

Deliver during lessons

The resources and competition are a great way to get students thinking like product designers and engage with some contemporary design issues.

There's no set time requirement but these lesson ideas give you a handy starting point you can simplify or extend to suit your needs, and you can use the classroom presentation to help you.

LESSON 1

STARTER

Using the **About design** stimulus sheet or web page to help you discuss the role of a product designer. Ask students to list some key questions any product designer should ask about the design briefs they respond to. Ask students which products they find interesting, and discuss their designs.

DESIGN BRIEF

Discuss as a class:

- What existing products does the design brief relate to? How can these products shape students' thinking about the design brief?
- Think of a related product that is a great design, and one that is a poor design, ask students to explain their choices.

- What problems does the design brief challenge students to solve?

GENERATE IDEAS

Split students into groups to generate their initial ideas. Ask students to gather their ideas in a concept map that includes words and sketches. Use the ideas on the student information sheets to help each group.

PLENARY

Discuss students' ideas so far. Remember that some groups may not want to share their design ideas, so focus on general themes that every entry should address. Brief students to begin developing their ideas as homework.

LESSON 2

STARTER

Review the Design challenge guides and explain that students' entries must show how they have met the requirements of the design brief. Explore the sample entry together.

DEVELOP IDEAS

Guide students as they finish their designs, adding labels and explanations to bring their ideas to life. Encourage students to use annotated drawings as part of the process – it

really helps the judges understand their thinking. Make sure students are focused on the design brief and are meeting the requirements listed in the Design challenge guide to explain how they're responding to the brief. Students should articulate why they have selected the material they have, therefore demonstrating an understanding of its properties.

PLENARY

Make sure each group has met the basic requirements for entry. Get each student or group to complete an entry form, which you must sign.

FILM HUB

You may find the following films useful in your delivery:

Thinking about design – a closer look at design in the packaging industry

<https://learningaluminium.co.uk/about/film-hub/top-tips-creating-winning-design-alu-dt-challenge/>

Discussing the design briefs – meet the 2016 winners

<https://learningaluminium.co.uk/about/film-hub/alu-dt-challenge-2016-meet-winners/>

Developing ideas – the use of aluminium at Jaguar Landrover

<https://learningaluminium.co.uk/about/film-hub/working-aluminium-technical-specialist-jaguar-land-rover/>