

INNOVATE

Theme inspiration pack

# Introduction

The three themes for the V&A Innovate National Schools Challenge 2026–27 are:

- Simplify**
- Empower**
- Nurture**

We would like you to work in teams to explore one theme, find a problem you would like to help solve, and come up with a new design idea.

Take a look at objects from the V&A collection to help you explore the themes and find inspiration for your exciting design ideas!



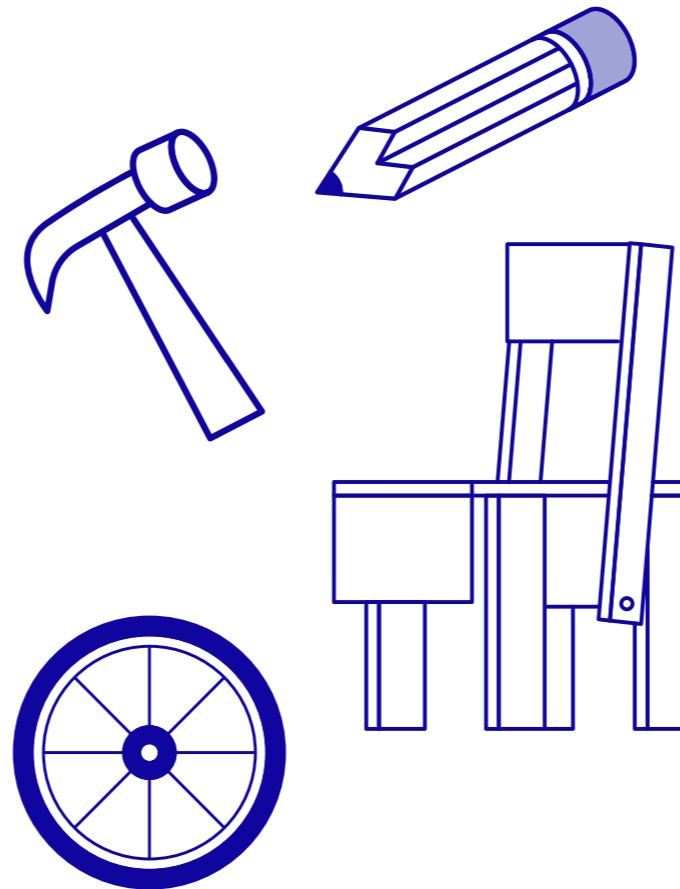
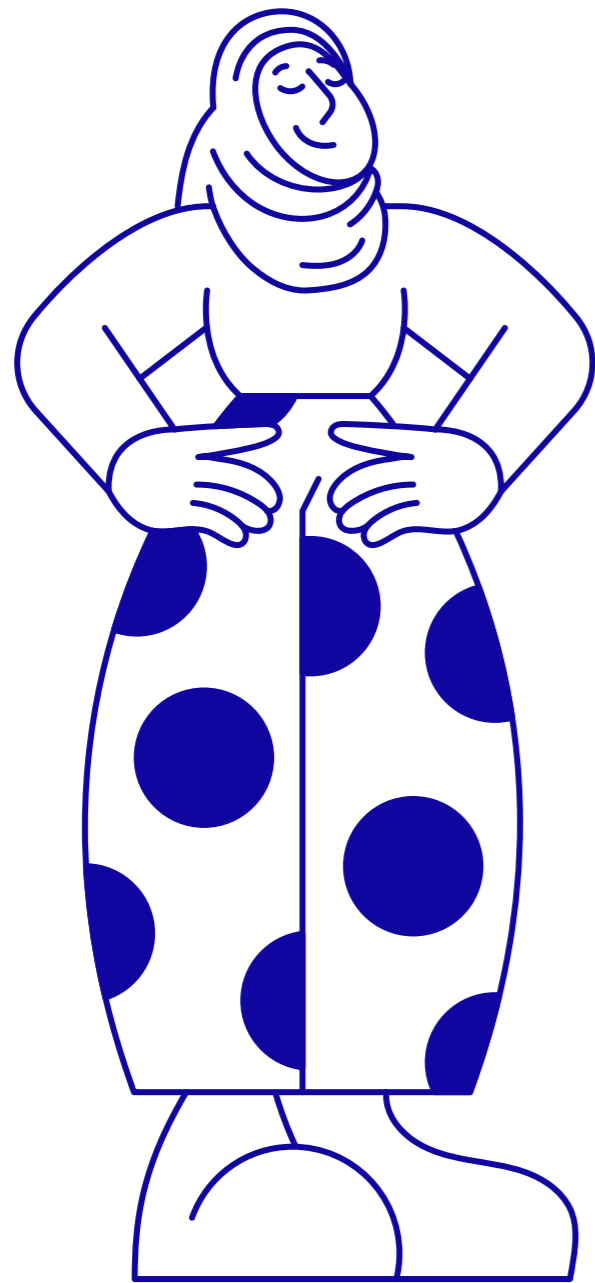
# Museum Improvisation – Instructions

Usually when you walk round an exhibition, with a friend, you look at an object, and both discuss it. However, they're not 'connected' to anything. But what if you tried Museum Improvisation? This is what designers do all the time. It's called 'lateral thinking' or 'free association' or 'joining the dots'.

You can play it as a game yourself, with a friend...

- Person A picks an object. They choose a Pencil.
- Person B picks another. They choose a Wheel.
- Now Person A has to try and connect Pencil and Wheel.

Have fun surprising each other with the wildest connections.  
It's easy to learn but hard to master!



# Museum Improvisation – Script

Please use this to help your improvisation. It will help you create links between objects.

Feel free to make up your own questions



	Person A	Person B
Object 1	Are the objects made from the same material?	What country do the objects come from?
Object 2	Do the objects perform a similar task?	Are the objects the same colour?
Object 3	What size are the objects?	Do the objects come from a similar time period?
Object 4	Who made both the objects, are their jobs similar?	What style are the objects?



# Museum Improvisation – Blank Template



	Person A	Person B
Object 1		
Object 2		
Object 3		
Object 4		



The image features a solid red background. Two thick white arrows originate from the bottom-left corner and point towards the right. The upper arrow is slightly longer and points more directly towards the word 'Simplify'. The lower arrow is shorter and points more towards the bottom-right. The word 'Simplify' is written in a white, sans-serif font, positioned to the right of the arrows' tips.

Simplify

# Simplify

This world at times can feel overcomplicated, but with meaningful design we can simplify it for everyone.

When the future feels like ‘too much’, how can we pick out the few things that matter most?

What do students and people in our wider communities need right now to make their lives better?

How can we make sure our designs make lives easier, rather than just giving people more work to do?

# Simplify: starting points

## Discuss:

What part of everyday life feels confusing, slow or frustrating?

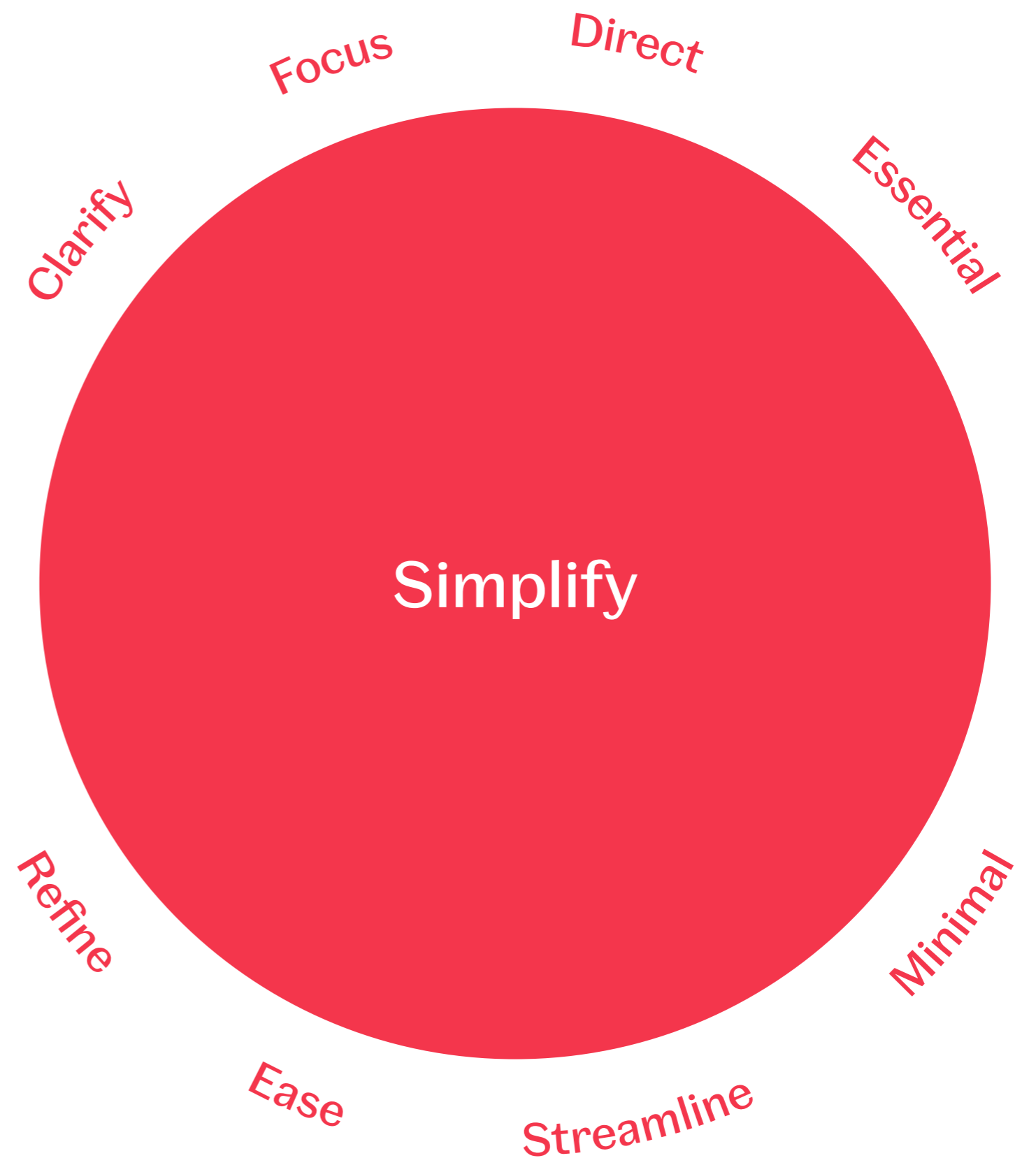
What is essential in this situation, and what could be removed?

Who is finding this hardest, and why?

How could design make this task quicker, calmer or easier to repeat?

How would this idea reduce effort instead of adding extra steps?

How do we involve others who are different from us, and make them co-designers?



# Domestic design

## Frankfurt kitchen

Designed by Margarete Schütte-Lihotzky, 1926–27

*How can essential tasks at home be simplified?*

While seemingly ordinary at first glance, this kitchen is famous! It became the prototype for modern kitchens. The designer rearranged the kitchen and created a compact workspace, which reduced time spent preparing meals.

It was inspired by train dining cars, where everything was in easy reach. It even comes with aluminium pouring bins with spouts to help measure ingredients.

### Research Activity

Take a look at other rooms in your home.  
What activities and tasks happen there?  
How can tasks in these spaces be simplified?

When does simplifying work and not work?



# Small but mighty

## Credit card radio, Model ICR 501

Designed and manufactured by Sony, 1985

*What large objects can be shrunk to support a user?*

An innovation derived from the original pocket radios, Sony took this trend even further by creating a smaller radio and simplified the user's life by making equipment truly 'grab and go'.

The designers removed the need for bulky equipment by shrinking the radio to fit in a wallet – hence its name!

### Research Activity

Cut out a cardboard rectangle 3 cm × 6 cm. Redesign the credit card radio, making into it into a speaker that is accessible for a user aged 6.

How do prototypes help designers?



# Simple seats

## Child's chair

Designed by Peter Murdoch, 1965

*Why can something that is simple and disposable help users?*

This child's chair is made entirely from a single sheet of folded cardboard. The designer proved that a weak material like cardboard could be strong enough to sit on, if you made the right folds. No tools were needed to build this.

By designing the chair to be disposable, even selling for less than £1, users could comfortably outgrow the chair and then recycle afterwards. How can we make a new iteration of this today, which is more sustainable?

### Research Activity

Watch the 'Sitting on Recycling' animation. Have a go at some rapid-fire design hacks. Choose 3-4 everyday objects and sketch out how you would transform them into something else.



# Bamboo clothing

## Jacket

China, Qing dynasty (1800–1900)

*How can historical clothing inspire modern innovation?*

This bamboo bead undergarment from the 1800s is made from thousands of bamboo segments threaded together with cotton. It was designed to prevent the user's silk robes, worn on top of this, from getting sweaty. Basically, built-in air conditioning!

As the designer uses eco-friendly bamboo beads, this jacket is more sustainable than the 'fast fashion' that can be seen today. This is because the jacket's material is perishable and naturally degrades, unlike most modern fibres.

## Research Activity

The bamboo bead vest is like a modern string vest used by athletes. Why do you think humans have been using the 'mesh' idea for hundreds of years to stay cool?

# Harnessing recycling

## Submission Template

Team/idea name: Dog Tread Harness  
 Team members: Wilbur Guion, Oliver Walker, Alex Whitfield, Lenny Broster

School name: Manor CE Academy, York  
 Year group(s): Year 8

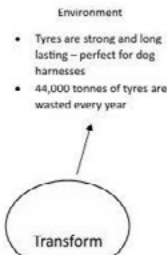


### How we explored the theme: our research

As a team, we thought about the theme of "Transform"

First, we wanted to help people be more comfortable whilst writing which contributes to improving their handwriting. We noticed how some students in primary school use special grips to hold their pencils correctly. We thought we could make something similar using old, discarded elastic bands. We ended up finding some that already exist and it would be difficult to arrange them so they are easy and comfy to use.

Secondly, we noticed a lot of old bike tyres get discarded or thrown away in normal waste, rather than being recycled. That seemed like a waste! So, we wondered if we could give those tyres a new life. After researching and thinking about how strong and durable they are, we came up with the idea of making a dog harness of them.



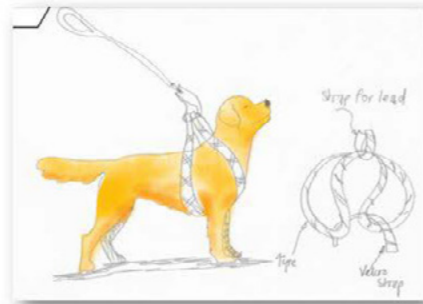
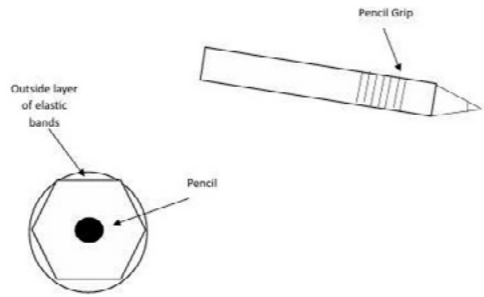
- Environment**
- Tyres are strong and long lasting – perfect for dog harnesses
  - 44,000 tonnes of tyres are wasted every year

#### Why we chose tyres?

- Tyres are extremely durable and can be easy to wash if gets dirty
  - Lots of tyres end up in landfill as they are hard to recycle
- Why we chose dogs?**
- 13.5 million people own dogs in the UK
  - Dogs related products have a huge market



### Our initial design ideas



### How we considered the environmental impact

We wanted to make a difference for the environment. We thought recycling old bike tyres would be a great way to help since many of them end up in landfill and polluting the environment. Thinking about how strong and durable tyres are, we came up with the idea to recycle and reuse these old tyres and solve a modern-day problem that many people suffer from. - Rinken Dog Harnesses!

We'd have to carefully cut the tyres to remove the bead (the metal parts), which could then be recycled separately. Plus, encouraging dog walking is a great way to get people active and enjoy the outdoors.

## Submission Template

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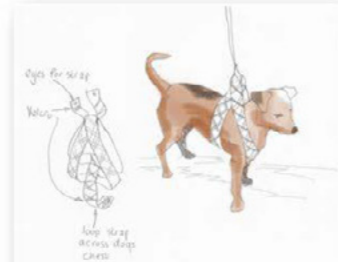
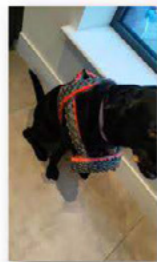
School name: Manor CE Academy, York  
 Year group(s): Year 8



### How we prototyped, tested, and iterated

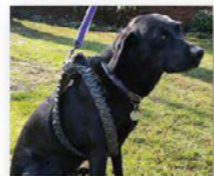
We decided to go for the dog harness idea. We started by sketching out lots of different ways we could use an old tyre to make it. Then, we used some old table/cloth from our textiles department to make mock-up harnesses. It wasn't a suitable material but it helped us visualise how the real thing might look. We even tested them on each other!

We got some old mountain bike tyres and carefully removed the metal beading. This made the tyres much more flexible. We cut them into shapes for the harness, making sure the soft inner part faced the dog, and the tough tread was on the outside. We first created a loop around the front of the dog's chest and attached it with glue gunned on Velcro but it didn't work. The second problem we encountered was that there was no way of attaching it to the lead.



### Our final design idea

For our final design we created an adjustable loop, made up of left over tyre pieces, to put in the middle of the beadless tyre so it is a figure of eight. Next, we put the dog's legs through the holes and then pull the leftover tyre to the top. Lastly, you lift the tyre at the top and fasten a smaller loop around it, which we punched and added eyelets to so that you could attach the lead. We could also use smaller tyres to make it suitable for smaller dogs.



### Our user/peer feedback

We finally got a chance to test our harness on a real dog. We asked the owner what they thought, and they were really impressed. They said it was a great idea to use an old tyre for a harness. They agreed that with some more work, it could potentially become a commercial product. The owner did give us some helpful feedback. They suggested we think about how to adjust the harness to fit different sizes of dogs. They also said it was important to make sure the dog couldn't easily slip out of the harness once it's on. Finally, they thought it would be awesome if the harnesses came in different sizes and colours depending on the original tyre colour. They said that might make them even more appealing to customers.

We learned a lot from this test and would try to include these ideas if we developed it further.

### Our reflection as a team

As a team, we think we worked really well together! We met once a week to brainstorm and develop our ideas. At first, we were stuck between the pencil grip idea and the tyre harness.

We did some testing with the pencil grip, and we realised it might be a bit more complicated than just using elastic bands. It seemed like we'd need more materials which would make it less with the point of being environmentally friendly.

The tyre harness idea seemed to have more potential. We know it would take more time to develop a safe and comfortable harness, but we think it's definitely worth it.

We really enjoyed every step of this project, and it helped us understand what we've been learning in DT class. We're really proud of our tyre harness idea. We think it's a unique way to recycle and give old tyres a new purpose.

## Dog-tread harness

Designed by students from Manor CE Academy, York, 2025

The students from this team set out to create an eco-friendly dog harness and then tested materials to design one made from a recycled bike tyre. The 'dog-tread harness' is similar to Peter Murdoch's "Chair Thing" as the main body was created using just one component. In this instance, the harness itself was carefully created using a single tyre after the metal wires had been removed.

By testing their design on team mascot Roxy, the team made additional adjustments in response to the dog's comfort.

## Research Activity

Watch this animation to see how you can think like an Innovator as your team creates their own idea



As a group, consider how did Manor CE Academy adjust and improve their design?



Empower

# Empower

It is important to lift up and enable others. Through creativity and design, we can strive for inclusion and equal access.

In what area of your life do you feel strong and confident? Where would you like to feel more so?

What areas do you think you and others could use improvements or support or new ideas to feel like you can make positive change?

How can we amplify young voices when discussing important matters?

# Empower: starting points

## Discuss:

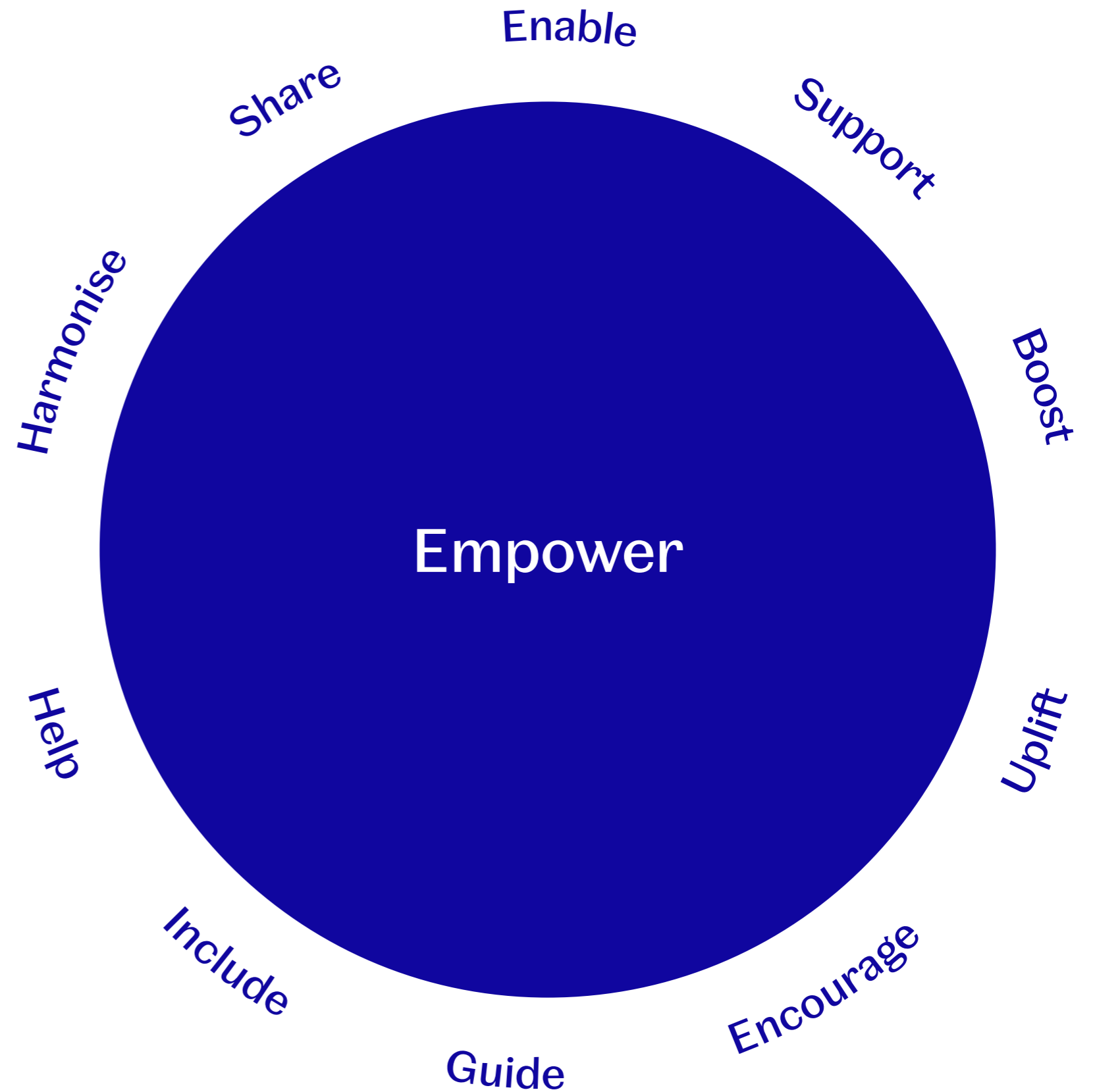
Where do you already feel confident, and where do you want more confidence?

Who can feel left out, unheard, or overlooked?

What is stopping people from taking part or speaking up?

How could design help people feel capable, included or supported?

How might this idea help young people share their voices more clearly or safely?



# Sewing and storytelling

Sunflower Quilting Bee at Arles  
Painted by Faith Ringgold, 1996

*How can we empower communities and help them come together?*

The artist shows the tradition of quilt-making which frequently brought communities together where she grew up in America. People came together for hours, working on one quilt while telling stories to each other.

Working on a shared project can bring people together and empower them to connect with the people who live, go to school and work around them.



## Research Activity

How can collaboration and a shared aim be an empowering process?

When can one cultural reference be reinterpreted by another with care and respect?

# Empowered voters

## McGonagle Reader

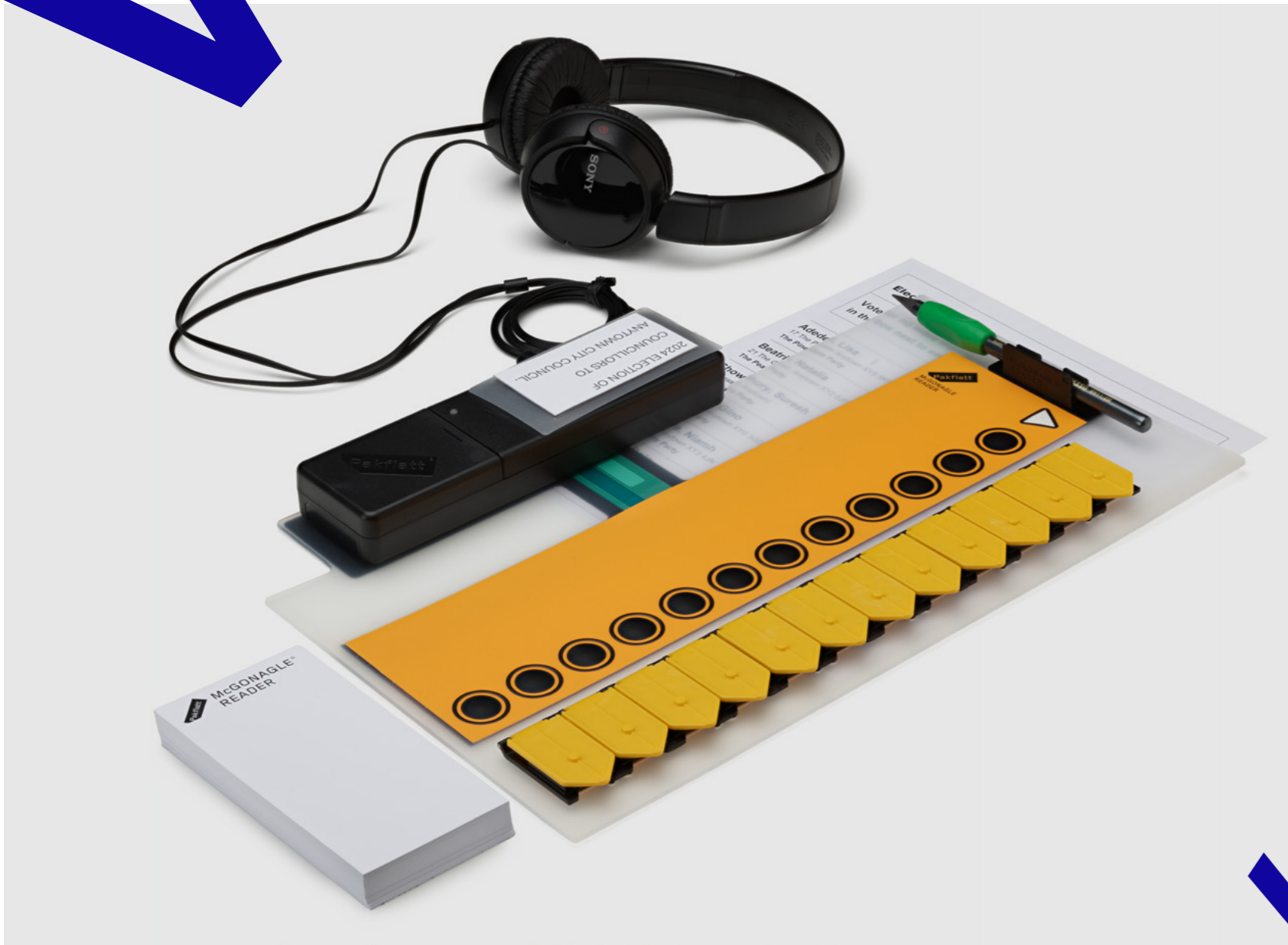
Manufactured by Pakflatt, 2024

*How can we support blind and partially sighted people?*

The McGonagle Reader is an audio-assisted tactile voting device designed to support blind and partially sighted users vote independently.

The users are guided through the ballot paper by headphones, as they press on one of twelve buttons to hear the candidates' names and further information. Once the candidate is chosen, an arrow is lifted to guide a user where to vote on the ballot paper.

Perhaps modern digital voting will replace this innovation, but its existence makes us think of underrepresented users who also need to vote.



## Research Activity

What is the best way to approach users with specific needs? How can we be respectful in our approach without trying to 'fix' them?

# Voice for change

## Scarf

Given by G. Brett, Esq. Britain, around 1910

*How can clothing empower a movement?*

This scarf is from the Suffragist movement, which was the campaign for women to have the right to vote in the early 1900s. It is a powerful piece of protest history which shows how women were able to speak up through everyday clothing and at demonstrations.

Scarves like these would have been worn by inspirational groups, such as the East London Federation of Suffragists, who were made up of working-class women. Melvina Walker and Nellie Cressall were key figures who campaigned for change.



## Research Activity

Discuss how groups use everyday objects, including badges and clothing, to spread their message. Present to each other a design that could represent a cause you care about.

# Translated sign language

## Hear the Hand

Designed by students from Chelmsford County High School for Girls, Chelmsford, UK, 2025

The students from this team wanted to create a concept for a glove that translates sign language. The team's design was based around an app, which would connect to their glove. They planned for the glove to be made from conductive fabric, allowing electricity to pass through to power a receiver, connecting the glove and app.

This is reminiscent of a feature from MiMU Gloves which was developed by musician and creative technologist Imogen Heap.

**How we explored the issue: OUR RESEARCH:**

Hear the Hand was made through the thought process of our group's idea to create an item that benefits communities and promotes communication among everyone, in order to build and boost community engagement and growth. Communication is important in a world like today as it allows your peers to express their thoughts and emotions, and it further helps in contributing to personal development and professional growth. Many researchers agree that social connection can help people live longer and healthier lives whereas being socially disconnected could risk the chances for heart disease, anxiety and depression. Through this research, our group decided to focus on those who may struggle with communication for example those who have hearing loss or are deaf due to medical conditions. In the UK, one in three adults over 15 million people are deaf! Have hearing loss/move tinnitus. It is estimated that over half the population aged 55 or older have hearing loss and 30% of those over the age of 70. Researchers estimate that through our conversations 70-80% of our verbal speech is understandable from facial expressions and gestures and we want to make sure that remaining 20-30% is heard and understood. After learning all of this, our group created 'HEAR THE HAND'.

**Team Members:** Laxmi Sabara Anananda, Hema Kavishi, Aishwini Ganapatharan, Ravi Mani Naveer, Sita Narada, Anni Leelanara

**School Name:** Chelmsford County High School for Girls

**Year Group:** 10

**Initial Design:**

The glove that translates sign language performed by the user into the desired language, which is played through a speaker for the audience of the conversation.

**Features and Design of our App:**

- app to pair and connect your glove
- all translations will be visible
- You can customise language + your profile + you can contact us if there are any issues
- You can add your sign name and add friends who also use the glove

**Initial Designs for the glove:**

- Outer layer - cheap fabric
- base fabric layer - organic cotton
- soft + flexible electrical components
- microcontroller (Arduino)
- Poly-lactic Acid for non-conductive structural components
- Sustainable Rubber
- used as the wire (gold colour)
- conductive fabric
- Conductive Materials for finger movement detection
- conductive thread
- promote outer layer
- Sustainable Rubber
- compatible with biodegradable materials less harmful to environment
- recycled polyester
- Power source

**How we considered the environmental impact?**

When designing our products we carefully considered every environmental impact in selecting our materials. From prioritising biodegradability to reducing carbon footprints, our goal is to be as eco-friendly as possible.

We achieve this by using organic cotton, which is compostable, biodegradable, and exceptionally durable. We also incorporated recycled polyester, a material that conserves energy, lowers carbon emissions, and significantly reduces water consumption. Additionally, we utilise recycled plastic, repurposed from waste like plastic water bottles, giving new life to materials that would otherwise harm our planet.

Our commitment to sustainability goes beyond materials - we deeply care about the environmental impact of our choices and ensure that these values are embedded in every product we create.

**How we prototyped, test and iterated:**

In order to test our initial design, we researched and compared our model to a similar previous design. We looked at companies using BSL not ASL due to America's system of finger-spelling which requires more dexterity to make the shapes than the two-handed BSL. Whilst researching, we looked at the types of fabrics used and how the production of those materials affected the environment. We were unable to find the exact materials we had in mind but as a group we have decided to be more transparent to our customers, making sure it is known what materials will be used. Through our research about this product we learnt that many of the products mainly directed back to the electrical components of the devices with issues related to connectivity, washing the device on, pairing with the app and whether they are washable or not. Disadvantages with this glove is that you were required to make a damp cloth and clean the flexible portions of the glove, but you could not machine wash it due to the sensitive electrical component. This in due course became a disadvantage for those who have eczema and hyperhidrosis as they would need to wash the glove often.

**Our peer feedback:**

As we developed the prototype of our design, we acknowledged the disadvantages within our researched company to make sure our design doesn't see through those problems. Regarding our design of our prototype, we have decided to make a 2-layer glove: 1 layer holds all of the electrical components and another layer that is washable and can easily connect to the glove once worn. When developing the prototype, we also carefully considered the financial aspect of the glove, recognising it as being as a functional tool and a piece of advanced technology. The cost of the components ranges from £100 for the flexible PC to £0.70 for the microcontroller, both essential parts for our design. This results in minimum production cost of £10 and a maximum of £270. This makes our product more affordable to the public and it makes the production of it easier. Additionally, we have to source materials from local farms, fostering sustainability while supporting local farmers and their surrounding ecosystems. This approach not only benefits the environment but also promotes ethical practices and community well-being. Our choice of cotton also brings health benefits - it is naturally hypoallergenic, making it an excellent option for individuals with sensitive skin or conditions like eczema. We've also prioritised making our product easy and efficient for customers to access and use. To enhance the user experience, we've developed an intuitive app that seamlessly connects to our gloves. This app provides a more controlled and focused way to maximise the glove's potential, empowering users to utilise it effortlessly and effectively.

However, we firmly believe that the ability to express oneself and communicate effectively is priceless. That's why we're committed to delivering this innovation in the most accessible and impactful way possible. You don't need to be rocket scientists to use our gloves - we've designed them to be accessible to everyone.

This reflects back on our group motto: Beyond Sound, Beyond Silence, Empowering Every Voice

**Final design:**

App homepage Design:

Welcome back to Hear the Hand

Search sign

Categories: Signage, Translation, Translation, Signage

Add sign for name: Laxmi Anandhula, Hema Kavishi, Aishwini Ganapatharan, Ravi Mani Naveer, Sita Narada, Anni Leelanara

Our 3D Model of the glove:

- Layers of the glove: Organic Cotton Hemp Fibre, Recycled Polyester, Recycled Plastic, Washing, Recycled Plastic, Recycled Polyester, Organic Cotton Hemp Fibre

**Our Reflection as a Team:**

Overall, as a group we all collectively agree that working on this glove has been a tremendous experience truly showing us the importance of socialising and talking to each other to express thoughts and emotions. This experience has highlighted how important communication is to all of us as we wouldn't have been able to create this without everyone's ideas. We all have gained a deeper understanding of how the deaf/mute experience and how this glove would impact it. The more people who are able to communicate, the better and brighter our community would be and this idea of being able to help anyone's form of communication makes us feel very fulfilled.

## Research Activity

Watch this film to see how a designer considered user accessibility in an object from the V&A's collection.



To better understand environmental impact, the team researched and tested biodegradable and durable materials. How can your team gather samples to carry out similar tests?

Nurture



# Nurture

When designers find ways to listen, discuss and empathise with others to support their social, mental, emotional and physical needs, we all benefit.

In what ways can we build learning and care into everyday life?

How can we design ideas that look after our bodies, our minds, and our friendships all at the same time?

How can we turn a normal daily routine into a moment where we learn or care for others?

If we design something that helps just one person feel better, how does that end up making the whole community stronger?

How can we experience someone else's perspective, but can also involve them in co-designing something better?

# Nurture: starting points

## Discuss:

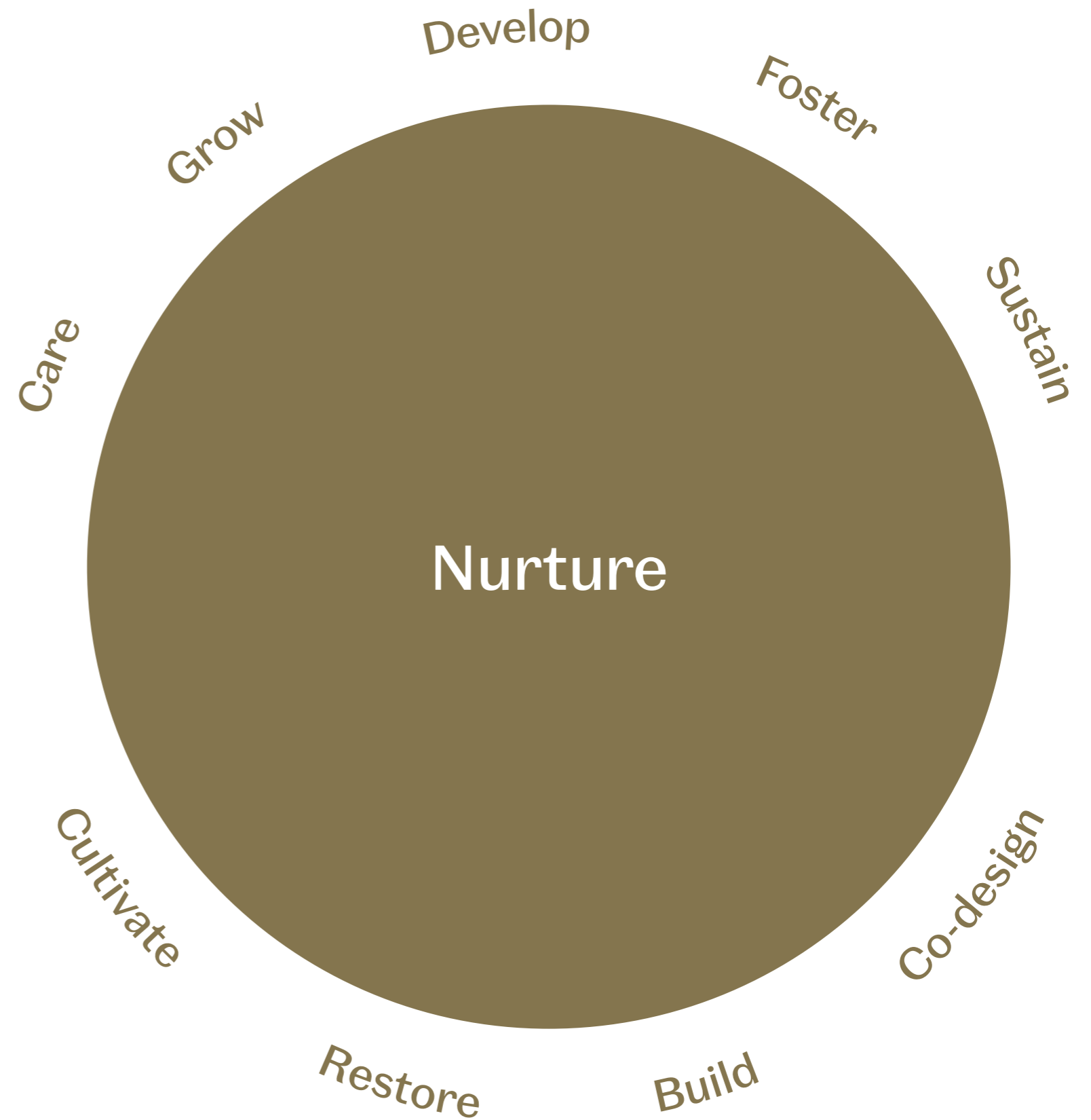
How can design help someone feel calmer, acknowledged, understood, included or supported?

Where do people need more care in everyday life? Can we apply this to self-care too?

How could a simple routine become a moment of learning or kindness?

How might a design support bodies, minds and relationships at the same time?

If this idea helps one person, how could it help the wider community too?



# Education and entertainment

## 'In Search of Identity' board game

Made in the USA by Identity Toys Inc, 1984

*How can we educate and celebrate heritage and achievements?*

This identity game tasks players to guess your opponent's identity before they guess yours. It was designed to make African-American children more aware of their past and culture.

We can consider how this may affect and influence people as they grow up. It is interesting to explore how designers can 'gamify' education and culture.



## Research Activity

As a group discuss: what games do we play at school and at home? What themes appear in these games, anything educational?



Watch games designer Matteo Menapace describe how he made a new board game.

# A talking book

## LeapPad Learning System

Made by LeapFrog Enterprises Inc, China, 2003

*How can we foster a love of learning?*

This interactive educational device teaches reading, vocabulary, science and foreign languages. Users point the 'magic pen' at words to hear how words are sounded out, just like in a phonics lesson.

Being made of strong, brightly coloured plastic results in a sturdy design, which is accessible for the intended user.



## Research Activity

Modern tablets seem to be able to do everything, but the LeapPad, only taught users. Design a 'nurturing' tool for a year 4 student. What features would help grow your skills without distracting you?

# How to get dressed

## Painting

Made in Japan (1750–1800)

*How can we design for our daily routines?*

These painted images from feudal Japan show users how to put on different types of samurai armour, from undergarments to full battle equipment.

Even though we don't wear wooden plates or silk robes to school, the routine is similar! Whether you're putting on a football kit, a school uniform, or gaming headset, the way we look after our 'gear' shows respect for ourselves and our tools. Taking pride in your equipment is just as important today as it was for a Samurai hundreds of years ago.

Why did the artist feel it was important to depict this?



## Research Activity

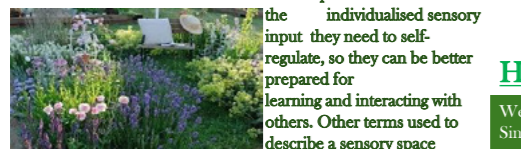
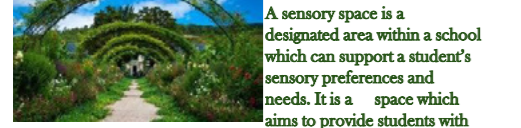
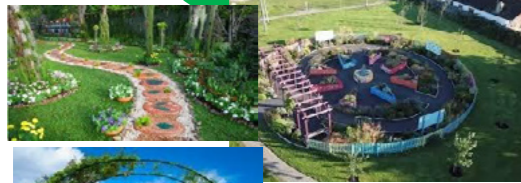
What are your skills or talents? Design your own instruction manual to support others building those skills.

# Senscapes

## How Might We Transform Places?

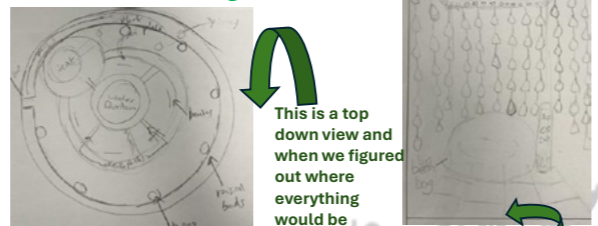
Having initially explored the theme of *Transform*, we decided to make a place where teenagers can go to feel safe because there isn't one in the local area. The closest sensory garden is in Whiston Hospital. We decided to have this as our focus due to initial research that found:

- 1 in 6 young people in England (aged 5 to 16) experienced a mental health problem in 2020.
- the highest levels of loneliness in teenagers and adolescents. Among 16- to 24-year olds, 40 percent reported that they often or very often felt lonely.
- 26 Apr 2024 – Only two in five children in England say they always feel safe at school, according to a government survey.

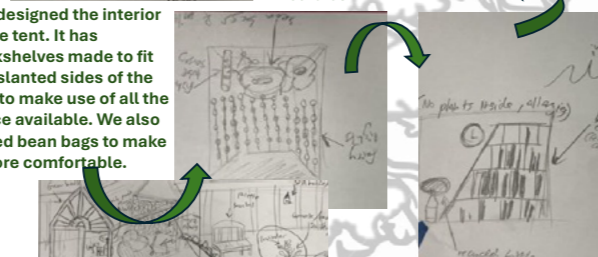


A sensory space is a designated area within a school which can support a student's sensory preferences and needs. It is a space which aims to provide students with the individualised sensory input they need to self-regulate, so they can be better prepared for learning and interacting with others. Other terms used to describe a sensory space include – Sensory room; Calm space; Chill out room; Multi-sensory room and Sensory garden.

## Initial Designs Ideas:



We designed the interior of the tent. It has bookshelves made to fit the slanted sides of the tent to make use of all the space available. We also added bean bags to make it more comfortable.



We make some different designs to explore how the garden could look.

These are some variations of the fountains we designed

## How We Considered the Environment:

We have considered the environment all the way through the making of our project. Since we are making a garden, we found it very important to consider which plants can grow in our area and which plants could be harmful. We have also planned on adding recycled furniture to all inside areas. One example is the 'recycled Bottle table' used in our tent. Additionally, we are using water butts to collect rainwater used for watering plants. Similarly, the fountain runs on a circular system, meaning we reuse the water.



Rainhill High School

Willow Deane Yr9 Jackie Parle Yr8 Gemma Sung Yr8 Emily Olberg Yr8 Mason Trayford Yr7

# Self-care sensory space

## Senscapes

Designed by students from Rainhill High School, Merseyside, UK, 2025

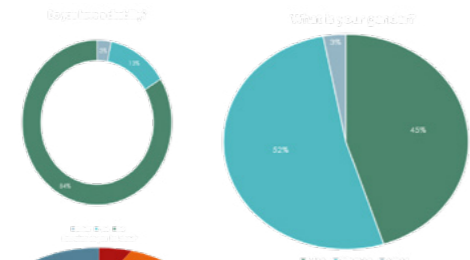
The students from this team wanted to design plans for a space where teenagers could go and be supported with their sensory preferences.

They thought it was important that students had access to an area that could support self-regulation while being good for local wildlife. The team considered the environmental impact of the space by featuring recycled furniture across the garden, including a table made from recycled bottles.

# Senscapes

## User Feedback:

As we were targeting our sensory garden for teenagers, we decided to publish a questionnaire to our friends and others in school to gain their thoughts around being lonely, their ability to access different areas, disability status and gender to inform our idea development. The results can be seen below:



## Prototyping:



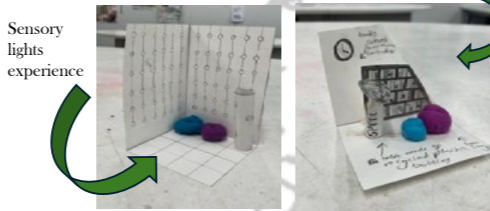
## Final design



Fountain accessible around all perspectives.

## Inside the Tent

Books catered to female majority



Sensory lights experience

As a team, we considered certain aspects of the design when concluding the final piece. We strived to make our final design accessible to all with no sharp corners, therefore the idea of a circular base. We also included a variety of shrubs, trees and plants to make our sensory garden tranquil, and a place where people our age are able to find consolation in, free from judgement. As a team we created our idea for a sensory tent with books, bean bags and a calming lights sensory experience. At the centre of the garden we inserted a water fountain, viewable from all angles of the accessible path. The pyramid within the model symbolises the tent. We believe that the circle shape signifies that life is infinite and ongoing forever.

## Evaluation:

Over the past 10 weeks, we have all worked hard to bring our idea of the sensory garden to life. Together we made models, PowerPoints and many informational sheets to expand our project further. We, as a team, believe that we did an overall amazing job, and each task we were given we exceeded to our best ability. However, we believe that next time we would, to further improve our projects in the future, we would attempt to plan our making of the model with more fluency and accuracy, so we have a set plan of how exactly to make our model. As a team we are very proud of what we have done and are looking forward to entering our project.



Rainhill High School

Willow Deane Yr9 Jackie Parle Yr8 Gemma Sung Yr8 Emily Olberg Yr8 Mason Trayford Yr7

## Research Activity

Now that you've seen all our example objects from the theme pack, watch this video on how to become an innovator.



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