



DESIGN SKILLS FOR A CHANGING WORLD



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#InnovateVAM



V&A

INNOVATE

02 > GETTING STARTED

By the end of this stage your classroom is ready, your students have formed their teams, they have chosen their contextual challenge, and they feel ready to Innovate.

This stage involves:

- > Sharing the vision and mission of Innovate with your students
- > Designing a studio culture within the classroom
- > Co-creating a manifesto for a shared vision
- > Students forming teams
- > Teams choosing their contextual challenge

ACTIVITIES FOR THE CLASSROOM

RE-THINKING DESIGN

Ensuring students understand the boundless possibilities within design, and the existence of social innovation and social design.

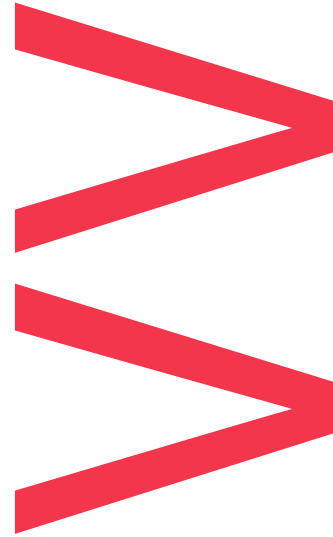
You will need:

- > Screen/whiteboard
- > Library and internet
- > Paper and pens

Start by showing the Become an Innovator and The Innovate Journey animations.

Provide students with examples of everyday designers, people who use design skills to solve problems through observation, creative thinking and iteration. For example: How do football managers demonstrate iterative design skills? How do shop keepers respond to their customers?

Ask students to discuss when a product, service or space has made their day better – and when they've made it worse.



CO-DESIGN THE STUDIO

Working collaboratively with students, help them see the creative potential of their workspace.

You will need:

- > Large paper
- > Pens of different colours
- > Collage materials
- > Library and internet

Ask students to list the different types of work they might want to do in the classroom for Innovate. For example: work noisily in teams, use a wall to map ideas, present as a group. Now design the studio together. Move furniture around or bring in props – like corrugated card and reams of paper - to help create new types of spaces.

Invite students to decide how they want to visualise their Innovate work in the classroom.

CO-DESIGN THE MANIFESTO

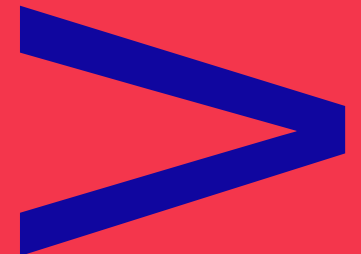
Uniting the whole group with a shared vision and values.

You will need:

- > Collective Values cards
- > Manifesto poster

Start by showing the Think Like An Innovator animation. In smaller groups, invite students to look at the Collective Values cards and arrange them in order of importance or choose their top five. As a class, choose the values that matter most, either through voting or finding consensus.

Design your manifesto poster which can be displayed in the studio throughout the journey.





BUILD AN INSPIRATION MAP

Giving students a voice on where they'd like to visit and who they'd like to meet.

You will need:

- > Network Mapping tool
- > Library and internet

Students can work in teams to create their own map of local innovation through online research. Or create a shared map for the whole class, to print and put up in the studio, inviting students to keep building it throughout the process.

BUILDING THE TEAMS

Giving students time to establish their Innovate teams.

Divide the students into teams of 4–6. They could start with everyone choosing one challenge, encouraging them to make a choice based on what interests and excites them most, then organising themselves based on who wants to work on what.

CHOOSING THE CONTEXTUAL CHALLENGE

As a class or in teams, students can select the area they are most interested in: Eat, Go or Wear. These are starting points. They're intended to provoke thoughts and open up creative possibilities.

Use the Eat, Go or Wear inspiration kits and the industry insight films to introduce each context. Ask the students:

Do you care about this issue?

Do you know local people and places that could be part of your research?

Does something in this excite you?

This resource has been co-produced with Ella Britton, V&A Design Thinker in Residence.

