



**DESIGN  
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Bringing the business of design  
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# WORKSHOP - FINISHING UP

**PURPOSE:** TO REFLECT ON OUTCOMES FROM DESIGN VENTURA

**DELIVERY:**

In school by teacher, lasting up to one hour.

**INTRODUCTION:**

This session is for use at the end of the Design Ventura project. It includes an opportunity for students to reflect on their experience of Design Ventura, to consider the skills they have developed, to assess their contribution and to complete the plenary survey that forms an important part of the Design Ventura project evaluation.

**SESSION OVERVIEW:**

Aims:	<ul style="list-style-type: none"> <li>• Conclude the project 'Design Ventura' with students</li> <li>• Reflect on the Design Ventura brief and requirements of the project</li> <li>• Review skills gained through the project</li> <li>• Assess challenges faced/overcome during the project</li> <li>• Complete a personal self-assessment</li> <li>• Complete project evaluation (online)</li> </ul>
Learning intentions	<ul style="list-style-type: none"> <li>• Awareness of skills used during the Ventura project and application in future learning</li> <li>• Self-assessment as team members, and consider areas for future improvement.</li> <li>• To make informed decisions about the outcome of their design</li> </ul>
Personal Learning and Thinking Skills:	<p><b>Reflective learners:</b> Young people evaluate their strengths and limitations. Review requirements of Design Ventura as criteria for success and think about how they could make changes in the future.</p> <p><b>Team workers:</b> Collaborate with others and share decision making.</p>
Materials	<p>Paper and pencils/pens.</p> <p>Access to online evaluation survey.</p> <p>Images of the final designs/final design sheets – as a reminder of each group’s product design for the Ventura project</p>
Preparation	<p>Before the session students should have:</p> <ul style="list-style-type: none"> <li>• Completed the Design Ventura project (exploring the business and design opportunities within the brief).</li> </ul>

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## 1. WELCOME, INTRODUCTION AND AIMS: (5 MINS)

Project conclusion and evaluation – discuss importance of reflecting on the project work and assessing the contributions made: To increase awareness of strengths and weaknesses in order to improve skills, learning and understanding and to make critical judgements on the process and outcomes.

## 2. PROJECT REVIEW – RESPONSES TO THE BRIEF: (20 MINS)

Provide a short summary of the Design Ventura project and invite students to reflect on the requirements of the project in the following areas, see below:

IDEA	<ul style="list-style-type: none"> <li>• What was good about your final idea?</li> <li>• Did it have any weaknesses?</li> <li>• On reflection would your idea work in real life?</li> <li>• Did you research thoroughly on the practicalities of your idea? – if so how did you go about this?</li> </ul>
DEMONSTRATING DESIGN IDEAS	<ul style="list-style-type: none"> <li>• What different ways did you demonstrate your design ideas? (e.g. drawing, annotated sketches, modelling)</li> <li>• Which of these were the most successful in helping you to develop your design, or were all of them equally valuable?</li> <li>• Did you show your designs to an audience for feedback? – if so, how did this help you refine your ideas?</li> </ul>
TARGET AUDIENCE	<ul style="list-style-type: none"> <li>• Who was the specific target market for your product?</li> <li>• Why would your product appeal to this market?</li> <li>• Could your product be adapted to suit another market? – if so, then which market and what adaptations would you make?</li> <li>• Did you carry out research on your target audience? – if so, how did you go about this?</li> </ul>
MARKETING AND COMMUNICATION	<ul style="list-style-type: none"> <li>• How did you plan to promote your product to your target market? (list methods)</li> <li>• Which method do you think would be the most effective and why?</li> <li>• What was your product's USP (unique selling point)?</li> <li>• What did you call your product and how did you come up with that name?</li> </ul>
FINANCE	<ul style="list-style-type: none"> <li>• What is the difference between a cost price and a retail price?</li> <li>• Did you manage to plan your idea to fit in with the budget so that the product could retail at around £10?</li> <li>• Did you have to make any changes to your idea in order to do this? – if so, what changes</li> </ul>

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	did you make?
MARKETPLACE 'comparing the market'	<ul style="list-style-type: none"> <li>• How well do you think your product would compete with other items for sale in the Design Museum shop?</li> <li>• Would it compete well on price, quality, innovation and function?</li> <li>• Did you carry out research on the Design Museum shop products in advance, and how did this influence your ideas?</li> </ul>
SUSTAINABLE AND ETHICAL CONSIDERATIONS	<ul style="list-style-type: none"> <li>• What did you do to make your product environmentally friendly? (choice of materials, manufacturing process, recyclability, promoting audiences to re-use and recycle)</li> </ul>
GENERAL REFLECTION	<ul style="list-style-type: none"> <li>• Are there any changes you would make to your overall response to the Ventura brief? – if so, what and why? (would you, for instance, change the: idea, design, target audience, communication and marketing methods, pitching style, team roles)</li> </ul>

### STRENGTHS & WEAKNESSES TEAM REVIEW: (5-10 MINS)

Make sure students are sitting in their teams. Ask them to reflect on how well they worked together and how each fulfilled their individual role.

TEAM ROLES AND WORKING PARTNERSHIP	<ul style="list-style-type: none"> <li>• Was your team a successful partnership?</li> <li>• Were the right roles allocated to each member?</li> <li>• Do you feel you needed more professional guidance in order to fulfil your roles? If so, in what way?</li> <li>• What did each of you find the most difficult part of your role?</li> </ul>
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**Time permitting (5 mins):** ask a member of each team (with a different role) to read out their responses to the role they had. Ask the other student teams to respond to this through their own experiences – discuss generally the successes and difficulties found in each role.

### 3. SELF-ASSESSMENTS : (5 MINS)

Ask the students to briefly assess their personal work and contribution to the project, by considering the following:

- What have you learned about yourself and the way you work through doing this project? (your participation in a team, role, how you coped with the design process, did you satisfy aims and outcomes?).
- What value has your participation on this project had on your learning? (do you feel you have gained in knowledge, skills and understanding?)
- What influence has it had on your views of the design industry? (do you feel you understand what working in the design business is about and has it had any influence on your future career choices?)

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- In hindsight – what improvements, if any, would you make to your overall contribution to the project? (did you notice any particular strengths to be proud of and weaknesses that could be addressed?)

### **THE REAL WORLD: (5 MINS)**

Sum up by asking the students the following questions (as oral feedback). In responding to the Ventura brief you have taken on a real world challenge.

- What has it made you aware of in terms of the product design industry?
- Has it encouraged you to consider a career in design?
- If so, what type of design are you interested in and what role within the industry would suit you?

### **6. COMPLETE EVALUATION FORM: (10 MINS)**

The Design Museum has worked in partnership with the University of Warwick 2010-2013 and Goldsmiths, University of London 2014-present to evaluate the Design Ventura project. Each year we gather evidence about the impact the project has on teaching and learning. The contribution of you and your students in the evaluation helps to improve the project, and demonstrate the importance of design/business education for all learners.

Our findings from Design Ventura 2015 have shown that:

- 96% of students felt Design Ventura increased their ability to respond creatively to a design brief.
- 94% of students believed it helped them communicate their design ideas better.
- 100% of teachers said they would like to participate in Design Ventura again.

### **Teacher survey is found here:**

<http://ventura.designmuseum.org/finishing-up>

### **Student survey is found here:**

<http://ventura.designmuseum.org/finishing-up>

You and all of the students who took part in the project (not just the winning team) should complete the online evaluation form. Every student who completes the evaluation is eligible for a project certificate.

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