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| **Design a Book Bag** | | |
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| Designing and making a book bag to carry your favourite book to school for World Book Day | | |
| **Subject(s):** English, Design & Technology, Engineering  **Approx time:** 80-120 minutes |  | **Key words / Topics:**   * bag * books and reading * cutting * fabric * sewing * testing * textiles * World Book Day |
| **Stay safe**  Whether you are a scientist researching a new medicine or an engineer solving climate change, safety always comes first. An adult must always be around and supervising when doing this activity. You are responsible for:    • ensuring that any equipment used for this activity is in good working condition  • behaving sensibly and following any safety instructions so as not to hurt or injure yourself or others    Please note that in the absence of any negligence or other breach of duty by us, this activity is carried out at your own risk. It is important to take extra care at the stages marked with this symbol: ⚠ | | |
| **Suggested Learning Outcomes** |  |  |
| * To be able to follow a design brief to design and make a textile product. * To be able to design and make a bag to carry a favourite book to World Book Day. * To be able to perform basic techniques with a sewing machine. | | |
| **Introduction** |  |  |
| This is one of a set of resources developed to support the teaching of the primary national curriculum. This resource was inspired by World Book Day and supports the development of literacy by designing and making a bag that can be used to carry a book to school. The book bag will be decorated to inspire and encourage reading. | | |
| **Purpose of this activity**  In this activity learners will make a fabric bag to carry their favourite book to World Book Day. They will measure and cut the fabric and decorate it with a book or other personal theme. They will then sew their fabric to create the finished bag. Finally, they will test their book bag to see how well it carries and protects their book.  This activity could be used as a main lesson activity to support learners’ engagement in literacy. It could also be used as part of a wider scheme of learning focussing on designing and making skills within design and technology and textiles. | | |
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| **Activity** |  | **Teacher notes** |
| **Introduction and design brief (5-10 minutes)**  Teacher to use presentation slide 3 to introduce the theme of World Book Day, the design problem and the design brief.  Teacher to then explain to learners that their task is to design and make a bag to carry their favourite book to World Book Day and keep it protected.  **Things to think about when designing (5-10 minutes)**  Teacher to use slide 5 to outline and discuss the things to think about when designing with learners:   * What is your favourite book? * How big is the book? * What do you want the design on the book bag to look like? * What colours will you use?   **Making the book bag (60-80 minutes)**  Teacher to demonstrate the steps required to make and decorate the book bag, as shown in presentation slides 6-17.  Learners to follow these steps to produce their own book bag. This will include:   * Measuring the book to be carried * Cutting the fabric ⚠ * Producing the bag decoration/design ⚠ * Sewing the book bag (handles, top edge, seams, finishing) ⚠   **Testing the book bag (10-20 minutes)**  Learners to test their book bag and see how well it works:   * Does your book fit in the bag, without being folded or crumpled? * Is it strong enough to carry the book? * What do you most like about the bag? * Is there anything that could be improved? |  | This activity could be carried out individually or in small groups. It is recommended that a tutor make at least one book bag before the start of the activity.  **Introduction and design brief**  Teacher could show examples of bags used to carry books to help learners understand what they are and why they are used. These could be physical examples, if available, or shown via the internet.  **Safety considerations** ⚠  This activity involves both hand sewing and sewing using a sewing machine. All practical activities should be carried out in accordance with the school’s risk assessments.  The sewing machine work could be carried out by the teacher or a teaching assistant.  Learners should take care when cutting fabric and using sharp sewing needles.  **Making the book bag** ⚠  Depending upon the ability of the class, the Teacher could demonstrate all the steps before the learners start the practical or demonstrate each a stage of making one step at a time, with learners completing each step immediately after the demonstration. For example, teacher demonstrates measuring the book/fabric to be cut, then learners complete this before moving onto the next stage.  Presentation slide 12 shows an example of how learners may wish to decorate their bag.  **Testing the book bag**  All the bags could be tested and shown to other tutors or a librarian for evaluation. Learners could take a book home in the bag and bring it back to show how useable their bag is.  For display purposes they could be hung on coat hooks or tacked to a board before taking home. |
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| **Differentiation** |  | |  |
| **Basic** |  | | **Extension** |
| * Pre-mark and/or cut the pieces of fabric to be used. * Specify the book(s) to be used as inspiration for the decoration and provide a pre-identified image bank. * Provide images from different books that can be cut out and used for the decoration. * Make a paper version of the bag. |  | | * Design a range of bags for carrying books e.g. with different fabrics, shapes and book design decorations. * Make a class display of the book bags hung up for World Book Day and use this to encourage others to read the books. |
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| **Resources** |  | | **Required files** icon-docicon-pdficon-ppt |
| * Plain paper * Pencil crayons * Felt tip pens * Ruler * Fabric for the bag (around 350 x 350 mm for each bag) * Ribbon (1 m per bag) * Pins * Fabric scissors * Thread * Sewing machine * A range of books |  | | icon-ppt Primary Presentation book bag |
| **Additional websites** |  | |  |
| * **World book day website:** <https://www.worldbookday.com/> * **We all Sew – How to sew a lined library book bag:** <https://weallsew.com/how-to-sew-a-lined-library-book-bag/> * **YouTube - How to sew a tote bag:** very clear instructions and a different form of handle. <https://www.youtube.com/watch?v=AwD58_Pu5Kw> * **School book bag tutorial:** <https://www.bobbinsnbuttons.co.uk/school-book-bag-tutorial/> | | | |
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| **Related activities (to build a full lesson)** |  | |  |
| **Starters** (Options)   * Discuss which books the learners most like – what are their favourites? Why do they like them? * Try different types of bags, made from different materials, to carry books. Which works well? Why? * Discuss the environmental problems with using certain materials to make bags e.g. plastic carrier bags. | | **Plenary**   * Self/peer assess finished products produced. * Use the finished book bag to carry a book home and then back to school again – how well did it work? Did it protect the book? Was it easy to carry? | |
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| **The Engineering Context** |
| * Understanding how fabrics and associated equipment are used to manufacture products allows engineers to apply this in a range of contexts. For example, the use of fabrics in the aerospace industry (from hang glider wings to airline seats), or how and why they are used within automotive interiors. * Engineers must be able to understand and respond to a design brief to produce a solution to the problem outlined. |
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| **Curriculum links** | |
| **England: National Curriculum**  Design & Technology KS2   * generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design * select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities * understand how key events and individuals in design and technology have helped shape the world   English - Language and Literacy KS1   * 6.1 Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. * 6.3 Reading and Writing. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure. Schools should do everything to promote wider reading | **Northern Ireland Curriculum**  Language and Literacy KS2   * Reading: represent their understanding of texts in a range of ways, including visual, oral, dramatic and digital   Art and Design KS1 and KS2   * use modelling and construction techniques to make three-dimensional work, for example, experiment with cutting, folding and joining methods * explore examples of the occurrence of the visual elements within the natural and man-made worlds, for example, look at pictures and point out colours, shapes and configurations within them, then apply similar pattern recognition to observation of the real world. |
| **Scotland: Curriculum for Excellence**  Technologies   * TCH 2-04b, TCH 2-04c * TCH 2-11a, TCH 2-12a | **Wales: National Curriculum**  Languages, Literacy and Communication  Literature (fires imagination and inspires creativity)   * I can consider the plot, character, theme and context of literature I experience supporting my ideas and opinions with evidence from the literature   Science and Technology   * I can design while I make and communicate about what I am making * I can safely use simple tools, materials and equipment to construct and deconstruct |
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| **Assessment opportunities** |
| * Informal teacher assessment of the practical skills used. * Formal teacher assessment of the finished book bags. * Self/peer assessment of card models and finished book bags. |