, if the *k* is mis-set as *h* :

Quickſilver.

But when the kerned *k* is set we get this mess—

Quickſilver Quickſilver Quickſilver Quickſilver Quickſilver
Quickſilver Quickſilver Quickſilver Quickſilver Quickſilver
Quickſilver Quickſilver

—in which either the dash or the *e* or both may be type-exigent. How are we to see ms. values through this haze? How are we to say where words begin and end, or what is true compoundino?

Figure 2. Showing importance of size and spacing (kerning).

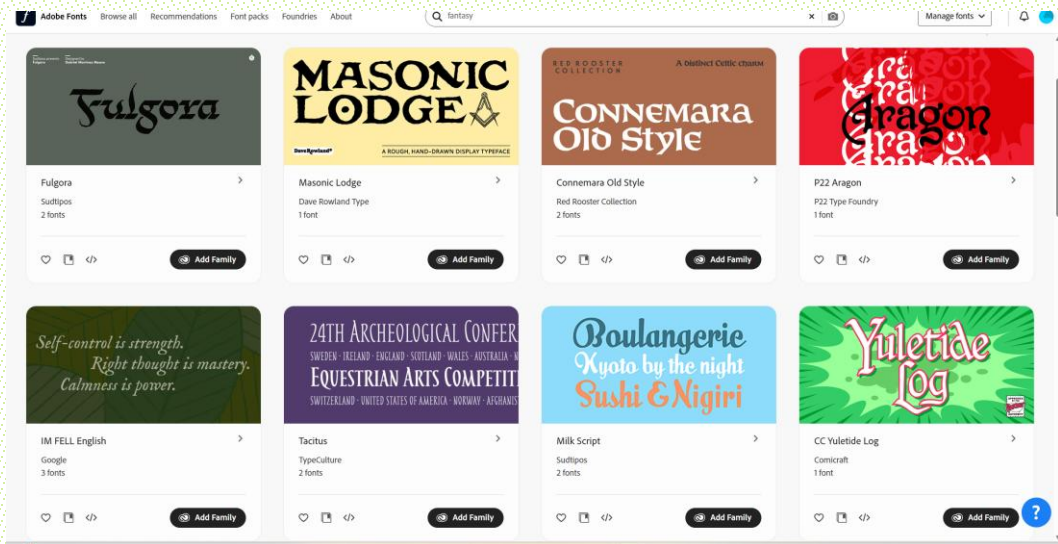
McLEOD, R.A.N.D.A.L.L. (1979) Pg.55.

He was I neuer or now Wicoll or Wyf
Sompnour Dnto your court in al my lyf
He neuer y Was but of my body trewe
Dnto the deuyll blak andy wylgh of helde
Yare I thy body andy eke my pame to
Andy When the deuyll herde hir curse so
Op on her knees he sayde in this manere
Now maystt myn owen moder dre
Is this your Wyl in ernest as ye saye
The deuyll quod she fette hym or he dey
Andy pame andy al but he wol hym repent
May olde stot that is not myn entent
Quod the sompnour forto repent me
For ony thing that I haue hady of the
I wolde I hadde thy smook andy every cloth
Now brothir quod the deuyll he not broth
Thy body andy this pame is myn he right

Figure 6. *Canterbury Tales*, first Caxton edition (Westminster: Caxton, 1478) (20 lines = 135 mm.). Photo courtesy of the William Andrews Clark Memorial Library, University of California, Los Angeles.

Figure 3. Looking into blackletter script used in The Canterbury Tales. However, legibility and readability is quite difficult to see.

Dane, J.A. (1998) pg.53.



Is it only linked to fantasy?
 “Contemporary designers juxtapose blackletter with unexpected pastel and neon colours only highlights its versatility – freeing it from its traditional associations with medieval fairytales, grimoires and horror.”
Frey, Angelica (2025).

Exploring adobes ‘fantasy’ style fonts. These blackletter style fonts will need to be paired with legible serif or sans serif type fonts for contrast as shown in figure 3.



Font testing

Font testing in Photoshop. Wasn’t keen on the combination with sans serif; a serif pairing is more suited to the blackletter type. Also found some blackletter styles were not legible, while others reminded me of The Daily Mail (figure 1) and The Telegraphs (figure 2) masthead. Size and kerning will also need to be adjusted, and to make sure it is suitable for web and print.



Figure 1: Daily Mail masthead

Daily Mail (2023). UK Home



Figure 2: Telegraph masthead.

The Telegraph (2018).



Figure 3: Blackletter font for the title ‘contents’, sans-serif on the ‘chapter..’, and then serif fonts for body of text.

Grollemond, L., 2022. *The fantasy of the Middle Ages: an epic journey through imaginary medieval worlds.* Getty Publications.

Colour palette - Research

Fantasy

A lot of fantasy colour pallets use green and earthy shades due to its connection with nature. Depending on it setting and mood, will have an impact of tones used.



Robinson, B. (2026). Fairy cottagecore colour palette.



Digital Synopsis (2016). Alice in Wonderland 2 (2016) colour palette.

A lot of fairy cottagerecore pallets are pastel colours, quite muted, with low saturation. This also creates a softer, dreamy, watercolour feel.

Using less saturated, dark tones to create a more realistic, serious atmosphere to set the mood for the scene. This adaptation of Alice in Wonderland was directed by Tim Burton who is know for his dark fantasy style.

However, I want my project to be on the lighter scale to connote more of a positive and happy feel as the users interact with my product.



Digital Synopsis (2016). Peter pan (1953) colour palette.



Mazikeen_atelie (2025). Alice in Wonderland (2010) Colour palette.

Middle Ages

“Organic pigments were derived from sources like plants, insects and molluscs. Inorganic ones were produced from minerals, earths and metals. Modern perceptions of colour are dominated by hue, but medieval and Renaissance artists and viewers were equally sensitive to its other aspects: texture, luminosity (brilliance) and intensity (saturation).” The Fitzwilliam Museum (2021)



The Fitzwilliam Museum (2021)



Having muted tones to reflect a faded or old style can achieve a medieval and renaissance feel.

A lot of medieval art also had use of bright/royal blue pigments for religious symbolism of Virgin Mary to reflect her purity and divinity.

Many consist of red, blue and yellow.

Rubrication is used in manuscripts to add emphasis and highlight text.



Nappington, C. (2024) pg.116



Dexter, K. (2025). Medieval Art Color Palette.



Colour palette

For the cards, each should be different colour:

- ▶ Focused book reader – calm, thoughtful – blue/green
- ▶ Puzzle solver – thinker, determined – yellow/orange
- ▶ Action adventurer – outdoorsy, confident – blue/green
- ▶ Screen user type – immersive, creative – pink/purple



Having less saturated colours; using pink, blue, yellow and greens in my theme to connote the personality type in the cards and reflect fantasy themes in the website.



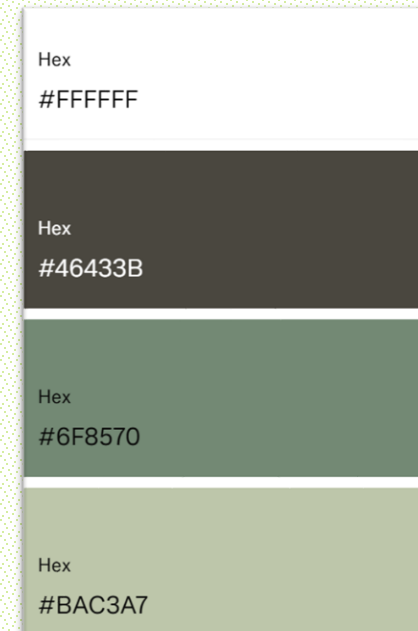
Forest pallet inspiration.

Munley, A. (2025). Forest Palettes.



The Wizard of Oz palette.

Becker, A. (2025). Wizard Of Oz Color.



The poster should have a forest/journey with the destination of Letchworth at the end. Elements of green for growth and nature to represent Letchworth. It would be nice to also have the pathway like the yellow brick road in The Wizard of Oz to add to the fantasy style.

Prototyping - Website

I have not used code within Wix before, so, I utilised ChatGPT to help me write a code to make the multi option quiz function properly. After many trial and errors, I managed to get it to work by using prompts to refine the code.

I also ran into issues where I had to make sure the radio button values were correct and that every element was labelled (ID) how it is mentioned in the code.

Once I get it fully working, I will enhance the design elements such as animations and some colour. As at this time, it looks very boring and like a survey with just a list of options on one page.

How to build?

I first looked into **Webflow** and watched some YouTube videos on how to create the quiz:

- Ben Parker (2022). *Working with live data in Webflow, build a BuzzFeed style quiz*. [online] YouTube
- KC Katalbas (2024). *How to make a Personality Quiz using Webflow CMS and Javascript*. [online] YouTube.

However, with the tight deadline, learning a new layout and features to build a site was going to take a while. So, I used a website builder that I am familiar with: **Wix**.

Radio button

```
1 $w.onReady(function () {
2   // Hide results on load
3   $w("#resultText").hide();
4   $w("#resultImage").hide();
5
6
7   // Result text + image mapping
8   const resultMap = {
9     A: {
10      text: "flip over card A!",
11      image: "/images/adventurous.png"
12    },
13    B: {
14      text: "flip over card B!",
15      image: "/images/calm.png"
16    }
17  };
18 }
```

Screenshot from my Wix, using JavaScript to make the functions work, and creating ID for each element on the page to link it to the code.

JavaScript

```
$w.onReady(function () {

  // Hide results on load
  $w("#resultText").hide();
  $w("#resultImage").hide();

  // Map for results
  const resultMap = {
    A: {
      text: "Flip over card A!",
      image: "/images/adventurous.png"
    },
    B: {
      text: "Flip over card B!",
      image: "/images/calm.png"
    },
    C: {
      text: "Flip over card C!",
      image: "/images/creative.png"
    },
    D: {
      text: "Flip over card D!",
      image: "/images/practical.png"
    }
  };

  // Submit button click
  $w("#submitButton").onClick(() => {

    // Collect answers
    const answers = [
      $w("#radioGroup1").value,
      $w("#radioGroup2").value,
      $w("#radioGroup3").value,
      $w("#radioGroup4").value,
      $w("#radioGroup5").value
    ];

    // Check that all questions are answered
    if (answers.includes("") || answers.includes(undefined)) {
      $w("#resultText").text = "Please answer all questions!";
      $w("#resultText").show();
      $w("#resultImage").hide();
      return;
    }
  });
});
```



```
// Count occurrences of each option
const counts = { A: 0, B: 0, C: 0, D: 0 };
answers.forEach(answer => {
  const upper = answer.toUpperCase(); // make sure it's uppercase
  if (counts.hasOwnProperty(upper)) {
    counts[upper]++;
  }
});

// Find the highest count(s)
const maxCount = Math.max(...Object.values(counts));
const topLetters = Object.keys(counts).filter(letter => counts[letter] === maxCount);

// Handle tie by picking randomly among top letters
const finalLetter = topLetters[Math.floor(Math.random() * topLetters.length)];

// Show result
$w("#resultText").text = resultMap[finalLetter].text;
$w("#resultText").show();

$w("#resultImage").src = resultMap[finalLetter].image;
$w("#resultImage").show();
});
```

Code had to be developed further as when I prompted an example stating 'if they mostly choose A, then option A will show'. And it created a code for only option A to be show in the result. When I only meant it as an example.

Ah! I see exactly why your quiz always returns A. The issue is subtle but common in JavaScript quizzes. Let's go step by step.

The problematic part:

JavaScript

```
let finalLetter = "A";
let maxCount = 0;
for (let letter in counts) {
  if (counts[letter] > maxCount) {
    maxCount = counts[letter];
    finalLetter = letter;
  }
}
```



JavaScript

```
$w.onReady(function () {

    // Hide results and tie-breaker container on load
    $w("#resultText").hide();
    $w("#resultImage").hide();
    $w("#tieBreakerContainer").hide();

    const resultMap = {
        A: { text: "Flip over card A!", image: "/images/adventurous.png" },
        B: { text: "Flip over card B!", image: "/images/calm.png" },
        C: { text: "Flip over card C!", image: "/images/creative.png" },
        D: { text: "Flip over card D!", image: "/images/practical.png" }
    };

    // Main quiz submit button
    $w("#submitButton").onClick(() => {
        // Collect answers
        const answers = [
            $w("#radioGroup1").value,
            $w("#radioGroup2").value,
            $w("#radioGroup3").value,
            $w("#radioGroup4").value,
            $w("#radioGroup5").value
        ];

        // Ensure all questions are answered
        if (answers.includes("") || answers.includes(undefined)) {
            $w("#resultText").text = "Please answer all questions!";
            $w("#resultText").show();
            $w("#resultImage").hide();
            return;
        }

        // Count occurrences
        const counts = { A: 0, B: 0, C: 0, D: 0 };
        answers.forEach(answer => {
            const upper = answer.toUpperCase();
            if (counts.hasOwnProperty(upper)) counts[upper]++;
        });

        const maxCount = Math.max(...Object.values(counts));
        const topLetters = Object.keys(counts).filter(letter => counts[letter] === maxCount);
```

```
if (topLetters.length === 2) {
    // Two-way tie: show tie-breaker container
    $w("#tieBreakerContainer").show();
    $w("#quizContainer").hide();

    // Hide main result until tie-breaker is resolved
    $w("#resultText").hide();
    $w("#resultImage").hide();

    // Prepare tie-breaker radio group using existing labels
    const options = $w("#tieBreakerRadioGroup").options;

    // Only keep first two options and assign top letters as values
    const tieOptions = [
        { label: options[0].label, value: topLetters[0] },
        { label: options[1].label, value: topLetters[1] }
    ];

    // Update tie-breaker radio group
    $w("#tieBreakerRadioGroup").options = tieOptions;

} else {
    // No tie: show result immediately
    showResult(topLetters[0]);
}

// Tie-breaker submit button
$w("#tieBreakerSubmit").onClick(() => {
    const choice = $w("#tieBreakerRadioGroup").value;
    if (!choice) {
        $w("#resultText").text = "Please choose one!";
        $w("#resultText").show();
        return;
    }
    // Show the final result
    showResult(choice);
    // Hide tie-breaker container
    $w("#tieBreakerContainer").hide();
});

// Function to display result
function showResult(letter) {
    $w("#resultText").text = resultMap[letter].text;
    $w("#resultText").show();
    $w("#resultImage").src = resultMap[letter].image;
    $w("#resultImage").show();
}
});
```

Refining code in ChatGPT to add a tie breaker element. It initially showed all 4 tie breaker options when I only wanted the two options that were tied.

Ah! I see exactly what's going on. 🤖 The problem is that in your current code:

```
JavaScript
const tieOptions = [
  { label: options[0].label, value: topLetters[0] },
  { label: options[1].label, value: topLetters[1] }
];
```

You are always using the first two radio buttons' labels (`options[0]` and `options[1]`) instead of using the labels that correspond to the letters in `topLetters`. That's why your tie-breaker always shows the first two options from your editor, not the actual tied options.

Correct Approach:

1. Map `topLetters` to their correct labels.
2. Build the tie-breaker options dynamically based on the tied letters.

Assuming your original tie-breaker radio group had all four options with the labels you want, we can do:

```
JavaScript
// Get all original options
const options = $w("#tieBreakerRadioGroup").options;

// Build the tie-breaker options only for the tied letters
const tieOptions = topLetters.map(letter => {
  const original = options.find(opt => opt.value === letter);
  return {
    label: original ? original.label : resultMap[letter].text, // fallback to map text
    value: letter
  };
});

// Update the tie-breaker radio group
$w("#tieBreakerRadioGroup").options = tieOptions;
```

Final code

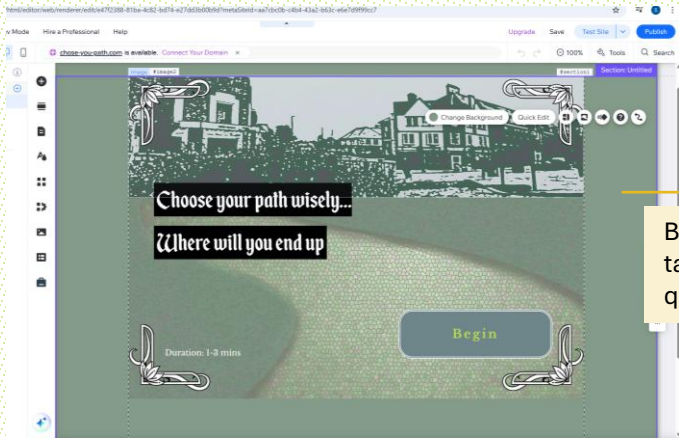
```
questions
1  $w.onReady(function () {
2
3      // Hide results and tie-breaker container on load
4      $w("#resultText").hide();
5      $w("#resultImage").hide();
6      $w("#tieBreakerContainer").hide();
7      $w("#scrollDownTxt").hide();
8      $w("#downArrow1").hide();
9      $w("#downArrow2").hide();
10
11
12      const resultMap = {
13          A: { text: "Flip over card A!", image: "https://static.wixstatic.com/media/ec764c_17f30832e8ed43049a7c2dd37e28ca2c-mv2.jpg" },
14          B: { text: "Flip over card B!", image: "https://static.wixstatic.com/media/ec764c_4f967213c1754b67a6e295f7fcea72bc-mv2.jpg" },
15          C: { text: "Flip over card C!", image: "https://static.wixstatic.com/media/ec764c_6ae1c6b616b84f96a011c45125c2611a-mv2.jpg" },
16          D: { text: "Flip over card D!", image: "https://static.wixstatic.com/media/ec764c_c744843731564ba8a69135472a0c5518-mv2.jpg" }
17      };
18
19      // Main quiz submit button
20      $w("#submitButton").onClick(() => {
21          // Collect answers
22          const answers = [
23              $w("#radioGroup1").value,
24              $w("#radioGroup2").value,
25              $w("#radioGroup3").value,
26              $w("#radioGroup4").value,
27              $w("#radioGroup5").value
28          ];
29
30          // Ensure all questions are answered
31          if (answers.includes("") || answers.includes(undefined)) {
32              $w("#resultText").text = "Please answer all questions!";
33              $w("#resultText").show();
34              $w("#resultImage").hide();
35              return;
36          }
37
38          // Count occurrences
39          const counts = { A: 0, B: 0, C: 0, D: 0 };
40          answers.forEach(answer => {
41              const upper = answer.toUpperCase();
42              if (counts.hasOwnProperty(upper)) counts[upper]++;
43          });
44
45          const maxCount = Math.max(...Object.values(counts));
46          const topLetters = Object.keys(counts).filter(letter => counts[letter] === maxCount);
47
48          if (topLetters.length === 2) {
49              // Two-way tie: show tie-breaker container
50              $w("#tieBreakerContainer").show();
```

```
49      // Two-way tie: show tie-breaker container
50      $w("#tieBreakerContainer").show();
51      $w("#quizContainer").hide();
52      $w("#submitButton").hide();
53      $w("#scrollDownTxt").show();
54      $w("#downArrow1").show();
55      $w("#downArrow2").show();
56
57      // Hide main result until tie-breaker is resolved
58      $w("#resultText").hide();
59      $w("#resultImage").hide();
60
61      // Prepare tie-breaker radio group using existing labels
62      const options = $w("#tieBreakerRadioGroup").options;
63
64      // Build tie-breaker options dynamically based on tied letters
65      const tieOptions = topLetters.map(letter => {
66          const original = options.find(opt => opt.value === letter);
67          return {
68              label: original ? original.label : resultMap[letter].text, // fallback
69              value: letter
70          };
71      });
72
73      // Update tie-breaker radio group
74      $w("#tieBreakerRadioGroup").options = tieOptions;
75
76      } else {
77          // No tie: show result immediately
78          showResult(topLetters[0]);
79          $w("#quizContainer").hide();
80          $w("#submitButton").hide();
81          $w("#scrollDownTxt").show();
82          $w("#downArrow1").show();
83          $w("#downArrow2").show();
84      }
85      });
```

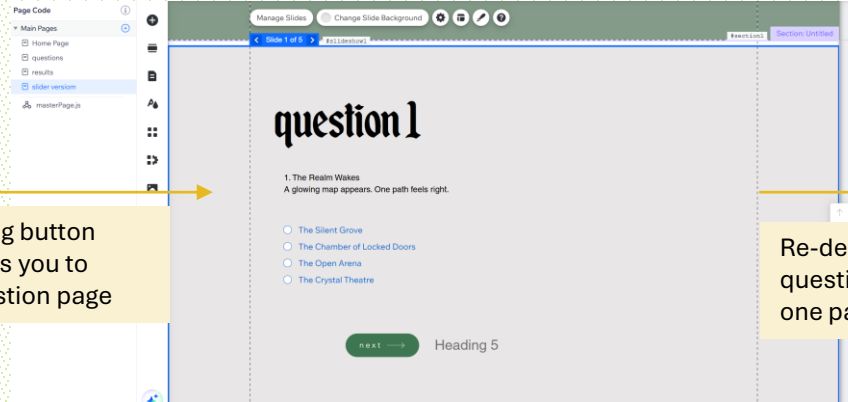
```
86
87      // Tie-breaker submit button
88      $w("#tieBreakerSubmit").onClick(() => {
89          const choice = $w("#tieBreakerRadioGroup").value;
90          if (!choice) {
91              $w("#resultText").text = "Please choose one!";
92              $w("#resultText").show();
93              return;
94          }
95          // Show the final result
96          showResult(choice);
97          // Hide tie-breaker container
98          $w("#tieBreakerContainer").hide();
99      });
100
101      // Function to display result
102      function showResult(letter) {
103          $w("#resultText").text = resultMap[letter].text;
104          $w("#resultText").show();
105          $w("#resultImage").src = resultMap[letter].image;
106          $w("#resultImage").show();
107          $w("#scrollDownTxt").show();
108          $w("#downArrow1").show();
109          $w("#downArrow2").show();
110      }
111      });
112
```

Adding extra elements such as the down arrows so the user knows to scroll down for the results when they submit their answers, as at this time I couldn't get it to take the user to a new page for the results like I wanted.

Prototype - Web design UX/UI



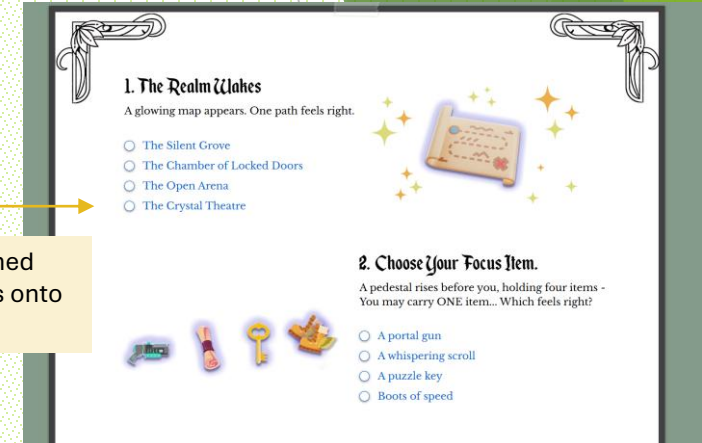
Home page: using physical poster as the background, adding deco borders, start button, duration, and title.



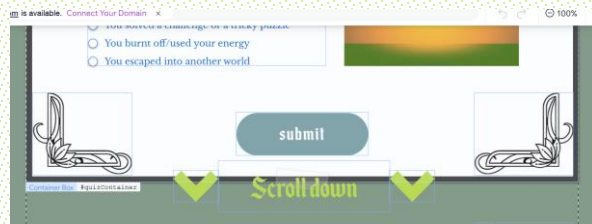
Being button takes you to question page

Re-designed questions onto one page

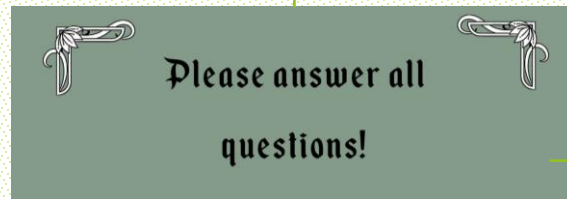
Attempting questions on a slider/separate pages: Using JavaScript within velo, I found issues where it wouldn't move on to the next question within Wixs strip repeaters, slider, or on a dynamic list page. I had to adjust and put it on a normal page for it to be useable in time for the exhibition.



One page of questions. Added loop animations, consistent deco boarder. Colours and font size to be worked on.



Had to add the scroll down info just below the container, as if I placed it higher it would automatically attach it to the quiz container, which disappears when user submits answers and it isn't obvious to scroll down for the results.



Error message to let user know if they haven't answered all questions. May change colour to make it stand out more to correlate as an error message.



Message and image of user's results will appear once all questions answered.

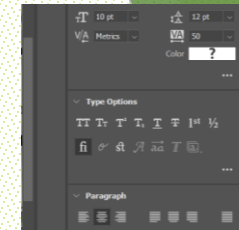


Tie breaker in place of result, which will appear if user has tied results. Also has start again button.

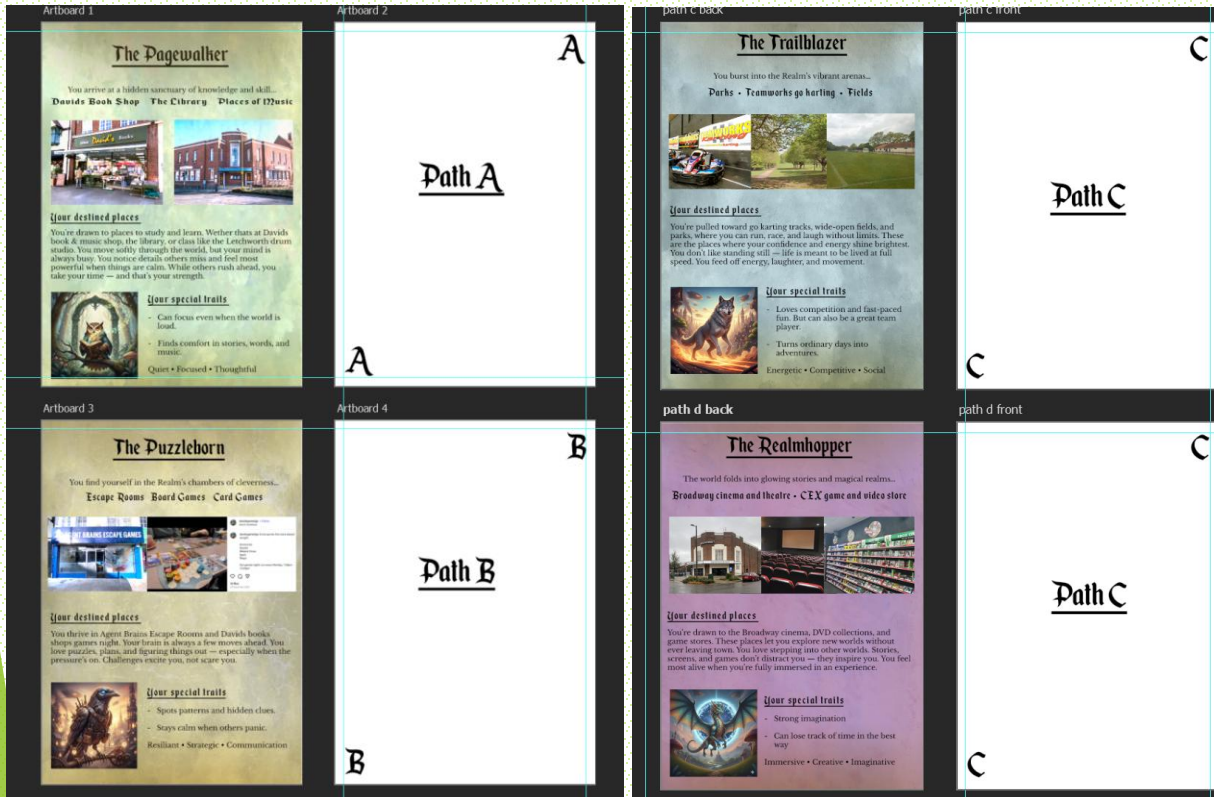
Cards

Using inspiration of tarot cards, top trump playing cards for my multiple paths I wanted elements of:

Destination, personality traits, and a character icon.



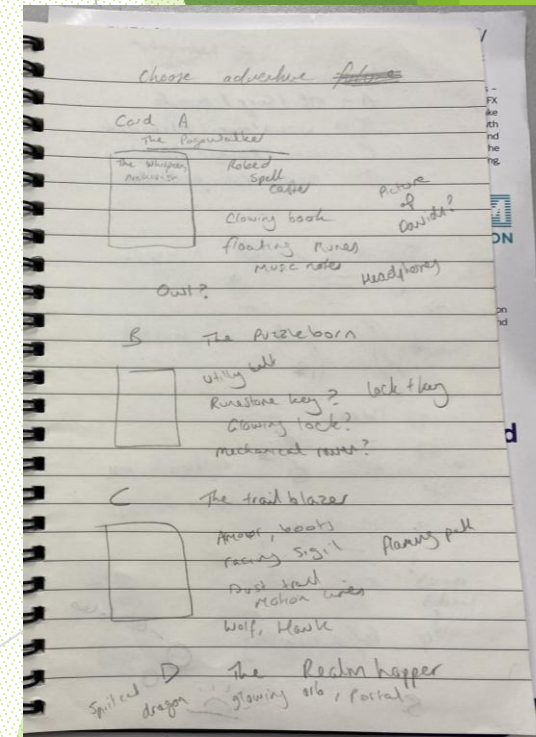
Using metrics and kerning to make the blackletter font easier to read.



The front of the cards design is inspired by a playing card.

I created a mock-up of how I want the other sides layout and information to be. With use of images to break up the text.

I used Gemini AI generated images as a quick way visualise how the cards 'character type' would look. However, this won't be permanent as I want to make it more subtle and more visually coherent.



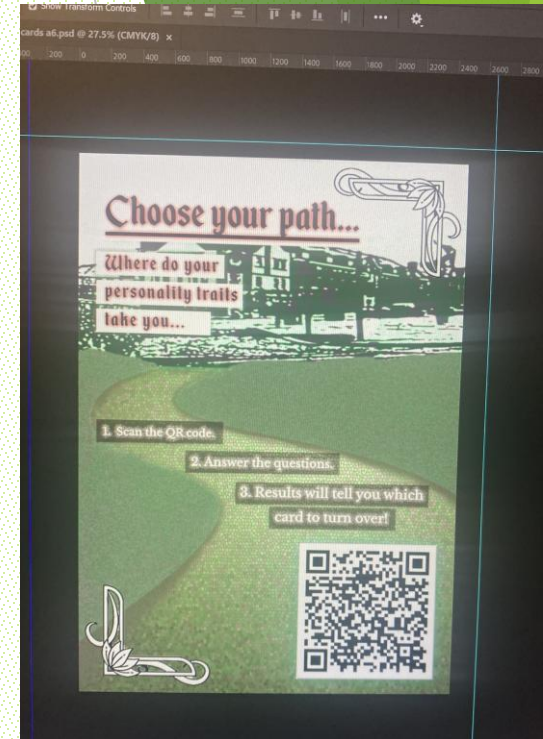
Coming up with names and iconography that would suit that character.

Poster

Must have: How to play info, QR code, coherency, make it link to Letchworth.

With a short timeframe, as I was more focused on getting the website to work and designing the cards. I needed a poster to explain how to use the site and how it links to the physical cards.

I tested out different placements and visuals that link to the game. I initially wanted more path visuals but I thought it was too distracting, so I decided to put the information text in one pathway and added the image of the Broadway cinema and town to bring back the connection with Letchworth.



Final design: worked on the perspective of the images, added textures, effects, and deco boarder so it looks more fantasy-like, and to be coherent with the cards and website. As well as, the red around the title to reflect rubrication used in medieval manuscripts.



Experiments 1, 2, & 3. found some elements too dark, or too cluttered. So, I combined/removed and developed to get to the final design.

Feedback from Dan

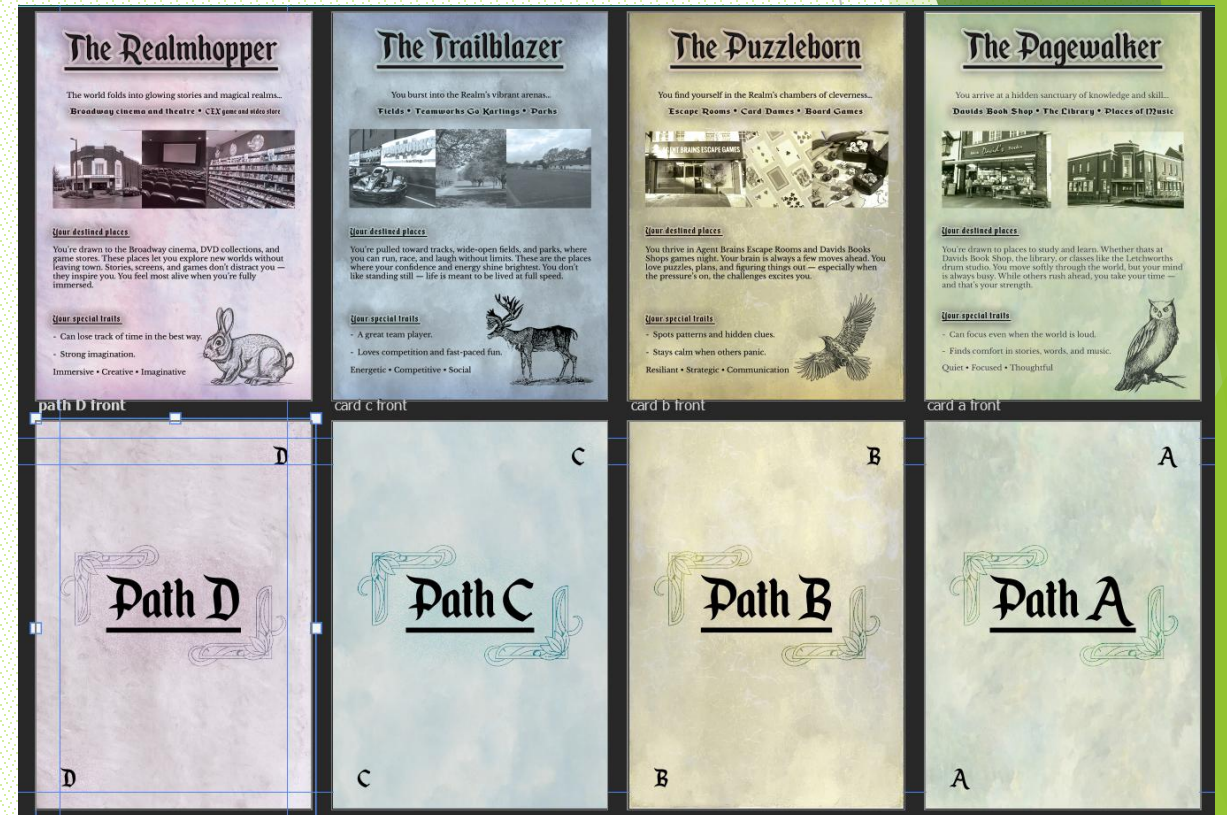
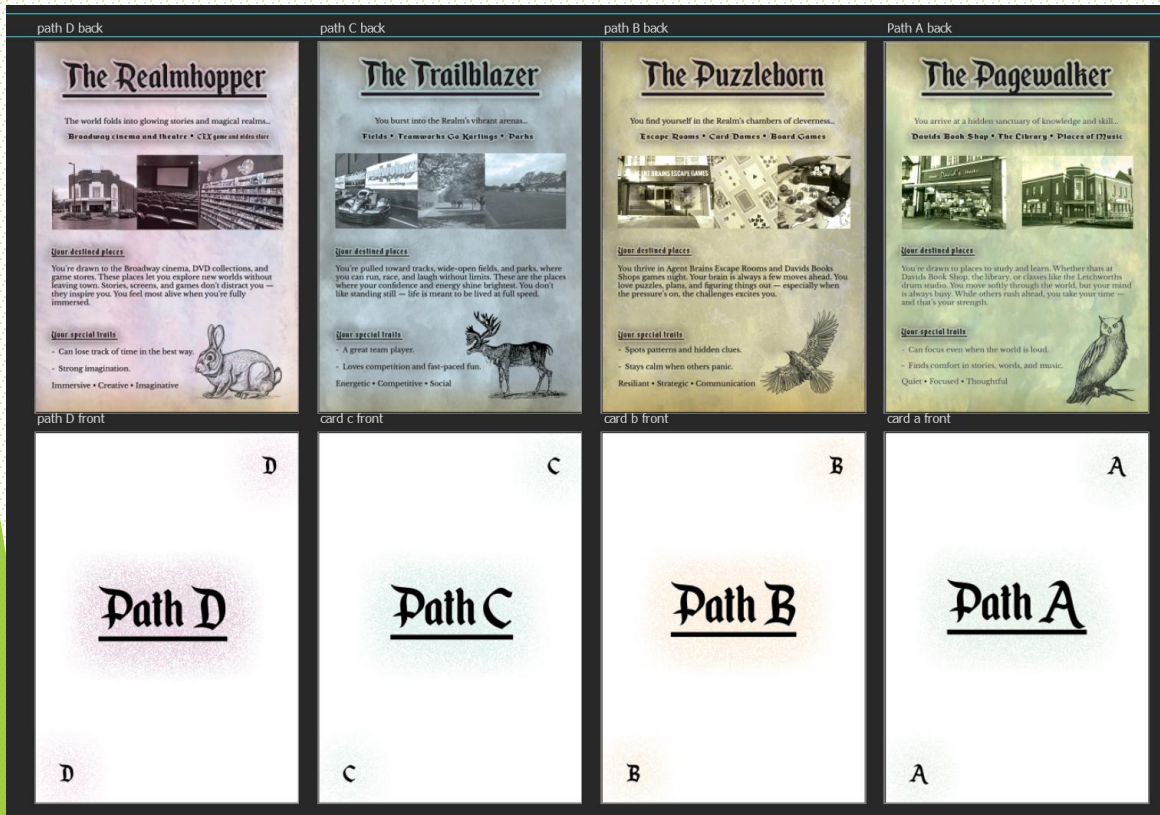
4/2/26

- ▶ Remove AI image of characters
- ▶ Add deco and/or boarder
- ▶ Showed inspiration of canterbury tales in woodcut style
- ▶ Illuminate text
- ▶ Simplify
- ▶ Maybe have black and white and print on coloured paper?

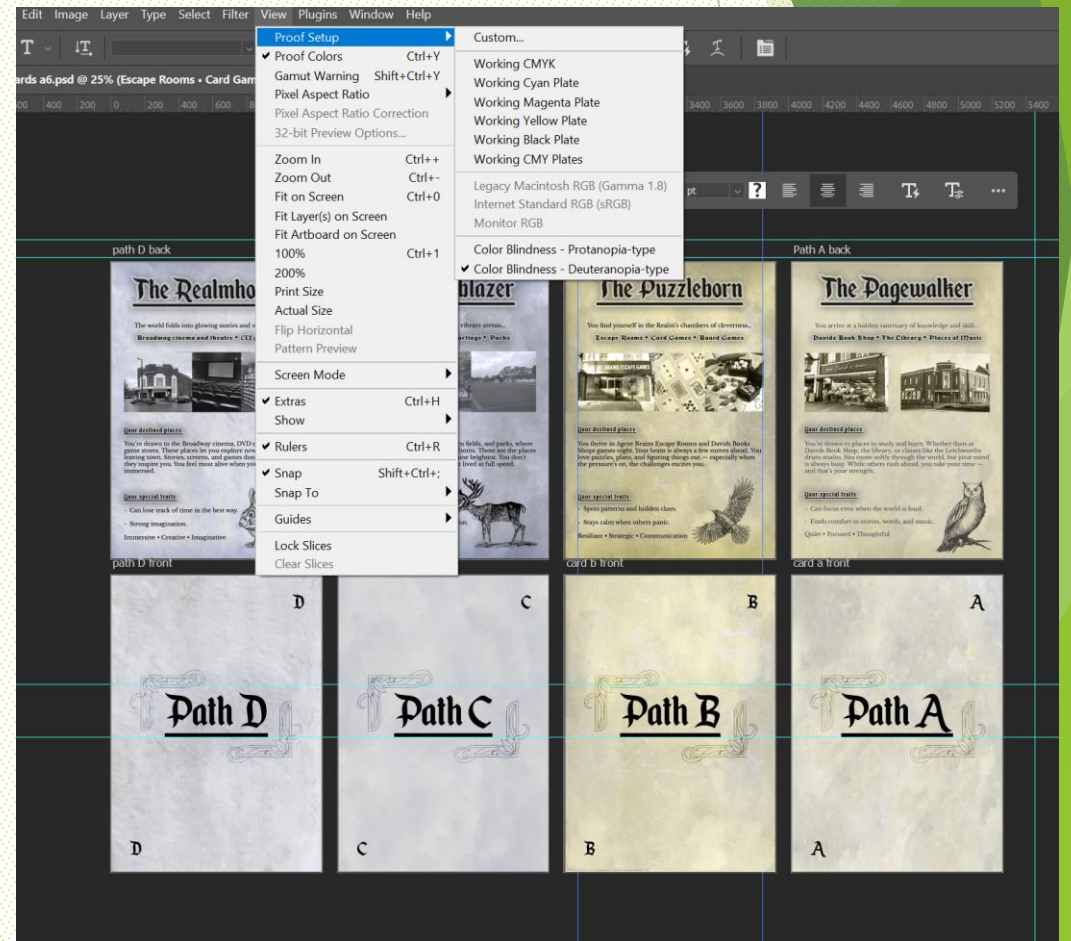
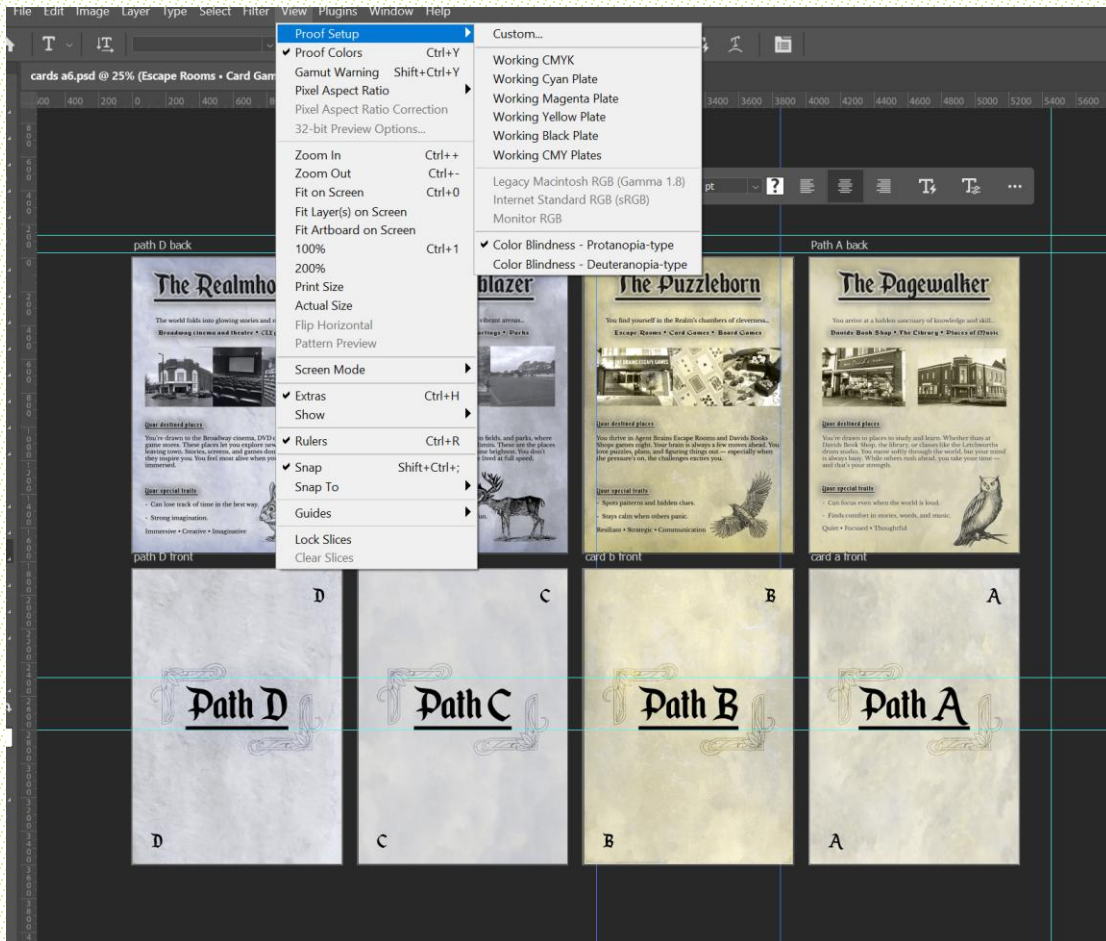
Developing cards reflecting on dans feedback.

Replaced the AI images with a consistent woodcut style of the animals. Using blending modes on the images make it more unified with the page.

Adjusted the texture to give the old photography look, and used the same colour and effects to the front side of the cards but turned down opacity to make text more distinct and eye catching. Along with adding the deco border that is used in the poster design.



Making sure text contrast with background is still readable for those with colour blindness of protanopia and deuteranopia type.



Test printing

Test printing the cards before sending them to the printing service on campus.

- ▶ **First attempt (figure 1):** found errors with having the darker areas at the top and bottom of the cards. Resolved this by making the bevel the same colour as the background.
- ▶ **Second attempt (figure 2):** thought background colours were too dark on page, making text hard to read. So, I adjusted saturation and opacity.

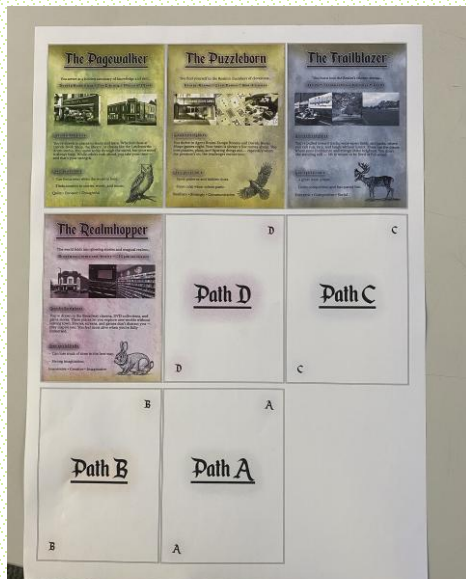


Figure 1

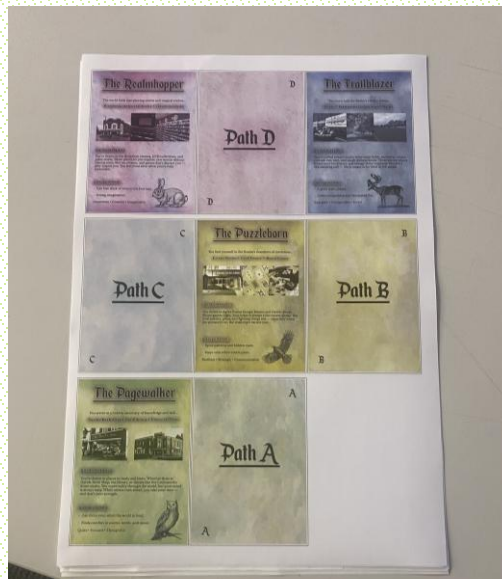
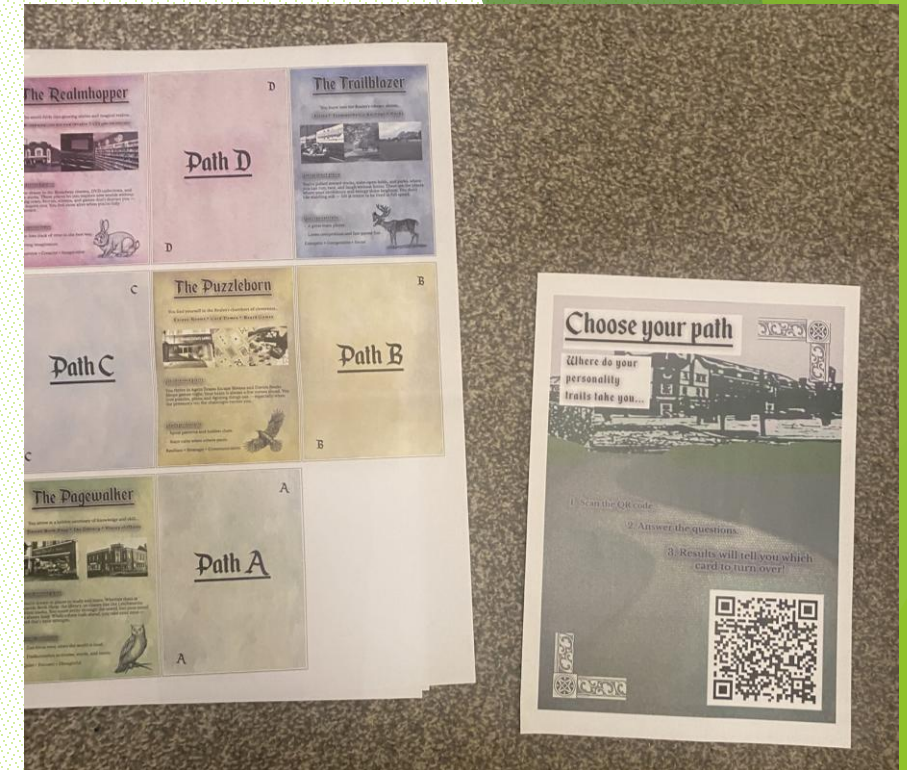


Figure 2

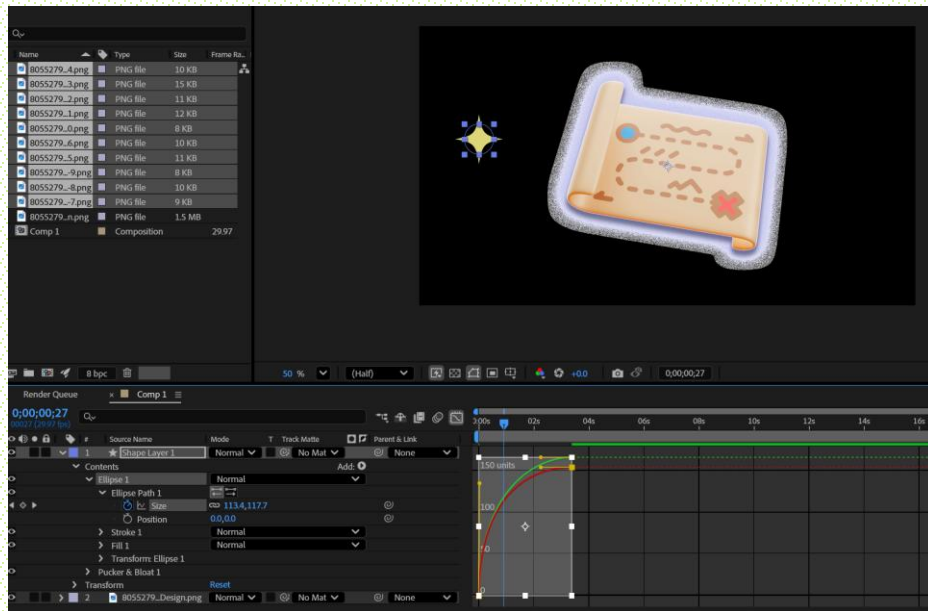


Final attempt with cards: colour is a lot softer; images and text are readable.

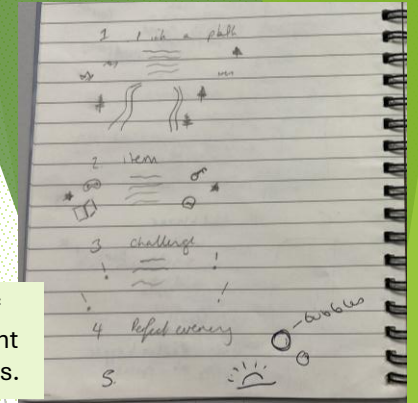
First test with poster: Need to turn up brightness, make info text white and change the style of the deco borders as I don't like how chunky they look.

Animations

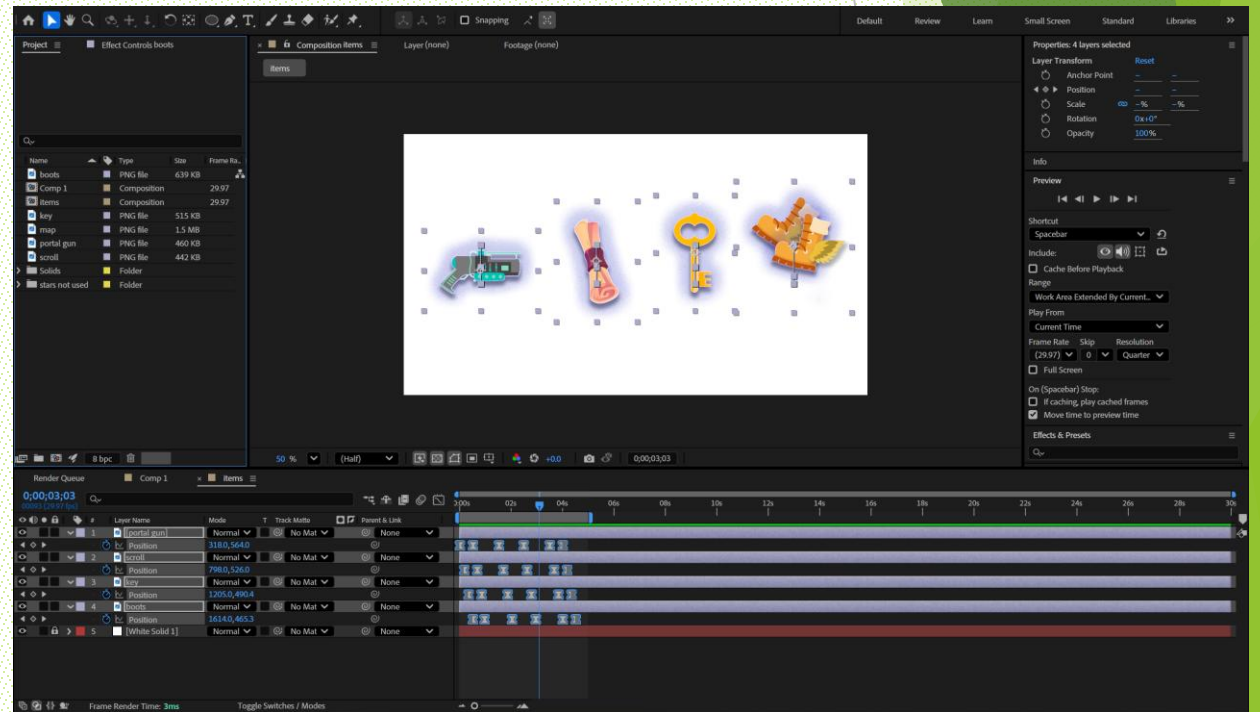
Creating animations in Adobes After Effects to go with the questions on the website. Adding moving elements will engage the audience with a short attention span and make the number of words on the screen less overwhelming.



Creating sparkles fade in and out for the “glowing map” in the first question.

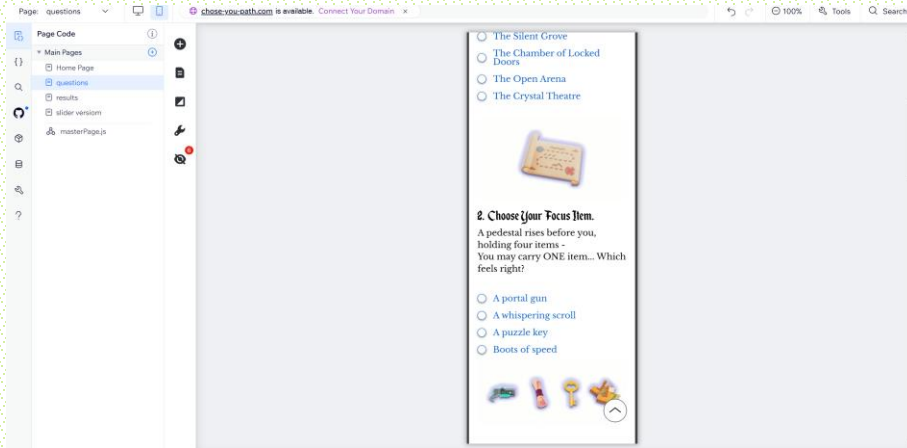


Quick doodle of what icons I want for the questions.



Making the “focus items” float up and down for the second question.

Designing for mobile

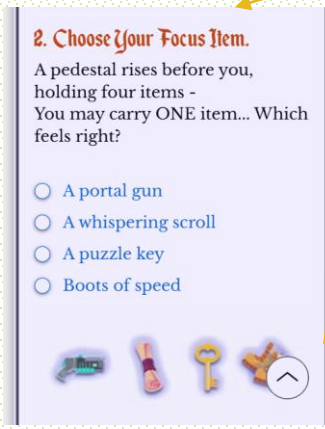


Making titles red like in medieval manuscripts.

Top of page button.

When changing elements on the PC version, it automatically adds it to the mobile version. Sometimes, this creates layout changes that aren't desired and takes extra time to realign everything.

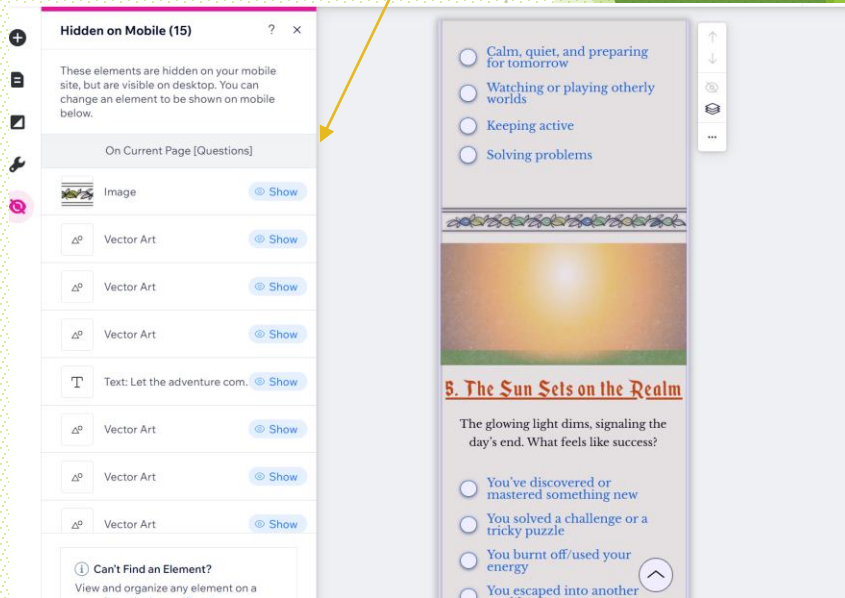
Hiding elements as there's not enough space for all visuals I had on the PC version to fit on mobile.



Animations had to be added under or above text to keep font size readable.

```
import wixwindow from 'wix-window';
$.onReady(function () {
  const isMobile = wixwindow.forFactor === "Mobile";
  // Hide results and containers on Load
  $w("#resultText").hide();
  $w("#resultImage").hide();
  $w("#breakerContainer").hide();
  $w("#scrollDownText").hide();
  $w("#downArrow1").hide();
  $w("#downArrow2").hide();
  $w("#errorText").hide();
  $w("#image1").hide();
  $w("#image2").hide();
  $w("#image3").hide();
  $w("#image4").hide();
  $w("#image5").hide();
  $w("#image6").hide();
  $w("#image7").hide();
  $w("#image8").hide();
  $w("#image9").hide();
  $w("#startAgainBtn").hide();
  $w("#box1").hide();
  // Always hide image22 on mobile
  if (!isMobile) {
    $w("#image22").collapse(); // removes spacing
  } else {
    $w("#image22").hide();
  }
});
```

Updated code to hide elements on mobile.



Issues also occurred when hiding elements for mobile use, interfered with the code and stopped the site from working. To resolve this, I had to update the code.

I realised the animation on mobile for the first question wouldn't play unless you scrolled past it and went back up to view it, or refreshed the page. Some reason wix only plays once its in view for mobile and if it's there when first loading into the page, this issue occurs. So, I added a title 'let the adventure commence' so it pushed the question and animation down the screen which resolved this issue. I also later found the animation will not play if your device is in low battery mode.

Exhibition design & setup

10/2/26

Helping set up the exhibition of everyone's different outcomes from this project. Seeing my peers work was inspiring.





JAN - MAR 2026

THE CITY OF THE YOUTH

YOUTH PERSPECTIVES ON URBAN LIFE

“I love the city. My biggest problem is that I can't find the space to sit and think. I love bright lights and new ideas and how people work together and how they make things all at once.”

“There are so many places to go to but it's so forgetful that they just disappear every day and with the same way with your house and your garden and your car on the floor.”

This project is part of a wider collaboration between the University of Hertfordshire and the Letchworth Garden City Heritage Foundation, exploring how young people experience, value, and imagine the future of Letchworth Garden City.

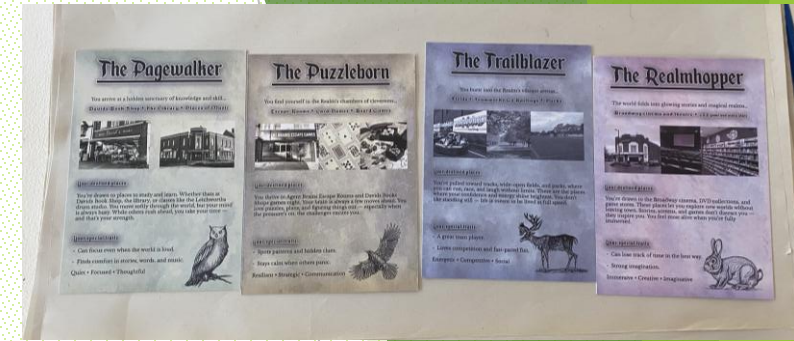
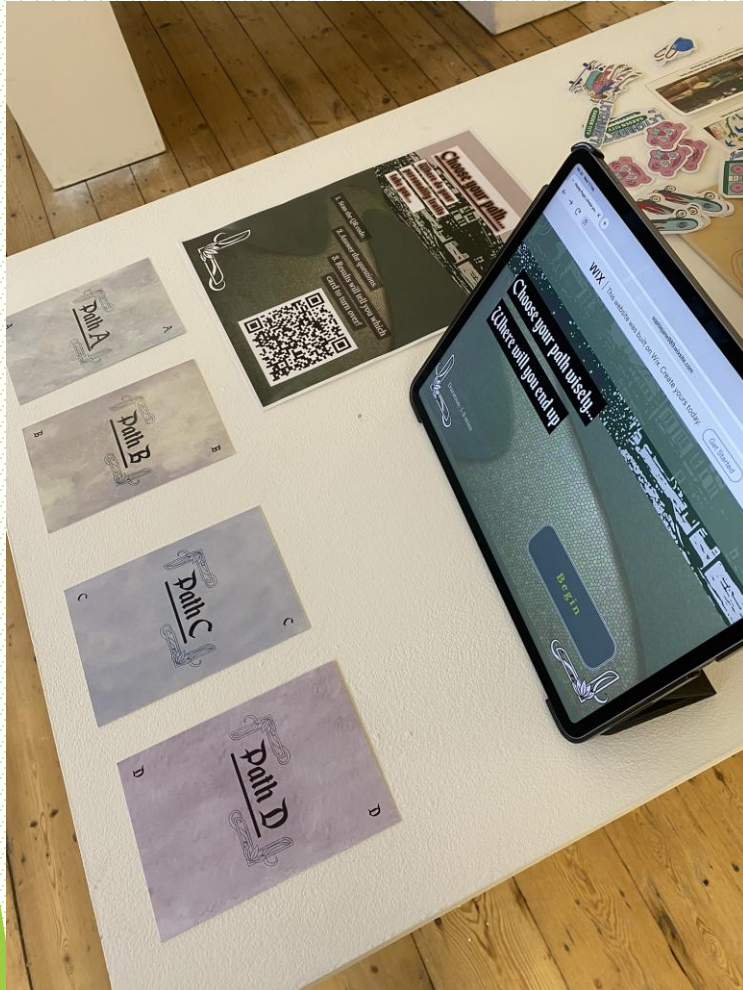
At its core, the project seeks to place young people at the centre of conversations about the city's future. Their ideas, memories, and aspirations are treated as valuable insights that can help inform heritage-led thinking, future programming, and decision-making. In this process, postgraduate design students act as a creative agency, listening to young residents and translating their perspectives into visual, spatial, and design-based outputs that are accessible to the wider public.

This current exhibition by MA design students acts as the start of the dialogue: a playful collection of personal memories and invite exploration, interaction and conversation.

University of Hertfordshire UH
Letchworth Garden City Heritage Foundation



Visual document of final work



Workshop for youth

From the workshop, we identified what areas the students like to hang out and where they avoid (many put their school), but this will help us with the next phase. Additionally, we got an idea of what they would like to do to improve Letchworth using AI tools to change a scene. While some ideas weren't realistic, it created more engagement with the participants and the information was still useful that can be taken further.

They mainly voiced that they want better parks, more free activities, and a KFC.

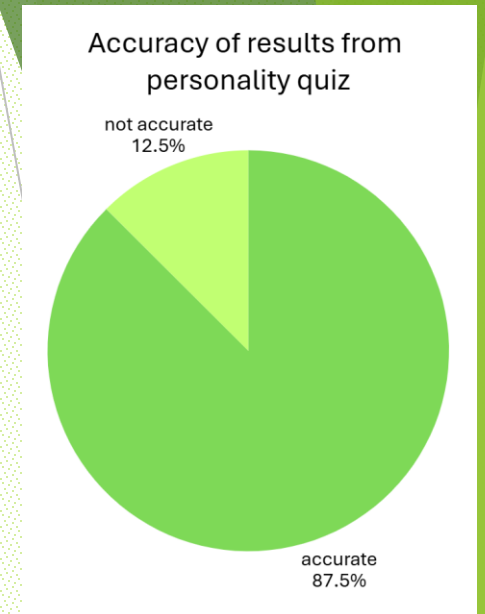


Areas the participated youth are likely to hang out (yellow), avoid (blue), where they live (red), and where they have good memories (green).

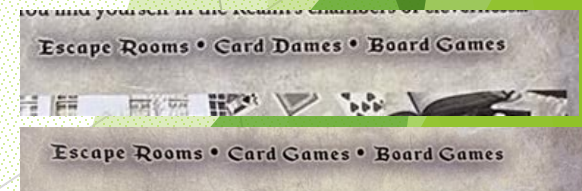
Notes from exhibition

- ▶ Session 1 of students – aged 14 – all got path c, d. apart from one who got A. All were impressed and said it was very accurate and were surprised when they got the path related to them.
- ▶ Session 2 of students – aged 14 – many got path c & d and said it was a perfect match to their personality. Only 2 students got A & B and said the personality traits weren't accurate (i.e. quiet and focused)
- ▶ Not many took time to read the physical card, could be because of pressure that I was standing there watching. Also, I was explaining what card they got so they may not have felt the need to read it all.
- ▶ I had to scroll down for some people as they didn't realise the results were at the bottom of the webpage.

Overall: Many of the students got card C, D which is the more interactive/movies/games, social cards. Only 2 of the students in total that participated said their card didn't match their personality type.



Results could be skewed if user didn't fill out questions personal to them, they could have not read it properly and chose randomly.



At the end of the day, I noticed a typo on card B, realising I put 'Dames' instead of 'Games' so I edited, reprinted, and switched it in the gallery the next day!

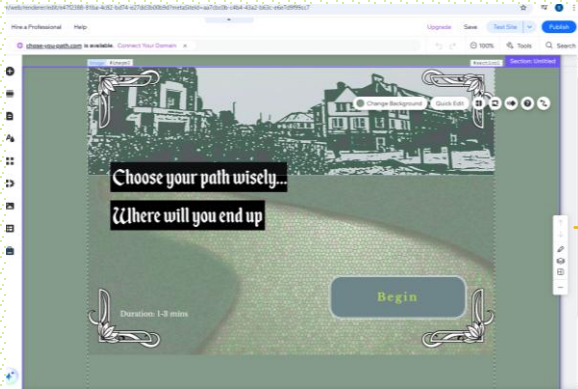
Feedback

To be developed further:

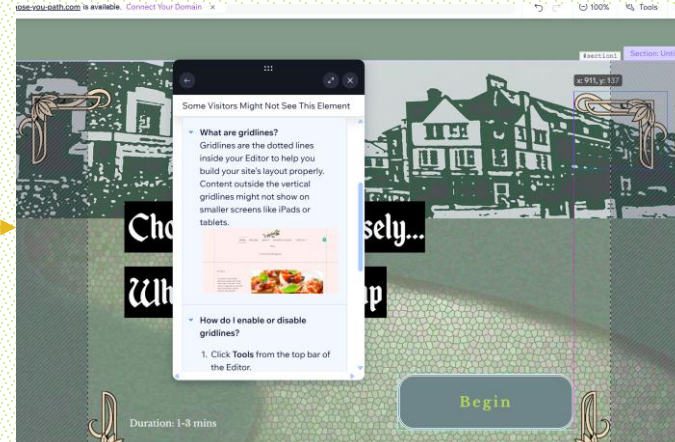
- ▶ Dan – a way to collect the data that had been entered on the website.
- ▶ Thomas (11/2/26) – design elements on the website i.e. colour pallet

Development for website

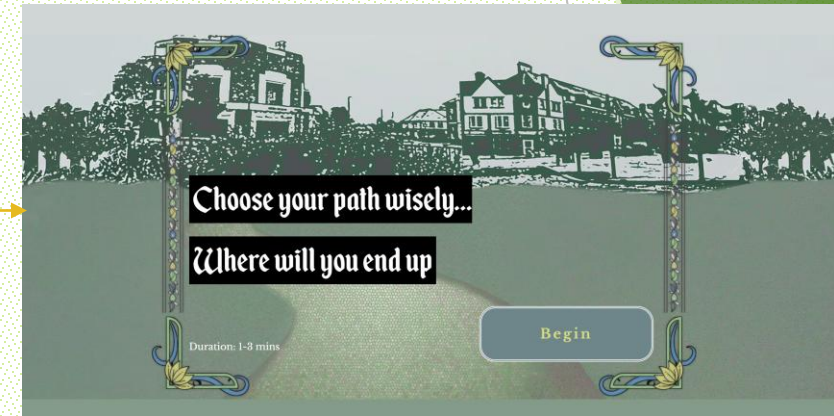
Using a colour palette of blue, yellow, and reds for the website and more use of deco borders to have more of a medieval feel. And greens for fantasy forest theme (and linking back to Letchworth Garden City).



Before.



If I place elements outside the grid, they won't be seen on iPads or tablets, so having the deco borders within the grids, makes it look smaller on pc view. However, those scanning QR code are likely to be using phones or tablets so this won't be an issue. I realised this after spending some time expanding the background.



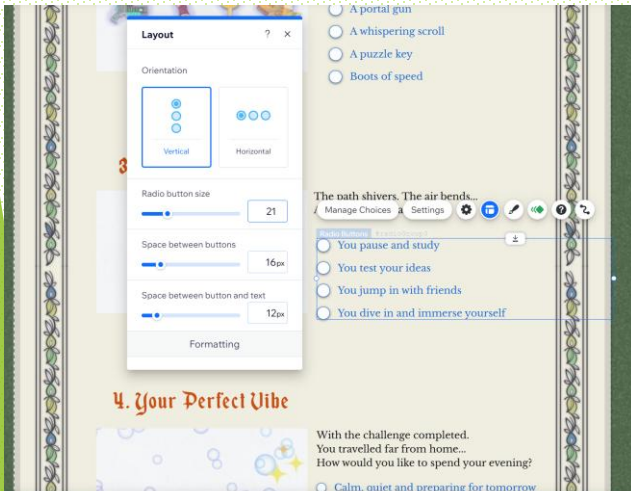
After, blending header with top of background and adding colour to the deco borders.

Hex #9BC192

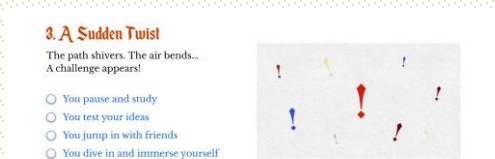
Hex #6190B1

Hex #C8C87D

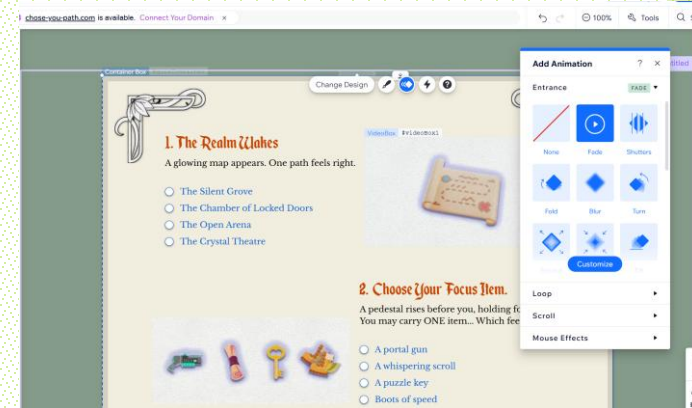
Hex #F2EEDF



Changing size of radio buttons to make them more accessible.



Changed font and colours for the 'challenge appears' animation to match rest of site theme of blue, red yellow (and green).



Adding entrance and scroll animations for elements on question page and home page.



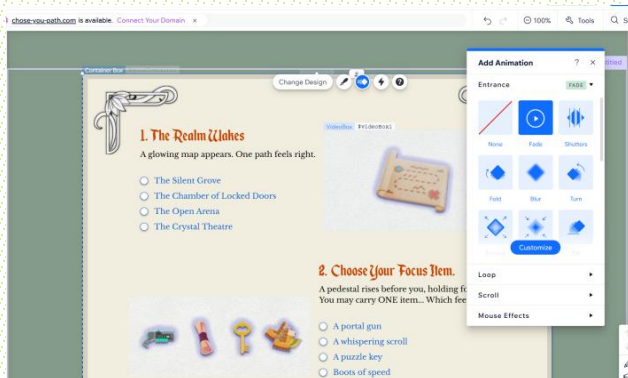
Tried red on main text like in the poster, but it gave no option to outline text. Having the fill red was too dark, seemed menacing.

Development for website

Although when looking at it from a distance, it looks quite Christmasy.

Rubrication on first letter.

Iconography of potions to give more of a fantasy feel.



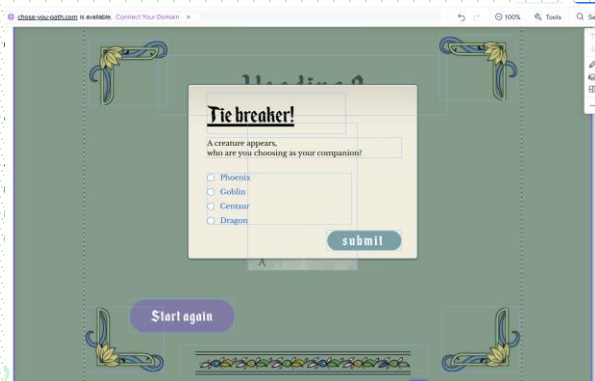
Adding filters and changing colours to stick to a palette.



Will add filter on boarder to make it more subtle.



Put questions in line. Found this seemed tidier and more visually pleasing.

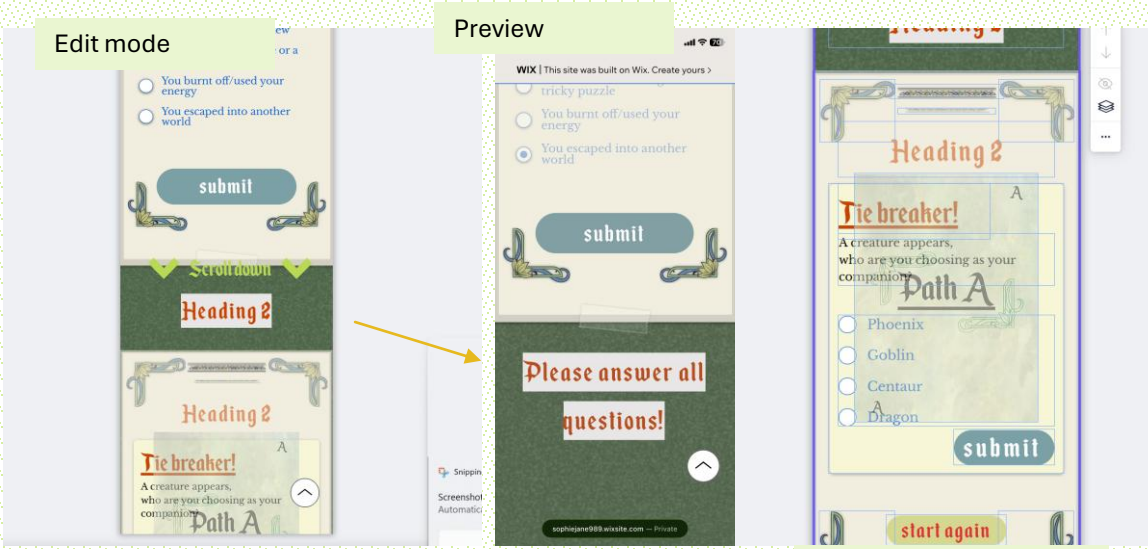


Added container background and more deco. Also updated the start again button to be coherent with the rest of the site. Gap had to be left under tie breaker for when result card pops up.



More animations – card turns on loop when result is given.

Updating mobile site



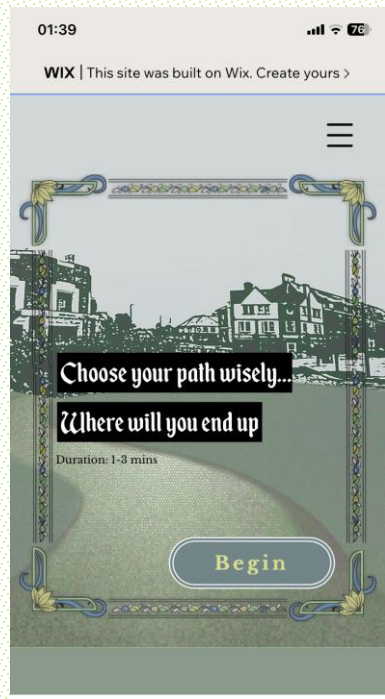
Hiding elements till user fills out all questions.

Overlapping elements that will appear for the user.

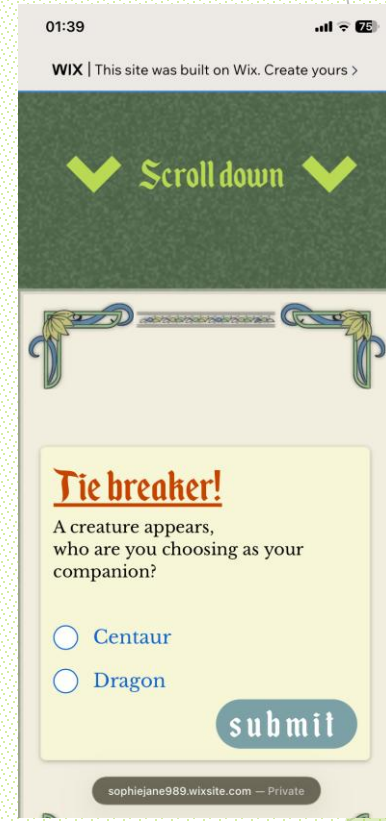


Symmetrical gothic archway and potions deco.

Hid footer and header for question page.



Home page for mobile. Would be nice if I got the footer to match the scene better.



Tie breaker with moving 'scroll down' text and icon to direct users.



Result once user submits tie breaker (or normal results if no tie). Not sure if I like the boarder at top and bottom.

Website link

- ▶ <https://sophiejane989.wixsite.com/chooseadventure>



Conclusion

I wanted the questions and result to be on separate pages on the website to make navigation easier by involving less scrolling and making the results easier to find. But I ran into issues making that work within the time frame when I had other elements to work on; I was more focused on the functionality of the site than the design. Due to this, I feel the pc/tablet view came out much better than mobile, if I had more time I would work on the mobile design. However, I am proud for how much I was able to achieve in this short deadline.

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