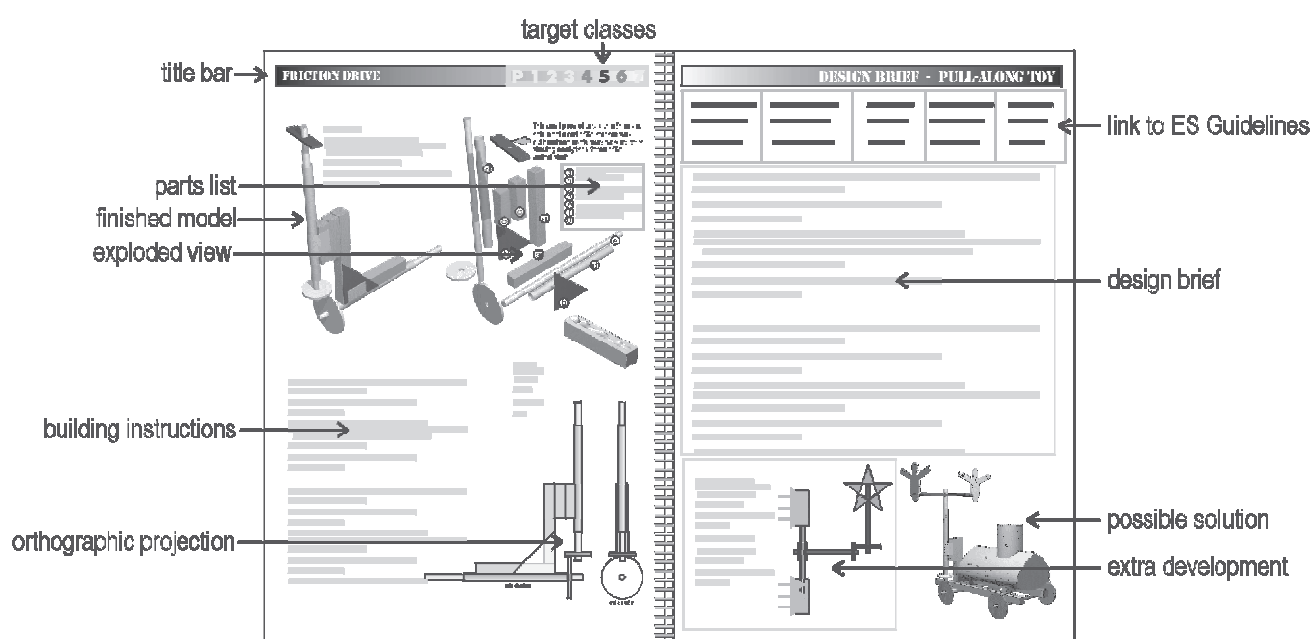


You will find, on the following pages, a series of Design & Technology Projects. There are two groups, the first of which, the **Supported Design Projects**, leads towards specific design outcomes, while the second group consists of a number of **Focussed Practical Projects**, activities designed to broaden the pupils' practical experience.

### SUPPORTED DESIGN PROJECTS

Each project consists of a Focussed Practical Activity, plus a related Design Brief. It is suggested that a class works through the focussed task where the children are introduced to a range of skills, processes and mechanisms. In many cases, previously introduced skills etc. are revisited and developed. This can be followed, either immediately, or after some time has passed, by the related design problem which draws on this experience to facilitate solutions.

Each project occupies two facing pages, although the Early Years projects occupy only half of each page. A full explanation of all the features is given below.



#### TITLE BAR

Names the focussed activity on the left page and the design brief on the right page. The title bar also includes the Target Class Box.

#### TARGET CLASS

You will see a bar which starts with the letter P (for Pre-school) and then shows the numbers 1 to 7 (representing Primary 1 to Primary 7). Each project will have at least one BLACK number, which is the age that we have chosen as the target class for the project. This may or may not be flanked by DARK GREY numbers. These are the classes we think could also make use of the project, depending on the experience of the children and the amount of assistance given by the class teacher. This does not exclude other classes, however. The class teacher may well feel that a particular activity is well suited to prevailing circumstances. In choosing the target level for each activity we assume that classes will be coming to them with the relevant experience. If that experience is lacking, teachers should consider either using projects with lower targets, or simplifying the activity to suit the class.

We have decided not to attach 'levels' to the activities. The same activity can often be used by children working at a range of levels. Varying amounts of assistance, support and expectation will define the level attained by each child.

#### LINK TO E.S. GUIDELINES

This grid shows, in BLACK, the areas of the Scottish Environmental Studies Curriculum covered by the project. Attainment Outcomes and Strands are listed and, where relevant, attainment targets. However, it will be noted that no attainment targets are shown for Technology. As pointed out above, the projects can be adapted to a wide range of levels, depending on the amount of support given to the children. Young children may be taken step by step through a project making only a limited number of design decisions, whereas an older class may tackle the same project virtually independently. We have made reference to other Learning Outcomes in Environmental Studies, particularly science outcomes. While focussing on Design and Technology it is easy to overlook the natural links between Science and Technology.