| **Title:** | Work Smart, Not Hard |
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| **Overarching Purpose or Outcome:** | Motivational/Informational: using images and symbols to pass on a certain message of advice/suggestionConcept: Often things and processes have been made easier by those that have previously been there (ie. Lesson planning resources or ski lifts etc.)  |
| **What is in the representation?** | **How do those features communicate meaning?** | **Describe the design choices.** |
| The image is black and white. | This is meant to pass on the message that often things like the profession of teaching (or alpine mountaineering) has been around for a long time, with a set of well-defined practices and available resources. | Colour: the use of the black and white images gives a feeling of old, and worn. |
| The setting of the image is on the face of a steep, snow covered mountain. | This is to represent how much of an uphill battle things like teaching can be when done ‘the old-fashioned way’ the incline of the hike is abnormally steep in order overemphasize the message. | Dominance of Lines: The line between the hill and the sky creates a line that drives the eyes up towards the hill |
| Several hikers slowly trudging towards the peak. | These hikers represent the ‘work hard’ of the ‘work smart, not hard’ phrase. Using a manual process to achieve their goal of arriving at the summit of the mountain. | Dominance of People: eyes of naturally drawn to shapes of humans. They are also arranged in a winding line to guide the eyes towards the peak. |
| The lift system that is bringing one lone passenger to the top of the mountain. | This represent the ‘working smart’ of the ‘work smart, not hard’ phrase. The lone passenger at the top is making use of the resources available to him/her and is accomplishing the same goal as the hiker. | Dominance of Lines: along with the line between the mountain face and sky, the tramway line serves to really draw the eyes from bottom of the frame to the top. This represents the linear process of starting at the bottom up. |