SCHOOLS INNOVATION
CHALLENGE PRIZE
2019

QUEEN
ELIZABETH
OLYMPIC PARK

STORE OF THE FUTURE

CHALLENGE PACK: KEY STAGES TWO AND THREE

ual: london college of fashion

FASHION DISTRICT

UNIBAIL-RODAMCO-WESTFIELD

LCF x Microsoft partnership © VocalNYC

ABOUT

Supported by the London Legacy Development Corporation (LLDC), London College of Fashion, UAL has partnered with the Fashion District for the second annual East Education Schools Challenge, themed around 'A Store of the Future', with prizes sponsored by Unibail-Rodamco-Westfield.

The aim of the challenge is to introduce students to new concepts, think creatively, work as a team and build digital and problem-solving skills. This year's theme invites students to explore how new technologies are changing the way people shop, and challenges them to use their imagination to invent their own concept for a store of the future.

The challenge is open to Key Stage Two and Key Stage Three students in schools across the boroughs of Barking and Dagenham, Hackney, Haringey, Newham, Redbridge, Tower Hamlets, and Waltham Forest. It has been developed with a focus on Art and Design, Design Technology and Computing subjects, with a relevance to English, Maths and Drama for those wishing to take a cross-curricula approach.

CONTENTS

THE CHALLENGE

Students will be challenged to consider how technology has the power to make fantasy a reality, and asked to design a vision for their own 'store of the future', considering both the design of the space and the technology used within it.

Perhaps it could be a dream space, that fulfils a fantasy of what a shop could be like in the future? Or a store that addresses a retail issue, or something they feel is lacking in the shops they frequent today?

We encourage your students to think as freely and as imaginatively as possible, considering what experiences and services their shop could offer, through an imaginary technology, which would entice and delight customers of the future – we hope their submissions will truly be out of this world!

What makes their dream store amazing? What happens there? Perhaps it isn't a place just for buying things – so what else can you do in the space?

PROJECT PLANNING

The workshops in this pack have been created to support teachers in delivering the project in the classroom. Whilst it is at the discretion of the teacher/school, to implement the challenge we would recommend that is run within a weekly art, design or tech class, as a cross-curricula topic for a class group or as an After-School Club group project.

They are intended to take teachers and students on a journey through the key stages of working on the challenge. Each session is accompanied by a downloadable powerpoint, with examples that highlight each topic in real world scenarios.

☐ Please use and edit these outlines according to the time available and the learning needs of the class

☐ Whilst the activities are suitable for all, there are extensions to each activity to challenge more advanced learners and Key Stage Three students

☐ We suggest that these workshops are run across a double lesson or two single lessons, but further time may be required to complete the set tasks

☐ These workshops are optional - you can use none, some or all of them depending on your requirements and subject specialism

SUBMISSION INFORMATION

We will be asking students to submit a design for a futuristic retail space that includes something technology-related. Entries must include visual and written elements, up to a maximum of five pieces of work:

At least one each of the following:

☐ Design sheet showing the final visualisation of the store and the technology

☐ Written description (up to 300 words) of the technology promoting its benefits to the consumer and the store

And up to three further piece of supporting work, which could include:

☐ Design sheets showing sketches, moodboard, collages, photos of 3D models

☐ A film (made on a camera or smartphone)

☐ Images made in graphic design software packages (eg SketchUp, PhotoShop)

Each entry should be comprised of groups of up to six students (four would be optimum). Each school may submit up to five entries in total. We would advise teachers to allow time for internal selection if you have a large number of students working on this challenge.

TO CREATE ONE'S OWN WORLD TAKES COURAGE

Georgia O'Keeffe

Register for the challenge online at: https://www.fashion-district.co.uk/ 2019/02/26/schoolschallenge19

Submit your entry via email to: hello@fashion-district.co.uk

Image: Spotlight is a creative space designed to inspire successful young futures in Poplar © Poplar Harca

FINALS AND PRIZES

Entries will be accepted and judged in two categories:

• Primary schools, Key Stage 2
• Secondary schools, Key Stage 3

Shortlisted groups will be invited to present their design ideas to an expert panel, at an event in July. Details will be sent out closer to the time. Each group should include the students from the shortlisted group and a teacher to support them.

Students will be asked to pitch their idea and be prepared to talk through how it works and answer questions from the panel about their design. Some form of visual presentation support (e.g. powerpoint) is advised, but more innovative ways of presenting are also welcome!

There will be cash prizes for the winning schools to be spent on the schools creative curriculum, sponsored by Unibail-Rodamco-Westfield: £1500 for a winning group from each key stage, and £500 for four highly commended groups.

KEY DATES 2019

6 MARCH	Teachers launch event, 5.00 – 7.00 pm
	Challenge opens for registration and resources available for download
26 FEB – 05 APRIL	Planning and prep in schools before Easter holidays *(Schools may choose to start the project before the summer term)*
20 MARCH	Taster Sessions featuring the Digital Learning Lab at LCF's 'Fashion Means Business' in Spitalfields, where your students can test out some of the latest immersive fashion and retail technology
30 APRIL	Registration Deadline
APRIL- JUNE	Planning, preparing and working on the project in school Internal selection, prepare for submission
17 JUNE	Deadline for online submissions
MID JULY, DATE TBA	**Pitch Presentations at the Celebration Event**

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BEFORE YOU GET STARTED...

ACTIVITY

Before starting the challenge, ask your students to do some research, or set a homework task:

Talk to your friends or family about their favourite shop, store or places they go shopping either from when they were younger, or now. This could be any store - from a charity shop, the market, a store on their local high street or in a shopping centre, or a store they visited in another city or country

What do they love about that place? Why is it special? What makes it memorable? Is there anything they didn't like about it or found annoying?

What technology could they think of that was in the store? What did they use it for?

Can they remember the people who worked there?

Is it a new shop, or one from a long time ago? Has it changed over the years? Is it still there?

Collect this information - this is your **research**. Drawing your thoughts, taking or collecting photos, and recording or writing things that people say are all called research methods. This information gathering will help you start thinking about what gives a store appeal to its customers.

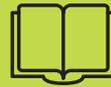## DRAWING IS SIMPLY A LINE GOING FOR A WALK

Paul Klee

Make a sketch of the shop they have described to you, write down some key things they have told you

Next time you go to a shop look around... see what is on offer... does the shop make you want to stay?

Does it make you want to buy something, or just visit? Did you have to ask the sales assistant for help or was there helpful in-store technology? Does the shop just make you want you to tell all your friends about it? Did you find anything irritating when you were in the store? Could you find what you were looking for?

Collect your thoughts and ideas on paper or even better in a notebook so you can remember them when you start the challenge.

WHAT YOU WILL NEED

Across these workshops, teachers and students will need the following equipment and materials:

Essential
☐ Computer and projector / screen to show powerpoints
☐ Paper - A3 if possible
☐ Pens / pencils / drawing tools
☐ Rulers

Desirable
☐ Collage materials – magazines, decorative / coloured papers and fabrics, string, glue, scissors, tape
☐ Modelling – shoeboxes, 'junk' eg lolly sticks, cardboard, plastic
☐ Sketchbooks to keep ideas and notes in one place

SESSION 1

AIMS AND OBJECTIVES

Introducing the project and what students will be doing

Using your imagination

Some quick drawing and thinking tasks

Talking about different aspects of a shop

POWERPOINT 1: INTRO TO 'LET'S DRAW'

The presentation will show some drawing techniques to get you started.

ACTIVITY 1

Now take a pen or pencil and draw, let's doodle...

Teachers: set a theme as a loose guide, eg our planet, somewhere they would love to visit, something from nature...

Think about the chosen theme, what makes it amazing?

Put that pencil or pen on to the paper... let your thoughts spring to mind and let them run free... let the pen or pencil take you for a walk across the page while your ideas sprout... it can look any way you like, there isn't a right or wrong answer, just draw whatever comes into your mind!

Extension: Ask students to annotate their drawings

ACTIVITY 2

"Now everyone, cover your eyes" (wait a minute) Imagine you can travel in time. You have travelled into the future. Now you have entered a shop, your dream shop. This is the best shop you have ever been in.

What can you see? What would you like to buy? Imagine you're walking round looking at everything there is...

Class discussion:
Share your ideas with the class

ACTIVITY 3

Using a new piece of paper. Now think about your dream future shop...

What does it smell like, look like, what's inside?

What can you do there? It can be a shop that sells something (eg products or clothes), where you have an experience (eg laser tag) or a service (eg hairdresser)

Are there any sales assistants to help you? Or is there robots or technology instead?

What about the shapes and colours in inside your shop? What do the doors and windows look like? Is there anything special or amazing about the space?

Draw everything and anything that you can remember

Does your shop have a name?

Extension: Does your shop have a logo or a slogan? Can you describe the customer's experience when they are there? Can you sketch some details from within the store?

SESSION 2:
DESIGNING SPACES

AIMS AND OBJECTIVES

Basic understanding of how stores and spaces are designed

Introduction to methods and materials

Thinking about special features for your shop

POWERPOINT 1: INTRO TO METHODS AND MATERIALS

The presentation will show how different buildings, including stores, have been designed, and how architects and designers have created spaces fit for specific purposes

ACTIVITY 1 (REFLECTIVE)

Look over your collection of drawings and take some time to think about which bits you like or don't like...

What does your store still need?

Is everything the right size? Could some things be bigger or smaller?

What makes it special for you? What happens in your store that makes it unlike any other? Add colour or more detail to the drawing.

Are there parts you aren't happy with? Cut the best bits from your drawing and stick them on a new piece of paper to edit your picture

Extension: What would you like to improve or adapt and why? Add detail and notes to your image.

ACTIVITY 2

Make a new drawing or design for a special feature that your shop has.

It could be the things for sale, something that makes shopping easier or more fun, how you move round the shop or just what it looks / feels / sounds like inside

Why would a person come into your store?

How would a person in the future feel after visiting your shop?

What words would they use to describe it? Think of three and write / draw them with your images.

Extension: Make a single point perspective drawing of the layout of your store. In small groups, peer assess your drawings.

Teacher: store the drawings somewhere safe for the next sessions...

THE SUN DOES NOT REALISE HOW WONDERFUL IT IS UNTIL AFTER A ROOM IS MADE

Louis Kahn

SESSION 3:
INTRODUCTION TO RETAIL TECHNOLOGY

AIMS AND OBJECTIVES

Introducing how technology solves problems

Learning how technology is currently used in retail

Understanding that there are retail stages:
How does stuff get to store? What makes people want to walk in? What makes it fun while they're there? How do you make the right choice when buying something?

POWERPOINT 3: TECHNOLOGY, WHAT IS IT GOOD FOR?

The presentation will take you through a brief intro to technology, leading in to Activity 1.

After Activity 1: The powerpoint will now take you through a short film about retail technology with case studies and examples of imaginative and unexpected futuristic tech that already exists.

ACTIVITY 1

Technology is used to entertain, solve problems, make life easier... Work in small groups and talk about where you see technology around you at home, school or out and about.

Teachers - some examples to get started: smartphone apps, smart technology like Siri or Alexa, the supermarket self-service checkout...

In your group choose one thing from your discussion and break it down.

Teacher - use Uber as an example for the discussion: it's an app, cab drivers and cab users sign up, and when a user needs a cab they tell the app where they want to go, it sends a call out to cabs driving nearby (using GPS, which identifies where you are at that moment), and a driver takes the booking and comes to collect you. Afterwards you can tell the app what you thought of the driver, by giving them stars, which makes drivers want to offer a good service.

What is your chosen technology? What does it do?

Does it solve a problem or make something easier?

Does it entertain you? How does it do that?

What does it look like? What do you need to make it work? What do you love about it?

ACTIVITY 2

You are now an inventor – can you dream up some technology that goes in your store?

What does it do? What does it look like? What does the customer have to do to use it?

Draw it – as you are an inventor, can you draw it as a diagram?

DESIGN IS WHERE SCIENCE AND ART BREAK EVEN
Mieke Gerritzen

SESSION 4:
GENERATING AMAZING IDEAS

AIMS AND OBJECTIVES

Testing out 'brainstorming'– no idea is a bad idea

The Design Team: starting to work in your groups

Introducing pitching techniques

POWERPOINT 4: WORKING TOGETHER

The presentation will take you through a basic code of conduct for working together, techniques for coming up with and refining ideas, and how to do a quick pitch of your idea

ACTIVITY 1

Get into groups of up to six students (four would be optimum), this will be your group until the end of the project

Choose a name for your design team (**Teacher:** choose a theme - superheroes, animals, explorers, pioneers etc. to keep it simple)

In your groups, take time to discuss each person's ideas for a few minutes

You can now choose one person's idea to work on together, or incorporate elements from more than one idea to make a brilliant combination.

Brainstorm:

What is inside? What happens there? What do people do when they are there?

What do you NOT want to be there or happen?

What does the space look and feel like?

What are you selling or what service are you offering?

Write or draw a list of all the things you need or want to happen there... remember you are in the future so anything is possible, the more inventive the better!

NOW:

Choose one or two speakers from your group: they have 4 mins to describe your shop in detail to the rest of the class and say why it's amazing

Q&A – class can ask questions and feedback (managed by teacher): what works, what do they like, what could be better – groups to take notes for next time

By now you should have some great ideas on paper from previous classes.

Recap – so far you should have:

☐ Your first sketch of your dream futuristic shop

☐ A drawing of a special feature or detail from your futuristic shop

☐ A diagram or drawing of technology that you invented

SESSION 5: REFINING YOUR IDEA — WHAT'S HOT AND WHAT'S NOT?

AIMS AND OBJECTIVES

Working together as a design team, assigning roles and responsibilities

Reviewing each others work within the team

POWERPOINT 5: WHAT MAKES A SHOP A SHOP?

The presentation will take you through some examples of interesting store interiors, looking at how the spaces are laid out and what features make them unique

The group will need to collect all the drawings and ideas as well as the feedback from the class presentations and find a table to work on. Now is the time to think, reflect and arrange...

ACTIVITY 1

Take a piece of paper and divide it into 3 sections. In each one, put one of these headings:

Space – what does it look like and what happens there?

Products (e.g. shoes) or experience (e.g. Laser tag) or service (e.g. hairdresser)

Tech – what does it do?

Now you are starting to create a concept! These are the three main components of your 'store of the future' and will help structure your final design and your written piece.

ACTIVITY 2

Group reflection: answer these questions together on a new piece of paper

Which bits are the best? What will we use?

What will we take out?

What looks simply amazing?

What does the technology part do? How does is work?

What will we need to invent?

What do we need to think about in more detail for next time?

Assign tasks to each of the group– drawing, writing, researching, thinking – make sure everyone in the team has a role.

Work on your individual tasks and share your work with the group towards the end of class – perhaps there is more to do before next time? Agree between you what needs doing.

LOGIC WILL GET YOU FROM A TO B. IMAGINATION WILL TAKE YOU ANYWHERE

Albert Einstein

SESSION 6:
DEVELOPING YOUR DESIGN

AIMS AND OBJECTIVES

How various artists and designers have created spaces

How to think BIG!

Finding the right words to describe your concept

These methods and ideas should help you think big and encourage you to push your ideas off the grid into a place were people will say "Wow that's amazing" or "I have never seen that before"

POWERPOINT 6: CREATING WONDERFUL SPACES AND PLACES

The presentation will show the process different artists and designers use to create a design for a space, and explains the journey a designer goes through to develop their best ideas

Artists, designers, engineers and scientists all have something in common...

Learning takes time. it is a process that is like a long walk - you don't know exactly where it will lead you. You might get lost and then you will find something that is very important to you which leads you somewhere even better. Along the way you can and should make mistakes!

Along the way you will need to use the three C's: Contemplation, Concentration and Conversations.

ACTIVITY 1

Developing your idea together – now is a good time to look at your all your drawings to contemplate what you have done so far, concentrate on what works best and what doesn't, and have a conversation about your ideas, and come up with a name for your shop if you haven't already.

Discuss how your technology fits into the store design – where does it go, when does it get used, what does it look like?

Extension: Discuss the customer journey through the store and the kind of experience you want them to have, think about the logo or branding and the store front – what draws a person in?

ACTIVITY 2

In your groups, you will be thinking of descriptive ways to write about your futuristic shop, and using collage or mixed media to present your ideas on paper.

Divide your group in two and work out who will do the writing activity, and who will work on the design...

Writing: You can either create a list of descriptive words about your shop, write a short story or newspaper article about why someone has would come to your store, or perhaps a postcard to a friend describing your experience at the store.

Design: Make your idea visual, perhaps by mixing all your drawings with cut-out pictures from magazines, or using different textured papers and materials to show the colour and style of the shop.

Extension: Put together a colour palette for your store, and design your store logo

It is important to be brave, be courageous and try not to judge each other. Be be open to possibilities - think BIG! The sky is the limit!

SESSION 7:
IDEAS TAKING SHAPE

You will need some time to go through all your work in your group, read through your written work so far, to remind yourself of your original ideas and think about what can you add or subtract...

ACTIVITY 1

Now you have seen there are various methods and techniques you can use – what would you like to choose?

Design sheets on paper – drawings and diagrams

A film

Mixed media – collage, newspapers, magazines, papers and fabrics, even junk modelling - or a mixture of them all

3D model

If you have come up with a brand new idea just run it past the teacher first

Your job now is to work in your groups to create your final entry – review the different roles assigned to each person in the group (who is doing the: writing, drawing, collecting collage images, inventing and researching?) and assign tasks to each person in the group so you can all work on the final design and written piece of work.

Teacher: set a timeframe for this depending on the time available before submission deadline.

Extension: Incorporate your colour palette and branding into your design, and either design some advertising or an idea for an online presence (website or app) for your store.

Submission checklist

Entries must include visual and written elements

Any combination of the following, (maximum of 4)

☐ Design sheets showing the final visualisation of the store and the technology

☐ Design sheets showing a moodboard, sketches, collages, photos of 3D models

☐ A film (made on a camera or smartphone)

☐ Images made in graphic design packages

AND

☐ A written description (up to 300 words) of the technology promoting its benefits to the consumer and the store

SESSION 8:
PRESENTATION SKILLS

AIMS AND OBJECTIVES

Learning how to create a great pitch

Refining your design concept into key points

Practising the presentation

POWERPOINT 8: PITCHING YOUR IDEA

The presentation will talk through how to collate your ideas for presentation, including tips for how (and how not!) to pitch your ideas

This bit takes time and presentation is all about one word "display". It might feel like you are using another part of your brain. Just like using glue and scissors to create a collage, where your eyes look for the right spot to put things. Think about the various elements of your design and arrange and decide what sounds the best!

Your pitch should last for around 3 minutes, so only include essential information. The people listening can ask questions if they want to know more.
Use the following tips and the worksheet that follows to develop a presentation with your team...

ACTIVITY 1

In your groups, work out:

Who is going to speak

What materials you want to show

What will your presentation style be?

Use the worksheet to jot down some key points to keep you on track for your presentation

Teachers – if possible, can the groups have more space to practice in?

ACTIVITY 2

Practise your presentation – remember to be kind - and give helpful feedback to your presenter and help them get the details just right... refine the content and do it again. Practice makes perfect!

Teachers – perhaps the groups could present at an assembly to practice?

TOP TIPS

Rushing and presenting are not friends - in fact they are arch enemies. So, try to take your time...

To present we need to step back a bit and think about what other people need to see and hear to understand what your concept is about.

Think about ways you can make your pitch stand out from everyone else's – what can you say or do to help others understand your ideas really well?

Keep it simple: don't try anything too complicated in case it goes wrong or takes up too much time

Practice makes perfect: test your pitch out on people who don't know much about your idea to see what they think

Good luck and a huge thank you for taking part from all of us at London College of Fashion, UAL and Fashion District. We hope that you enjoyed this project!

PITCHING WORKSHEET

WHO ARE YOU?	
What is your team name?	
WHAT'S YOUR IDEA?	
What is your idea?	
Explain the store you have designed.	
What happens there?	
What's special about your shop?	
WHAT'S YOUR TECHNOLOGY?	
Describe the technology in your store, what does it do?	
How does it work?	
WHO'S YOUR CUSTOMER?	
Who will go to your shop? Who is it for?	
Why will they like being there?	
ARE YOU A FRIEND TO THE ENVIRONMENT?	
How/where are your products made?	
Is your store environmentally friendly?	
CLOSE	
Remember to close your pitch with something that will make the audience remember your idea.	

ADDITIONAL BACKGROUND INFORMATION

London College of Fashion, UAL
Shaping Lives Through Fashion
London College of Fashion, UAL is a world leader in fashion design, media and business education. In boundary-pushing research where fashion intersects with science, engineering, and technology, and in enterprise, where it partners with top brands and helps launch new businesses. It has been nurturing creative talent for over a century, offering courses in all things fashion. Across every subject, it encourages students to examine the past and challenge the present. To have inventive, assertive ideas that challenge social and political agendas. It gives them the skills, opportunities – and above all, the freedom – to put those ideas into practice.

East Bank
East Bank is a new £1.1 billion powerhouse of culture, education, innovation and growth being built on Queen Elizabeth Olympic Park in Stratford, east London. East Bank will be spread across three sites – UCL East (UCL's new campus), Stratford Waterfront (BBC, the V&A including a partnership with the Smithsonian Institution, Sadler's Wells and UAL's London College of Fashion) and Here East (the V&A's new Collection and Research Centre, and an existing space for UCL).

East Education
A new kind of partnership, committed to using the combined energy of the creative, high-tech, and knowledge driven organisations moving onto Queen Elizabeth Olympic Park to open-up new opportunities for young people across East London. East Education will work with local partners, families and young people to help make East London a fantastic, creative place to grow-up and start a career.

Fashion District
The Fashion District brings together fashion, technology, business and education to meet, compete, collaborate and innovate - nurturing talent, generating new jobs and developing new products. It seeks to make London the global capital of fashion technology, and drive economic and social transformation in north-east London.

London Legacy Development Corporation
LLDC was created in 2012 by the Mayor of London to manage Queen Elizabeth Olympic Park and its venues, and to drive regeneration in east London. LLDC is the local planning authority for the Park and surrounding area including Hackney Wick, Fish Island, Bromley-by-Bow, Sugar House Lane, Carpenters Estate and Westfield Stratford City. It is working with a wide range of local organisations to provide homes, jobs and an unrivalled education offering in the area.

Unibail-Rodamco-Westfield
Supporting children's health and education, regeneration, and the creation of local jobs and are the focal points of Unbail-Rodamco-Westfield's community efforts when delivering its retail regeneration project in the heart of east London in Stratford. Westfield Stratford City was the first piece of the Olympic legacy and will continue to play an important regeneration role as the area continues to be transformed with the reopening of Queen Elizabeth Olympic Park.

Consultation
Throughout November and December 2018, London College of Fashion, UAL, consulted with teachers from primary and secondary schools across East London to: discuss the format and content of the challenge. and how it could be shaped to make it as relevant and accessible as possible for teachers and their students. We welcome feedback throughout the challenge to inform next year's challenge design.