



Craft School: Jasleen's Challenge

Primary Toolkit

For ages 5-11

26/27

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Craft School

1.1 Welcome to Craft School

Craft School is the nationwide craft challenge, open to all learners from Early Years Foundation Stage to Key Stage 4 (ages 3-16). Each year, we invite learners to create their own 3D work in response to a creative brief.

Underpinned by our Make First approach, learners take the lead in an open-ended craft process, exploring materials and making their own decisions about their work. By thinking through making and taking creative risks, they build practical skills and develop their voices as makers.

At the end of the programme, learners will submit their work to be featured in the Crafts Council's online gallery, recognising the journeys, discoveries and learning that have taken place through making.

Every participant will receive a Craft School certificate and digital badge.

This year Craft School is available through our **new membership**, this new offering creates space for us to gather all our support and resources for educators together. Membership gives access to all current and previous Craft School resources, our Make First pedagogy and exciting new opportunities to come such as our Collections Box- a handling collection of the nation's contemporary craft.



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1.2 Make First

Make First is Crafts Council's craft education pedagogy, or method of teaching. We've examined our work with learners, teachers and maker educators to pinpoint what's special about craft learning and packed it all into the Make First approach.

Make First is a learner-driven approach that empowers children and young people to follow their curiosity, explore materials, make decisions about their work, and develop their voice as makers.

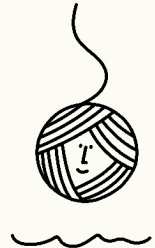
The key principles of Make First are:

- Make First is playful and open-ended; enjoy the making and don't focus on the final outcome
- Dive straight into making! Pick your materials and have a go
- Explore your interests and develop your voice as a maker
- Tweak and tinker with materials to develop your ideas
- Start again, work on several things at once or repeat the same thing with different materials
- Fail and try again to become a braver maker
- Make First is about the joyfulness and pleasure that comes from making
- Build skills and knowledge from your interactions with materials and the physical world
- Learn together as a community

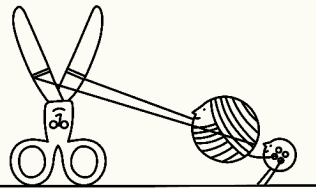
**What is
the Make First
approach?**



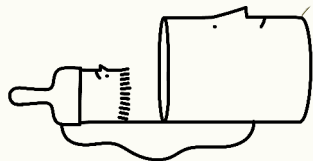
what is make first?



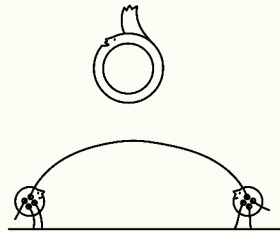
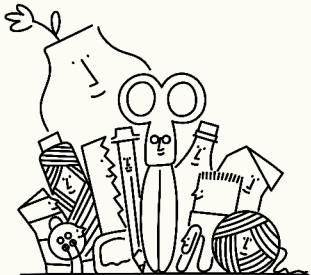
Dive straight into making!
Pick your materials and have a go



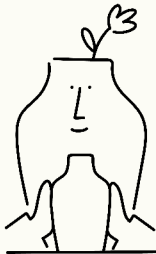
Experiment with materials to
develop your ideas



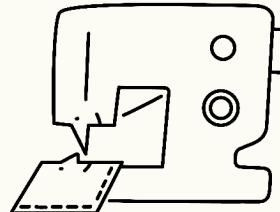
Fail and try again to become
a braver maker



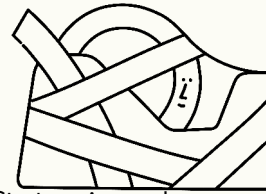
Make First is playful and open-ended;
enjoy the making and don't focus on
the final outcome



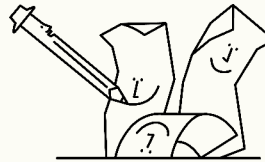
Explore your interests
and develop your
voice as a maker



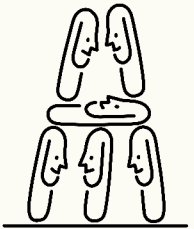
Build skills and knowledge from
your interactions with materials
and the physical world



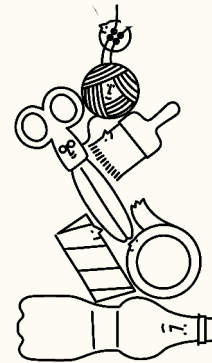
Start again, work on several
things at once or repeat the same
thing with different materials



Make First is about the joyfulness and
pleasure that comes from making



Make First can be
scaffolded by discovery
resources, challenges or
technical drawings



Make First can support a
range of learning outcomes
across the curriculum



Make First is supported through a
classroom environment that encourages
collaboration and supports learners to
make their own choices

make first in your school



Young people at Crafts Council Handling Collection with Jasleen Kaur's Carpet/brush from Tools of Living series
Photo: Elijah Serumaga

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The Challenge

2.1 Timeline Overview

Launch Event: September 2026

Online CPD Programme: September 2026 – March 2027

Online Educator Forums: October 2026 – May 2027

Submission Deadline: May 2027

Online Gallery: June 2027

2.2 The Programme Overview

We're committed to supporting you throughout your Craft School journey. Here's what's available to help you make the most of the programme:

- Resource Hub
- CPD Programme
- Monthly Educator Forums



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Resource Hub

Access our free Resource Hub, where you'll find a range of materials to support your delivery and engagement with Craft School.

Watch our CPD films with Maker Champion Jasleen Kaur as she shares her creative process and sources of inspiration. These videos are a great way to explore the brief and spark ideas with your learners.

CPD Programme

Craft School: Jasleen's Challenge offers a free programme of live online CPD sessions designed to deepen your practice and develop your understanding of the Make First approach. Each session begins with a previous Craft School participant sharing their experience of the programme, followed by a craft expert introducing their practice in relation to this year's theme, **Community**. You'll then take part in a hands-on Make Along led by a maker, before ending the session with a Q&A and group discussion.

Together, these sessions provide practical, material-led approaches that you can adapt and take back into your own educational setting.

Monthly Educator Forum

Join colleagues from across the country and the Crafts Council Learning Team for dedicated Educator Forum sessions. These forums provide a space for educators and facilitators to connect, share practice and discuss their progress with the challenge.

Some forums are tailored to specific age groups, while others are open to all.

All key dates and further detail about the programme are in the accompanying document.



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2.3 About our Maker Champion

Jasleen Kaur is an interdisciplinary artist whose work explores community, cultural memory, inherited traditions, and ideas of belonging, often using everyday objects to challenge dominant narratives. Her Turner Prize-winning installation, *Alter Altar*, reflects on traditions and histories, examining how culture is inherited and reimagined.

Having trained in jewellery and silversmithing, making is an important element of Jasleen's practice. In 2011, works from her *Tools for Living* series were acquired into the Crafts Council's Handling Collection.



Photo: Robin Silas

2.4. The Brief

For this year's challenge, Jasleen Kaur invites learners to use craft and making to explore the theme of **Community**.

Educators and learners will be working together to reflect on the communities they are part of, whether personal, local, global, or digital, and express their ideas through craft.



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Digital Badging

When your pupils take part and submit their work, they'll receive a Digital Badge and paper certificate issued by the Crafts Council.

Digital Badges are a verified, shareable record of achievement — a small digital certificate that carries proof of what your pupils have learned or accomplished.

These badges are embedded with information about who issued it, what criteria were met, and when it was earned, so anyone who views it can confirm it's genuine with a single click.

Ideal for a CV, website or email signature it's a lasting piece of evidence they can carry with them: something to point to in a portfolio, a college application, or a conversation about what they've made and why it mattered.



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Primary

4.1 Craft School: Jasleen's Challenge at Key Stage 1 and 2

For primary learners, Craft School: Jasleen's Challenge offers an opportunity to explore the theme of community while directly supporting key curriculum areas. These include: Art and Design, Design Technology, Understanding the World, Personal, Social, and Emotional Development, Maths, Science, and History.

Learners will investigate how materials and traditions reflect both local and global communities, helping them appreciate the diversity of the world around them.

Key Stage 1 (Ages 5–7)

Learners begin exploring their immediate environment, relationships, and roles in society.

Literacy & Oracy:

Develop spoken language through discussion and storytelling. Enhance expression, questioning, and listening skills.

Understanding the World & PSHE:

Discussions on home, school, and community roles, connecting learners to local communities, landmarks, and relationships.



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Geography:

Identify and understand the significance of local landmarks. Explore how places change over time and their cultural heritage.

Maths:

Counting, problem solving, measuring, and pattern recognition in materials and craft activities.

Science:

Investigate everyday materials and their properties. Observe how materials change by mixing, shaping.

Key Stage 2 (Ages 7–11)

Learners deepen their understanding of community, identity, and global connections.

Literacy & Oracy:

Expressing opinions and thoughts through spoken language, discussions and storytelling.

History:

Explore how communities evolve and how local history shapes society, culture and identity.

Geography:

Investigate global connections through migration, trade, and shared resources.



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Maths:

Problem solve, apply scale, measurement, and spatial reasoning when making.

Science:

Recycling of materials, study sourcing, Investigating properties of materials, physical changes such as application of heat and force during crafting.

PSHE & Cultural Understanding:

Reflect on relationships, diversity, and shared traditions. Build a global perspective through exploring wider communities and interconnections.





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4.2 Scheme of Learning

These sessions are designed to be flexible and adaptable. You can explore them in any order you like, you might choose to spend six hours on just one session, or let your learners decide where to go next after completing an activity.

Using the **Make First** approach, these are intended as open-ended explorations rather than a fixed sequence of lessons. They are here to inspire you and your learners, giving you the freedom to guide your learning journey and see where it takes you.

When beginning to explore the brief and this challenge with your learners, it's valuable to start with some key questions and discussions:

- What is a community?
- Which communities do you belong to?
- Where do you experience a sense of connection with others?

Understanding community is fundamental in helping us recognise the different ways people come together, support one another, and create shared experiences.

Some communities come together because they live near each other, sharing spaces like schools, parks, libraries, places of worship, or community centres. Others may be connected by family—immediate or extended—including guardians, caregivers, and wider support networks.



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TOP: Jasleen Kaur in her studio

Photo: Elijah Serumaga

BOTTOM: Turner-Prize winning Alter Altar

Some communities are spread far apart, connecting online or through shared interests and ideas. There are also communities that exist across borders, linked by history, heritage, or traditions.

In *Alter Altar* (2023), Jasleen Kaur uses found objects to explore how traditions are inherited and reimagined.

Communities can be built around shared culture, language, religion, or perspectives. They may also form through activities like singing, sport, dancing, playing, or sharing food. While communities often unite around similarities, they also embrace differences.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
1.	What is community?	What does 'community' mean to you? What communities are you a part of? Why is community important to you and your family?	Hook You may want to begin the first session by exploring the meaning of 'community' with your learners, arriving at a shared understanding of what the word means in your context. To spark discussion, watch Jasleen Kaur's video together. Use it as a starting point to talk about the word 'community'. What does it mean to you? Where have you heard it used before? Explore Place a variety of objects on the table to prompt conversation. These objects could be anything – found objects, recycled, discarded. These can act as talking points. What do these objects tell us about the people who have used them? What can we learn through objects? This is an open-ended activity with no fixed outcome. It's a springboard for your learners to explore and articulate what community means to them. Learners can respond by making marks, drawing, or using multimedia to express their ideas and understanding of community. Allow enough time for meaningful discussion and reflection. Reflect Start building a learning wall to capture and celebrate their thoughts, questions, and creative responses.	"When I touch this material, it feels like... and it makes me think of..." "The colour and texture of this object remind me of... because..." "This object is important to me because it connects to..."	Gather objects found around school, from car boot sales, charity shops; this could be religious or cultural artifacts. Paint, pens, fabric, scissors, glue, string, charcoal, pencils.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
2.	How can we explore materials and ideas through making?	What have you noticed as you were making today? How did your ideas change? What did you enjoy about your making today? What was difficult? How has your making today made you think of community?	Hook Introduce the idea of exploring materials using action words, or “making verbs”, such as twist, scrunch, tie, cut, fold, layer, wrap, and join. These verbs become tools for discovery, helping children to experiment freely. Invite them to think with their hands and follow their curiosity. Explore Have a variety of different materials set out on the table and a collection of paper/card with verbs written on them. Ask the learners to combine materials with a set of making ‘verbs’. Ask: What does the material remind you of? Make it! What other things are this colour? Can you use the material to make one of them? Reworking your idea Encourage learners to transform or adapt what they’ve made: make the same thing in a different material, try joining it in a new way, add or take something away, make a tiny version and a giant version, or tell a story about what they’ve made. Collaborate Invite children to pair up: swap work and make a “twin” of your partner’s piece; make a version of it in a different material; talk about what you like and what could change; with agreement, add to or take away from each other’s work; imagine what happens next in your partner’s story and make something to help tell it. Reimagine and Reflect Return to your original work. How have your ideas changed? What will you do next? Encourage learners to notice their own development, to value the process of making, and to recognise that creative work, like community, grows stronger through reflection, change, and connection.	“This material makes me think of...” “The verb I used was ___ and it changed the material by...” “My partner’s piece reminded me of... so I made...” “My ideas have changed because...” “At first I didn’t know... but now I’ve learned...” “Working with someone else helped me to...”	Cards or labels with “making verbs” written on them. Materials to make with: paper, cardboard, wool/yarn, string, ribbons, fabric scraps, elastic bands, tissue paper, foil, newspaper, plastic bags (cut into strips), bubble wrap, egg cartons, bottle tops, washed food packaging, netting from fruit bags, leaves, twigs, shells or small stones (if safe). Glue, scissors, tape, paper clips, split pins, hole punch, string, pencils or marker pens.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
3.	What makes up our community?	What can you see, hear, smell, and feel in your local community? What stories do everyday objects tell? What do you notice about our community and the people in it? What objects, sounds, and textures do I sense that represent my community?	Hook Jasleen encourages learners to walk around their local high street for inspiration and to notice what makes up our communities. Explore As you take a tour of your local community, what do you notice in your area? What can you see? What can you hear? What can't you see and hear? Alternative: if walking around your community isn't possible, you can use Google Maps – take a virtual walk through your local streets and ask learners to imagine what they would hear, smell and see. Take photographs, sketch or record the things you can see that make up your local high street or area. Using explorative mark making, record the sounds or languages that you can hear – this can be associated with textures or colours. Make notes of all the different senses, including music from cars, languages heard or smells of food being prepared. Learners can then make models of their community using junk modelling, paper, clay or playdough – large or small scale, individually or in pairs. Reflect Allow some time at the end to reflect. Learners can reflect on what they noticed about their community and the people in it.	"In my local area, I saw... and it made me think of..." "The sound of... reminded me of..." "This object represents my community because..."	Google map of your location, clipboards, pencils, mark making tools, paper. iPad, camera or disposable cameras; tools to take down notes with. Model making tools, clay, junk modelling.
4.	What stories are told through materials?	What material do you want to work with? Why? How can objects be combined to tell a story?	Hook Before the session, educators can gather objects and materials with meaning for the session (see resources for suggestions). Explore Play the Jasleen Kaur video from the Resource Hub. In the video, Jasleen talks about her collection, Tools for Living. You may also choose to show learners pictures from her website. Jasleen talks about the people that inspire her as she puts objects together to give them new meaning. Using a variety of objects and materials on the tables, ask learners to combine objects together to create new meaning. Learners choose materials that describe someone from their community; after discussing their chosen objects, place the objects	"This object represents my community because..." "I combined... and... because..." "My new object could be used for..."	Collect everyday objects, found materials, or heirlooms from a community. You could take photos and make copies to make this more accessible, or source things from car boot sales and charity shops. Example objects: used keys, bus/train tickets, handwritten letters, postcards, pressed flowers, photographs, second-hand books, antique stamps, twigs, dried leaves, shells, dried herbs

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
		What do these objects say about you or your community? How do materials shape our memories and connections?	together – what story do these objects tell? In pairs, learners can combine their objects to create something new, using glue, wire, string, or tape to assemble a new tool or symbolic object. Encourage learners to swap, combine and experiment with unexpected pairings – contrasting materials such as soft fabric with hard metal, or a brush with a spoon. Encourage curiosity: what happens if you try this differently? What stories do new combinations tell? What could this new object’s function be – practical or playful? Learners could present their hybrid object, discussing the inspiration behind it and what materials they used and why.		or spices, fabric scraps, old denim, an old toy, quilted patches, embroidered handkerchiefs, ribbons, buttons, bottle caps, small spanners, tape measures, work gloves, prayer beads, incense sticks, traditional fabric remnants, folk art, old cassette tapes, coins from a different country, train station maps, boarding passes, travel postcards. Glue, wire, string, or tape to assemble.
5.	What makes a Community Space?	What is important about a community space? What are community spaces for? What makes a space welcoming for people? Can we think of places where people gather, share, and create together? (parks, libraries, markets, cafés, art studios)	Hook Ask your learners to transform the classroom into a new Community Space – a space designed for community and connection. A Community Space Learners can work in pairs or small groups. Each group will be responsible for designing a section of the classroom. Ask: what community is your space for? Try to avoid sketching ideas on paper before building. Provide materials such as long rolls of paper, bubble wrap, tape, fabric, cardboard, and string. Encourage learners to experiment with different materials to build textures and shapes. Ask guiding questions: How will people use this space? What materials will help create the right feeling? How can we work together to make our ideas come to life? Reflect Allow time for learners to present their space to the group, explaining who their space is for and how they designed it to encourage community and connection.	“Our space is designed for... because...” “We want our space to feel... so we decided to...” “The materials we chose were... because...” “We worked together by...” Peer feedback: “One thing that works really well is...” “I wonder what would happen if you...”	Long rolls of paper, bubble wrap, tape, string, marker pens, wrapping paper, fabric The classroom space or the garden/ playground Clean tables and chairs

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
6.	How can everyday materials tell a story?	What is printmaking? Where do we see prints in everyday life? (news-papers, fabric, packaging) How can we use recycled materials to create art?	Hook Make First encourages practitioners to demonstrate new skills while giving learners the freedom to explore and create based on their own interests. For this session, feel free to showcase your printmaking techniques, but allow your learners to guide their own creative journey. Ask learners to choose patterns that reflect their own communities or ones they know. Discuss how patterns and colours tell stories about people's origins and values. Show children different fabrics and explore the patterns found in various cultures around the world. Explore Set up printing stations with trays of paint or ink, rollers, and brushes. Open a milk carton or cereal box to reveal the smooth inside. Demonstrate how to etch designs using a biro pen or blunt tool to create lines and textures. Learners etch their design, spread paint thinly and evenly onto the surface of the carton, press the etched design onto paper with even pressure, then carefully lift to reveal the print. Encourage learners to repeat the process with different colours, textures and patterns, experimenting with layering techniques. Reflect What have learners learnt during this lesson? What did they enjoy? What would they do differently next time?	"I chose this pattern because it reminds me of... and it tells a story about..." "In my community, we use... which is important because..." "To create my print, I first... and then I..." "When I experimented with different colours, I found that... worked well because..."	Paint Cardboard (milk cartons or cereal boxes) Scissors, biro pens Rollers or paintbrushes
7.	How can we weave community together?	How does it feel to weave these different materials together? What does this weaving represent for you? How do the materials connect to each other, like people in a community?	Hook Introduce the concept of weaving. Provide various materials for the children to explore. Let them begin without focusing on the end product, simply experimenting with wrapping, tangling, and weaving textures onto their paper or cardboard. Encourage them to feel the materials and notice the different textures, much like how people contribute different qualities to a community. Each piece they add could represent an aspect of themselves or a part of a community they belong to. Explore Allow time for them to weave, encouraging them to experiment with various materials and techniques. Provide prompts such as: "What part of your community can this material represent?" "How does this piece reflect who you are?" Allow the weaving process to unfold naturally, letting the learners' ideas lead.	"The material I chose represents... because..." "I added this texture to my weaving because it reminds me of..." "My piece is connected to... because..." "In my community, we all contribute by... just like..."	You can quite literally weave with anything! Wool, string, plastic bags, ribbons, leaves, twigs, paper. Cardboard as weaving bases. Scissors, buttons, beads, fabric scraps

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
7.		How do the individual weavings connect to form a whole? What does the final piece say about the role each person plays in a community?	Reflect Encourage a conversation where learners share their thoughts about their weavings. Once all individual pieces are completed, invite the children to bring their weavings together to create a collective “community” weaving piece or large collage. Discuss how each weaving contributes to the larger picture and arrange the pieces to reflect how individuals come together to form a community. The focus is on collaboration and unity, rather than perfection.		
8.	How can we build our community?	What buildings and landmarks make our community special? Who uses these buildings and what happens inside them? How do buildings need to work together, like people do? What would you add to our community if you could build anything?	Hook Every community is shaped by its buildings and structures – homes, shops, libraries, places of worship, bridges, bus stops. Look back at the photographs, sketches and maps from your community walk (Session 3), or look at images of striking buildings from around the world. What shapes, materials and details can learners spot? Who decided what to build, and who is it for? Explore Learners construct buildings and structures for their community using junk modelling, boxes, tubes and recycled materials. They might rebuild a real place that matters to them, or invent something their community needs – a den library, a space café, a home for hedgehogs. Encourage learners to test how to make structures strong and stable: rolling paper into tubes, folding card into triangles, using wide bases. There is no fixed outcome – follow learners’ curiosity about joining, balancing and scale. Collaborate and Reflect Bring the individual buildings together on a large base sheet to create a whole class community. Learners negotiate: where should each building go? What connects them – roads, rivers, string bridges, paper paths? Add people, signs and vehicles. Reflect together: what makes our model town feel like a community? What would we change?	“My building is a... and it is for...” “I made it strong by...” “My building should go next to... because...” “Our community needs... because...”	Cardboard boxes of all sizes, tubes, egg boxes, cereal boxes. Tape, glue, scissors, string, split pins A large base: rolls of paper, an old sheet, or joined cardboard. Photos/sketches from the community walk, or images of buildings from around the world. Small world figures, marker pens for signs and roads

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
9.	How can food bring communities together?	What foods do you share with your family or community? What do people eat at celebrations and festivals? How does sharing food help people feel they belong? What would you serve at a feast for our whole community?	Hook Food sits at the heart of nearly every community – family meals, festivals, street parties, harvest celebrations. Talk about the foods learners share at home and at celebrations such as birthdays, Eid, Diwali, Lunar New Year, Christmas or a community fun day. You could share a story such as ‘Handa’s Surprise’ or look at images of celebration foods from around the world. Explore Learners craft food for a class ‘community feast’ using clay, salt dough, playdough, felt, paper and recycled materials – rolling, pinching, cutting, layering and painting. They choose what to make: a family favourite, a festival dish, or an invented food for an imaginary celebration. They can also craft what the feast needs around the food – plates, cups, decorated tablecloths, invitations, bunting and place names. Celebrate and Reflect Lay everything out together on a shared table or picnic blanket and hold the feast, with learners role-playing hosts and guests. Reflect: who did you make your food for? What did you notice about the foods other people made? How did it feel to bring everything together?	“At my house we eat... when we...” “I made this for... because...” “My food smells/ looks/feels like...” “Would you like some...? It is made of...”	Air-drying clay, salt dough or playdough; rolling pins and cutters. Felt, paper, card, tissue paper, paint. Paper plates, cups, fabric for tablecloths. Clean recycled food packaging. Images of celebration foods from different cultures; story suggestions: ‘Handa’s Surprise’ by Eileen Browne, ‘The Tiger Who Came to Tea’ by Judith Kerr.
10.	What can nature teach us about community?	Who lives in our outdoor spaces? How do they live together? What natural materials can we find, and where did they come from? How can we make art that doesn’t harm nature?	Hook Communities aren’t only made of people – plants, birds, insects and animals live together in nature too. Go on a collecting walk in your school grounds, local park or garden. Gather fallen leaves, sticks, stones, seeds and petals (talk about only collecting what nature has dropped, and leaving homes for minibeasts undisturbed). Look at images of artists who make with nature, such as Andy Goldsworthy’s leaf and stone arrangements. Explore Learners create with their found treasures: arranging land art patterns, spirals and pictures on the ground; building minibeast hotels or nests; pressing leaves, bark and seeds into clay to make texture tiles; or bundling and tying natural materials into sculptures. Encourage sorting and comparing – by colour, size, shape and texture – as part of the making.	“I found... and it feels...” “This leaf is bigger/ smaller/darker than...” “I am making a pattern with...” “The minibeasts need... to feel safe, just like we need...”	Collecting bags or baskets; magnifying glasses. Natural found materials: leaves, sticks, stones, pinecones, seeds, petals, conkers, shells. Clay or playdough for texture tiles; string or wool for bundling.

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
10.		How do the seasons change our natural community?	Reflect Photograph the work before the weather changes it, and talk about how some art doesn't last forever. Revisit the space across the seasons: what has changed in our natural community, and how do our materials change too? How can we care for the living things that share our space?		A camera or tablet to photograph the work. Images of land art (e.g. Andy Goldsworthy); story suggestions: 'Leaf Man' by Lois Ehlert, 'Stanley's Stick' by John Hegley.
11.	How can we make something for someone in our community?	Who helps us in our community, and who do we care about? What could we make that would be useful or bring them joy? How does it feel to give something you have made yourself? How do handmade things carry care in a way bought things might not?	Hook Revisit Jasleen's Tools for Living – objects made with particular people in mind. Making something for someone else is a powerful way to show care and connection. Talk about the people in learners' communities: family members, friends, neighbours, lunchtime staff, the crossing patrol, a local care home. Who would you like to make something for, and what do they like? Explore Learners choose their person and design and make them a gift, drawing on any technique from the challenge so far: a woven bookmark, a printed card, a clay pot or bead, a junk-model tool invented just for them, a threaded bracelet. The choice of what to make and who for belongs entirely to the learner. Learners can also print or mark-make their own wrapping paper on large sheets, then practise wrapping, folding and tying. Give and Reflect If possible, arrange for the gifts to really be given – invite family in, or deliver gifts to people around your setting. Reflect afterwards: how did your person react? How did giving your gift make you feel? What did you learn about them – and about yourself as a maker?	"I am making this for... because they..." "I chose this colour/material because they like..." "They help our community by..." "Giving my gift made me feel..."	A free choice of materials from previous sessions: clay, paper, card, fabric, wool, found objects, printing tools. Large sheets of paper, paint, sponges and stamps for wrapping paper. Ribbon, string and wool for tying; scissors, tape, glue. Story suggestions: 'Extra Yarn' by Mac Barnett, 'The Giving Tree' by Shel Silverstein

	Focus	Key Questions	Activity Suggestion	Oracy	Resources
12.	How do we celebrate our community of makers?	Which piece of work are you most proud of, and why? What did you do when your making went wrong? How should we show our work to others? What story does our exhibition tell about our community?	Hook In this final session, learners become curators of their own exhibition, just like the Crafts Council's online gallery their work will join. Lay out pieces and photographs from across the whole challenge and give learners time to revisit and handle their work, remembering how each piece was made. Explore Together, plan and build the exhibition. Learners choose which pieces to display and where – tables, shelves, hanging, or window sills. They write or dictate labels telling the story of each piece, design a name and poster for the exhibition, make invitations, and craft decorations such as bunting or paper chains where every learner contributes a piece. This is also the perfect moment to gather your documentation – photographs, sketchbook pages and quotes – for your Craft School submission. Celebrate and Reflect Invite families, other classes or community members to visit. Learners act as guides, showing visitors their work and narrating their making journey – what they tried, what went wrong, what they discovered. Close the challenge by reflecting as a community of makers: what are we proud of? What do we want to make next?	“My favourite thing I made was... because...” “At first I couldn't... but then I...” “I learned how to...” “Welcome to our exhibition! This piece shows...”	Learners' work and photographs from across the challenge. Card and pens for labels, posters and invitations (adults can scribe). Paper, scissors and string for bunting and paper chains. Tables, shelves or fabric for display. A camera or tablet to document the exhibition for your Craft School submission.



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Key Word Bank:

Educators are encouraged to come up with their own understanding and definitions of these words after discussing them with their learners. This makes for a richer understanding of such complex terminology. We have, however, provided some guidance on how these terms can be understood with your learners.

Community	A group of people who live, work, or spend time together. They help each other and share things like schools, parks, or shops etc.
Traditional	Something that people have done for a very long time, like special dances, foods, or crafts!
Culture	The way people live, including their music, clothes, language, food, and celebrations. Different families and countries can have different cultures, and that's what makes the world interesting!
Heritage	Everything passed down from the past, like old stories, special objects, buildings, or ways of doing things. It helps us remember where we come from.
Craft	Something people make using their hands and imagination. It can be things like pottery, weaving, or woodwork, often using old techniques that have been passed down through generations. Craft helps us share stories, brings people together, and make the world a better place.
Pattern	A pattern is something that repeats again and again, like stripes on a zebra or spots on a ladybird (Show simple patterns using shapes, colours, or objects.)
Texture	How something feels when we touch it. It can be soft like a teddy bear, rough like tree bark, or bumpy like a Lego brick! (Let learners feel different materials.)
Thread	A thread is a long, thin piece we use for sewing or weaving, like a piece of string or wool! (Show a real thread and compare it to other materials.)
Fabric	What our clothes are made of! It can be soft, smooth, or even fuzzy. (Let children touch different fabrics.)
Reuse	Using something again in its original form, instead of throwing it away.
Recycle	Turning old things into something new.



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4.3 Making Resource List

This is a resource list that includes items that can be found and used in many different ways. While it is extensive, you are not limited to these materials. Be creative, resourceful, and mindful of our environment! Here are some suggestions, but feel free to explore beyond them.

Human-Made Objects:

- Card
- Cardboard
- Boxes
- Paper
- Bubble wrap
- Foil
- String
- Found objects: Spoons, buckets, fabrics, buttons
- Old cloth
- Dried food: Spaghetti, Lentils, Peas
- Materials to print on (e.g. recycled boxes, deconstructed cereal boxes)
- Strips of fabric, ribbon, wool, paper, natural fibres, or recycled materials

Natural Objects:

- Leaves
- Potato
- Sticks
- Stones
- Hands and Feet
- Clay
- Mud
- Sand

Tools:

- Scissors
- Pegs and Clips
- String and Yarn (various thicknesses)
- Ribbons (soft and colourful)
- Old T-shirts (for cutting and weaving)
- Fabric Strips (different textures and colours)
- Beads (large and colourful for threading)
- Large Needles (plastic, blunt-tip)

- Large Needles (plastic, blunt-tip)
- Wooden or Cardboard Frames (for weaving or knotting)
- Rubber Stamps (for printmaking)
- Sponges and Potatoes (for stamping)
- Found Objects (buttons, spoons, fabric scraps)
- Clay (air-drying or playdough)
- Playdough Tools (rolling pins, cutters, moulds)
- Plastic or Wooden Tweezers (for handling small items)
- Bead Threading Kits (large needles, threads)
- Pots and Buckets (for collecting materials)
- Magnifying Glasses (for exploring textures)
- Tape (for securing materials)



Jasleen Kaur's studio
Photo: Elijah Serumaga

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Sharing your work

5.1 Submissions

We invite everyone who took part in Craft School to submit their work so it can be recognised and celebrated as part of this national showcase. All submissions will be featured in the Craft School Online Gallery.

Work should be submitted by **May 2027**

5.2 Submissions Process

The submission is made up of 3 parts:

PDF - Learner's Journey

Questionnaire - Educators Statement

3 Images

PDF - Learner's Journey

Craft School is all about the learning journey, and we want to see how your learners have engaged with the brief and the Make First approach. The Learning Journey will show us how your learners have followed their interests, developed their voices as makers, experimented with ideas, started again, or tried different materials.



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Please compile all evidence of their learning journey into a single PDF. This will be adapted to suit your group, their age, needs and abilities. PDF may include: Photos of the learners working, their different experiments, images of 3D work, Sketchbook pages or annotations.

Questionnaire - Educator Statement

The Educator Statement invites the education provider to reflect on Craft School: Jasleen's Challenge, considering how the Make First pedagogy has informed your delivery and the impact it has had on both your teaching practice and your learners. This is also the stage where your contribution will be considered for the Teacher Award. By sharing how you have embedded Make First into your practice, you will help us celebrate the inspiring work taking place in your learning setting.

3 Images

We will need 3 good quality photos to go up on our website.

Each class or group should submit one entry. We ask that the teacher curates this selection of images to reflect your group's outcomes and experience.

Images should be in jpeg format and no more than 3mb in size.

Please label each of your files using the following format:
'Setting/School Name_Learner Name_Date_Title or Detail Description.jpeg'

For example - St John School_Joe Smith_2024_Blue Play Park.jpeg



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IMPORTANT NOTE:

We will not seek direct permission for the use of these images.

By submitting these images you are confirming that your school has already obtained consent from parents or carers for any images that include their child to be used in promotional or exhibition materials by organisations working with your school, including the Crafts Council.

Please only name learners you have consent to share names of on the website. Their names will appear alongside the name of their school.

We do not seek direct permission to share these learners names alongside images of their work. **By sharing these names you are confirming that your school has already obtained consent from parents or carers to do so.**

Should you have permission to share the images of a learner but not their name then please replace their name in the image file name with 'Learner 1', using consecutive numbers for subsequent learners where this also applies (e.g., "Learner 2").

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Further Reading and Resources

Anti-Racism and Anti-Ableism

Make First is built on the principles of inclusion, social justice, anti-racism, and anti-ableism. It aims to create spaces where all young people feel welcome, valued, and free to create.

We encourage educators to explore the Crafts Council's new resources on [diversity and inclusion](#), available on our website, for practical ideas and further reading on inclusive practice.

Here are some makers and artists to inspire you:

- Dima Srouji
- Esna Su
- Woo Jin Joo
- Fernando Laposse
- Tavares Strachan
- Sofia Niazi
- Rabbits Road Press
- Portland Inn Project
- Rebecca Davies
- Yinka Shonibare
- Pearl Alcock
- Vanley Burke
- Chila Kumari Singh Burman
- Creative Black Country
- Derek Bishton
- Matt Shaw
- Maddie Broad
- Naomi Reid
- Catherine Rive
- Open Play Early Years
- Jo Delafons
- Helaina Sharpley
- Kye Yeon Son
- Yi Crafts
- Donna D'Aquino
- Coralla Maiuri
- Amarjeet K. Nandhra
- Feministo!
- Denzil Forrester
- Sandra George
- Julian Germain
- Rene Matić
- Corbin Shaw
- Giles Tettey Nartey
- Hew Locke
- Lady Kitt
- Black Girl Knit Club
- Joke Amusan
- Studio Lenca



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Anti-Racism and Inclusivity further reading:

Early years

The Tiney guide to becoming an inclusive, anti-racist early educator:

[A free guide co-written by Laura Henry-Allain MBE \(creator of JoJo & Gran Gran\) and tiney's Head of Education](#)

The Black Nursery Manager (Liz Pemberton):

[A practical, step-by-step guide to applying anti-racist principles in the early years \(0–7\)](#)

Early Years Alliance: [Equality and inclusive practice](#)

All ages

NSEAD: [Anti-Racist Art Education Action \(ARAEA\) resources and curriculum checklist](#)

National Education Union: [Framework for developing an anti-racist approach 2024](#)

Southbank Centre: [Building inclusive and anti-racist schools](#)

Art UK: [Anti-racism resources, with lesson-ready studies of diverse makers and artists](#)

Leeds Beckett University: [An introduction to anti-racism for school governors and academy trustees the centre for race, education and decoloniality](#)

Disability Arts Online: [Guides, toolkits and webinars on accessibility and inclusive practice](#)

Claire Penketh: [Advancing Anti-ableist Pedagogy in art, craft and design. \(accessible, with a text-to-audio version\)](#)

Shape Arts: [Resources on making art, galleries and creative careers accessible](#)

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Craft Careers

Craft in the UK

Craft contributes **£3.4 billion** to the UK economy each year, and the wider creative industries are growing twice as fast as the UK economy overall. British craft is in high demand, with skills transforming industries from aerospace to architecture.

Creative Careers

One in every 15 UK jobs is in the creative sector – from design and fashion to film, games, and craft – totalling nearly 2.5 million jobs. These industries are worth £124 billion to the UK economy, more than construction, and have grown by 50% since 2010. In 2006, 11 million people bought craft. By 2020, that number had risen to 38 million, with sales worth £3 billion.

As automation changes the job market, creativity and technical craft skills are becoming even more valuable. Hands-on, artisanal work is expected to grow – not disappear. Our Make First approach builds both practical and essential 21st-century skills like problem-solving, collaboration, and critical thinking. These are vital in any career, especially in self-employment – which is twice as common in the creative industries.

Routes into Craft

There are many ways to enter a craft career: academic and vocational courses, apprenticeships, placements, and learning from master makers.



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Explore Craft Careers

Craft School is a great chance to explore careers in the creative industries.

Use our website and [Discover Creative Careers](#) to challenge outdated ideas about where craft can take you.

Download our [Craft Careers School Pack](#).

Visit our [Craft Careers page](#) for personal insights from makers, practical advice, and over 20 job profiles detailing what to study, skills needed, and career pathways. Each page includes a downloadable PDF.



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