

WORKSHOP OUTLINE 6 OF 6 – FINISHING UP

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.

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 2017 GCSE subject content guidelines.

WORKSHOP FOCUS:

The focus of this session is to conclude the project and support students to evaluate their individual and team participation in Design Ventura. This session should enhance in-school assessment of student progress and achievement through participation in Design Ventura.

TIME REQUIREMENTS:

This workshop is planned for one single lesson (40-60 minutes), but can be easily adapted to suit individual needs by omitting or developing activities.

SESSION OVERVIEW:

Session Aims	<ul style="list-style-type: none"> • Conclude the Design Ventura project with students • Provide students with methods to reflect on their participation in Design Ventura • Provide a framework for student awareness of skills used and learned through the project • Complete a personal self-assessment • Complete project evaluation (online)
Learning Objectives	<ul style="list-style-type: none"> • Understand the importance of critical reflection in learning and designing • Know how to evaluate personal and team contribution to the project • Know how to consider the overall effectiveness of the design and consider how it could be improved further • Know how to identify skills used and learned during the Ventura project and how these could be used in other areas of learning
Student Success Criteria	<ul style="list-style-type: none"> • Students evaluate their individual and team contributions to the project • Students can explain how successful their design is, and give reasons for improvements and modifications that could be made • Students can explain what they have learned about the design process and design industry
Employability	Reflective learning



Skills	Collaborative working Considering real-world issues and contexts Understanding professional practice
Design Ventura Resources	Teacher evaluation Student evaluation

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

Project conclusion and evaluation – discuss the importance of reflecting on the project work and assessing the contributions made:

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:

IDEA	<ul style="list-style-type: none"> • What was good about your final idea? • Did it have any weaknesses? • On reflection would your idea work in real life? Why? Why not? • Did your research help you to develop the practicalities of your idea? How? What else might you need to research to improve the idea?
DEMONSTRATING DESIGN IDEAS	<ul style="list-style-type: none"> • What different ways did you demonstrate your design ideas? (e.g. drawing, annotated sketches, modelling) • Which of these were the most successful in helping you to develop your design? Why? • Did you show your designs to an audience for feedback? How did this help you to refine your ideas?
TARGET AUDIENCE	<ul style="list-style-type: none"> • Who is the specific target market for your product? • Why would your product appeal to this market? • Could your product be adapted to suit another market? If so, which market and what adaptations would you need to make? • Did you carry out research on your target audience? How did you go about this? Were your research methods successful? Why? Why not?
SUSTAINABILITY	<ul style="list-style-type: none"> • Are there aspects of your idea which are sustainable? What are they? (function, materials, end of life) • Does the sustainability of your idea make it more or less attractive to the target audience? How? • How could the product's sustainability credentials be improved? Consider ethical manufacture, materials, promotion of lifestyle choices.
MARKETING AND COMMUNICATION	<ul style="list-style-type: none"> • How do you plan to promote your product to your target audience? (branding, packaging, advertising) • Which aspects or methods do you think would be the most effective? Why? • What is your product's USP (unique selling point)? • What is your product called and how did you come up with that name?
FINANCE	<ul style="list-style-type: none"> • Briefly explain the costings for the manufacture and retail of your product – what will the product cost to manufacture, what will it retail for and what

	<p>profit will be made? What is the difference between a cost price and a retail price?</p> <ul style="list-style-type: none"> • Did you manage to plan your idea to fit in with the budget, so that the product could retail at around £10? • Did you have to make any modifications to your idea in order to do this? If so, what were they?
MARKETPLACE 'comparing the market'	<ul style="list-style-type: none"> • How well do you think your product would compete with other items for sale in the Design Museum shop? Why? • Would it compete well on price, quality, innovation and function? Why? • Did you carry out research on the Design Museum shop products in advance, and how did this influence your ideas?
GENERAL REFLECTION	<ul style="list-style-type: none"> • Are there any changes you would make to your overall response to the Ventura brief? What would they be, and why? (would you, for instance, change the: idea, design, target audience, communication and marketing methods, pitching style, team roles)

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"> • Was your team a successful partnership? • Were the right roles allocated to each member? • What did you learn from working in a team? • What did you learn from your role? • What did each of you find the most difficult part of your role? • Do you feel you needed more professional guidance in order to fulfil your roles? If so, in what way?
TEAM DISCUSSION	<ul style="list-style-type: none"> • Do you agree as a team about how you have worked together? • What have you learned about the design industry through working as a team? • How has collaboration helped you to develop your ideas and design thinking? • What would you do differently next time?

3. SELF-ASSESSMENT: (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 participating in this project?
- What impact has your participation on this project had on your learning? How 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?
- 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?

4. THE REAL WORLD: (5 MINS)

Sum up by discussing with students the following questions:

continued overleaf...

In responding to the Ventura brief you have taken on a real-world challenge.

- How does design affect the lives of everyday people?
- What has the project made you aware of in terms of the product design industry?
- Are there any things that you have learned that are relevant to other disciplines or subjects in school?
- 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.

Teacher survey is found here:

[Teacher evaluation](#)

Student survey is found here:

[Student evaluation](#)

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.

7. KEEP THE MOMENTUM GOING!

There are loads of ways that students can keep motivated and further develop their real-world designing and thinking skills. Suggestions include:

- Set up a design enterprise club in school – many products can be manufactured in school and sold locally in shops or markets, raising money for charity or school resources
- Make connections with local designers
- Run school-based design competitions to improve an aspect of the school
- Students could set up a design-based newsletter, writing about local and national design issues and reviewing innovative or everyday products
- Get in touch with the experts in our Industry Insight pages – they are more than happy to offer advice
- Join us next year and take part in Design Ventura 2018!