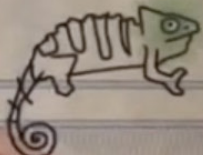


Project Proposal

- Stuff from Unit 2
- What am I taking forward?
- Conditional Working
- Audience
- Testing
- Initial iterations
- Rough plans

*This purpose-made book along with
the story of Ellis and Joseph and their
time living on an island called Ugaru
In so you'll follow their discovery of
Eurasia and what is left behind.
Maybe there are
discoveries*

ON JULY 22, A MAN WHO
WANTED SHIRT FROM THEM
CAME TO THE ON LINE THEM ANONYMOUSLY
SOMEONE WHO CLOTHES WASHED WITH THEM
UNABLE TO A PLACE CALLED CYPRESS. THEY
WENT TO ONE OF THEIR MANS. BUT THEY
WENT WITH A RED CLOTHES, EVERYONE
WAS IN THE PLACE. LAUREA



THEY WILL BELIEVE
TO SEE BUTS OF BATHING IN THE HOT
PEOPLE SPENT, AND THEY THOUGHT, AND
THEY LEARNED, AND THEY ARE THE SAME
KILL MURDERED WHY IT'S SOMETHING
THEY'VE NEVER HEARD THROUGH OF WAR
AND ALL THESE THINGS ARE WHEN
THEY ARE AT HOME TOO?

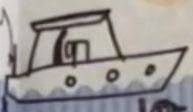


WHAT DO YOU THINK ABOUT THIS?

THE THREE
LEARNED SO MUCH FROM
THEIR THINGS THAT THEY
MANAGED TO KEEP GOING ON TROPIC,
AND TAKING TO PEOPLE. BEING THEY
LEFT THEY WANTED WELL KNOWERS IN
THE NORTH OF THE ISLAND APPROPRIATE
AFTER THE CONFLICT ON THE ISLAND.
THE WARRIOR DISCOVERED ALL THE STONE
BUILDINGS, SO WE HAVE RETURN TO THE
WARRIOR BUILDINGS WE HAVE TAKEN
WITH US NOW.



IT'S ALSO ON
ISLAND SPLIT INTO TWO. THE
SOUTHERN PART IS MAJORITY GREEN
CYPRIS, AND THE NORTHERN PART IS
MAJORITY TURKISH CYPRIS. THE ISLAND WAS
DIVIDED IN 1974 AFTER A CONFLICT
BETWEEN THE TWO, BUT TODAY PEOPLE ON
BOTH SIDES ARE WORKING TOWARD
PEACE AND FRIENDSHIP.

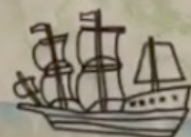


THEY LEARNED
THAT MORE A LOT OF
NARCOTICS FROM THE IN LIVING
THERE ARE THOUSANDS COAST GUARD.
THEY SAY THEIR OWN MINDS.
POLICE FAMILIES AND YOU COULD
EVEN GET FROM OUR GROUPS.
GARDEN THEIR OWN WAYS.
THEY PLEASED ABOUT

WHAT'S YOUR FAVORITE FOOD?



AS WELL AS THE
SCHOOL, THERE HAS LIMITED TO
SOME OF THE MEMBERS, AND SOME
THEY WILL BE THE FIRST
AND THE FIRST



RETURN BACK HOME TO THE UK
AFTER THREE YEARS OF TRAVELLING AND
LEARNING ABOUT NEW THINGS, ELA AND JOE
TALKED AT THE UK & MET DIFFERENTLY
TOLD ALL THEIR FRIENDS ABOUT THE THINGS
THEY'D SEEN AND STARTED TO RUN THEIR
TEACHING ABOUT THE BRITISH EMPIRE.
YOU SHOULD TRY

END THIS WORK
SPRING, SUMMER, AUTUMN, WINTER
PLANT, LEAF, TAIL

HE HAD BEEN LIVED IN A HOUSE
WITH A FLAG IN THE CAPITAL CITY
WHICH WAS A STREET CALLED CORRA
LUNA. A MAN FROM CALLED MARIANO
MILLER AND HAD BEEN THE MAN
THAT WAS THE MAN AT THE



ON WHETHER THEY
WANT THE PARTY
TRANSFERRED TO INDIAN AND
THE VIOLENCE OF THE
WAS THE WILDEST CITY OF INDIAN
AND WAS BEING TRANSFERRED AS THEY
WANTED TRANSFERRED AS THEY WANTED
THE TRANSFERRED WOULD BE A NEW
A WHITE MAN WOULD BE A NEW
CALLED CALLED CALLED CALLED CALLED
CALLED CALLED CALLED CALLED CALLED
THESE THINGS WOULD
CALLED

✈️ KERRY THE WHOLE FAMILY WENT
TO GARDEN IN THE MORNING
MORNING. IT WAS WET! THEY HAD
AND HAD! EVERY MORNING (SINGING
AT THE PIANO). GAY SINGING "I'S
WALLS AND ROSE IN CAMELS. WHEN
ELLA WENT TO BUY A SHIRT. SHE
THE HAD! "WOT ON THEY HAVE
PROMISE LIKE ON" HAD SAID "I DON'T
KNOW! I'LL ANSWER IT. IT THING OUT
THE WHOLE THEN TO CONTRA
KERRY OVER A COUNTRY AND

[illegible]

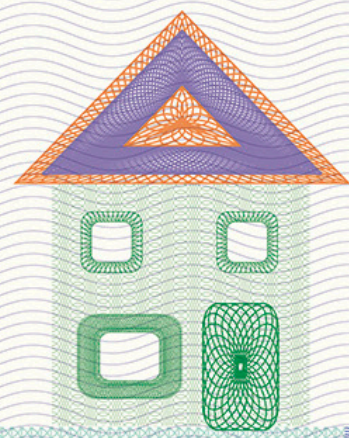
EMPIRE, A GROUP OF COUNTRIES THAT ARE
RULED BY A SINGLE OTHER COUNTRY OR
GOVERNMENT

COLONIALISM: IF ONE COUNTRY TAKES CONTROL OF ANOTHER, IT COLONIZES IT. IF ONE NATION OF PEOPLE TAKES OVER ANOTHER NATION OF PEOPLE, THE PEOPLE WHO ARE CONQUERED ARE COLONIZED AND THE PEOPLE WHO ARE CONQUERORS ARE COLONIZERS. THE TAKEN-OVER PLACE IS NOW A COLONY. AND THE PEOPLE WHO CAME IN TO DO THE TAKING OVER ARE COLONISTS OR COLONIZERS.

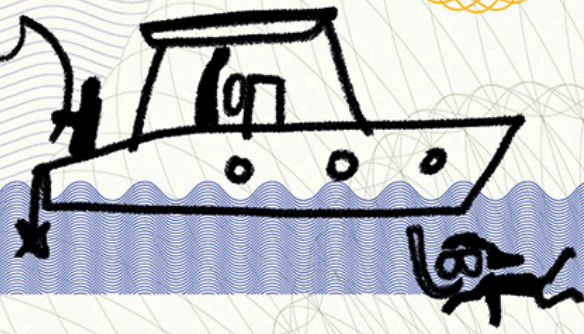
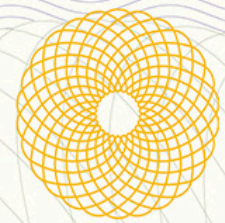
COLONIAL LEADY THE THINGS - SOME
LAWYERS, LAND, BUSINESS, AND IDEAS THAT
WENT LEFT BEHIND AFTER COUNTRIES WERE
RULED BY EMPLOYED. THESE THINGS BY ALL
AFFECT HOW PEOPLE LIVE AND HOW
COUNTRIES WORK TODAY



CY IN 2020, ELLA AND JOE MOVED AWAY FROM THEIR HOME IN THE UK (AND THEIR GRUMPY CAT NINJA, WHO STAYED BEHIND WITH THEIR UNCLE), TO A PLACE CALLED CYPRUS. THEY WENT 'COS OF THEIR MUM'S JOB. THEY WERE BOTH A BIT SCARED, EVERYONE WORE MASKS ON THE PLANE. **LARNACA** 8.022



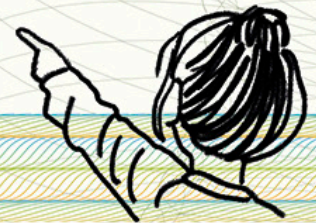
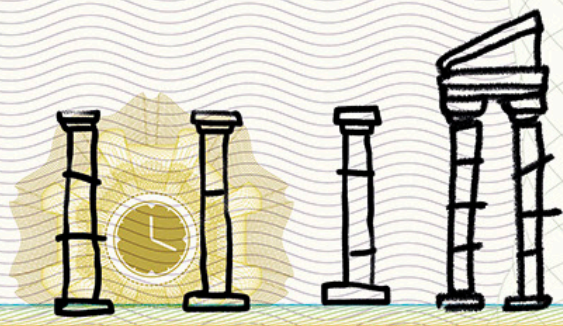
CYPRUS IS A SUNNY ISLAND IN THE MEDITERRANEAN SEA, KNOWN FOR ITS BEAUTIFUL BEACHES, ANCIENT RUINS, AND TASTY FOOD LIKE SQUEAKY HALLOUMI CHEESE. IT'S A PLACE WHERE YOU CAN SWIM IN THE SEA, EXPLORE MOUNTAINS AND LEARN ABOUT STORIES FROM GREEK MYTHOLOGY!



APPROVED AT WEEKENDS THEY TRAVELLED AROUND TO GET TO KNOW THEIR NEW HOME. THEY LEARNED ABOUT CYPRIOT HISTORY AND WENT TO A PLACE CALLED KOURION WHERE THERE WERE LOTS OF COLUMNS. AS THEY WERE DRIVING BACK IN THE CAR, THEIR DAD SAID "THAT'S WEIRD, THE TIMEZONE JUST CHANGED TO THE UK!"

KOURION WAS BUILT MORE THAN 2 THOUSAND YEARS AGO WAY BEFORE CARS, PHONES OR EVEN PAPER WERE INVENTED!

ARRIVAL THEY LEARNED THAT THERE WERE A LOT OF SOLDIERS FROM THE UK LIVING THERE ON THINGS CALLED BASES, THEY HAD THEIR OWN RADIO, POLICE FORCE AND YOU COULD EVEN GET FISH AND CHIPS (WHICH THEIR DAD WAS VERY PLEASED ABOUT).



Assessment from Unit 2...

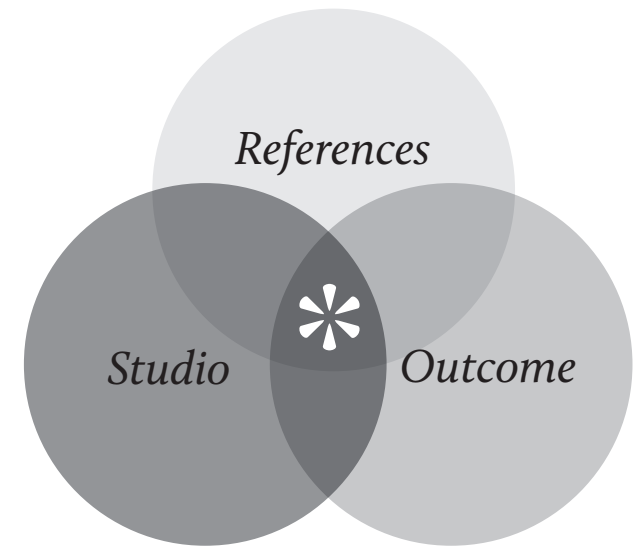
“A thoughtful and well-contextualised project with strong conceptual grounding and rigorous experimentation. You demonstrate clear commitment to ethically engaging with colonial histories and to developing a visual language appropriate for younger audiences. For Unit 3, focus on expanding your understanding of contemporary children’s publishing, testing the work with diverse families, and refining the narrative and format through iterative collaboration.”

What am I taking forward?

- Publication aimed at children
- Engaging parent and child combined learning
- Colonial legacy / global citizen theme, lack of emphasis in UK curriculum
- Subverted passport format (and cartography), using the visual language of the most powerful, political document to educate rather than divide.
Changing its form to change its meaning.
- Guilloché security illustrations, stamps, visas, stickers, boarding passes, all restructuring their

Conditional Working

- Critical contexts – references, reading and practices
- Engage ethically, be cognisant of my demographic position and engage a broad audience
- Professional contexts with:
Esther Waller, Publishing Manager, Chicken House Books.
Tina Gaisford-Waler, Manager, Hinting Raven Books.
Lauren Fulbright, Production Director, What On Earth Books
- Tested at least once – local kids' book group, poss local school contact, parents and kids socially.
- Bring in a new method - riso or silkscreen for authenticity, depending on route chosen. (Are premium production methods necessary?)
- Works practically – regular days on campus, tues and thurs. (Implications for methods)
- Publishable and OPEN SOURCE? An eye on post-MA circulation, ideally scaleable to multiple contexts



Audience

- Children – ages 8-12 approx?
(to be informed by Childrens' Publishing client and testing)
- Wide demographic range, work and outcome should be inclusive.
(Should I *start* with British parents and kids to address colonial apathy and British 'exceptionalism' (Sangehra, p.152)?)
- Parents with children in the UK system who believe that their kids are getting a balanced education

Testing...

Filming

Leaving prototype(s)
with parent and child
to open together

Leave the room!

Can the recordings
be used in the work
somehow? Is there
learning there to push
the enquiry?

What would this look like?

Wayfinding game?

neutral location
like a church hall

Be conscious of
influencing the
outcome

Wide demographic

Sensitivity reads?

Workshop

Industry focus group – ££
Ask Chicken House, how are
these projects tested in kids
book industry?

Nina Tara, Art Therapist consult?

Food, drink,
safe space

Can i “map” their
responses as part of the
work?

Local kids book group



Focus groups advice:
<https://www.lse.ac.uk/media-and-communications/assets/documents/research/eu-kids-online/toolkit/frequently-asked-questions/FAQ-34.pdf>

...after prototyping

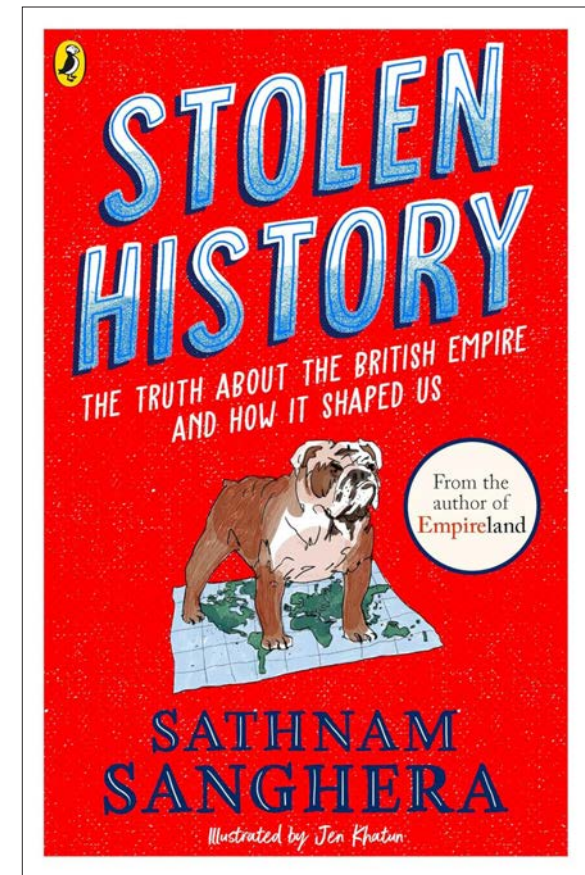
Initial Iterations

2 routes

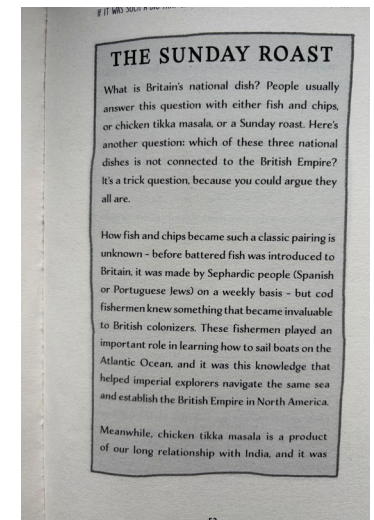
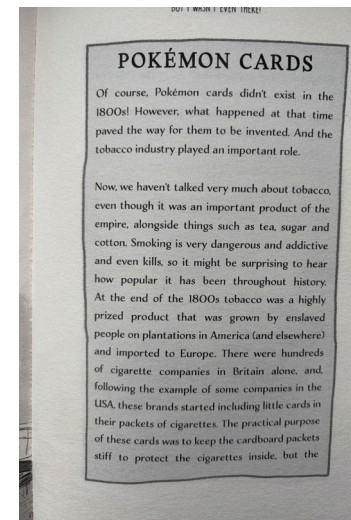
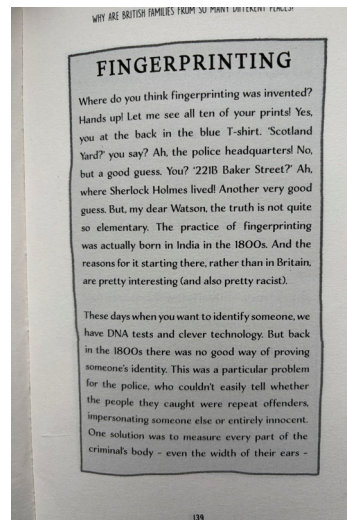
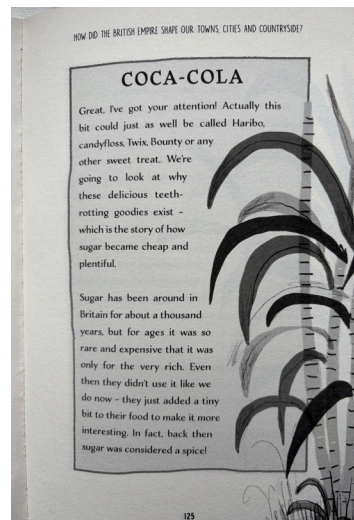
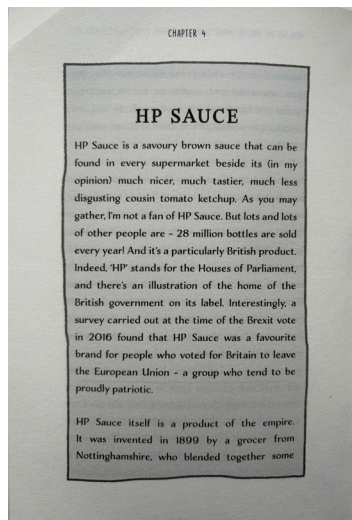
1 - Everyday Colonial legacy

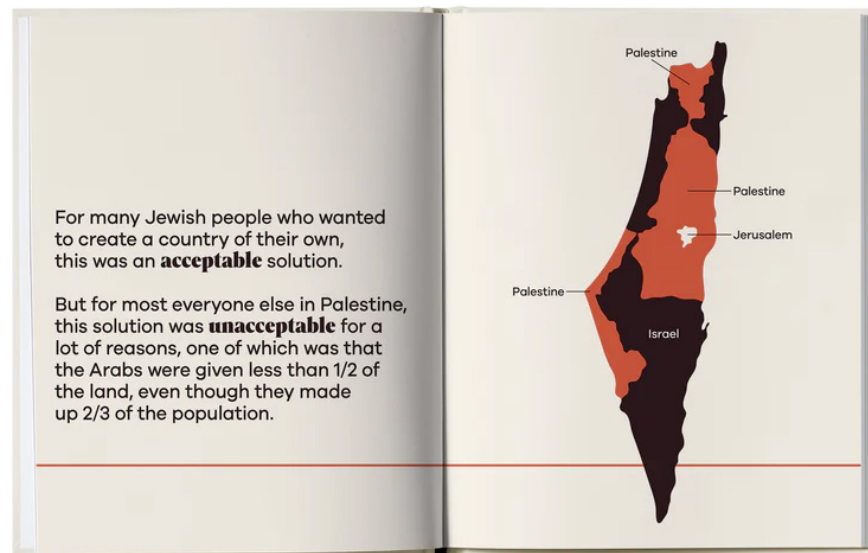
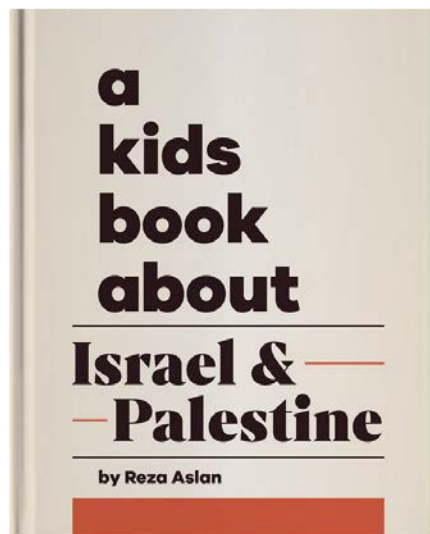
2 - Narrative map

Everyday colonial legacy...



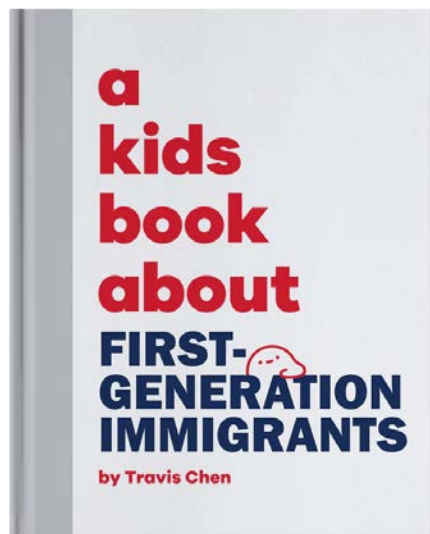
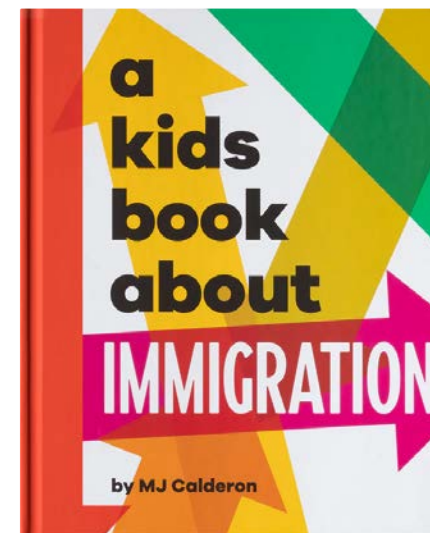
Aimed at kids aged 9+
Key Stage 2-3, UK National Curriculum





AKIDSCO BOOKS

Aimed at 5+!!!!



not adversarial or shameful

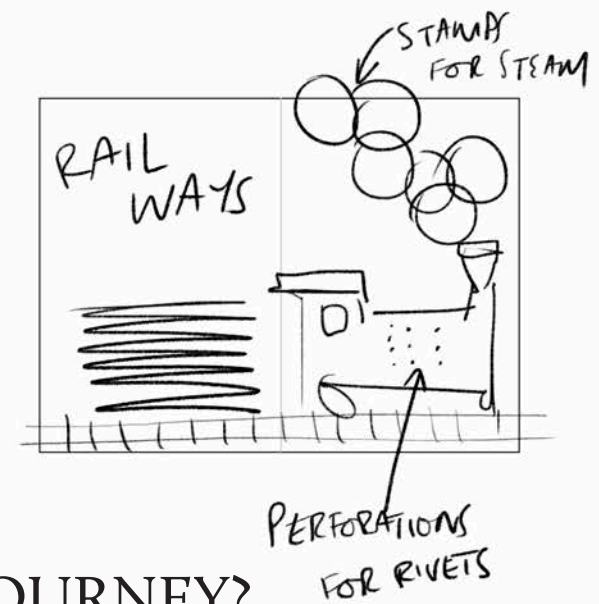
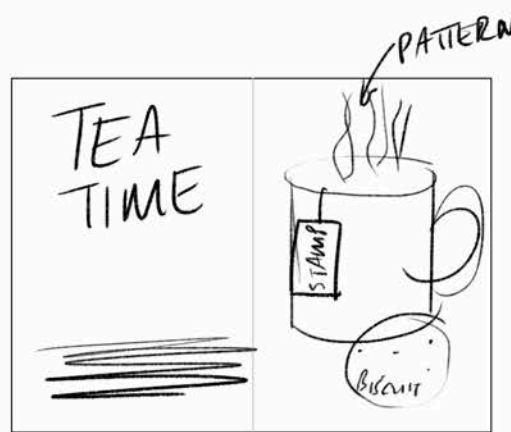
talking directly to kids, simplicity in the language

"Sorry, but no dragons or princesses here. Kids have real experiences, ideas, and questions. These books talk up to them, treat them like they're smart, and create space for conversation."

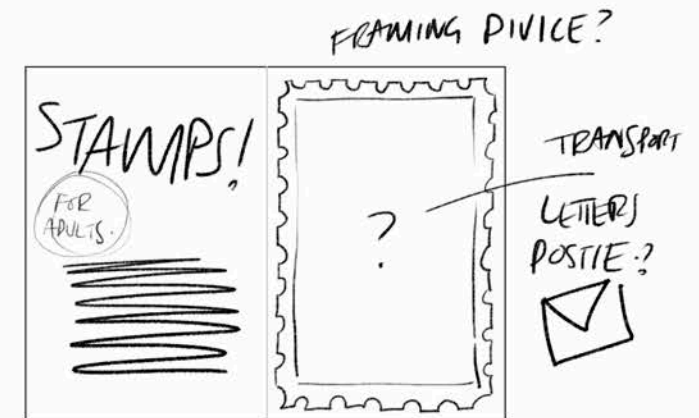
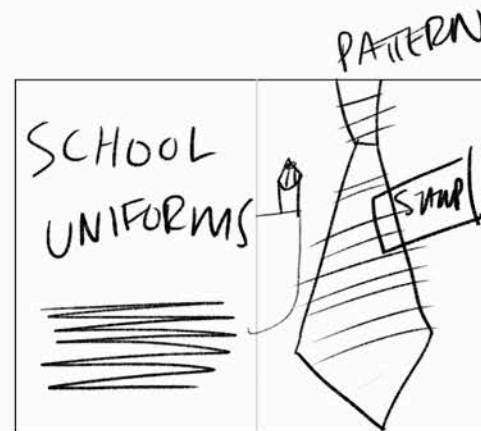
message of richness, travel, connection and learning

perhaps a parental note at the end? or involve nuggets in the text? stamping?





Does the passport format mean it needs to reflect a JOURNEY?



*Lends itself to a linear format?
what about the map idea?*

Could it be structured around a day in the life of our family?

POSSIBLE BOOK INTRODUCTION...

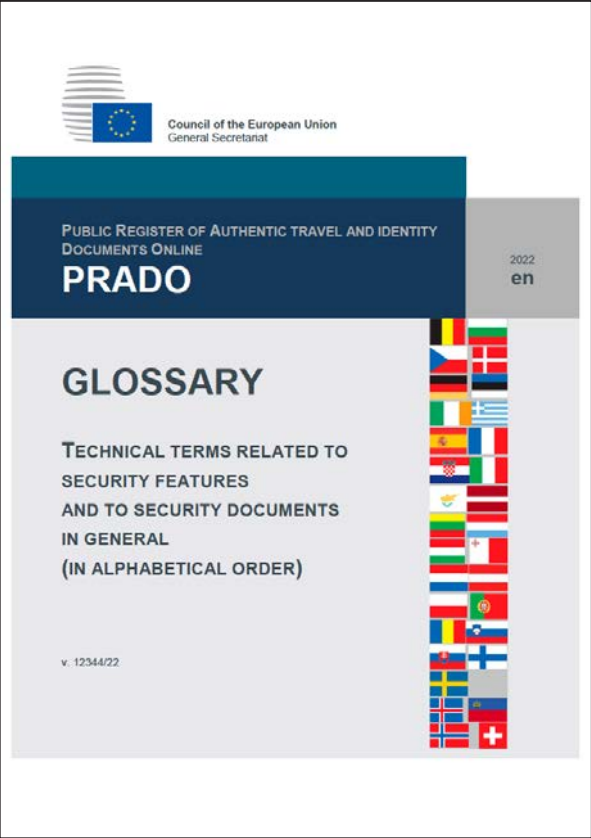
Look around you. What you eat, how you play and the habits you follow every day all have stories hiding inside them.

Some of these stories travelled a very long way, crossing oceans and centuries. They can come from a time when Britain ruled a huge empire that reached into many different countries. Some of the things it left behind are familiar and fun, but it's important to be honest, that time also caused real harm. Many people were treated unfairly and their stories matter.

Today, the world is more connected than ever. Food, ideas, music and games travel lightning fast and we all share them. That makes you a global citizen, even if you never leave home. This book is for you, to help you spot surprising connections, ask curious questions and to remind you that being kind and fair to each other is always a good place to start.

Now, let's take a trip together and take a closer look at the everyday things that hide big histories!

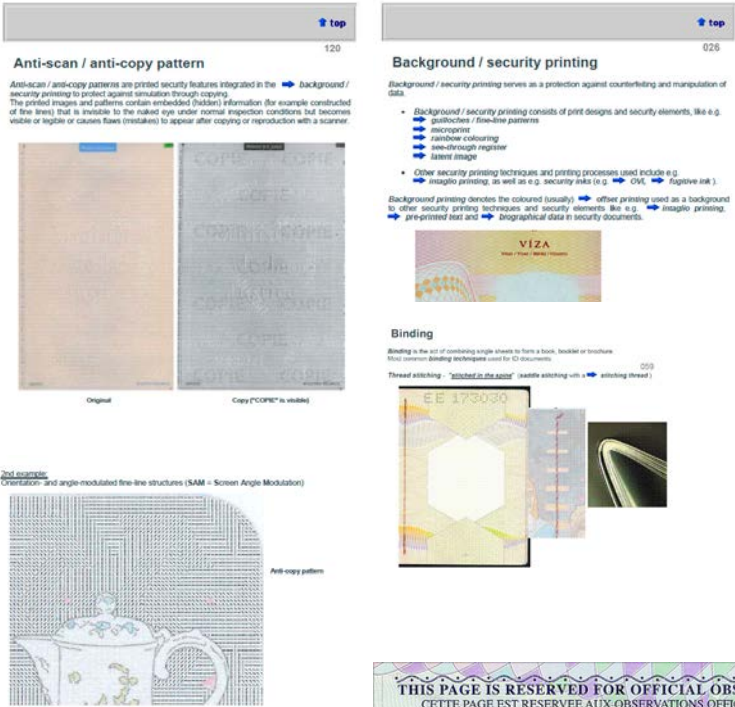
Returning to what a passport looks like...



PRADO terms



Post-Brexit

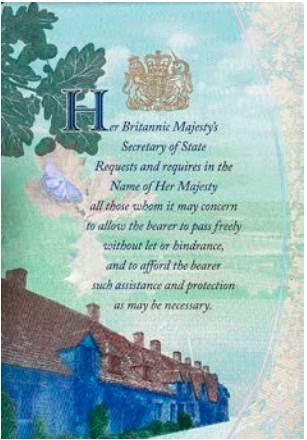


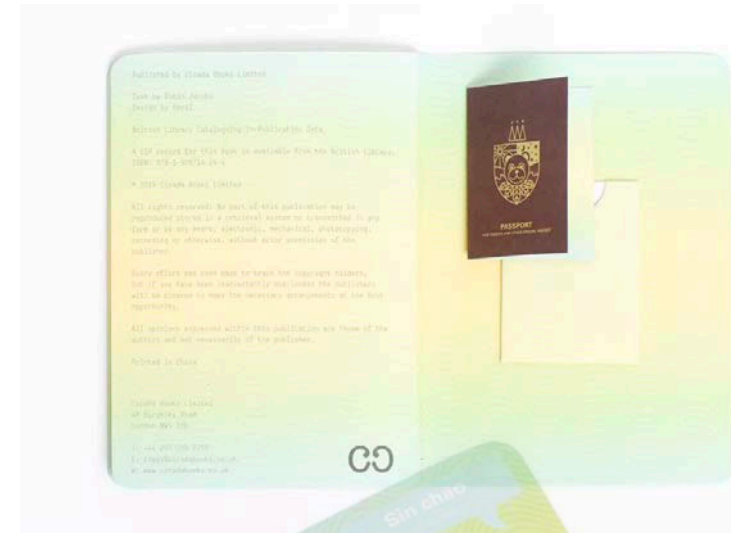
From security to simplicity

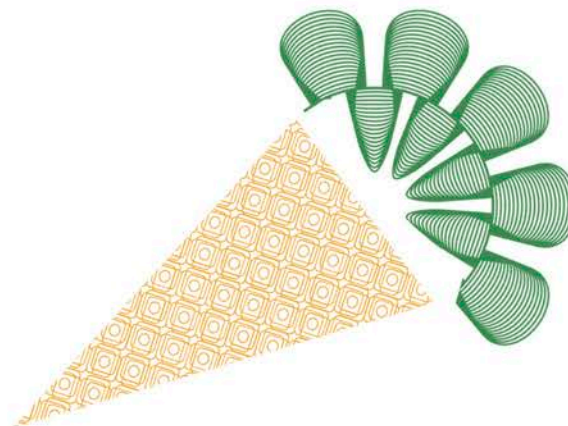
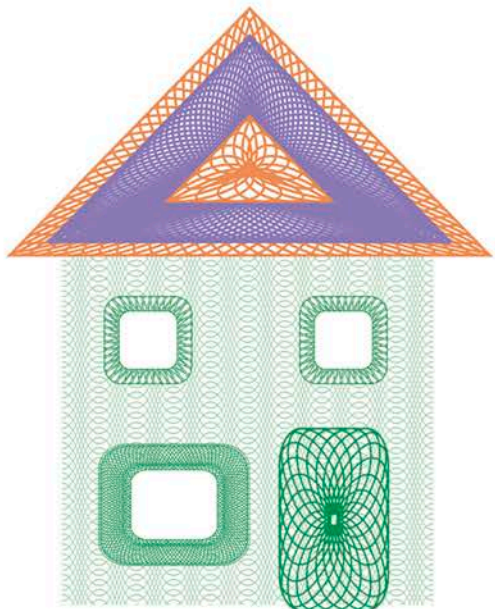


Pre-Brexit

Very Royal intro





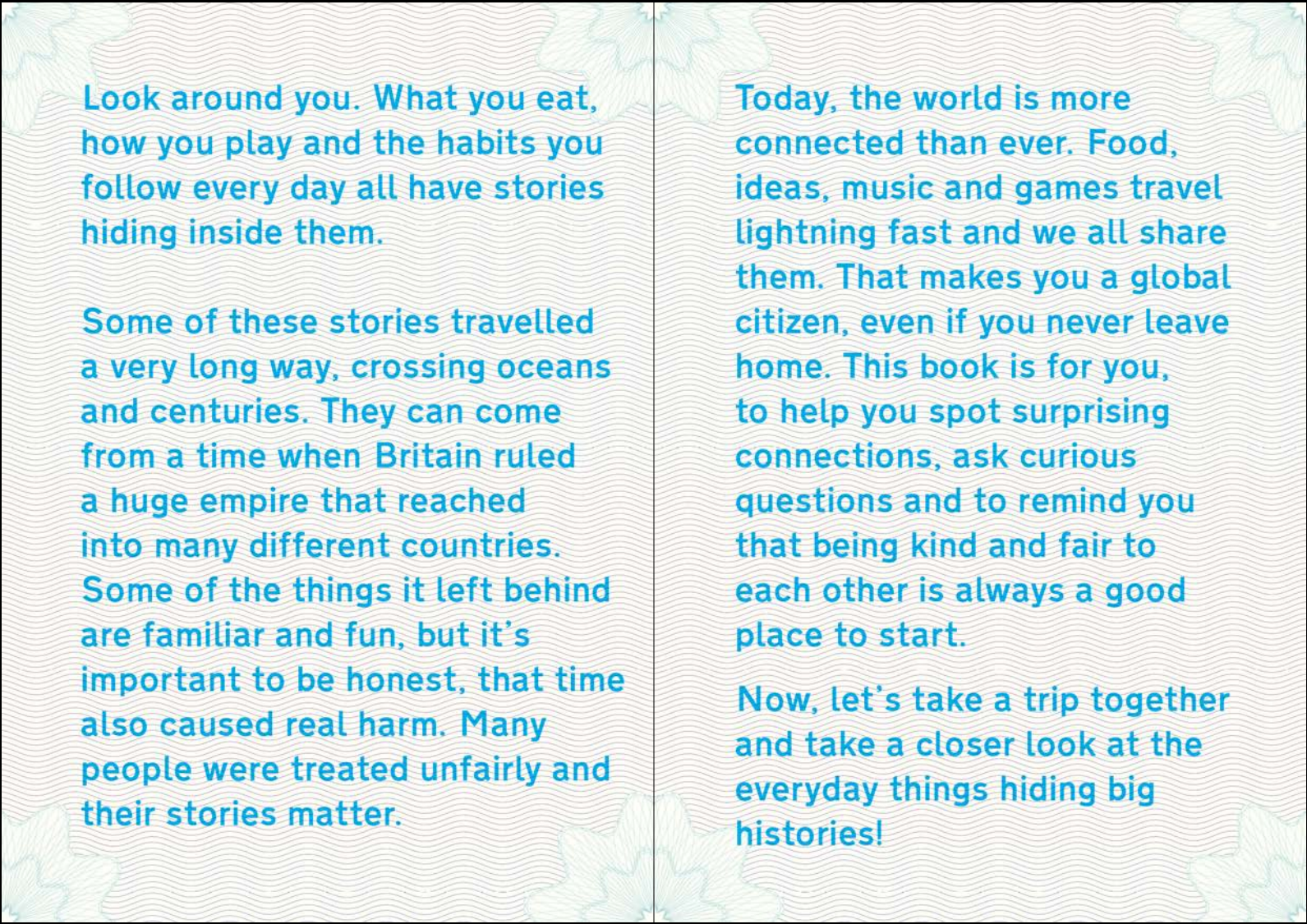


WHERE'S THAT FROM?



**EVERYDAY THINGS
FROM AROUND THE WORLD
THAT CONNECT US**





Look around you. What you eat, how you play and the habits you follow every day all have stories hiding inside them.

Some of these stories travelled a very long way, crossing oceans and centuries. They can come from a time when Britain ruled a huge empire that reached into many different countries. Some of the things it left behind are familiar and fun, but it's important to be honest, that time also caused real harm. Many people were treated unfairly and their stories matter.

Today, the world is more connected than ever. Food, ideas, music and games travel lightning fast and we all share them. That makes you a global citizen, even if you never leave home. This book is for you, to help you spot surprising connections, ask curious questions and to remind you that being kind and fair to each other is always a good place to start.

Now, let's take a trip together and take a closer look at the everyday things hiding big histories!



FOR GROWN-UPS

This book is an invitation to learn together.

The everyday objects, foods, and customs in these pages come from a complicated past. The British Empire connected people and places across the world, but it also caused harm, injustice, and lasting inequalities. Talking about this history honestly matters—but it doesn't have to be heavy or frightening. With curiosity, care, and conversation, it can be something we explore side by side with children.

You don't need to have all the answers. It's okay to pause, to say "I didn't know that," or to wonder aloud how something familiar can have a difficult history. Those moments are part of learning. This book isn't about blame—it's about understanding how the world became the way it is, and how our lives are connected to people far beyond our own homes.

We all come from different places and stories. By reading together, asking questions, and listening to one another, we can help children grow into thoughtful, kind, and curious people. History doesn't tell us who to be—but it can help us choose to be better, together.

HP SAUCE



Long ago, back when Queen Vicky was on the throne, a clever sauce was born.

HP was invented in England in the late 1800s by a man who liked big flavors. He named it after the Houses of Parliament (the famous building where British leaders talk (and argue) a lot). Very weird name for a sauce, but there you go.

It got its tangy taste from ingredients like tamarind, a fruity pod that came to Britain from places like India, which was part of the Empire at the time. Ships brought spices, fruits, and ideas from all over the world—and some of them ended up on toast.

So HP Sauce is basically history you can eat. And it's way tastier than a textbook.



This is what Tamarind looks like

FINGERPRINTING

A long time ago, people realized something amazing: no two fingerprints are the same—not even twins! This idea was carefully studied in British India, where officials needed a way to tell people apart without mixing them up (awkward). Soon, fingerprints were used to solve crimes, catch bad guys, and prove who touched the cookie jar.

Your fingers are basically tiny detectives.

TYPE OR PRINT ALL INFORMATION IN BLACK

Beginnings of Finger-printing

LAST NAME NAME FIRST NAME MIDDLE NAME

ALIASES - AKA

OR I

DATE & Month *1859 x 1860*

CITIZENSHIP CIV RACE SEX AGE HAIR PLACE OF BIRTH

NG FINGERPRINTS

ARMED FORGONE MNU

MISCELLANEOUS

CRIME BLANK

2. R. INDEX 3. R. MIDDLE 4. R. RING 5. R. LITTLE

7. L. INDEX 8. L. MIDDLE

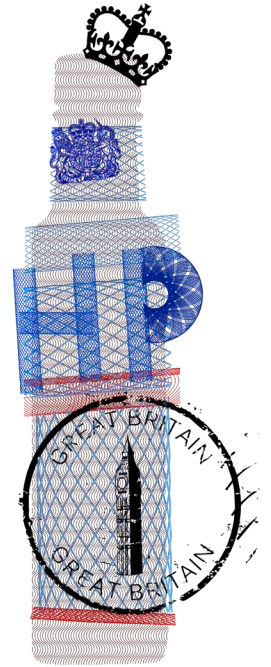
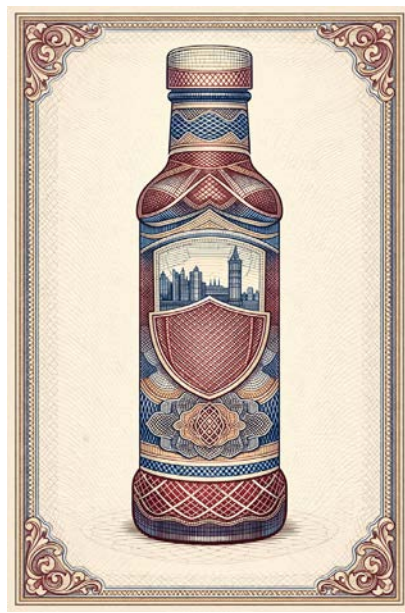
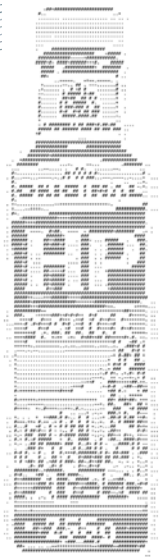
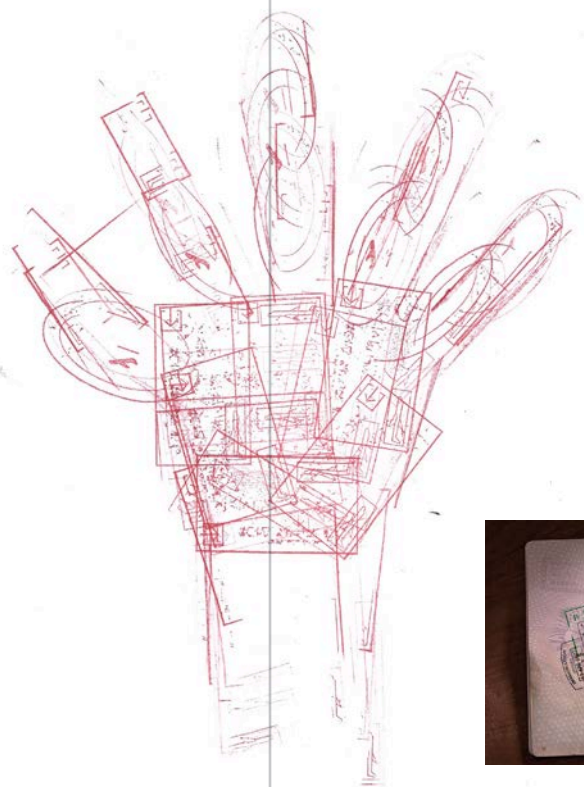
9. L. RING 10. L. LITTLE

11. L. THUMB 12. R. THUMB

RIGHT FOUR FINGERS TA

FBI FROM US - Pioneered by Sir William Herschel and using writing ink - Finger printing was used in the late 1800s by British officials in India who developed it as a way of identifying and controlling Indian subjects

PRINT YOURS HERE!



<https://www.asciart.eu/image-to-ascii>

Chat GPT

ABC

ABC



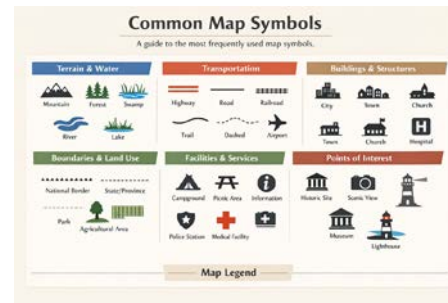
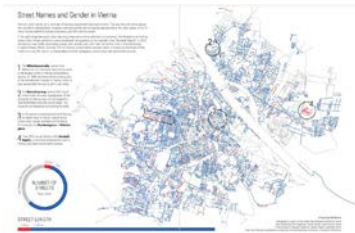
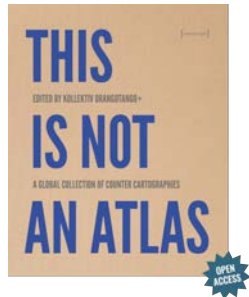
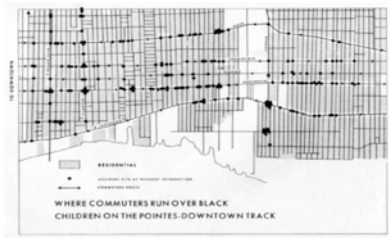
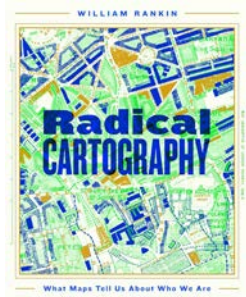
WHEE'S

HAT

FROM?

Mapping colonial legacy

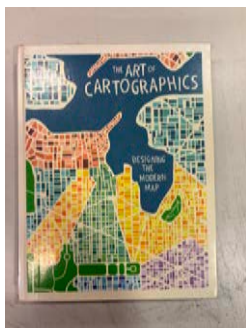
binding?

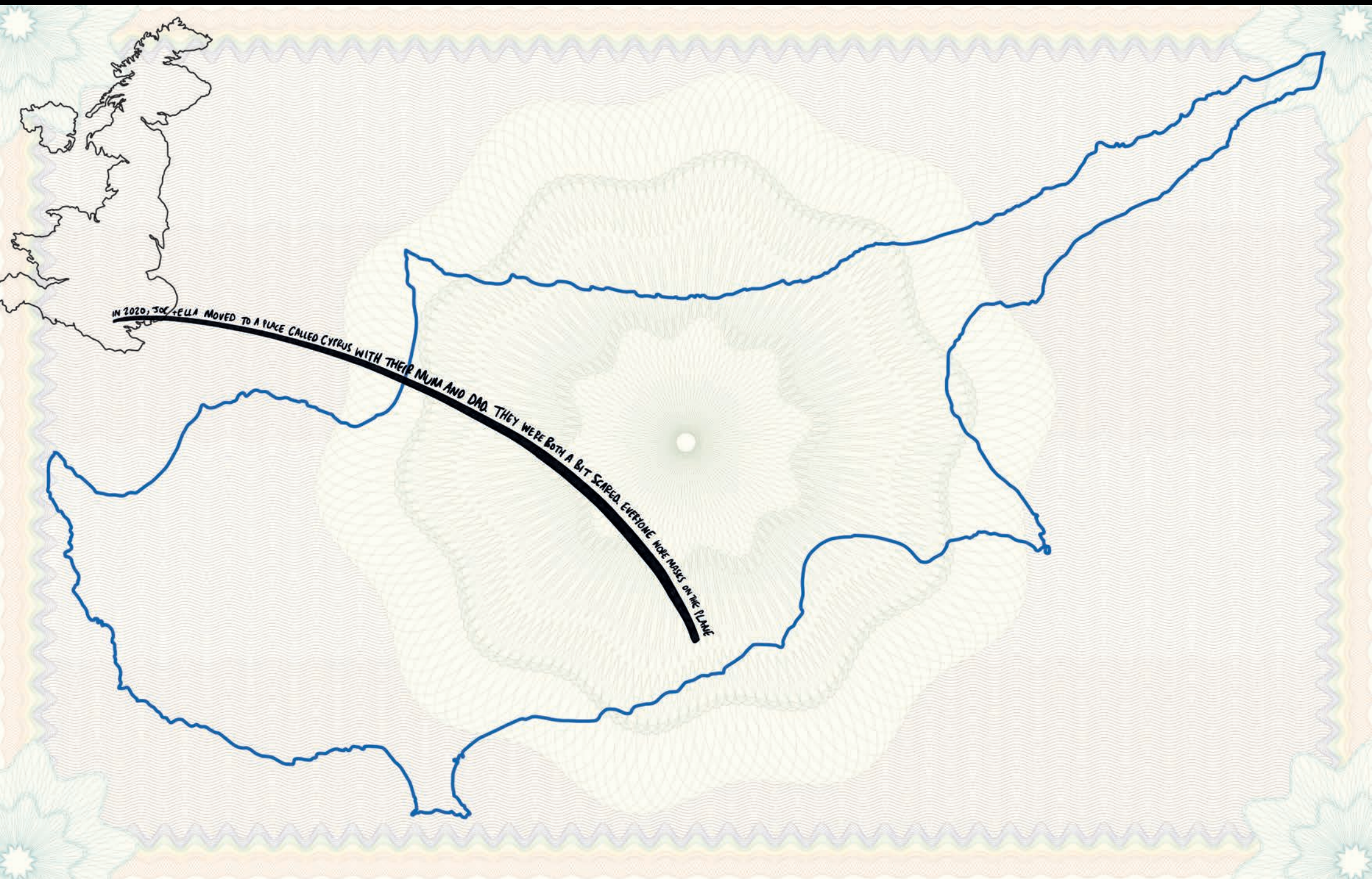


Non-linear form of narrative, does it fit the text?

Wayfinding within the text?

Could this be 'a day in the life', kids school uniforms etc





IN 2020, SOE + ELLA MOVED TO A PLACE CALLED CYRUS WITH THEIR MUM AND DAD. THEY WERE BOTH A BIT SCARED. EVERYONE WORE MASKS ON THE PLANE

Rough plans

- Decide on direction today
- Iterate towards first prototypes in order to show initial stuff to kids book publisher client
- Engage with chosen production method (Riso? screen printing? publications?)
- Mine and expand on found references ready for Annotated Bibliography
- Consider appropriate format for testing for when prototype(s) ready

AIM: by non-teaching week, prototypes ready for testing, testing organised. (Leaving time before midpoint for findings, adjusting prototypes and further testing if needed)