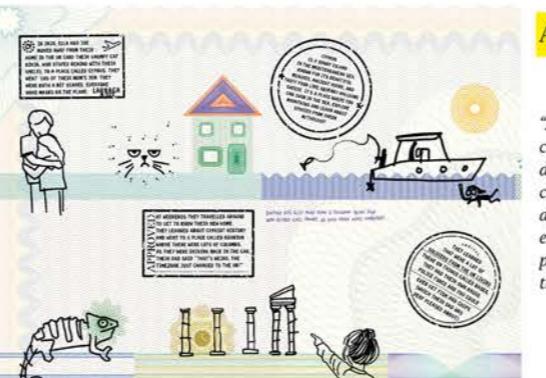


# Project Proposal



## Assessment from Unit 2...

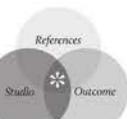
"A thoughtful and well-contextualised project with strong conceptual grounding and rigorous experimentation. You demonstrate clear commitment to ethically engaging with colonial histories and to developing a visual language appropriate for younger audiences. For Unit 3, focus on expanding your understanding 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.*
- Guilloche 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 scalable 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

## 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?
- Be conscious of influencing the situation
- Wide demographic
- Sensitivity reader?

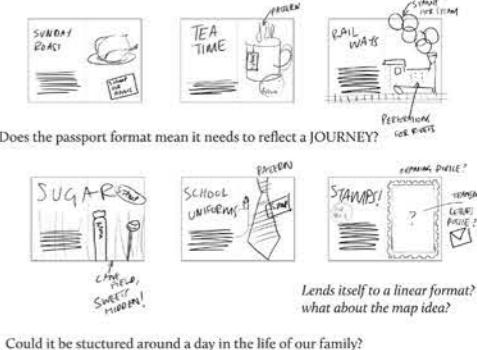
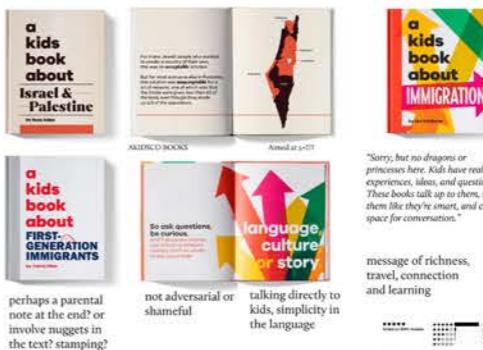
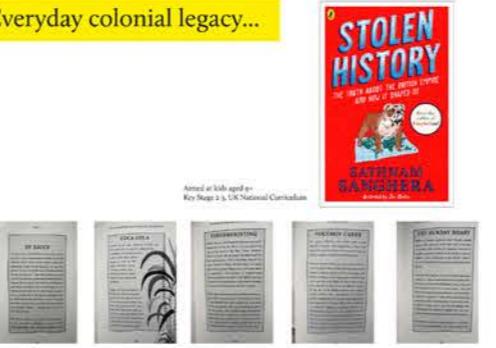
## Testing...

- What would this look like? Wayfinding game?
- Industry focus group - 4C: Ark Children 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
- Post-prototyping: how can we talk/middle and communicate/consult/ document/share/analyse/evaluate?

## Initial Iterations

2 routes  
1 - Everyday Colonial legacy  
2 - Narrative map

## Everyday colonial legacy...



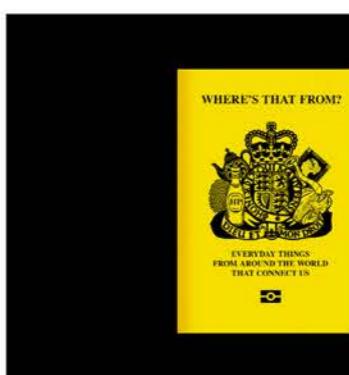
## POSSIBLE BOOK INTRODUCTION...

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. 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.

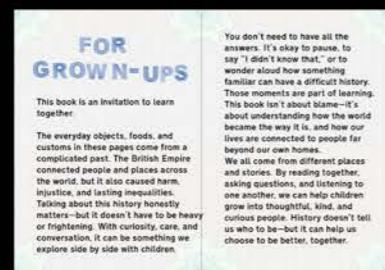
Now, let's take a trip together and take a closer look at the everyday things that hide big histories!



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 continents. 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. 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!



## Mapping colonial legacy



## 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)



# Takeaways from last week

- *Conceptually, this is a pretty fully formed project. It's really clear in terms of what it is you're trying to do.*
- *You have an audience. Your query is quite clear, which is 'how can we find a way to communicate complex colonial histories to children?'. That's what is driving all of this.*
- *Your next steps are less about finding a question and more about experimenting within those parameters.*
- Passport format over map. Standard passport size too small, A6 too small, A5 too big. Somewhere in between. Look into B format, 129 x 198, standard book trade paperback dimensions.
- Keep foiling and rounded corners. Revisit front cover typography.
- *Content. Illustrations are working really well. The stamps added are starting to align with the passport. Continue to make them by hand and add? Is that part of the reading experience or are they printed? look into intercation with the book.*
- “A day in the life?” Everyday objects idea is good, but could it sit in a temporal box? Research kids ‘typical’ day for colonial references
- Riso discussed for slightly rougher printing, to consult publications.
- Prototyping - iterate the guilloche and stamp illustrations, see where it takes you.

## What's my enquiry?

End of Unit 2:

*“Can parents and children engage with colonial legacy together?”*

Re-articulated line of enquiry, 15/1/26:

*“Can parents and children find out what it means to be a global citizen?”*

Re-articulated line of enquiry, 22/1/26:

*“How can we find a way to communicate complex colonial histories to children?”*

# Narrative structure, a day in the life...

## A day in my life

On a typical Friday, i usually wake up at around 7 am and out of bed at 10-15 past. After i wake up i change into my school uniform that is a skirt with tights a shirt, tie and jumper then go downstairs and eat breakfast for breakfast i usually like to have a small breakfast or none as I don't like to eat breakfast in the morning. When i do have breakfast i have Fred eggs,pancakes or a croissant. After i have breakfast i head upstairs and brush my teeth then i go p to my room and sit down at my dest\vanity and get ready. Before i do my make up i do little skincare as i finds it helps with my rough skin on my cheeks but i use a kids moisturiser and a serum not much just simple. I usually don't do much make up but i do wear some and that includes: mascara,highlighter, little blush and lip oil. After i do that i do my hair but I don't normally do anything with my hair apart from the obvious brushing with my hair brush from the company Wet Brush!

I normally get picked up by my friend at around 10 past 8 to walk to school and it's a 10-15 minutes. once we get to school we meet up with our friends then head to our tutor bases. once we have a 15 minute tutor time we head to our first lesson. My first lesson on a Friday is geography and I have geography for one hour. Then I head to my second lesson also for an hour that is science! After science I have another 15 minute tutor time then a 15 minute break, after break I have computing again for an hour then English. After I have English I have my lunch that is a 45 minute lunch to eat and run around before last lesson that was maths for me! Then I walk home again after around 15 minutes. Normally when I walk home I listen to music as my friend doesn't always walk with me as sometimes she goes to her mums! My music taste includes of an artist called Billie Eilish! I love her so much as she is my favorite and she has amazing music! My favorite song of hers is either bittersweet or CHIRIO!

Once i get home i have a snack but that depends on what i am feeling! After that it's about 4 o'clock then so i change then eat some dinner after chilling until around 5. After dinner at around 6 o'clock i go to a Claus called trampolining for an hour 6:15 pm to 7:15 pm! Trampolining is on of my favorite sports as its just do fun to jump up and downs and do flips! Once i get home from trampolining i have noting to do unless i have homework so if i have homework i usually do maths as i get it every week.the i like to watch Traitors or the Jonior Great British Bake Of with my mum! Then around 9-10 pm i head to bed!

Some of the things i eat for dinner include: vegi chicken,vegi sossages as i am a vegetarian! Or i have pasta and many other things. I also wea perfume nd I have a few options to chose Frome: elish number 1 , elish number 2 , vanilla bath and body works or spring so sweet! My favorite is he elish number 1 perfume!

### School uniform\*

## Pancakes

## Make up / hair

## School

English (what are they learning?)

## Science

## Computing

## Music - Billie Eilish

## Trampolinin

Hon

TV

Dinner -  
P. 6

## Perfume Vanilla bath

## A day in my life

My typical day consists of waking up at ~~6:30~~ 7:00 am and getting changed into my school uniform. After getting changed I spray a bit of cologne and grab my bag and bag to go to the bathroom where I do my wash and do my hair. Then I head downstairs and have breakfast which is usually cereal. Whilst eating I have energy, I'll do a bit of revision on my phone. After eating, I go do my teeth at around 8 and then I get ready to leave for school. I leave at around 5 past 8 where I walk to school linking to my favourite bands on my cool performative headphones. When I get to school I hang out with my mates outside the first lesson starts where it feels like walking ~~up~~ through the trenches as there are ~~the~~ amazingly stupid jumps that wasn't the school's fault thinking they're double hand and rough as nails. Anyways, I get to first lesson hoping it's a subject I like such as biology where there's an interesting seating plan with all my mates or PE where we play

pickleball or badminton and not basketball as the half my PE class is filled with bottoms set never basketball that they take PE football as serious as the worldcup when in these exams our over goal with my one actually having real fun. Moving on, most lessons ~~had~~ had to be preparing for my GCSEs which are mostly where we are constantly doing past papers for revision. Then we have much work as my parents money on cameras good because they don't need me enough and I sit with all my mates having a good time. Then the breakless bell rings and the headaches in my wrists break free as escape ~~the~~ set the notes ~~as~~ on year 10 (excuse my French). I walk home through towns which isn't the best memory as I always have to walk through across mountains but across mountains but sometimes home or walk with friends or walk on my own.

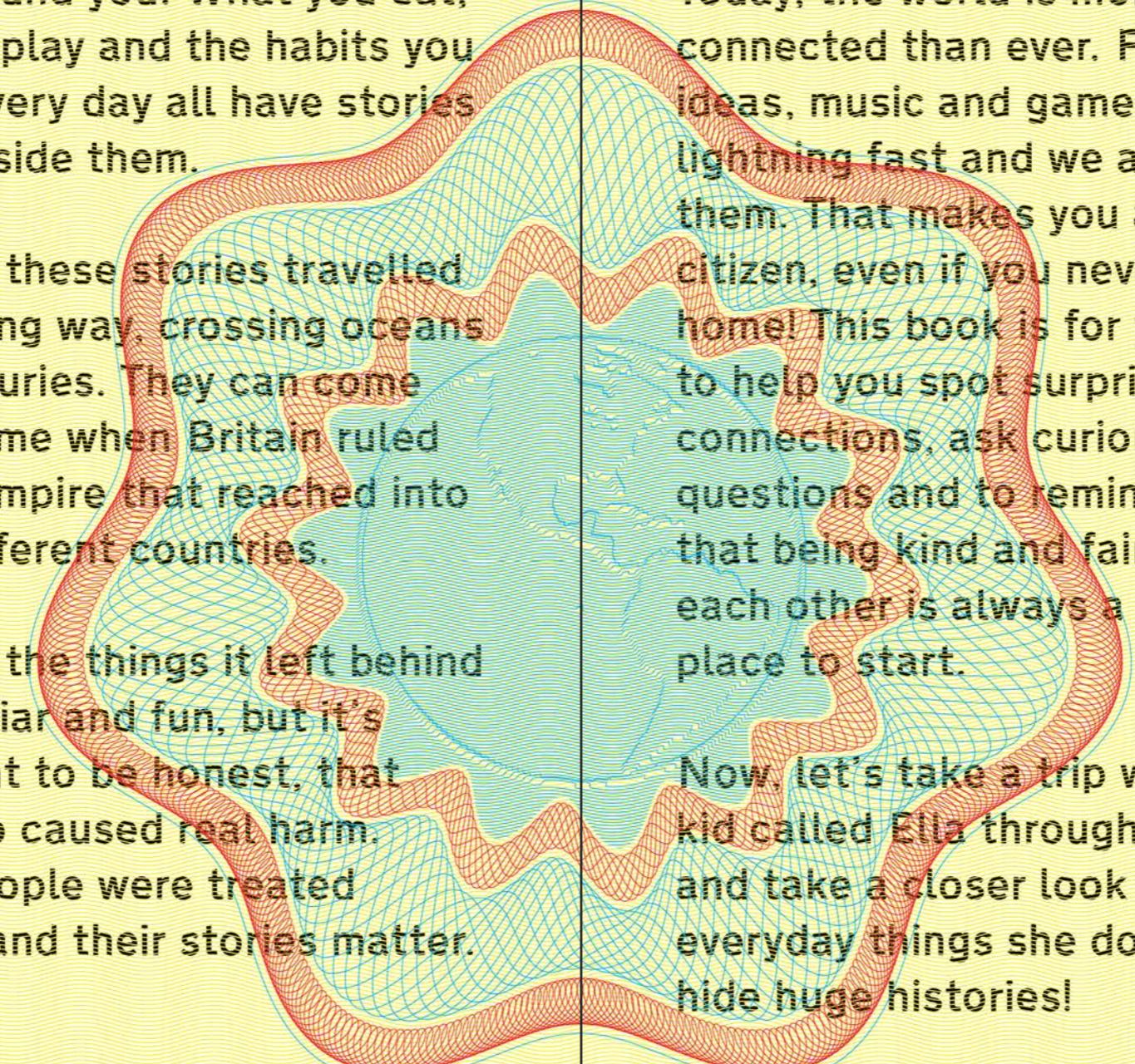
When I get home at around 4 or 5<sup>th</sup> day is its winter all the do is not as bad, the reverions eat dinner, and plenty eating with my friends but its the greatest time of year (summer), I'll get home and drove down to my local river and do a bit of sky surfing. Then ~~will~~ I go home have dinner hoping that everything be cooked because its beautiful but its only 100s once or twice a lifetime. I hold myself back from spring everyone hints from my mom how cooked a meal that we openly dislikes my surface we cook out & like it. Then I'll do a reverions & on seeing the cool plus games with my friends a good time. They all like to have a shower after peak (be). Then I'll go to my bathroom and my mirror and clean my face. The last cool finally sleep.

School uniform\*  
Pancakes  
Hair / cologne! / Doing teeth  
School  
Listening to Music, headphones  
Biology  
PE  
Walking to school  
Pickleball  
Badminton\*  
Fly fishing

Need to add detail –  
transport to school,  
be more specific e.g.  
ingredients in food

DO YOU EVER ASK...





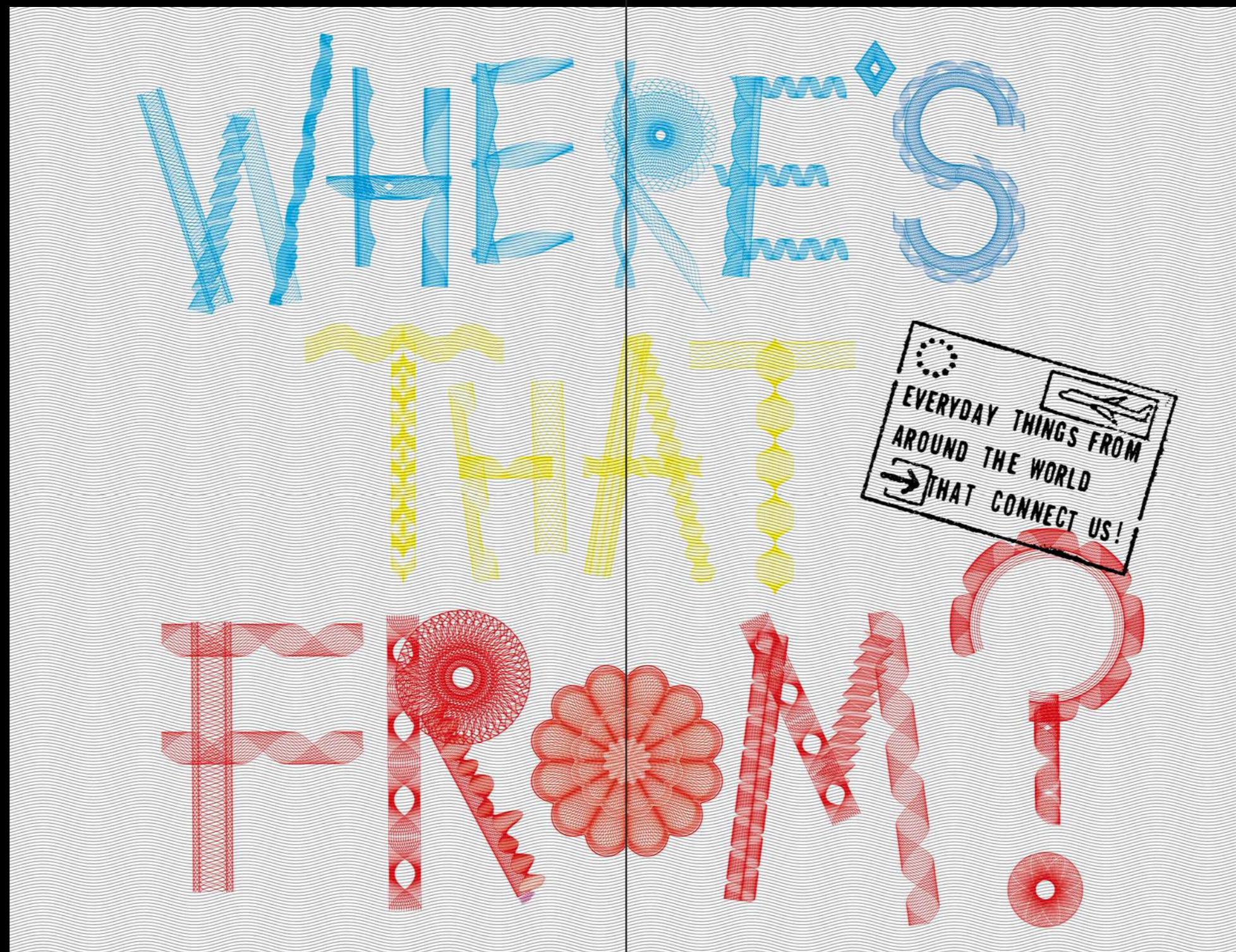
Look around you. What you eat, how you play and the habits you follow every day all have stories hiding inside them.

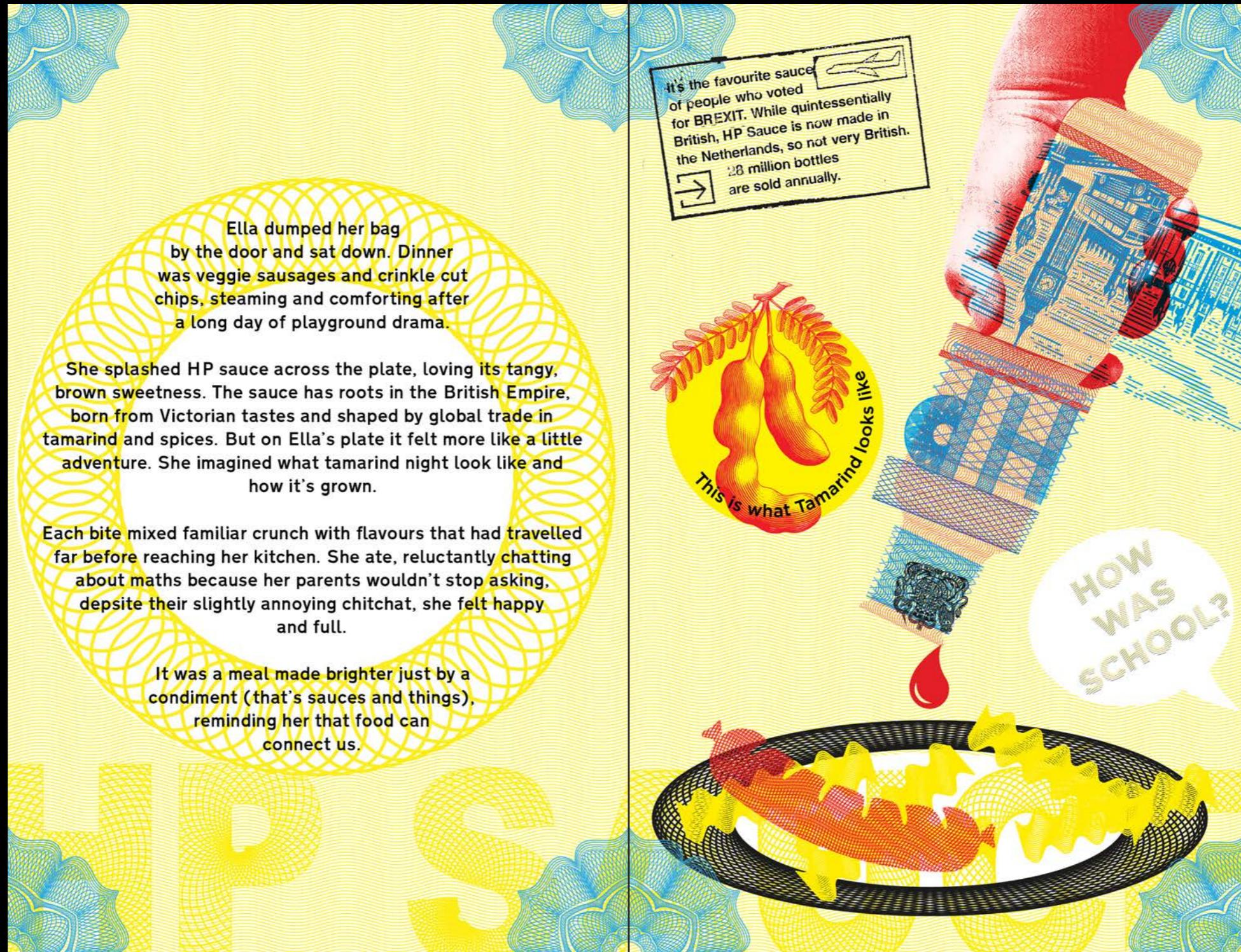
Some of these stories travelled a very long way, crossing oceans and centuries. They can come from a time when Britain ruled a huge empire that reached into many different countries.

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.

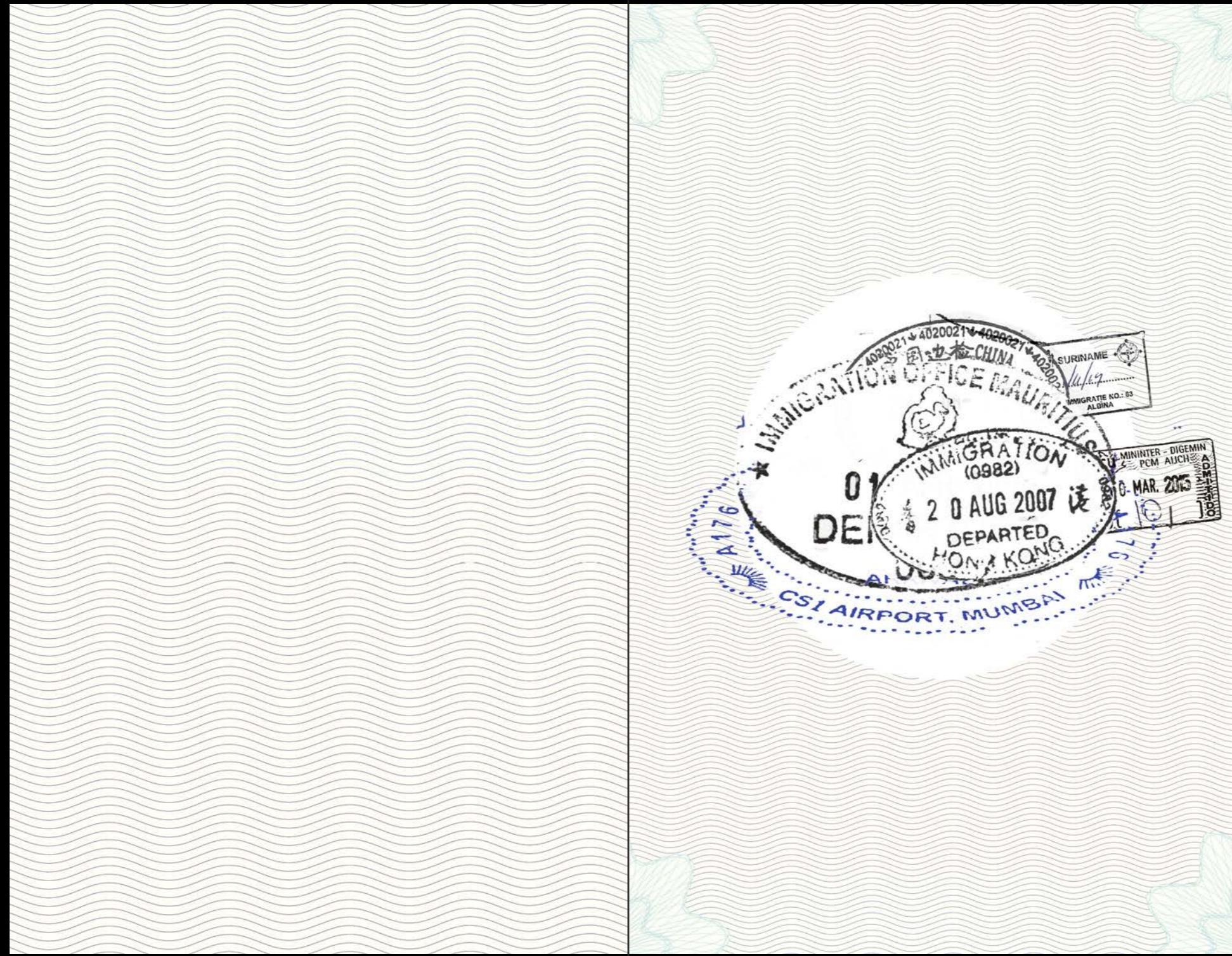
Today, the world is more connected than ever. Food, ideas, music and games travel lightning fast and we all share them. That makes you a global citizen, even if you never leave home! This book is for you, to help you spot surprising connections, ask curious questions and to remind you that being kind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

Now, let's take a trip with a kid called Ella through her day and take a closer look at the everyday things she does that hide huge histories!





How will Riso deal with intricacy? 0.25pt lines, type in vectors





Esther Waller  
Publishing Manager, Chicken House Books.  
**PRESENTATION 4/2/26**

- Concept, colonialism's viability
- Tone of Voice, text length
- Age group
- Production
- Advice on testing