Project 42
Report – Volume 2

Royal College of Art
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Contents

Executive Summary

This is the second volume of Project 42's Report, which details the set--up, content, outputs and outcomes of Project 42's second prototype – a Summer Camp held in West London in July of 2014.

The first volume outlines out theoretical foundation, as well as the early prototypes of our proprietary pedagogical system.

Our summer camp took place in Burlington Danes Achademy in Shepherd's Bush between the 28th of July and the 1st of July. In total, we have X children, aged from 8-12 yrs. X were from Mulgrave Primary school in XX, and the others were drawn from private sign-ups. Some of the children were recommended as those likely to benefit from our 'learning confidence' approach - free-thinkers who might not be performing so well in their regular schooling.

Delivering the camp were the four of us - Ed, Holly, Lynn and Niall from the RCA - along with Moa Dickmarck, an architect who has experience teaching children through design, and Martina Heuberger, a primary-school teacher based in London. In addition, the children coming from Greenwich were accompanied by two of their teachers who were there for observation.

Over the course of the week we took the children through a basic syllabus based around learning confidence, which included games, exercises, lectures and an individual weeklong project completed by each child. These individual projects were under the broad theme 'the Future of London' and within that there were three sub-themes - Future Fashion, Future Transport and Future Habitat. For each of the areas we had a prescribed expert who set the briefs and came in to judge the children's work at the end of the week.

Finally we would like to thank all the collaborators for making Project 42 possible:

Mulgrave Primary School for shared vision and passion in childhood development,

Burlington Danes Academy for making their facilities available to us,

Martina Heuberger for her academic stewardship,

Moa Dickmark for her creative inputs,

David Baker, Pablo, Angela Gibbs, and Abigail Johns for their expert advice and guidance,

The many parents and guardians who have embraced our approach and provided invaluable feedback,

And finally, our tutors at the RCA for their unwavering support and encouragement.

The project team is currently working on the next iteration of Project 42 with the aim of making a greater impact to our community. If you have any questions or suggestions for us, please do not hesitate to write to us at hello@bigthinking.co

The future inspires us, and we seek to inspire.

Ed, Holly, Lynn and Niall

SETUP
Project 42 delivery

Setup
What we delivered

xxx

xxx

Setup
Expert Briefing

Briefs for our 3 experts

We employed experts in our three themes; Fashion, Transport and Habitat, to come in on the first day of camp and set the briefs for the children to work on throughout the week.

PROJECT 42

INTRODUCE YOUR AREA

Introduce the theme to the children, be it Fashion, Habitat, Transport, or Food. Make this as simple and inspirational as possible – use images (print outs would be great, and/or a presentation that we can project). Perhaps focus on 3-5 key things to know about in this area, and express why you've chosen to be an expert in the area.

LONDON 2050 – WHAT PROBLEMS MIGHT WE BE FACING WITHIN YOUR AREA IN THE FUTURE?

Introduce some of the key issues and problems that you see facing us in the future. These could be emergent trends and things you've noticed in your own practice, or things that are in the media.

SET THE BRIEF

Set the children a brief. This needs to be specific to your subject area, and can be set around a particular problem. But remember, it does need to be open enough for the kids to bring their ownvquestions to it. As you can see on the Project 42 website, this programme is about the children bringing in their own interests and being able to form their own questions – this needs to feel different from school where they are given a specific task or a problem that is already completely formulated.

Suggestions on brief structure

- Background/Current Situation – linked to what you introduced
- Problem (or problems) – keep it open as above
- Research activities – what should they look at in order to inform the problem and help create ideas?
- Audience – who is this for?
- Project Goals – what do you want to achieve?
- Potential expected outputs (just suggestions)

NOTE

This is free and flexible to introduce as you would like, but we suggest including an exercise to get them excited and thinking: Eg. 'close your eyes and imagine' / shout out your thoughts and we'll record them on post-its / etc…

The focus is to share your passion and energy on the topic with the children. Use videos, games and interactions to get them going!

ALSO

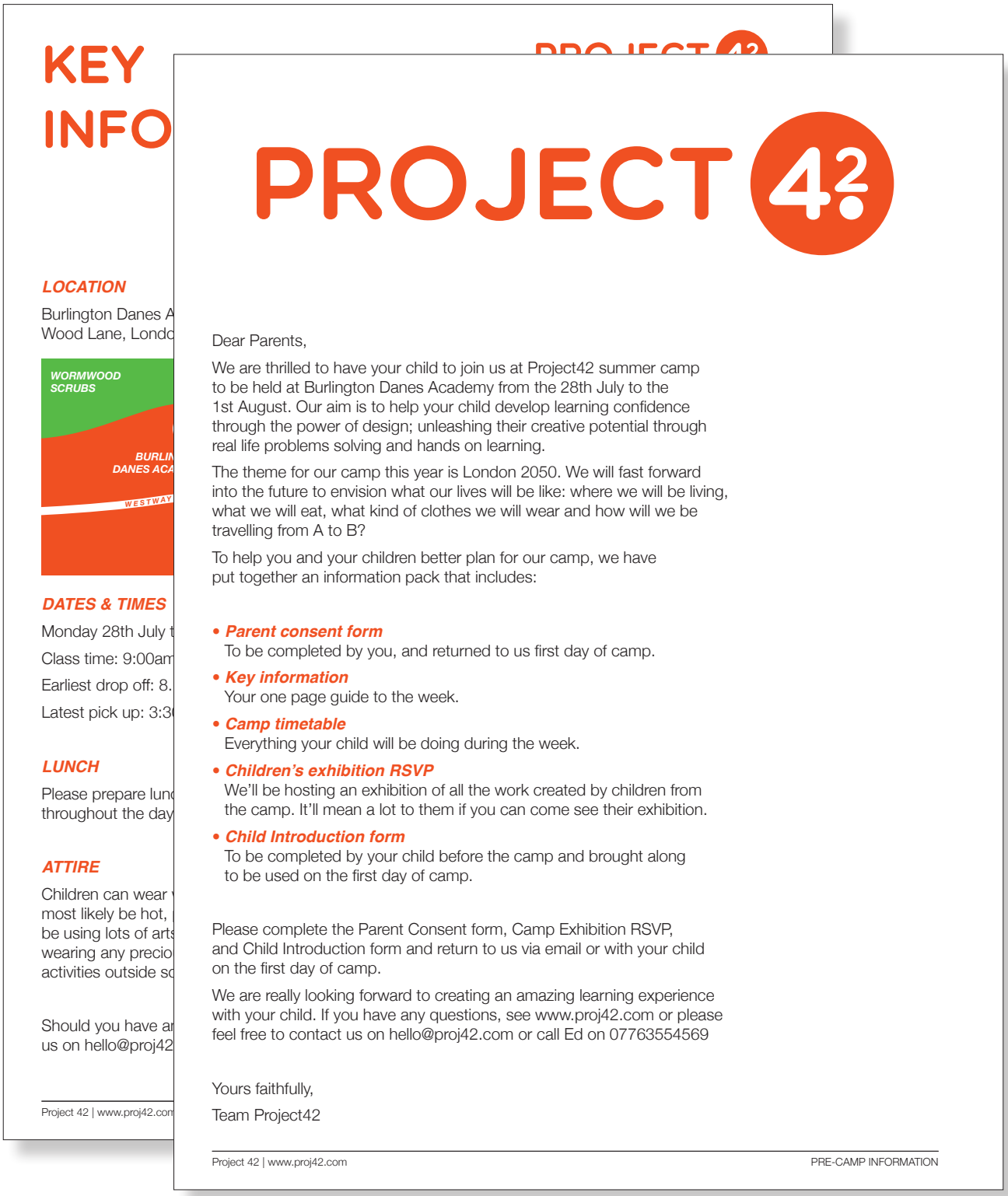
We would be very grateful if you can pull together and lend us any resources/materials for the kids to use as research and inspiration throughout the week. This could be a few books, magazines, web-links, pictures, specific materials.

Project 42 | www.proj42.com EXPERT BRIEFING FRAMEWORK

Setup
Information for Parents

Information, consent forms and RSVPs

Fully aware that parents were putting their kids in our care for a week, we sent out an information pack a week before the camp started for the parents to digest and respond to. This included a welcome letter, a key information sheet, a parent consent form, a camp timetable, an exhibition RSVP and a child introduction form.



KEY
INFO

LOCATION

Burlington Danes A
Wood Lane, Londo

WORMWOOD SCRUBS

BURLI
DANES ACA

WESTWAY

DATES & TIMES

Monday 28th July t
Class time: 9:00am
Earliest drop off: 8.
Latest pick up: 3:3

LUNCH

Please prepare lun
throughout the day

ATTIRE

Children can wear
most likely be hot,
be using lots of arts
wearing any precio
activities outside sc

Should you have ar
us on hello@proj42

Project 42 | www.proj42.com

PROJECT 42

Dear Parents,

We are thrilled to have your child to join us at Project42 summer camp to be held at Burlington Danes Academy from the 28th July to the 1st August. Our aim is to help your child develop learning confidence through the power of design; unleashing their creative potential through real life problems solving and hands on learning.

The theme for our camp this year is London 2050. We will fast forward into the future to envision what our lives will be like: where we will be living, what we will eat, what kind of clothes we will wear and how will we be travelling from A to B?

To help you and your children better plan for our camp, we have put together an information pack that includes:

- ***Parent consent form***
  To be completed by you, and returned to us first day of camp.
- ***Key information***
  Your one page guide to the week.
- ***Camp timetable***
  Everything your child will be doing during the week.
- ***Children's exhibition RSVP***
  We'll be hosting an exhibition of all the work created by children from the camp. It'll mean a lot to them if you can come see their exhibition.
- ***Child Introduction form***
  To be completed by your child before the camp and brought along to be used on the first day of camp.

Please complete the Parent Consent form, Camp Exhibition RSVP, and Child Introduction form and return to us via email or with your child on the first day of camp.

We are really looking forward to creating an amazing learning experience with your child. If you have any questions, see www.proj42.com or please feel free to contact us on hello@proj42.com or call Ed on 07763554569

Yours faithfully,

Team Project42

Project 42 | www.proj42.com PRE-CAMP INFORMATION

Setup
Pre-camp Questionnaire

Questionnaire for Kids

It was important for us to know the type of children who were attending; their interests and passions as well as their needs. Not only did the mean we could cater better for them upon arrival and throughout the week, but it gave us some baseline data to measure against after the camp had finished.

INTRODUCE YOURSELF...

PROJECT 42

NAME & AGE

WHAT THINGS DO YOU LOVE, AND WHY?
What are you most passionate about?
e.g. animals, sports, food, art, etc.

WHAT ARE YOUR SPECIAL SKILLS?
What are your talents? What are you good at?
eg. swimming, drawing, acting, etc.

WHAT ARE YOU MOST I'M INTERESTED IN?
What catches your attention? What do you like talking about? What do you like reading about?
e.g. people, materials, other countries, etc.

WHAT THINGS DO YOU HATE?
What things really annoy you? What makes you sad? e.g. people shouting, animals dying, etc.

WHO ARE YOUR HEROS, AND WHY?

WHAT DO YOU WANT BE WHEN YOU'RE OLDER? AND WHY?
What skills do you think you need for that?

******** THANK YOU FOR FILLING ME OUT! ********

Project 42 | www.proj42.com CHILDREN PRE-CAMP FORM

Setup
Daily Plan

Timetable

We had carefully designed the activities in our previous co-creation workshops with teachers and other experts. We dissemenated these timetables to parents in the informtation pack a week before the camp, but we also had a simpliefied version printed large on the wall as our research had told us that children need to have an idea of what the day will entail, without being overwhelmed with information.

PLAN FOR THE WEEK

PROJECT 42

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:30am	CHECK IN	CHECK IN	CHECK IN	CHECK IN	CHECK IN
9:45am	KIDS INTRO GAMES Check in, share interests, paper game, morphing game	INSPIRATION Learn from mistakes, outrageous questions and pivotal failures	DESIGN WORKSHOPS Drawing – your ideas Animation – storyboard Modeling – making	EMPATHY STORIES An empathy workshop introducing designing for other people	DESIGN & MAKE Continue designing, personal check-ins with designers
11am	CAMP INTRO What we'll be doing and why, create rules, introduce walls	BREAK OUT Share your current questions, ideas and mistakes	DESIGN & MAKE Choose your preferred design methods and start designing	DESIGN & MAKE Continue designing, personal check-ins with designers	FINALISE DESIGNS Chance for final input from designers
11:30am	B G	R A	E M	A E	K & S
12pm	THEME INTRO The 3 themes will be presented by experts, select your theme	DESIGN INTRO Learn the process of designers	DESIGN & MAKE Continue designing, personal check-ins with designers	DESIGN & MAKE Continue designing, personal check-ins with designers	FINALISE DESIGNS Finish your ideas and decide how to show them
1pm	L G	U A	N M	C E	H & S
2pm	THEME Q&A Group into themes, ask experts questions	GROUP & IDEATE Get together in your theme groups and start question and ideate	DESIGN & MAKE Continue designing, personal check-ins with designers	DESIGN & MAKE Continue designing, personal check-ins with designers	SHOW PRACTICE Practice how you're going to show your ideas to the experts
2:30pm	LEARNING LOG Fill out logs and use stickers to plan tomorrow	IDEA FOCUS Choose the idea you want to work on	SHOW & TELL Show your ideas to your group	SHOW & TELL Show your ideas to the whole group	EXHIBITION! Present to the expert panel, your parents and your friends!
2:55pm	CHECK OUT	CHECK OUT	CHECK OUT	CHECK OUT	CHECK OUT
3pm	F	I	N	I	S H

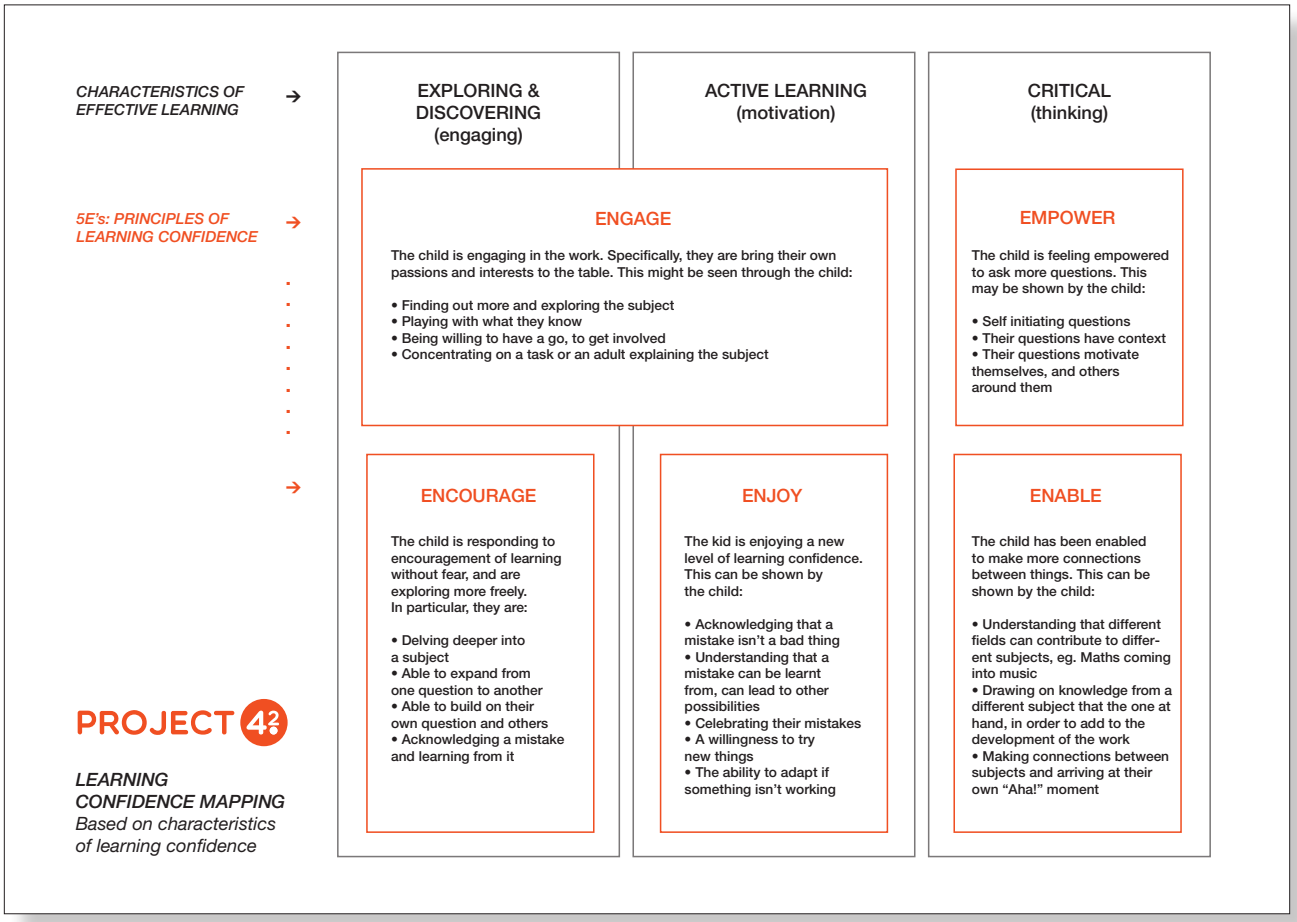
Setup
Learning Outcomes

The five E's – Engage, Empower, Encourage, Enjoy, Enable

Throughout our research we had developed five principles of 'Fearless Learning' that in turn we realised would be the 'behaviours' that we wanted to instill in the kids that attended Project 42. Fearless Learning is pedagogical system specifically designed to help creative learners develop long-term learning confidence. Here are the principles of Fearless Learning:

1) Engage them through their passion
2) Engage them through their passion and interests
2) Empower them to ask their own questions
3) Encourage them to explore without fear
4) Enable them to make connections
5) Enjoy a new level of learning confidence

We setup an Evernote account with these tags built in, so that we could write notes and take pictures of the children developing these '5 E's' in order to evidence their progress and the success of Project 42.



Setup
Learning Logs

Timetable

We designed ‘Learning Logs’ for each child, essentially daily diaries that they could fill out in order for them to record their learnings from each day.

Setup
The three Walls

Epic Mistakes, Wicked Questions andAwesome Ideas

It was important in the camp to have an space where the children could openly share their ideas, questions and mistakes. We created three large walls for this, and encouraged the kids each time they either had a question, idea or importantly made a mistake they could learn from, to write it up and publish it publically on the wall.

CONTENT
Project 42 material

Content
Expert Presentations

Briefing from the experts

The experts in our three thematic areas came in on day one and briefed the children on the different challenges. The kids were then allowed to choose which project they wanted to work on for the rest of the week; Fashion, Transport or Habitat.

Transport – Craig Tomkins

The brief from Craig was as follows:

Imagine your new school is on the otherside of London, design a mode of transport that enables you to get to school.

See further details of the brief below, and to see Craig's full presentation, see appendix X.

Transport 42

Imagine your new school is on the otherside of London, design a mode of transport than enables you to get to school.

It can't pollute the city.
It needs to fit in with a huge population.
It needs to be fun to travel.

Will you use your legs or arms to power you, or use power from electricity or even your pet dog?

Will you be travelling on your own, or will all your friends be with you in the same vehicle?

And remember, it needs to be really fast!

Imagine your best friend lives in China, design a mode of transport that enables you to visit them from here in London.

Will your vehicle travel in the air, along the ground or through water?

What will power your vehicle? Think about power sources like solar, hydrogen or even ion thrusters (new types of rocket boosters), but also what about simple energy like magnets or slingshots?

But remember, it should be an easy trip to take, not a long annoying journey. As fast as the internet!

Want to be extra awesome?

See if you can make your transport solutions work together, to make future journeys really easy.

How to show your ideas

Everyone loves to see a drawing, so I want to see lots but also see if you can make it! Paper and card models are great and maybe use plastic bottles that would be put in the bin.

All great transport systems have their own maps, so it would be incredible if you can draw a map to explain your idea!

Good luck! I'm excited to see your ideas!

Fashion – Naoise Farrell

The brief from Naoise was as follows:

Create a fashion show for the year 2050

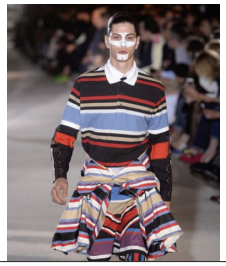
See further details of the brief below, and to see Naoise's full presentation, see appendix X.

Brief

- Create a fashion show for the year 2050
- This can be done through drawing, collecting, collage, reusing, video, and story telling.

Trends now

Because we have created so many trends already, the trend now is just a combination of before.



How can we reuse clothes we don't need anymore?

Jacket and shirt made into a bag

Lots of ties made into a dress

Habitat – Moa Dickmark

The brief from Moa was as follows:

Create solutions for the home of the future: (1) Define needs and (1) think big by building small.

See further details of the brief below, and to see Moa's full presentation, see appendix X.

TASK

- develop a home for 2 adults and 2 children in the space of 2-3 containers
- outside green area
- come up with new smart solutions for charing and using spaces with neighbours

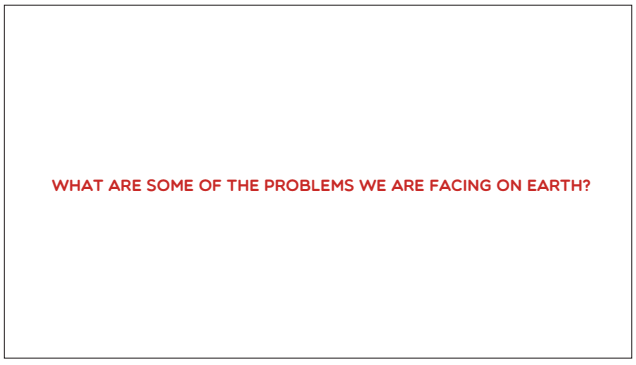
RESEARCH

- small spaces
- youtube videos
- materials
- folding, bending
- flexible solutions
- light and dark
- origami
- openings and closings
- houseboats
- boats
- shipping container homes
- small living
- space ships
- futuristic homes
- sci-fi homes
- trailers
- refugee camps
- dogville

Content
Project 42 Presentations

Introduction to Project 42

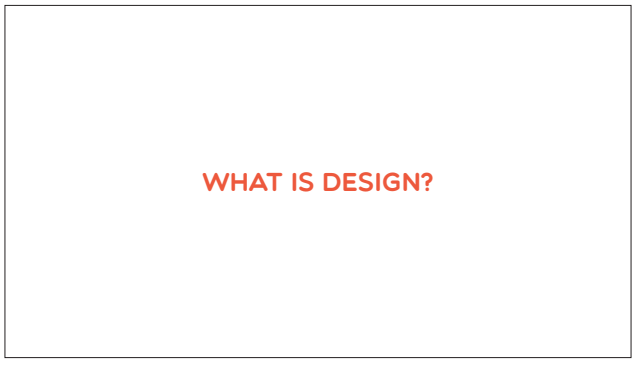
Our introduction presentation to the kids included an explaination of why they were here, who we were, and what we were going to be doing during the camp. The full presentation can be seen in Appendix X.

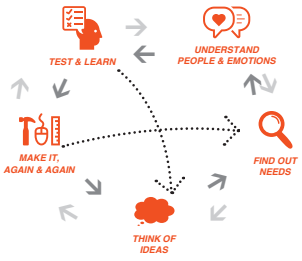


Content
Project 42 Presentations

What is design and why is it needed

On day two, we introduced our view of design and the user-centred process we take to design things around human needs and emotions. The full presentation can be seen in Appendix X.





Content
Project 42 Presentations

Mistakes

A key part of Project 42 is showing children that it is okay to make mistakes. This presentation on day three explained this, and how the kids could their mistakes. The full presentation can be seen in Appendix X.

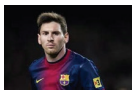
Mistakes


JK Rowling


Kanye West


Walt Disney


Steve Jobs


Lionel Messi


Richard Branson


5,126 failed prototypes

Exercise:
Can we think of the reasons that mistakes and failure might be good things?

Question:

What's the opposite of success??

Content
Project 42 Presentations

Empathy

On day four we introduced the idea of empathy, and we followed this presentation with the empathy excercise we had prototyped at Cressingham Gardens. The full presentation can be seen in Appendix X.

EMPATHY

THE ABILITY TO UNDERSTAND
AND SHARE THE FEELINGS
OF ANOTHER PERSON

GETTING INTO THE SHOES
OF SOMEONE ELSE

SEEING THROUGH SOMEONE
ELSE'S EYES

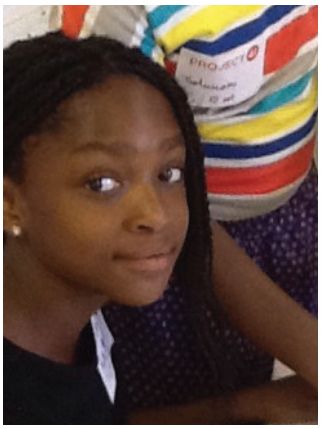
PATRICIA MOORE

EMPATHY EXCERCISE

PREPARE TO EXPERIENCE LIFE
AS AN ELDERLY PERSON...

Anita, age 11

Maddy, age 8



Rita, age 11

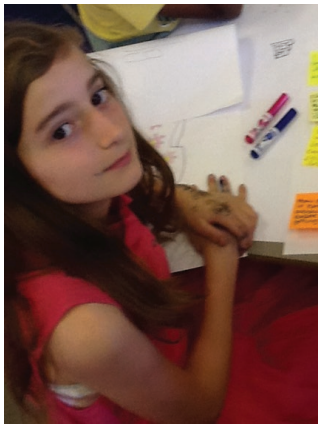
Content
The Kids

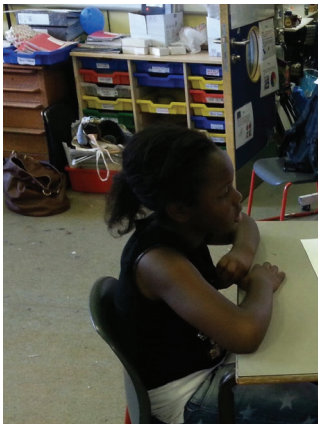
Our kids/clients/users!

We started the week with 12 kids but grew to 16 by the end as we were joined by friends and siblings of the original group.


Avery, age 8


Caesar, age 13

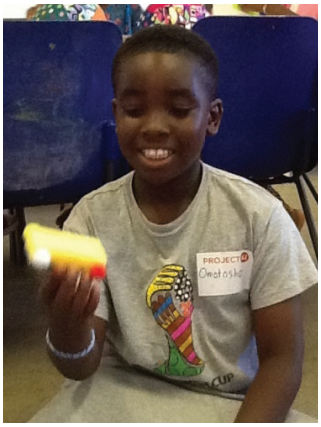

Hafsa, age 10


Jamie, age 9


Marie, age 11


Milo, age 10

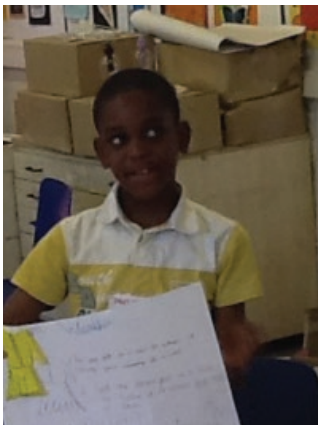

Milotz, age 11


Omotoshio, age 10


Tioluwani, age 10


Toby, age 10


Tomiwa, age 11


Samuel, age 9

OUTPUTS
Work created

Outputs
Learning Logs

Learning log structure

The learning logs were a very useful tool to give the kids as in them they could not only record what they had done each day but also reflect on their experience.

Each page of the diary represented a day, where they were asked a question on each of the following: Questions, Ideas, Mistakes and feelings.

Questions were as follows:

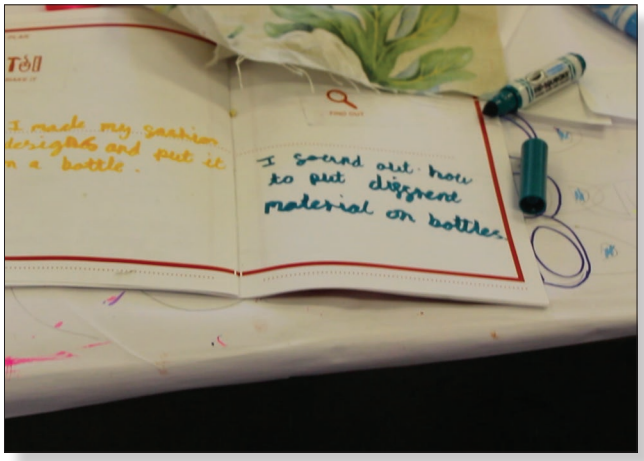
1) Write down 3 questions you've had today...

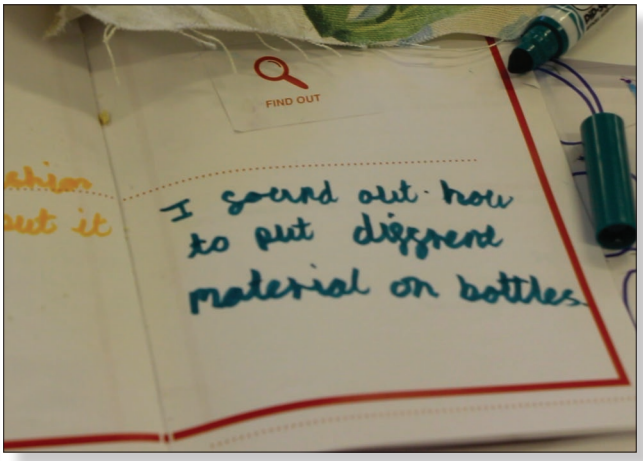
2) Write 3 ideas you had today...

3) Write 3 mistakes you made today... remember, mistakes are good!

4) How has today made you feel?

Each day was then followed by a blank page were they were able stick down stickers showing what they'd done and write a little bit about it. The stickers related back to the design process that we had taught them about early on in the camp and reinforced each day: 'Find Out', 'Think About It', 'Make It.'





Outputs
Fashion Team

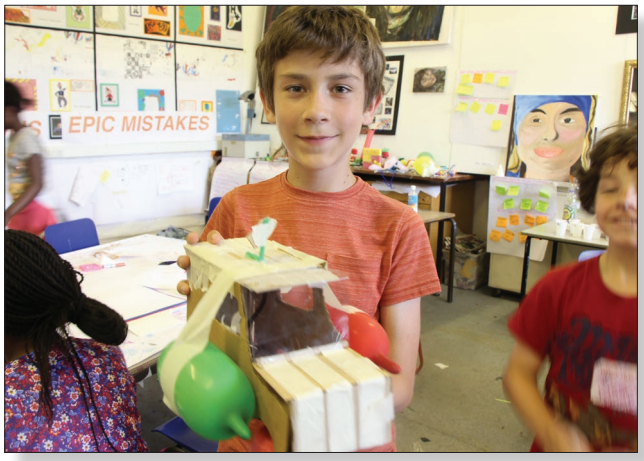
Future Fashion Show 2050

Each camper researched, designed and presented their own designs, ranging from skirts made of solar panels to gloves that collapse into a ring.

Outputs
Transport Team

Future Transport 2050

Each camper researched, designed and presented their own designs, ranging from a personal jetpack to a vehicle fueled by garbage.



Outputs
Habitat Team

Future Habitat 2050

Campers worked as a team- the group researched, designed and presented a boat as the future habitat in response to rising sea levels.

OUTCOMES
Measures of success

Outcomes
Measures of Success

How we measured our success

Impact in educational programmes is notoriously difficult to measure, especially in the short term. However, throughout this pilot we sought to triangulate feedback on whether our theory of change (diagram) was bearing up in practice. We used several methods, both quantitative and qualitative.

The User Perspective - Subjective experience of the child

Coming from a background in user-centred, in a way the direct experience of the children was the most important indicator of success for us. Before the camp, each child filled in a pre-camp questionnaire. This took a baseline on several things - their attitude towards school / learning, their interests and hobbies, and how they saw themselves. During the camp, the children kept learning diaries, in which they recorded some of their work including significant breakthroughs, and also what they had learned each day. Friday's diary gave children a chance to reflect on the camp as a whole and what they had learned over the week. As well as understanding the qualitative experience of attending the camp, we were interested in intermediate outcomes here such as enjoyment of the camp, reflections on learning, and sense of achievement.

Searching for the 5 E's - Coded analysis of the children's work

Along with the children's own opinions on their work, we also used the Evernote programme to capture and code examples of the 5 E's where we saw them emerging. We did this following discussions with some of the teachers during the research phase where this approach was repeatedly recommended to us as one of the best ways of tracking learning in a detailed way. Following the camp, we analysed the data we had captured to see if the 5 E's did come out the way we expected them too.

Leveraging the experts - Impartial review by teachers

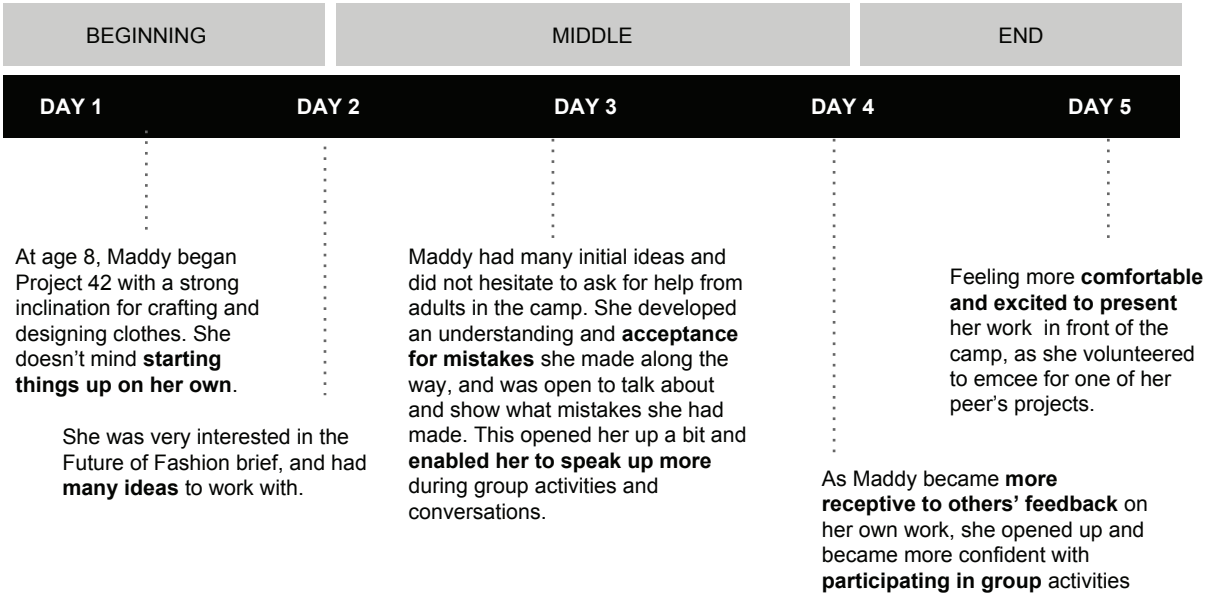
We were lucky to have three primary school teachers on site throughout the week. We leveraged their expert point of view, asking them for impartial analysis of what happened with the children during the camp.

Post-Camp analysis

Some time after the camp, we engaged once again with teachers, children and parents to see if the camp had brought any lasting change to the children. This time we were interested in learning / school performance, general confidence, and overall well-being, which are some of the final aims of the programme. We also used other interim metrics such as recall of the camp, or for teachers and parents how often (if at all) the child had mentioned the camp since attending.

Outcomes
Children's progress

CAMPER - Maddy

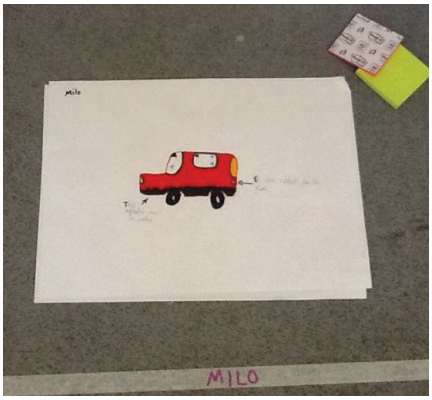



Maddy

Outcomes
Children's progress

CAMPER - Milo

BEGINNING	MIDDLE		END	
DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
At age 11, Milo began Project 42 with an **attentive and self-initiating mindset**. He was open and willing to listen to his peers.	Milo had a strong **curiosity and interest for the Future of Transport** brief, and was excited to consider the scenario of finding a new way to get to school in the year 2030.	Milo was interested in how a vehicle could do more than transport people, but also generate its own energy and use compost to fuel its engine. Through desktop research and open discussions with camp advisors, Milo was able to sketch and construct a 3D prototype of his vehicle. He considered each part of the model, and asked questions along the way as to how he might be able to build certain compartments. Milo's **openness to suggestions and his attentive inquiry helped him open up his mind and willingness to learn through his iterations**.	Milo's progress and ability to iterate and question his design helped him open up to his peers; **Milo made suggestions to his friend, Avery**, helping him figure out the sequencing in the build of his parachute-vehicle.	Milo confidently presented his prototype during the show; he thoroughly described the functionality of the solar panels and garbage compost system in the vehicle. The **research helped him feel confident about his design** as he realised how research can inform design in a direct way.



CAMPER - Toby

BEGINNING	MIDDLE	END

DAY 1

At age 11, Toby began Project 42 **with many questions and an inquisitive mindset**; he wasn't afraid to ask about anything that was top-of-mind.

Toby didn't hesitate to **ask 'what-if' questions, which helped others open up to asking questions** in a group-setting

DAY 2

Toby focused on the Future of Transport brief, by designing a bus that was fueled by hydro-electricity. He began by sketching and going right into prototyping using a double-decker approach for the bus. He considered height regulations of the bus through desktop research- looking at photos of double-decker buses that have failed to mobilise under low bridges. **He was excited to discover such issues in height, and found himself dwelling on this.** Much of his progress was assisted by camp advisors, to help him reimagine how a double-decker bus would operate in the future.

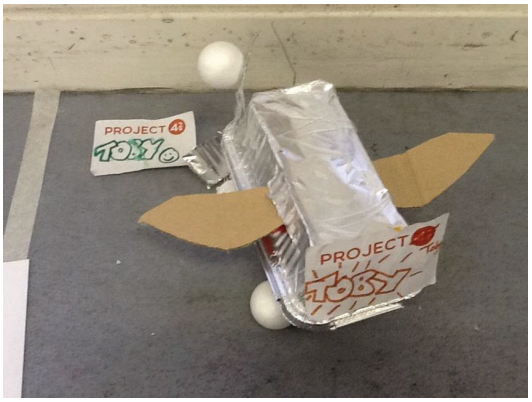
DAY 3

Through a second prototype, Toby developed a plan for installing a water tank and considered the plan for the interior seating arrangement. **His focus was largely deflected by specific considerations**, such as how many people would this bus transport- attention to detail was a struggle.

DAY 4

Toby had finished two prototypes by the end of the week, by which he showed progress and design considerations. However, the attention to detail is what deterred Toby from enjoying his work and feeling confident in the presentation. Posing detailed questions along the way might have helped keep his intrigue/interest.

DAY 5



Outcomes
The 5 E's and Evernote

Throughout the week, the five principles of Fearless Learning served to evaluate and challenge growth to achieve learning confidence among campers. These are called the Five E's:

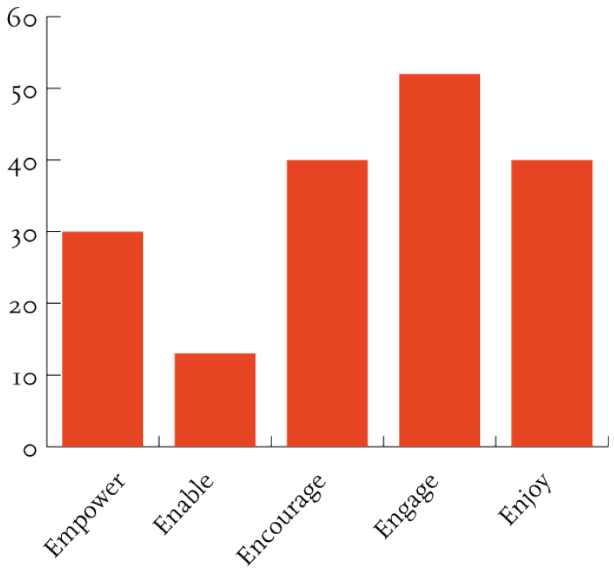
Engage them through their passion and interests
We capture children's imagination through their passion and interests. This puts them at ease and in their element. Whether it's rockets and computer games or cooking and model making they allow us to gain access to the world of the child.

Empower them to ask their own questions
We believe that learning cannot be forced. Children learn best when they are allowed to ask their own questions. Self initiated questions have context and are naturally motivating. How does a rocket keep burning in space without oxygen? How is it possible that every time I play this computer game, the computer does something different? What happens to the food I eat? How do I turn something 2D into 3D?

Encourage them to explore without fear
A good question is naturally expansive. They open up new insights and pathways for learning. We encourage children test out their hypotheses and learn from their mistakes. Constructive failure is not only character building but also a critical part of innovation. Our resident designers, artists, scientists and engineers are on hand to help our students explore.

Enable them to make connections
Solutions to complex problems require us to draw on knowledge and skills from different places. We encourage our learners make connections between subjects and arrive at their own "Aha!" moment. Creativity, in its purest form, is the ability to make connections between seemingly disparate things.

Enjoy a new level of learning confidence
Learning confidence is defined as the willingness to learn something new. In a rapidly changing world the person who can learn and adapt the fastest will most likely to thrive and succeed. Our professionally trained team has one goal and that is to help your child to become Fearless Learners.



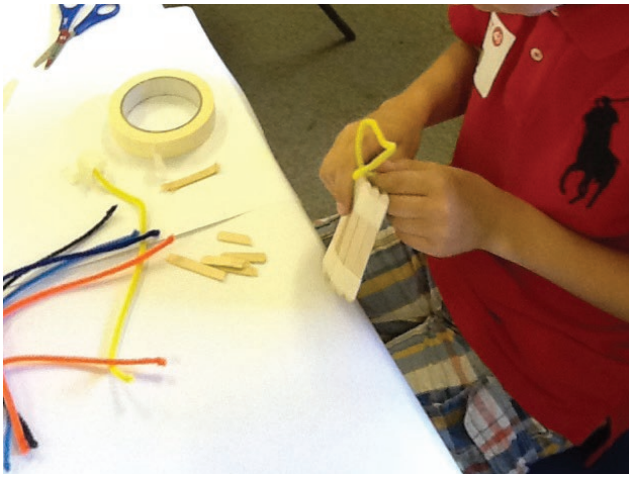
As seen in the above graph, campers demonstrated highest levels of engagement throughout the week. Most of the engagement gradually grew as campers became more confident and comfortable with their environment and peers. The encouragement among campers themselves also attributed to campers engaging in more conversations and question-asking during group gatherings. As campers began to gain learning confidence by demonstrating agency in their projects, they enjoyed the process of asking questions, making mistakes and sharing ideas.

Enabling campers to make connections between research and new possibilities was the most challenging, however, their natural instinct towards making before thinking played a large role in iterative design.

Outcomes
Morphing

Morphing was an exercise that was introduced on the first day of the camp, early in the day. Campers chose words from a stack of nouns and adjectives, which determined what they were tasked to create with the given art materials.

Interestingly, the campers grew more comfortable working with the various materials over time, and soon became more quick and experimental with their contstructions over time. By the end of the week they were more keen to make mistakes and iterate on their projects through this morphing exercise.



Outcomes
Learning Logs

Learning logs helped campers reflect on their design research, thinking and executions. They were completed near the end of each day, with the intention of helping campers keep track of their thinking and process.

Outcomes
Parent and Child Feedback

Post Camp Questionnaire - Kids

Name: Milo Darwell-Taylor

Did you enjoy Project 42? How much (scale 1-10) : 10

What did you learn at Project 42? It's good to make mistakes; that you can make anything with your imagination and it wouldn't be wrong. I learnt that the opposite of success is giving up, not failure.
What was your favourite part?

The actual making of the creation
What was your worst part?

The beginning was the worst part. I was nervous and didn't want to go because I didn't know anyone.
Please tick whichever statements you agree with below (you can tick as many as you like)

- The camp improved my confidence ✓
- The camp taught me about mistakes ✓
- I learned lots of new things about the world around me ✓
- I made lots of friends ✓
- I was encouraged to learn more ✓

Now that you've done Project 42, what do you feel about making mistakes?
I feel like it is perfectly normal to make mistakes and that you can learn from them.

Post Camp Questionnaire – Parents and Guardians
Name: Alison Victory

What were your expectations of the camp before you brought your child here?
After a year of repeated maths and English tests for SATs I was really looking forward to Milo experiencing a learning experience of a completely different kind. One where there would be a sense of free thinking which would boost his creativity. I was concerned that he would hate it as although once he starts to draw he enjoys it, he's not really an arts and crafts kind of kid in that he would not choose to do that at home. He would always choose Xbox or computer activity over hands on creating and reading.

Did the camp meet your expectations?
It exceeded my expectations especially when he seemed to really enjoy going everyday. I was half expecting him to say he never wanted to go back after day one. When he asked me over dinner what the opposite of success is, I was very impressed that he could explain why it's about giving up and not about failing. For a child that hated making mistakes and gets easily embarrassed I wonder what sort of child would come out after a month of this type of learning?

Before the camp:
On a scale of 1-10, how would you rate your child's:
creative problem solving 8
confidence 1
social ability 1
acceptance of making mistakes in order to learn 1

After the camp:
Do you think the camp improved your child in any of the above areas? Please show any rise or fall by putting numbers on a scale of 1:10 for your child now they've done the camp:
creative problem solving 8
confidence 6
social ability 2
acceptance of making mistakes in order to learn 9

Please tick whichever statements you agree with below (you can tick as many as you like)

- The camp improved the kids' confidence ✓
- The camp taught them about mistakes ✓
- They learned lots of new things about the world around me ✓
- They made lots of friends ✓
- They were encouraged to learn more ✓

Outcomes
Key Learnings

Adult to Child Ratio
Adult to child ratio made a massive difference. Every kid was able to get access to adult help, at any point under the below guidelines:

- Four adults (one teacher), plus experts
- One teacher, three designers (who are also experts)
- Each project group needs two adults (one person to do the logistics)

Thoughst to consider: Could we run the camp with one theme (e.g. fashion) and pre-specify this? Or run three camps with one theme per camp?

Teachers

- Teachers (Martina and Michelle) were there to help them make kids' ideas real, to turn their ideas into something which is unusual for teachers to carry out in a normal school setting/environment.
- Martina and Michelle believe it will be hard to hand this to teachers in a traditional curriculum, as they will naturally slip into their 'teacher' role with hierarchies

Thoughts to consider: Should we have the experts all week? Would this become too specific, too directed?

Open or Directed Projects
Martina's remarks:
It was good that we left the kids to be open, to follow their own paths, have their own exploration… When it's too open they struggle. You can direct them in a few ways:

- Reference the brief - clarifying what it needs to answer
- Tell kids what they are aiming for

Perhaps we could have also made our own project too, to really create a meritocracy; kids would get inspired by this, but they would be prone to copying ideas off of adults

Thoughts to consider: Templating will help guide the kids (e.g. mannequins for fashion group)

Culture

- A Project 42 culture is needed.
- Kids should call us by our first names, not 'miss' or 'mister.'
- We are all on the same level here; we can all learn from each other

Thoughts to consider: Do we have principles among the kids for interaction?

Extra Workshops?
Specific workshops and talks could have been added to teach kids a specific skill related to their project, eg. renewable energy, eg. putting joints together…

Thoughts to consider: Bring the drawing workshop up to day one / day two, so kids could use the skills throughout the week.

Outcomes
Key Learnings

Process vs. Output
- A balance of process and output is necessary.
- We should have communicated a bit better to the parents and kids that the programme was intended to address the importance of process rather than output.

Key messages to kids
- Fearless learning is about making mistakes and learning from them to build confidence
- Mistakes help us learn; questions keep us curious; ideas keep mistakes and questions going
- Building confidence
- Sustainability and social awareness

Thoughts to consider: We need to redo this in more detail. Not sure if 'building confidence' is a message? Do we mean like "you can do it?"

Iteration
How do we get kids to iterate more?
- Say to kids: "That's really good. But, let's think about this, how could we do it differently? What if we tried this? You don't have to, you haven't made a mistake, but it could help if you tried this…."

Research
- The finding out / research part needs to be extended.
- Take the campers out on the Monday afternoon for a field trip, eg. to a fashion exhibit…
- Let kids brainstorm; ask them about their ideas; introduce them to different ideas/patterns, e.g. "Do you know that there are different ways of creating energy? Such as XYZ...Think of ways of including this into your design."

Outputs
- One of the outputs should be a how-to guidelines for running the camp
- Our playbook:
- Learning for ourselves, for our school,
- Externally facing tool-kit, with resources that you need etc…

Could we do this in the weekend?
- Martina does not think so
- After school? link with play centres
- Can only do half terms and holidays
- Can parents do it with their kids? Yes, if we give them a pack.
- Online course does not allow for collaboration, but may work with older kids - mid/older teenager. General Assembly style - completely online
- Camp needs to be a week-long, high-touch experience.

Outcomes
Key Learnings

Pitch
- Creative confidence is better than learning confidence
- Schools will get this better
- Martina says - this is an opportunity where you can learn from experts
- This always has to be a supplement - we are here to help fuel the future. We are here to complement learning in schools. The message on our site needs to show this.
- All kids' interests are different - design and making is the hook, for kids and parents alike;
- if your kids are into design as a career - this is how they get a flavour of what it's like

Martina's Feedback
The strength of your project is that there was time for them to finish the whole thing. It was about realising something that had a real function. That's what was so good about us being there, as experts to help them get their ideas out of their head.

It was nice for Maddy and Milo to have a space where they met kids they wouldn't normally see…

Presentation
The kids were so good at the end. We can compare and contrast between the fashion kids as we have videos of them presenting earlier on.

Personal Remarks
Niall
- amazing that it happened and went so well, dream come true
- you were all amazing and I love working with you guys, from seeing you do what you already do well ed's leadership lynn's visual skills - to discovering new skills like how good you all are with kids and how holly is a born teacher
- not sure if I have ever enjoyed anything as much as I enjoyed the camp ! Worth doing the course just to do that
- Every little thing counted so we know for next time never to give up
- relationships with the kids were the highlight. Thats what created most of the confidence. Lets design this into everything we do
- we were lucky with the type of kids we got. Now we have a clearer sense of the other kid and some strong personas
- Who were the 'other' kids? Milo, Maddy, Avery, maybe Jaimie?
- Next time we should batch recruitment - 10 from a school, or a group of parents
- we should start working on venue, recruitment and sponsorship for next year now
- we need to tighten up the messages we are sending the kids. Lets create a hierarchy of messages we want them to take away. I felt like we were feeling our way a bit and ideally we should be totally sure
- following that I think the depth of learning could have been better in my fashion group. I felt like we used the kids existing skills a lot which is fine but I would like to explore if its possible to introduce more research, even if we curate it. Moa's group learned a lot more about the challenge even if it was spoon-fed. We didnt really engage with intricacies of materials etc

Outcomes
Key Learnings

- I think we should structure things next time by giving them mannequins to work with and maybe limiting the materials they can use? Likewise there should be an element of templates I habitat and transport, even if it's just a cityscape
- random one but we should think about how they can take the process forward for the kids - what would the next step be for them to realise their designs ? Could we do this as another camp ?
- we spent too much money time and effort to do the camp. I think we can cut this down a lot now that we know what we are looking at. Some easy wins are starting venue chats etc now, limiting materials strategically, also food…

- you can't limit materials really martina says… eg glue guns, you just have to suck this up
- it also should take less of us to run it (see above discussion)

- we should keep in touch with these parents. My friend knows gavin turk apparently he is really supportive and also wrote a book on creativity for very young kids

- we should keep in touch with the kids - we could do some radical co-creation by
- opening it up to them. They are smart and that could take us somewhere amazing
- Tosh, milo, maddy, anita, tomiwa

- sponsorship and funding strategy did not work - partly time but anything else ? Need to figure this one out.
- we need to do this with Reach Out, Location was a massive thing - without this we don't have a story. Delivered by Reach Out, power ny Project 42.
- We need a sharper pitch
- initial price was way too high
- Yes...we can have more impact with less well-off kids, kids in estates, we need to get funding via local authorities etc. Also contact evening standard...

- Having said that a toolkit open ideo thing i dont think is the best output for this project. Need the human factor at all points

- I would like to run it in ireland plus moa runs in denmark plus two more in england this year. Possibly inviting teachers as training for the teachers. Jeremy and Michelle but with specific learning objectives.
- Selling subscription to our website … access to our materials, to our pack.

Outcomes
Key Learnings

Holly

- Key learnings for kids. Nail them and make sure these are then key msgs thoughout the camp and they leave with them

- Make this more of a service for teachers. How can we give this to teachers so they can deliver it? Give teachers and intro and and outro and take them on the journey with us

- Scrap the 5 Es for measurement. These should have been simpler rather than so coded. They should align with the key messages. Eg. Confidence, mistake, question, idea, etc.

- Get the kids to do their own measure my and recording? Mix learning log with Evernote or similar - each have their own football sketchbook.

- Learning log needed to be built into the end of each day - or as you go along and have a question / make a mistake - put it in your log. Too many things going on with walls plus a log. One or be other.

Learning log didn't work very well!

- martina thinks the stickers were cool - could we intergrate this more? get it to work better?. people found them boring -
- people couldn't remember what questions they'd had…

Everyone align a bit more on what happens each day within the group so we could compare progress easier between themes.

Timing is a big thing. if they'd started at 9 this would have helped.

Figure out a way of getting them to iterate - our fashion kids didn't do this so well - once they had made it, it was done. They did progress from sketch to 3d sketch to model though. But they couldn't make multiple models. If we had a mannequin this would help. defo have templates / mannequins already set.

NEXT STEPS

Next Steps

Ongoing Next Steps

Prototype 1 - share the learnings with teachers to gain insight

Prototype 2 - teacher the teachers by introducing design thinking principles/approach; devise a programme for teachers to design their own approach