



Stories
of Chat
Moss

Learning Resource



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Salford Community Leisure Ltd

Irlam Cadishead and District Local History Society

Stories of Chat Moss project volunteers

Salford Ranger Team

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All those who had their oral histories recorded for this project

And of course the staff and pupils of :

Cadishead Primary School

Fiddler's Lane Primary School

Irlam and Cadishead Community High School

Irlam Endowed Primary School

Moorfield Primary School

St. Joseph's the Worker RC Primary School

St. Mary's Primary School

Learning Resource Pack for Teachers of Key Stages 1 & 2

How to use this resource pack

The Stories of Chat Moss Learning Resource Pack aims to provide you with information that you may find useful to build into lessons, and to offer some suggestions for further activities in the classroom.

The resource sheets are robust and can be photocopied and shared easily, and added to as you wish.

The sample learning activities have clear curriculum links and can be adapted for different ages and abilities.

What does it include?

1. Information about Chat Moss
2. Learning activities linked to the National Curriculum
3. Activity Book
4. Creative Recipe Book put together by artists working on the Stories of Chat Moss project
5. Maps of Irlam, Cadishead and Chat Moss
6. Chat Moss Story map
7. A selection of local history images
8. A CD with a selection of oral history recordings relating to Chat Moss

This Stories of Chat Moss Learning Resource Pack is freely available for teachers to download and print online at:

www.salford.gov.uk/outreach

Visit Chat Moss!

The best way to learn about the moss is to make a visit and experience the area first hand. In this section you will find a list of ideas and worksheets to complement your visit.



Recording techniques – equipment and worksheets

- Making notes during a visit can be difficult for some children. Boards and pencils are awkward even for pupils who can read, write and spell easily. Make sure that the information recorded by your pupils is relevant and matched to the aim of the visit.
- Worksheets can be very supportive if used in the right way.

A few points to consider:

- Select worksheets that are relevant to your visit and that suit the needs and abilities of individual pupils
- Work in pairs or small groups and encourage discussion, which should help develop observational skills and verbal literacy.
- Be a responsible walker! Respect private land by sticking to public footpaths. Be aware of farm and general traffic, and leave the wildlife in peace. Roads on Chat Moss can be very bumpy for vehicles, and some are not passable. Walk where you can!

What is Chat Moss?

Chat Moss is the name of a large area of peat bog, which actually covers Chat, Irlam, Barton, Little Woollen, Cadishead and Great Woollen Mosses. It lies between Salford, Warrington and Wigan in the North West of England.

Chat Moss comprises some 30% of Salford (2750 hectares). It is the largest area of Grade 1 and 2 farmland in Greater Manchester and contains the largest block of semi-natural woodland in Greater Manchester. It is also the source of significant wildlife interest. Home to a wealth of farmland birds, it also contains remnants of lowland bog habitat. This rare and declining habitat can only be found on peat substrates and the city council and local wildlife organisations are seeking to restore areas of existing peat workings to wet moss land.

Chat Moss is recorded as far back in history as the 7th century AD and was regarded as an insurmountable area of bog that would "bear neither horse nor man" (Daniel Defoe, 1724). The area was supposedly named after St Chad who was the Bishop of Mercia in the 7th century. As, however, Chat Moss was long ago part of a great tree-edged inland lake, it is much more likely that the name stems from the word 'Chat', meaning a place of small trees.

Much of the landscape of Chat Moss reflects its agricultural past. It was reclaimed in the 19th century by a large-scale network of drainage channels. These are still required today to prevent the land water logging and they have resulted in a patchwork landscape "enclosed" by ditches rather than hedges or walls.

Continued over...

For 90 years Manchester and Salford's 'night soil' was dumped on Chat Moss, which resulted in a very fertile soil. Chat Moss became Greater Manchester's primary source of vegetables and salad crops from the 1920s and 30s when the Moss was drained and stabilised.



It was also an important source of employment and income for local people, with many farming families employing young people and casual workers to assist with crop harvest.



However in recent decades, this farm economy has declined in the face of global markets and the purchasing power of the supermarkets. Today on Chat Moss you are more likely to see turf growing, arable farming, hobby farming and horse livery as you are traditional moss cropping.

Activity Book

This is a picture of ME.

My name is:

Where am I?

On your visit to Chat Moss, draw yourself and the things that you can see around you

Alphabet Acrostic

On your visit to Chat Moss, look around you!
Use all the letters in the alphabet to describe the area.

Try and think of as many words as possible for each letter of the alphabet:

A

N

B

O

C

P

D

Q

E

R

F

S

G

T

H

U

I

V

J

W

K

X

L

Y

M

Z

Viewfinders

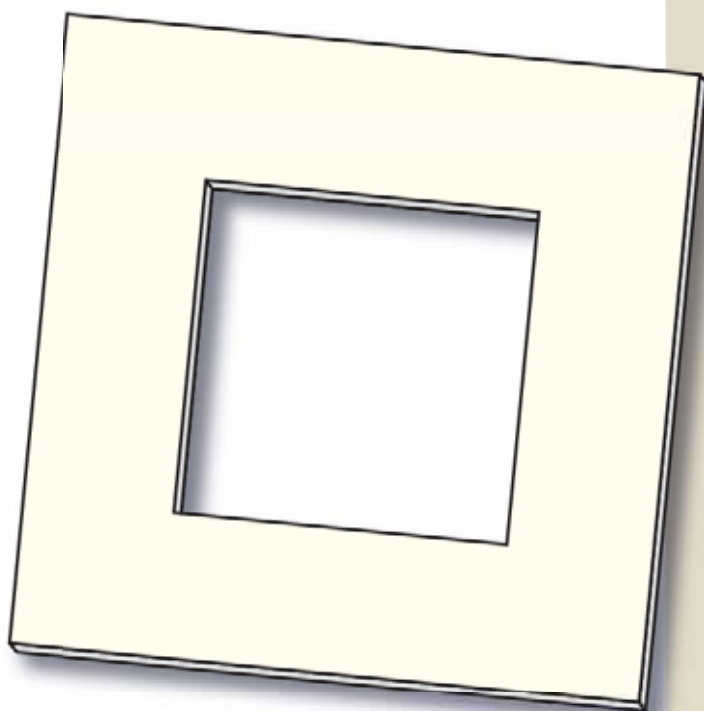
How to use viewfinders

- Photocopy the viewfinder onto A4 white card.
- Cut out enough for one per pupil. Cut out around the edge then cut out the centre, you may need a craft knife to cut out the middle sections of the viewfinders.
- Hold the viewfinder towards what you want to draw. They can be used to focus on a specific area or object. See how it frames the object. Draw what you see inside the frame.
- Practice focusing at school before your visit.

Look at one small area and describe it to other pupils. Can pupils guess what is being described?

Give out the viewfinders and use on the moss as a warm-up exercise. Use the viewfinders to help with making sketches of particular areas or object on the visit.

Art and Design Key Stage 1: 1a,
Cross reference to Mathematics
MA3, 2a, 2c, 2d
Art and Design Key Stage 2 Links to:
1a, 1c, 5a



Post-visit Ideas for the Classroom

English

Read all about it!

Write a newspaper article on one of the following subjects:

- My visit to the Moss
- The Bog Man
- Nature Notes

Or another of your choice

Poetry Corner

To get you started, here are some tips:

- Choose a topic, in this case Chat Moss
- Get out and feel it, hear it, see it
- What's it doing?
- How does it feel against your face and body?
- Think of it as a person – what game is it playing? What is it telling you?
- Make it rhyme or not – it's your poem so it can't be wrong
- Write about 8–12 lines
- Have fun!

Or make an acrostic poem with the letters of Chat Moss

English Key Stage 1: Links to EN1: 8a, b, c, d, EN2 : 1a, b, c, 3d, 3e, 6a, 9b, and EN3 1a, b, c, 9b, 9c, 12

English Key Stage 2: Links to EN1: 8a, EN2 5c, 5e, 5f, EN3 1a, b, c, d, e, 9b, 9d, 12

Drama

Chatty Conversations

- Listen to some of the oral histories or choose a photograph to study.
- Develop the dialogue between 2 characters from the oral histories or from the photographs.
- Work in pairs and act out these unique conversations.

English Key Stage 1: Links to EN1: 4a, 4b, 4c, 11a, 11b, 11c, EN2: 9b

English Key Stage 2 Links to EN1: 4a, 4b, 4c, 4d, 6a, 6b, 11a, 11b, 11c

Citizenship

Interview Me!

- Invite people from local community to come in and talk about Chat Moss (those who may have grown up on the Moss, those who used to farm on the Moss or who played there as children).
- Prepare questions to ask and interview them.
- Use the answers to these questions to inform debate, literacy or creative work

PSHE & Citizenship Key Stage 1: 2f, 2g, 'Breadth of Opportunities' 5c and 5e

PSHE & Citizenship Key Stage 2: 'Breadth of Opportunities' 5e

English Key Stage 1 Links to EN1: 2a, 2b, 2c, 2d, 2e, 8d, 9b

English Key Stage 2 Links to EN1: 9a, 11a, b, c

Geography

Map your World

- Look at the different maps of the Chat Moss area. How do they differ?
- How are they similar? What changes have taken place? Can you see these changes with your own eyes?
- Find old and new photographs and other secondary sources of information that show these changes
- Go for a walking tour to identify these changes, using the old and new maps.
- Inspired by the Chat Moss Story Map, draw your own map that relates to your daily life in Irlam and Cadishead (this could be linked to creative writing and literacy activity)

Geography Key Stage 1: 1a, 1c, 2b, 2c, 2d, 2e, 3b, 3c, 4a, 4b, 6a, 7a, 7b

Geography Key Stage 2: 1b, 1d, 2b, 2c, 2d, 2e, 3d, 3e, 4a, 4b, 5b, 6a, 6d, 7c

History

I was there...

"I was there when the railway was built over Chat Moss", "I was there when they drained Chat Moss", "I was a farmer on the Moss"...pretend you were there when these things were happening, and write a diary entry or a letter about your experience.

Continued over...

Changing Times

Investigate a range of sources, including images, oral histories, and maps.

- How has life changed?
- For whom has it changed?
- Why?
- What is the impact of this change?
- These activities could extend to literacy, writing a 'Past / Present / Future' poem.

Publish!

In small groups, write a leaflet or poster about the history of Chat Moss
Present this to the rest of the class

Homework task

Pupils could ask a parent, family member or neighbour to tell them a story about something that happened to them, or that they did when they were younger, if possible connected to Chat Moss or the local area. This information can then be used for discussion or sharing in class.

History Key Stage 1: 2a, 2b, 3, 6a, 6b

History Key Stage 2: 3, 4a, 4b, 7 Local History Study

English Key Stage 1 & 2: Speaking and Listening, Writing.

Geography Key Stage 1: 2d, 6, 7

Art

Children and young people involved in the Stories of Chat Moss project had the chance to try their hand at many different art forms and skills, from mosaic to puppetry. Here are a few ideas for you to try:

Printmaking (Looking at line, pattern, shape)

- Use the maps to look at different shapes and draw a pattern.
- Use polystyrene sheets (e.g. pizza bases) and carve your pattern using a pencil into the polystyrene. Don't press too hard, you don't want to go all the way through.
- Have a piece of paper ready at the side - news print works well.
- Pick a colour printmaking ink (can use paint if you have no ink) and spread it first into a small tray with your roller.
- Once the ink is evenly across the roller start to spread it across the polystyrene (not too thick), you will notice it will not go into the holes.
- Place your paper on top of your design and press gently with the back of a wooden spoon to lift all the ink onto the paper.
- You can reprint the same piece a second or third time without applying more ink to see what happens.
- Experiment with different amounts of paint and pressure to see what gives a better print. If you want to you can then put another colour on your piece of polystyrene and place on top of the other print so it is two-toned. If you do this draw around the top corners before you take away the polystyrene on the first print so you can line up the second print and the design will line up.



Creative Recipe Book

Children and young people involved in the Stories of Chat Moss project had the chance to try their hand at many different art forms and skills, from mosaic to puppetry. Here are a few 'recipes' and ideas for you to try:

Art and Design Key Stage 1 Links to: 2a, 2b, 4a, 4b, 5c
Key Stage 2 Links to: 4a

Recipe: Lasagne Sheet Mosaic

Artist: Mark Mennell

The class at Irlam Endowed Primary School created a large outdoor mosaic depicting the story of Chat Moss and its surrounding area. They looked at old photos and listened to oral histories gathered during the project. Each child drew a picture which helped to illustrate the stories and pictures they had seen. These were then transferred onto large MDF panels and filled in using a variety of small glass tiles. In this worksheet we will show you how you can produce a similar effect using card and lasagne sheets!

Ingredients:

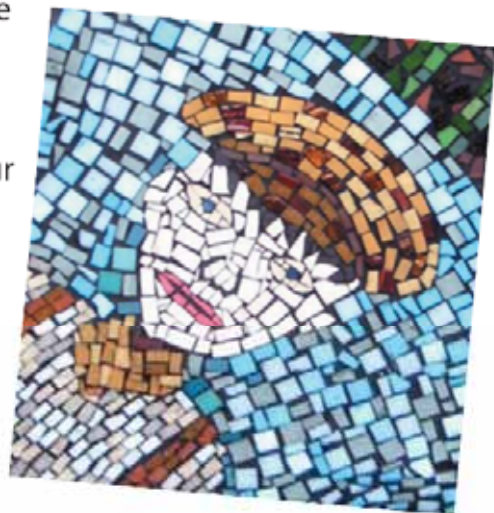
- Dried lasagne sheets
- Glue stick
- Black or grey card (or black or grey paper stuck to card)
- Pencil (preferably a light coloured pencil)
- Water based paint (colours to match your design)
- Paint brush, water and water pot
- Children's classroom scissors

Suggested Themes:

- Local history such as Chat Moss, the Bridgewater Canal or the history of Irlam and Cadishead
- Natural history (plant life, birds, animals and insects local to the area)
- What you like to do at school, or maybe a self portrait

Continued over...

- 1 Draw a simple outline image of something that interests you on the piece of card (see above for ideas). A light pencil will show up better on a piece of dark card, and try to keep the design simple
- 2 Take a sheet of dried lasagne pasta and practice snipping the pasta into long strips, (approximately 3-4cm long). It is better to hold the sheet as a horizontal rectangle and use your thumbs and forefingers to crack off a strip. When you have a few strips, you can move down each strip using the same technique to crack off smaller squares. Don't worry if you have a few odd shapes as this makes the mosaic more interesting.
- 3 When you have built up quite a few dried pasta squares (or tiles), you are ready to paint them. Just give them a light wash of paint so they dry quicker. Choose sensible colours that really make the most of your design. It may good to research some pictures of mosaic to allow you to understand the right balance of colour and design.
- 4 When the paint is dry you are ready to begin your finished piece. It is usually better to start from the inside of your design and work outwards leaving a small gap between each tile. Also, try to build up your mosaic by placing one tile next to the other in sequence, rather than leaving big gaps which are difficult to fill later on.
- 5 Stick each tile down using a generous amount of glue from the glue stick. Alternatively you can use PVA glue but it will take longer to dry.
- 6 You will notice that sometimes your tile will not fit into the space you need to place it. To alter the shape of your tile, mark off the pasta tile with the shape you need with a pencil. Then using your fingers, (or by nibbling the edge with safety scissors, without trying to actually cut the tile in half), snap off small pieces to achieve the shape you need.
- 7
- 8 When finished leave a short while to dry and then it is ready for display!



Recipe: Stop Motion Animation for a class of 30

Artist: Jenson Grant

The class at Fiddlers Lane Primary School created a series of short films inspired by the stories gathered from the oral histories.

Tips:

- Poems and stories should be about 4 or 5 sentences long and take about 25 seconds to read.
- Computers should be able to record and play sound.
- Backgrounds can be picture, a painted shoebox or a green screen for Chroma-key work.
- A web camera with lights if possible.
- Free Stop Motion software Helium Frog for Windows/Frame by Frame for Mac.
- To create a storyboard, draw a picture of your character's actions for each line of the story/poem, then write the line under each picture.

Serving Suggestions:

- *You can make objects and animals using the clay to help tell your story*
- *You can add music, titles, and credits to your movie.*
- *Use a chroma-key backdrop for changing your backgrounds.*

Preparation 60 minutes:

- Make your character out of clay; remember your character needs to be able to stand up on a tabletop. Start with a blob of clay & add arms, legs and a face. Try adding a mouth or moustache using a different colour.
- Use a storyboard template to plan out your story or poem – illustrate your story/poem with your character's actions. Think about the sounds in your story or poem.

Continued over...

- Record your story using the microphone and save your work. You can also record sound effects too! With a Mac you can record audio using QuickTime.
- You can record your story or poem into Movie Maker XP – go to 'Tools' menu, then 'Narrate timeline'

Cooking 45 minutes:

- Important! Spend a few minutes doing a trial animation first!
- Make sure you the animation is the same length or longer than your poem or story.
- You can edit you sound to make it fit your animation.
- Open your stop motion software and set to 12 fps
- Use the 'onion skin' feature to see the changes between pictures.
- Set up your character, background and camera
- When you are happy take a picture
- Move your character slightly and take another picture. Don't move the camera, move your character!

- You can delete individual stop-motion pictures if they are not right. Just select the image and hit the delete key.
- Repeat stage: Move your character slightly and take another picture up to 300 times!
- 12 pictures will make 1 second of film so 300 pictures will make a 25 seconds of film.
- Save your animation as a movie. You can add music, titles and credits to your film.

Serve 15 minutes:

- Open your computer's film making software
- Import your animation video and sound recording
- Add your animation video to your video track
- Add your recorded sound to the audio track
- Save your work and export your movie.

Recipe: Wooden Spoon Puppets

Artist: Nerissa Cargill Thompson

The class at St Joseph the Worker Primary School created a puppet show to tell some of the stories that had been gathered as part of the project. We looked at old photos of Chat Moss and used these to help us identify the characters and design the costumes for the puppets. We made jointed rod puppets but these spoon ones are much quicker and will let you easily create your own puppet characters to tell stories.

Find or create a story that you like and want to turn it into a puppet show and let this guide the puppet characters that you make.

Ingredients:

- Wooden spoon
- Garden wire or pipe-cleaners
- Tape ● Felt-tip pens ● Wool
- Card ● Tissue paper
- Fabric scraps ● Ribbon
- Buttons/sequins/googly eyes
- PVA or double-sided tape
- Modelling clay

Preparation 45minutes:

- Draw a face on the wooden spoon using felt tip pens. Draw an expression that you think suits the character of your puppet - happy, sad, angry etc. You could glue on buttons, sequins or even googly eyes to give more detail.
- Add arms by twisting lengths of garden wire or pipe cleaners around the handle just below the head. Secure in place using some tape.
- Add legs in the same way about halfway down the handle if you require them. If your puppet is going to have a long dress or robe on, there is no need to add legs.

Continued over...

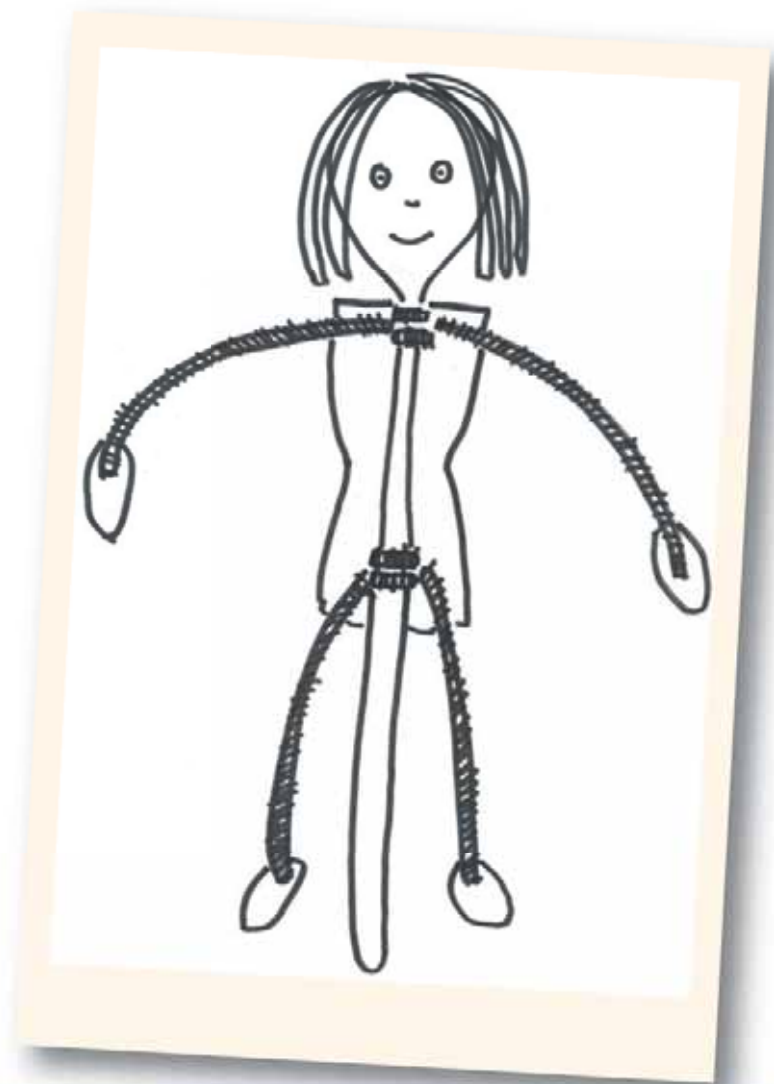
- You can add hands and feet using modelling clay or card.

I like to add a piece of card on the front and back to form a body as this gives more area and scope for dressing your puppet. Attach these using tape.

- Decorate the puppet using pieces of tissue paper and scrap material to create clothing for your wooden spoon. You can use PVA glue or double-sided tape to do this.
- Add hair using wool, ribbon or tissue paper.

Serve: Immediately

- Once all the glue is dry, your puppets will be ready to perform. Have fun with them!



Recipe: Creative Writing

Artist: Terry Caffrey

This was a wonderful project to be involved with, and the kids and the school were very much up for it. As with all of my writing projects and exercises, we build up trust and imagination in the student.

Find out where they are in terms of confidence and creativity, and then take them somewhere else.

Starters:

The very first thing we did as part of the project was to build a 'WORDWALL' of around 35 words associated in any way with the chosen theme. These stay up on exhibition to be used to assist the writer if at anytime required. Then we do the first exercise starting with a word from the word wall, for example:

A River of Words:

FIELD • TRACTOR • ENGINE
OIL • DOOR • CREAK
HAUNTED • CASPER
MOVIE • POPCORN
BUTTER • ASDA • TROLLEY

Mains:

Then a second exercise called **It was so quiet I could hear...**

Write six sentences starting with the title above, it was so quiet I could hear...

...An engine start up in France

...Butter being spread on a piece of toast in a coffee shop in New York

...A door close quietly in a classroom in Spain

Dessert:

Then a third exercise to keep adding to the imagination and creativity through a set of these building blocks, called **A Walk Full of Similes**.

We went and visited the Moss and along the way, with the help of a writing frame we collected as many similes as possible. Using every letter in the alphabet we spotted, devised, and invented similes outside in the country and wrote down objects, creatures, etc whose reference letter was started by the letter in the alphabet. We then brought these back written down, along with many trophies or collectables i.e. leaves, stones, twigs, berries, feathers and wove them into various sentences and paragraphs, thus enabling us to creatively write down in our classroom our ideas and poems.

Recipe: Trapping fabric in bubble wrap

Artist: Jane Dennerly

The class at Cadishead Primary school also used a technique as detailed below.

To serve:

- Cut two pieces of bubble wrap 30cm x 20cm and place one piece on the table.
- Create a picture on the bubble wrap using small pieces of fabric, ribbon, braid and sequins etc.
- Carefully place the second piece of bubble wrap on top of your design
- Place one piece of baking paper on the ironing board and carefully place your design on top. Place the second piece of baking paper on top (so your design is 'sandwiched' between the two). Put the iron on a medium heat and iron on top of the paper to fuse the bubble wrap (take care not to burn it)!

Ingredients:

- 2 pieces of bubble wrap
30cm x 30cm
- Small pieces of fabric, ribbon, braid and sequins
- 2 sheets of baking paper
32cm x 22cm
- Iron ● Ironing board

Recipe: Drawing Exercises **Artist:** Julie Mosley

Pupils really enjoy these quick fun activities. The drawing with two hands activity really engages both sides of the brain.

Starter: Ink and Stick

Have a practice on a spare piece of paper at experimenting with the kinds of marks that can be made by dipping sticks into inks and marking paper, such as dots, hatching, cross hatching and using the side of the stick. Try playing about with using lots of ink as well as wiping of the excess on the edge of the pot to see how this changes the quality of the line produced.

Have a go at using the technique for observational drawing, natural forms such as leaves and peppers cut in half work well. If you Indian ink it is permanent, so the drawing can be washed over when dry with watercolour paints.

Mains: Drawing with two hands

This can be done with any art materials such as pencils, coloured pencils, felt tips, handwriting pens or combine two different materials together.

Hold a pencil or pen in each hand and try to draw with both at the same time, faces and vases that are symmetrical work well as you can start at the bottom and work your way round the sides or use a pencil to follow the same line to get interesting results.

Ingredients:

- Pencils
- A3 Cartridge Paper
- Brusho inks (available from YPO) or watercolour paints (but colours are not as clean looking)
- A variety of sticks e.g kebab, cocktail or twigs
- Yogurt pots or plastic cups to put the ink into (so inks can be poured back afterwards)
- Clean water pots
- Brushes
- Variety of pens and pencils

Dessert: drawing with two pencils

Tape together two pencils with masking tape, hold them tip down level on the table to do this and put a little bit of tape near to the end on the table. Drawing with them will produce unexpected lines and results, once the main lines are drawn fill in areas of shading using dots and dashes with the pencils.



Recipe: Wax Resist *Artist:* Julie Mosley

The Irlam and Cadishead Community High School created a series of textile wall hangings. This technique gives a similar effect to the textile designs used.

To serve:

- Draw your designs in pencil first- not too small in scale as you may lose some detail when using the crayons, then draw over the pencil lines with a permanent marker pen, this will really make designs stand out after the other materials have been used.
- Draw around all your areas in wax crayon pressing on hard, this will stop the inks from running into each other when applied. Some areas are effective if coloured in (up to about half of the design)
- Cover the tables in newspaper and put on aprons. Drawing inks are non permanent, they will stain hands but wash out of clothes easily. When pouring the inks into pots only put a small amount in the bottom to avoid spillages. Demonstrate how to use the inks and show the range of colours.
- Get the pupils to choose 4 colours maximum to work with - a limited colour palette has more impact. Work over the designs with ink including any areas that are coloured in wax crayon. Cover all areas of the white paper with ink up to the edges of the paper, stack in the drying rack.

Ingredients:

- Pencils
- Drawing ink
- Permanent markers
- Sturdy white paper/card
- Pots for ink one between two
- Wax crayons
- Brushes
- Newspaper for tables



Recipe: Felt Making

Artist: Jane Dennerly

The class at Cadishead Primary school created a large textile wall hanging using a variety of different techniques and stitches.

The completed felt pieces can be used to make a variety of different things, such as pictures, mobile phone covers, iPod covers and purses. The felt can easily be stitched and buttons, beads and ribbons can be attached to embellish your piece.

Top Tips:

Simple embroidery stitches that can be used are:

- Running/straight stitch ----- go in and out with your needle and thread
- Cross stitch **XXXXXXX** this is a straight stitch on top of a straight stitch to form a cross
- Experiment with different sizes, colours, thickness of thread
Always start at the back of your fabric, with a knot firmly tied at the end of your thread. Finish on the back of your piece with a small stitch to hold your stitches in place. Cut off the remainder of thread.

Ingredients:

- 2 pieces of bubble wrap
30cm x 30cm
- Coloured fleece (can be purchased online at Wingham Wools)
- 2 washing up bowls
- 1 jug ● Towel
- Liquid soap



Continued over...

ADULT SUPERVISION REQUIRED
WHEN USING HOT WATER

To Serve:

- Place the towel on the table
- Place 1 piece of bubble wrap on the towel
- Cut your fleece into 6cm lengths
- Tease out small pieces of fleece as finely as you can, placing them horizontally to cover your pieces of bubble wrap
- Repeat this process again laying your small pieces of fleece vertically on top of the first layer
- Repeat this, aiming to do 5-6 layers, alternative horizontal and vertically on top of each other. It should be now so thick you can not see the bubble wrap beneath
- Drizzle approximately half a capful of liquid soap all over the fleece and then carefully pour approximately half a cup of hot water over the fleece
- Place the second piece of bubble wrap on the top and rub gently with your hands in a circular motion, take care as this is HOT (you can remove bubble wrap when it has cooled and continue rubbing)
- When the fleece appears to be 'bonding together' lift it up and turn it over- continue rubbing on the other side
- Place the fleece in a bowl of boiling water for approximately 30 seconds, then plunge in a bowl of cold water (to shock the fleece)
- Squeeze out and repeat steps 7- 10. Squeeze out to dry



Recipe: Making a concertina book with covers

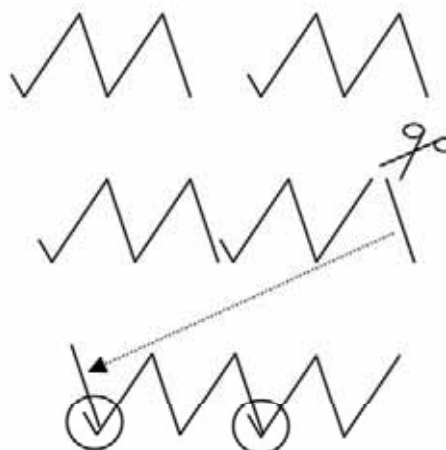
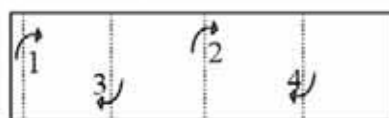
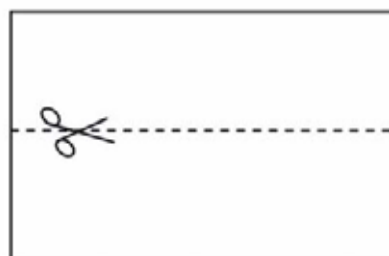
Artist: Jeni McConnell

To Serve:

- Cut the paper in half lengthways so you have 2 long strips the same size.
- Fold 1: Measure and mark a 2cm line along the short edge of each piece of paper and fold along this marked line up
- Fold 2: Bring fold edge 1 over to meet the far end of the paper and press the new middle fold down, use your thumbnail to press it down.
- Folds 3&4: Fold both the ends back to fold 2. Look side on; you will have an 'M' shaped piece folded paper. REPEAT: Do the same again with the second long strip.
- From one 'M' cut off the right hand page along its fold line. This becomes your first page, and can now be glued to the other folded sheet as shown.
- Glue the two sections together by the 2cm tabs. Make sure that the join is in the V fold.
- You now have one long concertina book which you can write and draw on both sides, if you wish.

Ingredients:

- 1x A2 sheet of cartridge paper
- Scissors ● Glue



Continued over...

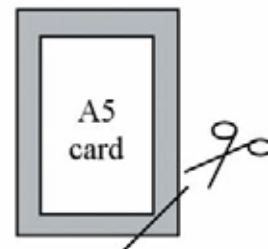
To make covers:

NB. These 2 sheets will be the book covers so they could be newspaper, magazine pages, plain paper for drawing/writing on, collaged with fabric/cuttings – be creative - the back and front can be different from each other.

- Glue the A5 card to the paper cover – it must be centred and have at least 2cm overhang on every edge. Do this for both covers.
- Cut off ALL the cover corners at a 45° angle about 2mm away from the card corner.
- Glue the overhanging edges of the covers and fold over to attach to the card all the way round, press firmly and leave covers to dry.
- The concertina folded book can be attached to the covers once the pages are completed, or attached before any drawing/writing work takes place.
- Glue the first and last pages and attach the covers. Make sure that the back of the book pages line up with the back of the covers as shown on the image above.

Ingredients:

- 2x A5 pieces of card (min 1mm thick)
- 2x A4 sheets of paper,
- Scissors ● Glue.



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