

■ High Storrs — Grip-It Pan Holder

At High Storrs School Technology covers a number of departments: Design and Realisation: Graphics; Food; Textiles and Business Studies with information technology being taught and used in most of the areas. Students, to obtain the full experience of technology, opt at several intervals of approximately 12–15 weeks into one of the areas. At the end of 1–3 (Y9) they will then have experienced all of the areas at least once, with extra experience in Design Realisation and Food.

At each stage a project is undertaken with a theme that covers all areas, e.g. Competitive Sports, but each area devises their own brief so that particular tasks are experienced, e.g. in Food they may look at the diets of different competitors and will prepare and cook food according; in Textiles pupils may look at the clothing worn; in Design and Realisation they may design and make souvenirs that could be produced to promote a particular event; and in Business Studies the setting up of a business that sells the souvenirs, taking into consideration, marketing and costing.

At intervals throughout the project the pupils will meet up with their management group made up of at least one member from each of the areas. They then discuss each others brief so that they gain knowledge of how other areas have undertaken this project. They have to present their work to others within the group or to other management groups for their evaluation. The pupil's work is then evaluated and assessed by members of staff and a record kept for National Curriculum administration.

For the Gas Board Challenge the same principle was followed. Each pupil opting for one of the areas and their brief taken from the one provided by the Gas Board Challenge: Lottie Law was in the Graphics Department; Becky Marples in Business Studies; Laura Barnard in Food and Lisa Maskill in Design and Realisation.

Laura undertook research into Rheumatoid Arthritis, Parkinson's Disease and other illnesses with the same disabilities as arthritis including tremors, by writing to several organisations. She also looked at the causes and long-term effects of the disease and how different foods could benefit the sufferers.

The pupils then decided to look more closely at kitchen apparatus for the disabled.



Lottie was in the Graphics Department researching advertising. She looked at how different boxes were made and the materials used to make a strong sturdy box and the use of colours and letters to attract customers' attention. She decided to make the packaging on the principles of a matchbox with the sleeve incorporating 'clear flames' cut out of the the top. She used an A3000 computer with plotter to design the logo for the packaging, type instructions, slogans and to make badges which had the logo, the school's name and the pupil's name on.

Becky also researched, by use of a questionnaire, the difficulties people had in the kitchen, what devices already existed and which new ones may be required. She made several posters, leaflets to advertise the product and a news release to promote it. She also worked out the selling price taking into account the different costs for the product.

The fourth member of the group, Lisa, designed, made and modified the 'Grip-It', as well as designing the company name and logo. She experimented with different materials trying to find the one that was more suitable for the Grip-It and which would not be too costly to produce, and after several prototypes produced the final Grip-It. This is a stable device which alleviates the weight of a pan so that pouring is much easier. She also designed the company name and logo and produced the TV and radio adverts.

All the girls worked very hard on the project and enjoyed the Challenge immensely and although they were in different departments helped each other a great deal.