



DESIGN VENTURA 2023–24

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Workshop 1- Lesson Plan Launch and Brief

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 GCSE subject content guidelines.

Focus

The focus of this workshop is to support students as they begin to work as a team, and in their initial responses to the design brief.

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.

Assessment Opportunities and Curriculum

Session Aims

- Introduce the project brief
- Introduce team working and help individual students recognise how to use their strengths to contribute to a team
- Provide insights into professional design and a 'live' design context
- Provide the context for understanding the needs of the user

Learning Objectives

- Understand the project brief
- Understand how designers work in teams and make individual and group contributions to the design process
- Know how to investigate the design and business context and why it is important in design
- Know what is meant by user centred design

Student success criteria

- Teams have been established and each member assigned a role
- Each student has contributed to the team's initial response to the design brief
- Students have begun to identify the look and feel of the Design Museum and Shop
- Teams have identified the user that they will design for and some of the key needs of their user

Employability Skills

- Independent inquiry
- Collaborative working
- Considering the needs of others

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- Critical thinking
- Considering real world issues

Hygiene, Health and Safety

Hygiene standards should be considered for workshops, including:

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

Design Ventura Resources

Design Ventura Brief film:

Released at the beginning of September.

Design Ventura student brief as pdf:

<https://ventura.designmuseum.org/resources/student-brief/>

Team Role Responsibilities:

<https://ventura.designmuseum.org/resources/team-role-descriptions/>

Team Icebreakers:

<https://ventura.designmuseum.org/resources/team-icebreakers/>

the Design Museum Shop and User Profiles:

<https://ventura.designmuseum.org/resources/design-museum-shop-information/>

Product Notes Sheet:

<https://ventura.designmuseum.org/resources/handling-collection-notes/>

Design Museum Shop film:

<https://vimeo.com/226438544>

Design Museum Shop Website:

<https://designmuseumshop.com/>

Design Museum Shop fact sheet

<https://ventura.designmuseum.org/resources/design-museum-shop-factsheet/>

Design Museum Shop presentation

<https://ventura.designmuseum.org/resources/design-museum-shop-information/>

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Lesson Plan

1. Introduction to Design Ventura

Introduce students to Design Ventura

See [student brief](#) and [overview film](#)

(brief film released at the beginning of September)

2. Team Working

Organise students into teams of 4-6. Explain that they will each have roles and responsibilities within the team. See [Team Role Responsibilities](#) and [Team Icebreakers](#) for more information.

3. The Design Ventura Brief

Show your students Design Ventura Brief film Design Ventura 2020 Brief on Vimeo (released In September)

In their teams ask students to agree what the brief specifies in relation to:

The target audience

The business context for the product and what kinds of things are sold there

Sustainability

Costing and budget

Manufacturing

Discuss the feedback with the group and agree on the 5 most important points from the Design Ventura brief.

Ask students to write down these design constraints.

4. Team Working – Organising Roles and Responsibilities

Ask students to agree which roles they will take responsibility for within their teams. These are the roles we recommend for team members participating in Design Ventura:

Project Manager – responsible for making sure that all aspects of the design process are completed on schedule

Design Manager – responsible for organising and finalising all aspects of the design (NB all team members should be involved in the design of the product)

Finance Manager – responsible for planning and organising the costing and budget aspects of the design

Communications Manager – responsible for overall presentation of the design and organisation of the team pitch

For more specific activities around team working and deciding on team roles see:

Team Roles Responsibilities

<https://ventura.designmuseum.org/resources/team-role-descriptions/>

Team Ice Breakers

<https://ventura.designmuseum.org/resources/team-icebreakers/>

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5. The Business Context -The Design Museum Shop

Show students the Design Museum Shop film <https://vimeo.com/226438544>

Ask students to write down the four most important things that they will need to consider when designing a product to be sold in the Design Museum Shop.

Discuss the 'look and feel' of the shop. Does it tell students anything about the style and design of the products sold there? Why might this be important for their designing?

Using the [Product Notes](#) sheet and [Sustainable Materials](#) sheet as well as internet-based research of products sold in [the Design Museum Shop](#), ask students to work in pairs to find one product to research. Ask them to record:

- The product information – function, price, materials, style
- Who the intended user is – they could consider how the product itself communicates its suitability to the user
- What makes the product suitable for the Design Museum Shop?
- What are the sustainability credentials of the product – consider materials, function, manufacture, end of life, etc.
- Is the product accessible, can it be used by everyone? If not, what could be done to make it more accessible?

Ask students to present their findings to the group. You can also use:

The Design Museum Shop Information presentation

[\[https://ventura.designmuseum.org/resources/design-museum-shop-information/\]](https://ventura.designmuseum.org/resources/design-museum-shop-information/)

and Location Research Worksheet (for visits to the Design Museum)

[\[https://ventura.designmuseum.org/resources/location-research-worksheet/\]](https://ventura.designmuseum.org/resources/location-research-worksheet/)

Product Notes Sheet

[\[https://ventura.designmuseum.org/resources/handling-collection-notes-2019/\]](https://ventura.designmuseum.org/resources/handling-collection-notes-2019/)

Sustainable Materials Sheet

[\[https://ventura.designmuseum.org/resources/sustainable-materials-2020/\]](https://ventura.designmuseum.org/resources/sustainable-materials-2020/)

Key Stage 4:

Investigate the work of one of the following designers whose products are/have been sold in the Design Museum Shop:

Margaret Calvert

Anthony Burrill

Charles and Ray Eames

Charlotte Perriand

Philippe Starck

Marimekko

John Pawson

Issey Miyake

Thomas Heatherwick

Yinka Ilori (Design Ventura 2020 brief setter)

This year's brief setter (announced in September)

- What products has this person or company designed?
- Why is their work seen as iconic/popular?
- Are any of their designs pioneering?
- Who or what have they been influenced by?
- How have they influenced other designers?

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- How have they influenced the way that people live or use products?

Plenary and Home Learning activities:

Ask students to identify as many adjectives as they can in relation to the following design factors that relate to a product sold in the Design Museum Shop (examples are given):

- Function – (simple, innovative...)
- Style – (minimal, classic...)
- Size – (small, compact, portable...)
- Materials – (sustainable, bright, hard-wearing...)

Give students an image of a generic product – stool, spoon, cup – and ask them to redesign it (changing shape, colour, size, materials etc) to suit the 'look and feel' of the Design Museum Shop.

Ask students to come up with a list of at least 5 adjectives to describe the 'look and feel' of the Design Museum Shop.

6. User Centred Design

Watch the Target Audience film

<https://vimeo.com/170179537>

Explain the principles of user centred design and how product designers use them to design products that meet the needs and fit the behaviours of users.

Provide each group with the three user profiles:

- Adult design enthusiasts
- Young people and students
- Families

Ask students to identify one product from the [Product Notes Sheet](#) or [the Design Museum Shop](#) website that is suitable for each user group. They should be able to explain at least 4 reasons for their choice. They could consider:

- Function
- Materials
- Ergonomics – Size/ shape
- Product branding

Ask students to suggest at least two things that could be improved to make the product more suitable for the user group. They should be able to explain reasons for their improvements.

Ask students to select one product from the Product Notes Sheet or the Design Museum Shop website and make alterations to make the design suitable for a different user group.

Ask each team to select one user group that they will design for. Explain that user centred design means that they will design a product for this specific group and gather feedback on their designing at key points during the process.

Ask students to analyse the lifestyle of the selected user group. How do they work or study? How do they eat/wash/cook? What do they do for entertainment? What are their lifestyle choices? What are their values and beliefs? This could involve interviewing someone who fits the user group or using a questionnaire to gather data on their target audience. Lesson time can be used to plan how the teams will gather this information. You can also use the [Target Audience Worksheet](#) to help with this.

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Safety and Accessibility

Ask students to identify the safety needs of their user group. How will they ensure that risks are minimised and the product is safe for all users? Students should also consider accessible design principles and the needs of people with disabilities and neurodivergence, as these users cross audience groups. How would the answers to the earlier questions be different for someone living with a disability/neurodivergence? How could the products used be made to be more accessible to everyone?

Key stage 4:

Ask students to research the social, moral, cultural, social and economic factors that are associated with a person who fits one of these user groups. How might they impact the design of their product?

Plenary and home learning activities:

Create a mood board, using images and annotation, of the needs and wants of the user group you have selected. You could focus your attention on describing one or two people who belong to this user group. What does their day look like, what would help 'improve their everyday life', make their day easier or more fun?

Give students an image of a generic product – stool, spoon, cup – and ask them to redesign it (changing shape, colour, size, materials etc) to suit their target user.

Plan and carry out an interview of someone who belongs to the user group you have selected – consider each team member using the same questions so that the results can be compared. Consider focusing these questions around a specific product/product idea so that you can find out how they might use it or how it can be designed to really help them to do something.

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