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Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **GCSE AQA Design and Technology specification 3.2 Specialist Technical Principles: Textiles**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the topics in **3.2 Specialist Technical Principles**:

- Selection of materials or components
- Ecological issues and the 6 R's
- Social issues in the design and manufacture of products and sources and origins
- Using and working with materials and forces and stresses
- Stock forms, types and sizes
- Specialist techniques, processes and scales of production
- Specialist techniques, processes and how to shape and form
- Quality control, tolerances and surface finishes and treatments
- Material Management

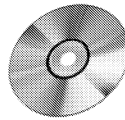
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match Up as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match Up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table Fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

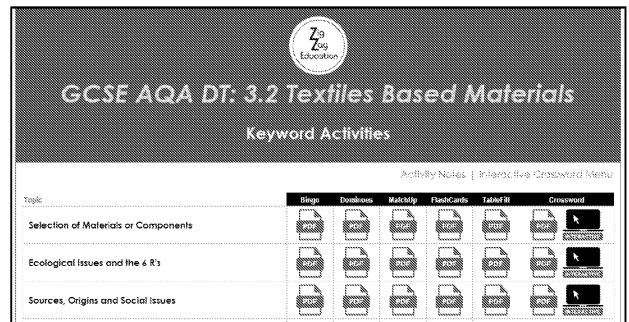
1. Access All Menu



Location: [index.html](#)

This menu, designed primarily for teacher use, includes links to everything on provided on the CD – allowing you to easily select what you need when preparing your lessons.

If you intend to give learners access to this menu, then be aware that it does include links to the solutions.

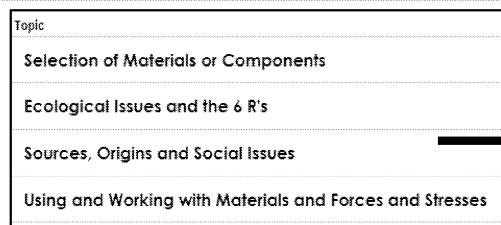


2. Interactive Crossword Menu



Location: [interactive-crosswords/index.html](#)

This menu, which can be accessed via the *Access All Menu* is included to allow learner access to just the interactive crosswords (without the answers).

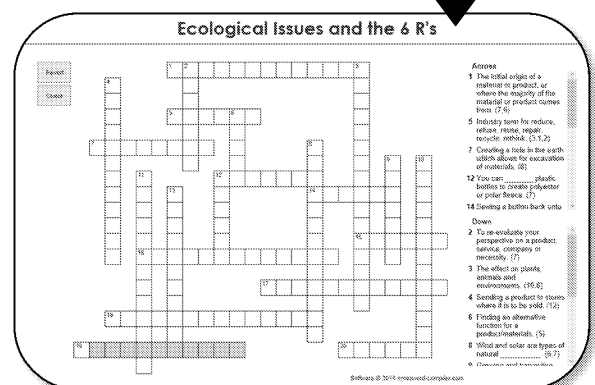


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* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

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Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. In addition, each of the single-page activities (*crosswords*, *match up* and *table fill*), as well as the solutions, are provided on paper too.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the student must match the definition to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF ✓ PAPER



In addition to the photocopiable worksheets and pdf, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes / Loop Cards

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match Up

Students match descriptions to their keyword by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Glossary Builders

Table Fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that they have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF ✓ PAPER

Write Your Own Glossary

Like the Table Fill, this activity can be used to test pupils before learning a topic, or as a revision tool after learning a topic. Students are given a list of the keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

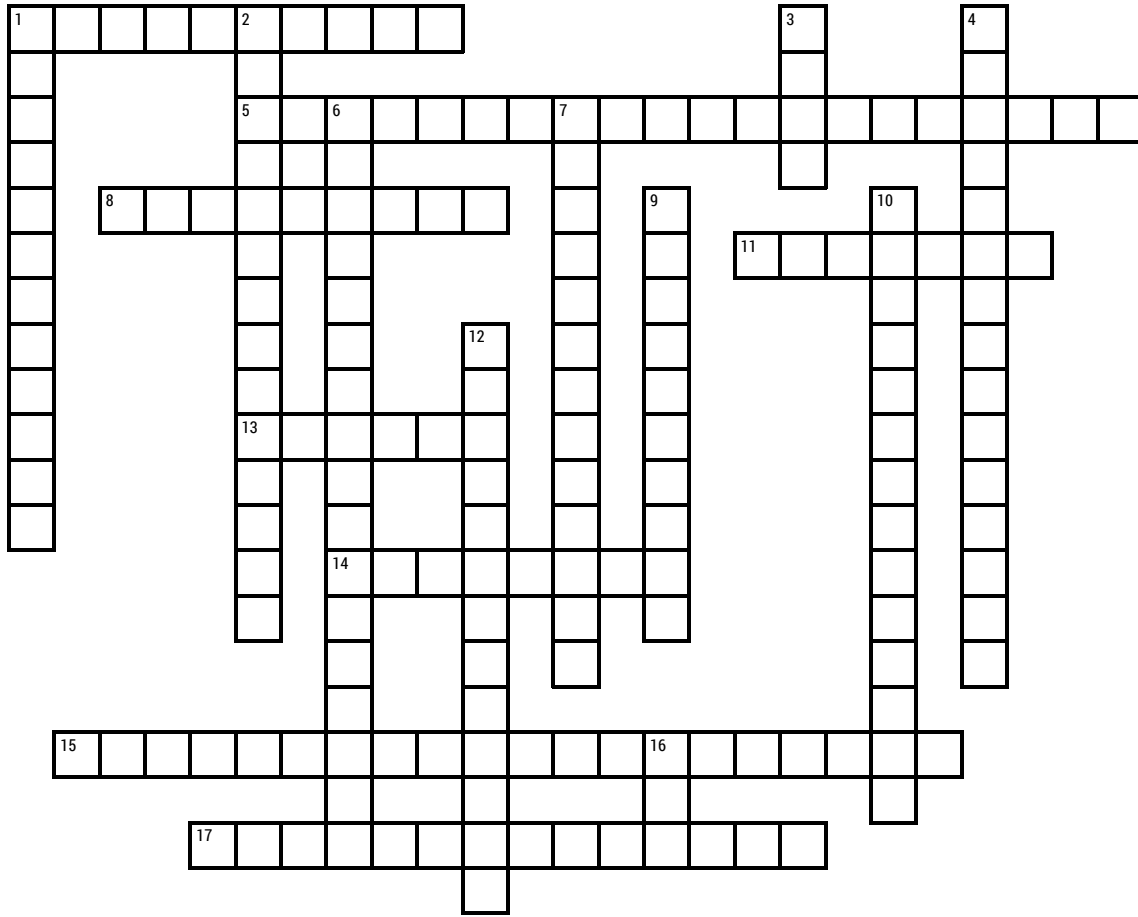
✓ PDF

Selected Activities and Completed Glossary Page

This sample shows one example of several activities.
The whole resource contains approximately 70 activities –
6 or 7 activities for each of the 9 topics.

The resource covers 164 key terms.

Selection of Materials or Components



Across

- 1 Design term for the 'look' of a product. (10)
- 5 The duty to consider the use of products in relation to their impact on the environment. (6,14)
- 8 When a product stops being useful, wanted or needed. (3,2,4)
- 11 Quilting a fabric adds _____ to the surface of the fabric. (7)
- 13 Red, green, yellow, pink, blue, black and white are all types of _____. (6)
- 14 Design term for a product's use. (8)
- 15 Actions and decisions that affect our natural surroundings. (13,7)
- 17 The level of difficulty in finding and purchasing a raw material or component. (4,2,8)

Down

- 1 How easy a material is to get hold of, how fast you can source it and what form it comes in. (12)
- 2 How straightforward or simple a material or component is to buy. (4,2,8)
- 3 Another word for price. (4)
- 4 Considering issues relating to a particular era/time/place/trend and the influence on products, and vice versa. (8,7)
- 6 The impact of a particular era / time / place / trend / group of people on a product. (8,9)
- 7 How straightforward a material is to use or manipulate, e.g. how well a fabric can be sewn together. (4,2,7)
- 9 High-street retailers purchase large quantities of mass-produced components and fabrics. What type of buying is this? (4,6)
- 10 Considering the moral implications behind certain decisions. (7,7)
- 12 The outward appearance of a product and how it has been treated, protected or enhanced. (7,6)
- 16 The acronym for an international, non-profit organisation which can certify that timber-based materials are from a sustainable source. (3)

Selection of Materials or Components *(Table Fill)*

What the product does and how it does it.	
The appearance or look of a product.	
Actions and decisions that affect our natural surroundings.	
The outward appearance of a product and how it has been treated, protected or enhanced.	
What definition/shade/tone a material or component is.	
The tactile qualities of a material or component, e.g. a rough or smooth surface finish.	
How easy a material is to get hold of, how fast you can source it and what form it comes in.	
The level of difficulty in finding and purchasing a raw material or component.	
How straightforward a material is to use or manipulate, e.g. how well a fabric can be sewn together.	
How straightforward or simple a material or component is to buy.	
When a product stops being useful, wanted or needed.	
Considering the moral implications behind certain decisions.	
Considering issues relating to a particular era/time/place/trend and the influence on products, and vice versa.	
The impact of a particular era / time / place / trend / group of people on a product.	
The duty to consider the use of products in relation to their impact on the environment.	
The price of a material or component and, potentially, whether it fits into the project budget.	
Purchasing a large quantity of the same component or product. Purchasing larger volumes could mean benefiting from a discount.	
An accreditation body that signifies that wood has been recycled or sourced from certified forests which are responsibly managed.	

Selection of Materials or Components *(Match Up)*

1	Actions and decisions that affect our natural surroundings.
2	An accreditation body that signifies that wood has been recycled or sourced from certified forests which are responsibly managed.
3	Considering issues relating to a particular era/time/place/trend and the influence on products, and vice versa.
4	Considering the moral implications behind certain decisions.
5	How easy a material is to get hold of, how fast you can source it and what form it comes in.
6	How straightforward a material is to use or manipulate, e.g. how well a fabric can be sewn together.
7	How straightforward or simple a material or component is to buy.
8	Purchasing a large quantity of the same component or product. Purchasing larger volumes could mean benefiting from a discount.
9	The appearance or look of a product.
10	The duty to consider the use of products in relation to their impact on the environment.
11	The impact of a particular era / time / place / trend / group of people on a product.
12	The level of difficulty in finding and purchasing a raw material or component.
13	The outward appearance of a product and how it has been treated, protected or enhanced.
14	The price of a material or component and, potentially, whether it fits into the project budget.
15	The tactile qualities of a material or component, e.g. a rough or smooth surface finish.
16	What definition/shade/tone a material or component is.
17	What the product does and how it does it.
18	When a product stops being useful, wanted or needed.

Function	
Aesthetics	
Environmental factors	
Surface finish	
Colour	
Texture	
Availability	
Ease of sourcing	
Ease of working	
Ease of purchase	
End of life	
Ethical factors	
Cultural factors	
Cultural influence	
Social responsibility	
Cost	
Bulk buying	
FSC	

Selection of Materials or Components

