



**DESIGN  
VENTURA  
2022–23**

Bringing the business of design  
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## Workshop Outline 5 of 6

### Communicating your Design

#### Introduction

Design Ventura workshop outlines have been created to support teachers in delivering the project to their students. They are intended to support the major milestones within the project. We use the term 'workshop' instead of 'lesson' to encourage a creative and enterprising learning environment. We encourage teachers to edit the outlines according to the time available and the learning needs of the class. Suitably broad learning objectives and student success criteria have been outlined for this purpose. Assessment opportunities have been highlighted in the right-hand column.

All activities are suitable for use with Key Stage 3 and Key Stage 4 students, with further suggestions included for more in depth learning at Key Stage 4. All content has been developed in line with national curriculum and 2019 GCSE subject content guidelines.

#### Workshop Focus

The focus of this session is to provide students with support as they begin to communicate their developed designs and to complete their product prototype.

#### Time Requirements

This workshop is planned for one double lesson (90-120 minutes) but can be easily adapted to suit individual needs by omitting activities.

## Session Outline

#### Session Aims

- Provide students with a range of techniques to communicate their designs and design thinking
- Provide insights into the professional presentation of design
- Support the development of students' presentation and pitching skills

#### Learning Objectives

- Know how to evaluate design and feedback to generate final product designs
- Know how to use a number of methods and techniques to communicate the final design
- Know how to plan and deliver a professional pitch

#### Student success criteria

- Teams agree on the final designs for their product
- Students work collaboratively to create a series of presentation drawings to explain their design and how it meets the needs of the user
- Students work collaboratively to create a high-quality pitch

#### Employability skills

- Communication
- Collaborative working
- Problem solving
- Planning and organising
- Self-management

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## Hygiene, Health and Safety

Hygiene standards should be considered, including:

- regular hand washing
- the use of gloves for object handling
- cleaning any shared materials with antibacterial wipes/spray between handlings.

## Design Ventura resources

- Triple Double HIT Snap presentation  
<https://ventura.designmuseum.org/resources/hit-snap-presentation-from-triple-double/>
- Triple Double Design Cubes presentation  
<https://ventura.designmuseum.org/resources/design-cubes-presentation-from-triple-double/>
- Design Ventura Top Tips for Pitching – Chris Ruse, Deutsche Bank  
<https://vimeo.com/album/2853680/video/54609271>
- 3 Minute Pitch Planner  
<https://ventura.designmuseum.org/resources/pitch-planning-3-minute-pitch-planner/>
- Class pitch guidelines  
<https://ventura.designmuseum.org/resources/class-pitch-guidelines/>

## Assessment Opportunities and Curriculum

### 1. Introduction

Introduction to the session, outlining aims of the session and the expected outcomes. Students should be sitting with their teams if possible.

### 2. Final Design Decisions

Using their own evaluation of the prototype and the feedback generated from user testing, teams should agree on improvements and modifications and arrive at their final product idea.

If necessary, another prototype could be manufactured to take account of any modifications to the design.

#### Key stage 4:

Ask students to produce a technical specification for the product.

### 3. Communicating Designs

Explain and give examples of professional presentation of design ideas. You can use Triple Double's design routes presentations for [Design Cubes](#) and [HIT Snap](#) to show how a professional design agency communicates its ideas. (NB: These presentations were accompanied by an in person/virtual pitch meeting.)

What methods do designers use to present their product designs to clients? What are the advantages of each method? Why is more than one method often used?

Ask students to note down the essential information that they will need to convey in their presentation of their ideas. Remind students that they are taking part in a competition and that the use of visual communication is an important tool in explaining and describing their design.

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## Communicating product information

Give each team a product or image of a product from the [Design Museum Shop](#). (You can use products from the [Product Notes Sheet](#) or choose your own products to use.) If they were presenting this product to a client, what would they need to explain about it?

Ask teams to identify the key information about their product that should be explained to the client. Ask teams to mind map the methods they could use to communicate this information in their presentation sheets.

## Design Ventura presentation requirements

The Ventura competition requires teams to produce three A3 visualisation sheets to present the design process. Included in the presentation should be:

- A bit about the team
- Research findings
- Idea generation – initial ideas and how the design was developed
- The final design – prototype and product description
- Manufacturing processes
- The sustainability credentials of the product
- Business plan – costings and target audience
- Marketing campaign

Students should work on the presentation pages, with each team member taking responsibility for part of the presentation. The presentation should tell the story of the team's design process.

Here are examples of the A3 sheets from past winners:

[2020 Heckmondwike Grammar School](#)

[2019 Twynham School](#)

[2018 Simon Balle All-through School](#)

[2017 Weatherhead High School](#)

[2016 Harrogate Grammar School](#)

[2015 Finchley Catholic High School](#)

[2014 Burnage Academy for Boys](#)

[2013 Weald of Kent Grammar School](#)

[2012 Trinity School](#)

[2011 Woolworth Academy](#)

[2010 Haberdashers' Aske's Hatcham College](#)

## Research findings

Students should summarise the key points from their research, including information that is relevant to how their product was developed. This page could include information about the materials selection, how the product meets the needs of the user, how the product would be manufactured and the sustainability credentials of the product.

## Idea generation

This section should show how the product was developed from an initial idea into a marketable product. This page should include images and a description of the final product.

## Business plan and marketing

This section should show the costings of the product, explaining how it can be manufactured within budget and how it is able to make a profit. The marketing and branding plan should be explained, with information about how the product can be marketed to the target audience.

Students could use a number of techniques to present their designs. These could include hand drawn sketches and isometric drawings, CAD drawings, detailed drawings of any complex parts of the product or exploded drawings.

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Images of the product prototype should be used, with annotation to explain aspects of the design in more detail or feedback gathered from user testing.

Presentation sheets can be either hand drawn and scanned or created digitally.

## 4. Preparing for the Pitch

Remind the group that the Ventura competition requires teams to pitch their ideas to a panel of judges. Show students the Top Tips for Pitching film on the Design Ventura website

<https://vimeo.com/album/2853680/video/54609271>.

You could also show them a clip of a Dragon's Den style pitch. Ask them to make their own list of top tips for pitching.

Students should develop a short pitch for their product. They could follow this template:

- We are... (introduce yourselves)
- Our product is... (give your product a name and explain what it is)
- Our target audience is...
- We think they'll like our product because...
- We plan to manufacture our product by ...
- We can reach our target audience through the following marketing...
- Our product will minimise harm to the planet and encourages sustainability because...
- We think we can make a profit because...
- We think the judges should choose us because...

Students should practice their pitch as a team. It is important to allocate a section of the pitch to every team member so that everyone is involved.

## 5. Practising Pitching Session

Each team should present their response to the Design Ventura brief in a short pitch (3 mins or less). Students should then be encouraged to ask constructive questions or make suggestions about ways that the ideas can be developed before the final competition.

## 6. Next Steps

Teams should now be reminded about any final work to complete (e.g. competition entry form and visualisation sheets) as well as the process that will be used to select one team to represent the school in Design Ventura competition.

Only one team per school can enter the final competition so we recommend that each school runs its own pitching event with judges who can use our criteria to select a team.

**The Class Pitch Guidelines**

<https://ventura.designmuseum.org/resources/class-pitch-guidelines/>

provides further information about running the pitching event.

## 7. Competition Entry

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The winning team in your school should be supported to complete the entry form. See the practice competition entry form here:

<https://ventura.designmuseum.org/resources/practice-competition-entry/>

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