



DESIGN SKILLS FOR A CHANGING WORLD

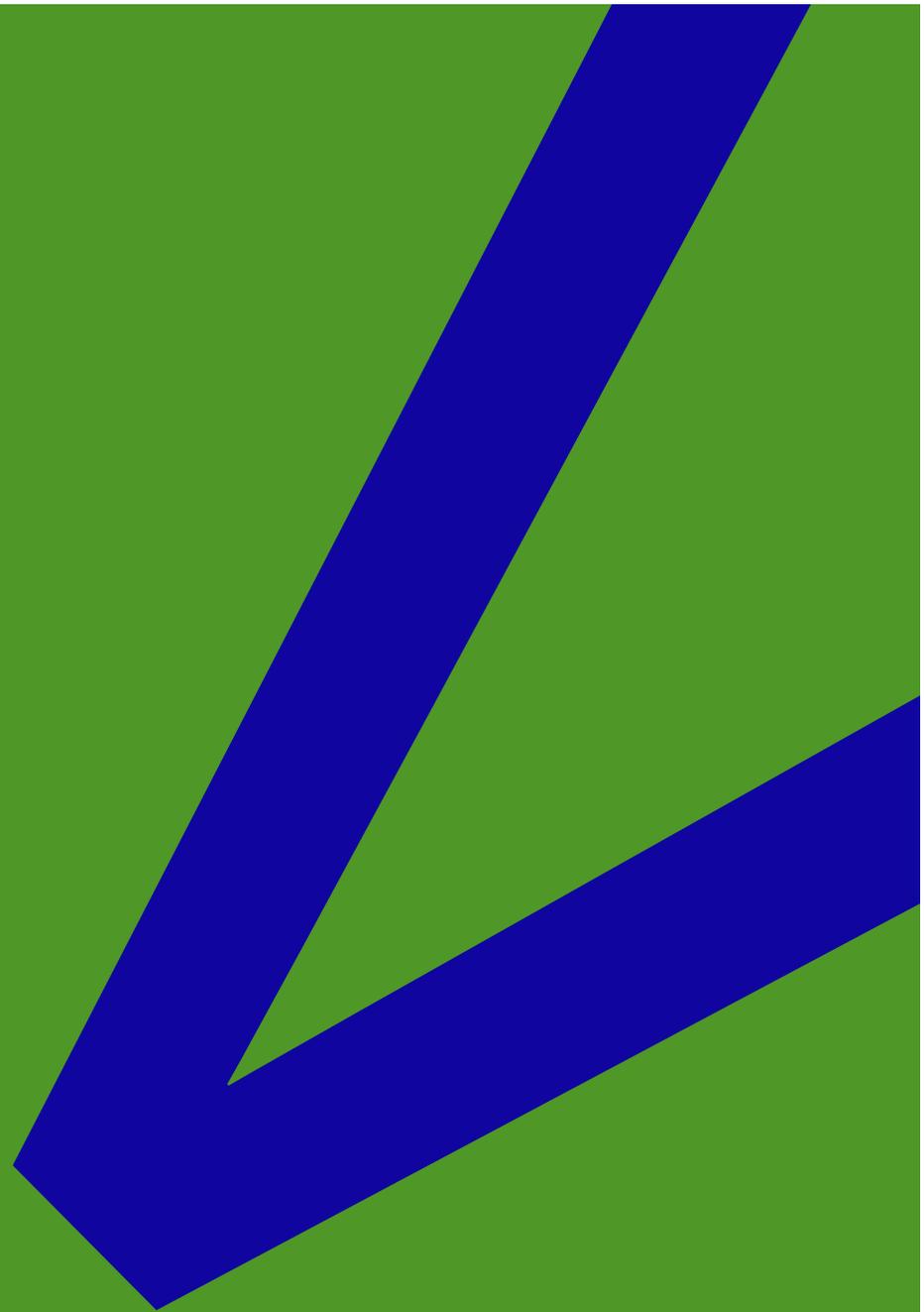


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V&A

INNOVATE



01 > IN PREPARATION

As the facilitator for V&A Innovate, your role is to kick-start the creative culture required to make the process enjoyable, productive and innovative. Before you begin, here are a few things to consider.

V&A Innovate has three stages: Collect, Make, Share. At the end of each stage there are crits to help students get ready for the next phase.

COLLECT

Explore, discover and uncover everything students need to know to help them find and define their unique design opportunity.

CRIT #1

Students should end up with a design opportunity framed to inform and inspire them.

MAKE

Inventing and exploring multiple ideas, testing them, and learning from feedback before reaching a decision about the right idea to develop.

CRIT #2

Students should end up with a tried and tested idea to develop.



SHARE

Students define their idea and bring it to life through visualisations and storytelling.

CRIT #3

Students should end up with a clear concept and story to share, ready to submit to the V&A Innovate National Schools Challenge.

TIME

You could run Innovate over a term within D&T, or over a day with a science project, or over a few weeks with an extracurricular class. The time can be flexible, but the principles and process remain the same. Use the Time Planning tool to help you:

- > define the structure of Innovate depending on your time
- > understand the milestones in the process, and ensure key dates are in the diary

You also might want to factor in time for inspirational visits and/or visitors to support the creative process.

SPACE

Make sure you have the space you need to make Innovate a studio environment for your students. Do this before you start. A dedicated project space – whether a room, wall or fold-away boards – will help you and your students stay engaged and see the whole journey.

NETWORK

The people and places in your town, city or community could offer valuable inspiration. We suggest you start thinking of Innovate as a network of like-minded, socially conscious and creatively courageous people and places all around your school.

Use the My Innovate Network tool to help:

- > Identify the places you know could be inspirational for students
- > Identify any gaps in your understanding of local networks, showing where more research is required

These resources have been co-produced with designers Ella Britton and Hefin Jones.

INNOVATE TIME PLANNING

Define the structure of your Innovate programme, depending on the time you have available.

6 – 12 HOURS/SESSIONS

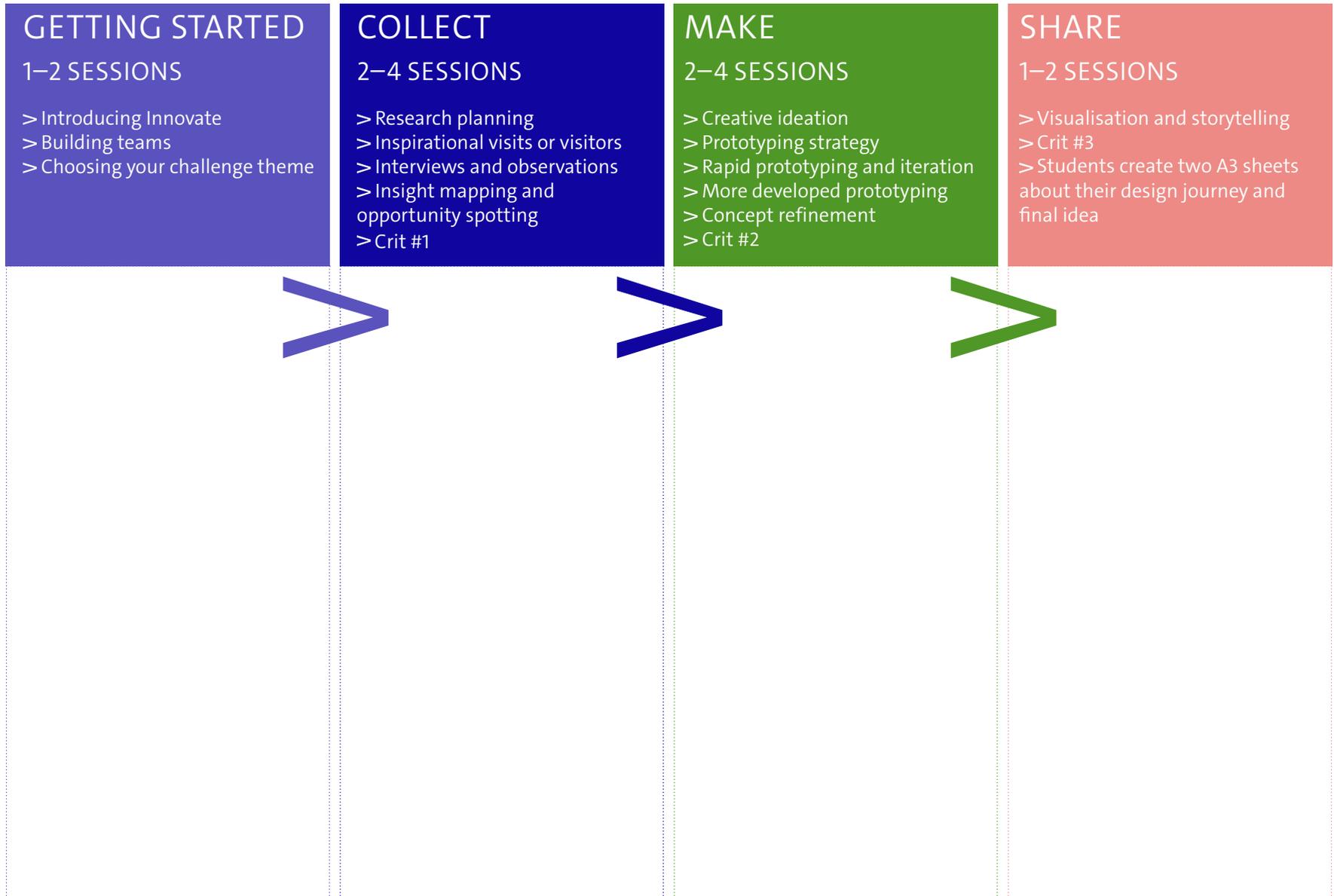
Ensure there is at least one class at the start focused on getting started with your students. Give the most time to the Collect and Make stages equally, leaving 1/2 sessions at the end for consolidating and sharing the final idea.

Ensure your programme in three dates and times for crits at the end of Collect, Make and Share. At these crits you decide together whether you have what's necessary to enter the next stage.

You also might want to factor in inspiration visits, or visitors, to support the creative process.

> Create your own schedule and delivery plan here.

> Use the Throw A Crit die at the end of this toolkit to help facilitate student reflection at each stage



INNOVATE TIME PLANNING

Define the structure of your Innovate programme, depending on the time you have available.

ONE DAY

A lean and rapid version of the Innovate process could be run over one full day.

When planning your time, prioritise the Collect and Make stages, and identify some sources of inspiration ahead of time.

A pre-planned sharing presentation or rapid testing workshop at the end of the day with invited guests could help. Also consider time at the end of the day to help participants plan how they might continue evolving their ideas.

> Create your own schedule and delivery plan here.

> Use the Throw A Crit die at the end of this toolkit to help facilitate student reflection at each stage

COLLECT 8.30–10.30

- > Dig into unlikely sources of inspiration
- > Arranged interviews and observations
- > Rapid insight mapping and opportunity spotting

MAKE 11.00–13.00

- > Creative ideas generation against opportunity
- > Rapid mixed materials prototypes
- > Pre-arranged user testing workshop

SHARE 14.00–15.00

- > Sharing concepts
- > Use the Submission Template to share your design journey and idea

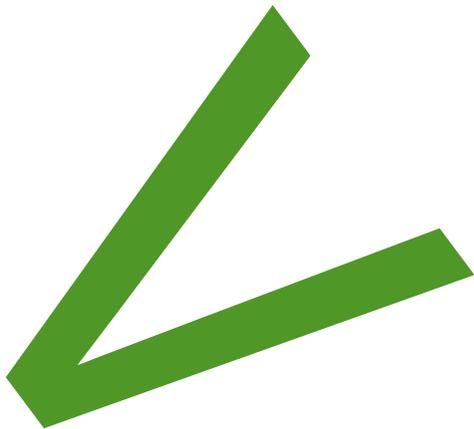
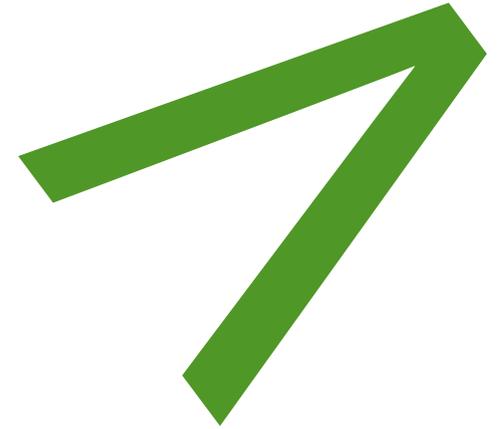


MY INNOVATE NETWORK

Identify, draw, note down, and map out the places and people within your local area who could provide inspiration to form your Innovate Network.

LOOK FOR PLACES AND PEOPLE WHO ARE:

- > Rethinking design for a changing world
- > Having a positive impact on society
- > Challenging the status quo
- > Working together in new and interesting ways
- > Building creative networks



- > Schools
- > Museums, galleries and arts spaces
- > Makerspaces and hubs
- > Colleges and universities
- > Creative studios and workshops
- > Local industry

02 > GETTING STARTED

This toolkit is for use in the classroom to get V&A Innovate started with your students. The activities within this kit should get them motivated, organised and ready to go. Introducing V&A Innovate, building teams and selecting a challenge theme could be done within one 'Getting Started' class. The activities inspired by collections objects can be used in another class or as homework to further explore each theme, supporting your students to get inspired and think about what they are interested in before starting the 'Collect' research stage.

INTRODUCING V&A INNOVATE

The animations on the V&A Innovate web pages can be played in class to show students what V&A Innovate is, why it matters, and why they are doing it.

Start by watching the 'Become an Innovator' animation and lead a short class discussion using the following prompt questions:

'OUR WORLD IS CHANGING AND DESIGN CAN HELP'

> *What examples of design have you seen or used that you think help the world change for the better?*

Remind students that design can be many things: a product, a service, a building, an experience, a campaign, a poster, a game, a brand...

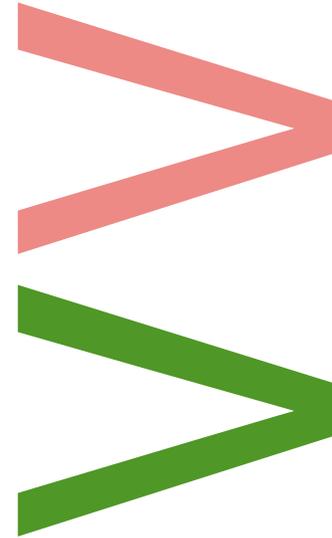
> *What does a 'change for the better' mean to you?*

Ask students to think about their needs, their families' needs, their communities' needs, nature's needs, as well as the needs of the planet.

> *What do your examples tell you about how to be a socially and environmentally savvy creative designer?*

Ask students to list the key principles they think might help guide them along their V&A Innovate journey. You can watch the 'Think Like An Innovator' animation to support this discussion.

You can also introduce the objects from the V&A collections on the next two pages to explore design for social and environmental change.

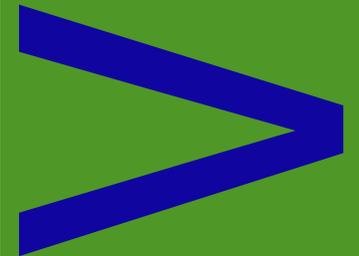


THIS TOOLKIT INCLUDES:

- > An introduction to V&A Innovate
- > Building teams
- > Selecting your challenge theme: Home or Community

OUTCOMES:

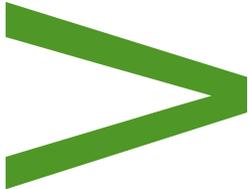
- > Students understand what V&A Innovate is, and why they are doing it
- > Students get into their teams
- > Students choose their challenge theme in teams
- > Students are ready to move onto the 'Collect' stage





RCP2 chair, designed by Jane Atfield, manufactured by Made of Waste, UK, 1992.
Recycled polyethylene, metal screws. © Victoria and Albert Museum, London

> A SECOND LIFE FOR PLASTIC



RCP2 CHAIR

DESIGNED BY
JANE ATFIELD, 1992

Designers don't just think about the functionality of their designs, they also

need to think about the impact of the materials and manufacturing processes they use.

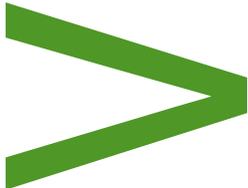
This chair uses recycled plastics as its main material.

>ACTIVITY<

List all the different items you threw away last week, from waste food to plastic bottles.

For each item, can you think of five different uses that might solve a problem (for example, a plastic bottle could become a watering can, or a microphone).

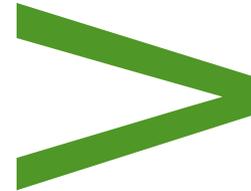
Draw your best designs and share with the class.





Solar-powered LED lantern, designed by Evans Wadongo, manufactured by Sustainable Development for All, Kenya, 2012. Aluminium, LED lamp, glass. © Victoria and Albert Museum, London

> USING THE POWER OF THE SUN



SOLAR-POWERED LED LANTERN MWANGABORA (GOOD LIGHT)

DESIGNED BY EVANS WADONGO, 2012

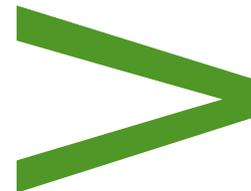
Creative people are often really good at inventing things in situations where resources might be limited or unavailable.

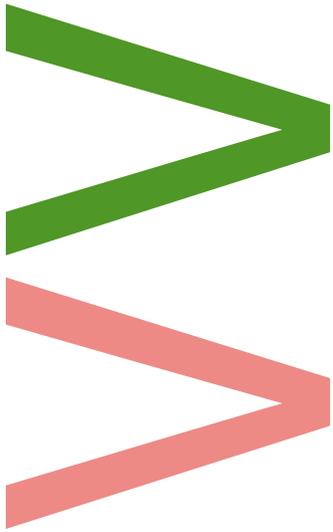
This lamp is made using scrap metal found locally in Kenya, and is charged using the energy from the sun. It was designed to replace kerosene lamps, which are expensive and toxic.

> ACTIVITY <

Imagine a future world where everything that needs energy uses natural and renewable sources: Wind / Sun / Hydro / Tidal / Geothermal / Biomass

Can you create a news broadcast from the future, describing this new world? How would this affect the objects we use and things we do every day?





BUILDING TEAMS

The students will be working in teams of 4–6. This is important because collaboration is a key skill for everyone to improve for the future. You could start by asking everyone to choose one theme, encouraging them to make a choice based on what interests and excites them most, then organising them into teams based on who wants to work on what. Once in teams, you can use our Collective Values Cards to ask students to think about how they want to work together throughout their V&A Innovate design journey.

COLLECTIVE VALUES CARDS

The cards for students to use as part of this activity can be found on the next page of the toolkit.

OVERVIEW

Students will think about how they want to work together as a team and will choose ‘collective values’ to guide them through the process.

HOW TO USE

In teams, ask students to use the cards to discuss and decide together what their collective identity is. *What do they believe in? What matters to them most? What behaviours and values are they hoping to develop together throughout this project?* Ask them to choose the ones they feel represent their team most strongly, and once they have chosen, they could turn these into a poster that represents them as a team.

OUTCOMES

Students will have a set of statements that they think represent their team. At the end of the process, you can use these statements to ask them to reflect on how they think they developed as a team.

SELECTING YOUR CHALLENGE THEME

The two themes to choose from this year are: Home and Community.

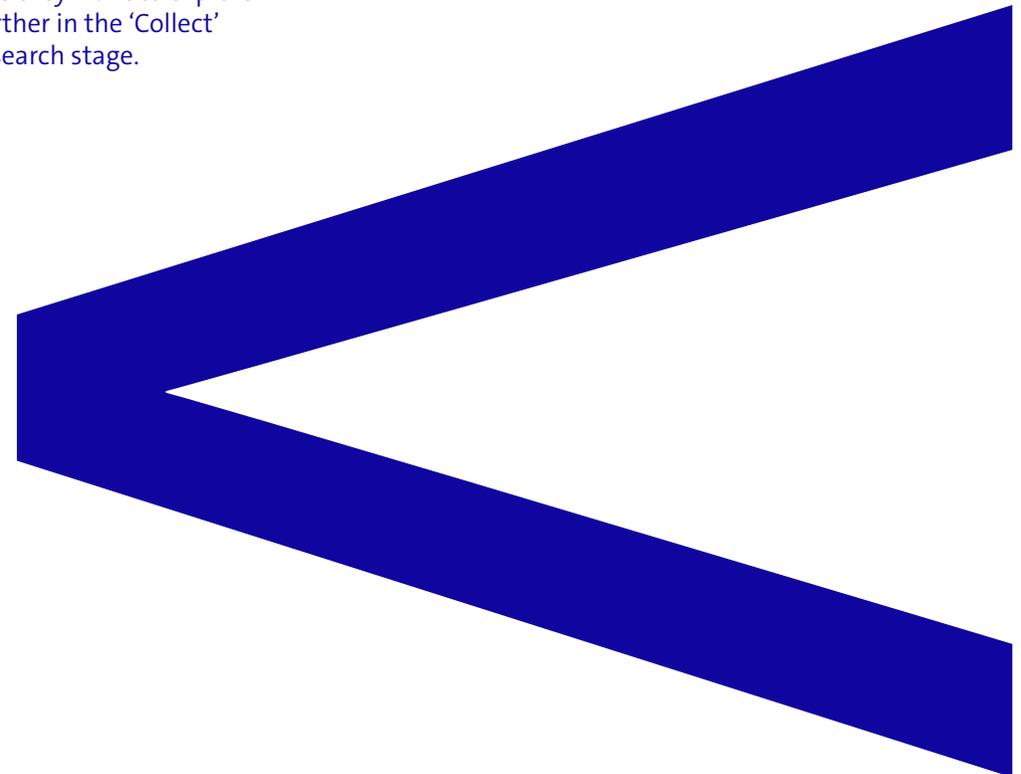
In the Home and Community toolkits on our website you will find starting points and activity ideas inspired by the V&A collections which will help introduce each theme.

You could set the activities in class or as homework to introduce the themes to your students and support them to decide which one they want to explore further in the ‘Collect’ research stage.

DISCUSSION

WHAT DO HOME AND COMMUNITY MEAN TO YOU?

Before you introduce each theme, you can start by asking your group to discuss: *What does Home mean to you? What does Community mean to you?* You can use this warm-up discussion as a catalyst for getting the students engaged in the themes and thinking about what aspect of each theme might interest them.



COLLECTIVE VALUES



<
WE ARE DARING. WE WOULD DIVE OUT OF PLANES AND BUNGEE JUMP INTO CANYONS TO FIND ANSWERS.

>

<
WE TAKE OUR TIME; WE MIGHT AVOID RISK. WE DON'T WANT TO ROCK ANY BOATS FOR THE SAKE OF IT.

>

<
WE LOVE TO EXPERIMENT, TO EXPLORE, TO DIVE DEEPER AND VENTURE FURTHER THAN WE'VE BEEN BEFORE.

>

<
WE WANT TO SPEAK LOUDER, BE SEEN AND HEARD, AND GRAB THE ATTENTION OF THE PEOPLE WE RESPECT THE MOST.

>

<
WE WANT TO BE TOTALLY INVISIBLE, CREATING CHANGE IN THE WORLD THROUGH STEALTH.

>

<
WE FEEL THE AUTHORITY TO LEAD AND MAKE IMPORTANT DECISIONS AS A GROUP.

>

<
WE ARE CURIOUS. WE WOULD LOOK EVERYWHERE AND SPEAK TO EVERYONE IN THE HOPE OF DISCOVERING THE ANSWER.

>

<
WE ARE COMFORTABLE WITH DOUBT AND UNCERTAINTY. WE DON'T ALWAYS NEED TO KNOW THE WAY.

>

<
WE WILL BE KIND TO EACH OTHER. WE WILL STOP AND HELP ANYONE WHO NEEDS US.

>

COLLECTIVE VALUES



<

WE ARE HONEST IN WHAT WE SAY AND DO. EXPOSING THE GOOD, THE BAD AND THE UGLY.

>

<

WE WILL NEVER GIVE UP. WE WILL STAY COMMITTED TO SOMETHING THROUGH RAIN AND SHINE.

>

<

WE WILL LISTEN CAREFULLY TO EACH OTHER. ALWAYS.

>

<

WE WILL EMBRACE OUR MISTAKES AND FAILURES. LEARNING ALL THE TIME.

>

<

WE WILL BE CHALLENGING AND CRITICAL, PUSHING OURSELVES AND EACH OTHER TO BE THE BEST.

>

<

WE WILL SHARE WHATEVER WE HAVE: FOOD, IDEAS, KNOWLEDGE, SKILLS.

>

<

WE WILL THINK HARD AND MUSE OVER THINGS. WE WILL NOT RUSH AHEAD.

>

<

WE WILL COLLABORATE, BELIEVING THAT ALL OUR HEADS ARE BETTER THAN ONE.

>

<

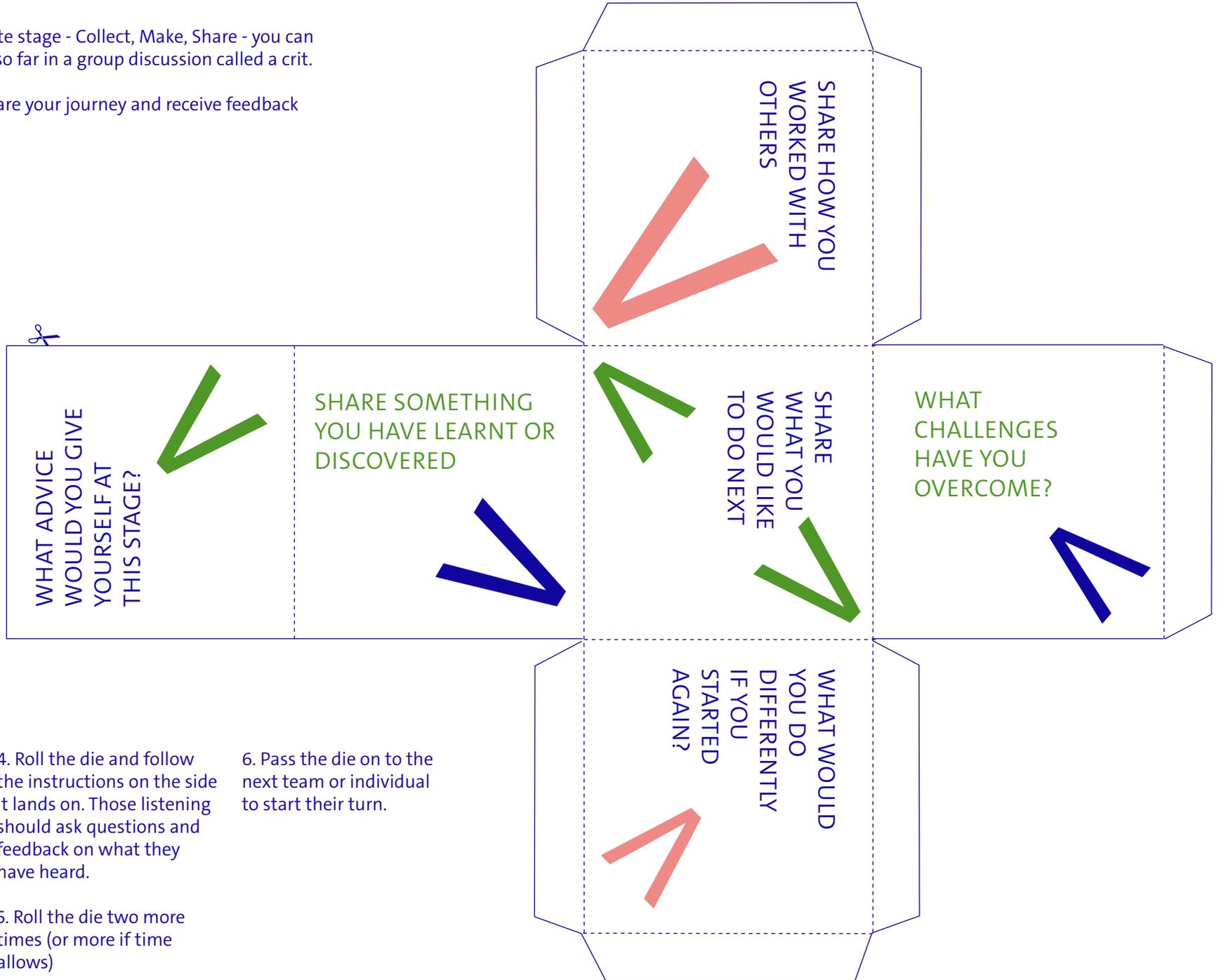
WE WILL...

>

THROW A CRIT!

At the end of each V&A Innovate stage - Collect, Make, Share - you can reflect on your design journey so far in a group discussion called a crit.

Use the Throw A Crit! die to share your journey and receive feedback from classmates.



How to:

1. Cut out along the solid lines, fold along the dotted lines, and glue together.
2. Get together as a whole class, in teams or pairs.
3. A team or individual shares their idea or journey so far in a nutshell.
4. Roll the die and follow the instructions on the side it lands on. Those listening should ask questions and feedback on what they have heard.
5. Roll the die two more times (or more if time allows)
6. Pass the die on to the next team or individual to start their turn.