

way to Mr McGregor's garden  
underneath the gate.  
First he ate some lettuce,  
and some broad beans,  
then some radishes, and



# BEATRIX POTTER™

## Teaching Resources





BEATRIX POTTER™ TEACHING RESOURCES FOR  
SCHOOLS

THIS EDITION OF BEATRIX POTTER™ TEACHING  
RESOURCES FOR SCHOOLS WAS CREATED IN 2016

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Dear Reader

Welcome to the Beatrix Potter™ Teaching Resource pack.

Within this pack you will find a series of lessons, showcasing the many talents of Beatrix Potter that we hope will inspire you and your classroom. The lessons are cross-curricular and each is adapted for two age groups: 5-7 and 7-11 so can be scaled up or down according to ability. Every lesson contains an engaging practical element.

The lessons include:

**Be Brave Aim High:** Beatrix Potter - A woman ahead of her time

**My Special Place:** Beatrix Potter the Conservationist

**Nature Detectives:** Beatrix Potter - The Botanist

**Powerful Picture Letters:** Beatrix Potter the Artist

**Storyteller:** Beatrix Potter the Author

**The Search for a New Apprentice:** Beatrix Potter - The Business Woman

We really hope you enjoy sharing these lessons with your class.

For more information or to share your classroom activity please visit us...

Online: [www.peterrabbit.com](http://www.peterrabbit.com)

Twitter: @BeatrixPotter

Facebook: [www.facebook.com/officialpeterrabbit](http://www.facebook.com/officialpeterrabbit)





Discuss how everyone faces challenges in life, but it is how we deal with these challenges that will make the real difference. Please see the 'Be Brave, Aim High' resource sheet for ideas to get you started.

**ACTIVITY 5-7 YEAR OLDS:** Ask the children to talk to the person next to them about what they would like to do when they grow up. Remind them that nothing is out of their reach, as long as they have the resilience to aim high, just as Beatrix Potter did. Discuss the roles and jobs that the children's parents have and whether they would like to follow in their footsteps or follow a different path. Encourage them to think about their strengths and what talents they have. Each and every one of them will have their own talent, the joy is in discovering it! Use the 'When I grow up' resource for the class to write up their ideas.

**PLENARY:** Bring the class back together and ask them to tell the person next to them one attribute they will take on board. Remind them that these attributes will help them succeed in every area of their lives, if they believe they can, then half the battle is won! Come up with a class mantra such as "Be Brave, Aim High", that the children can use when faced with future challenges.

**ACTIVITY 7-11 YEAR OLDS:** Tell the class that they will be writing to themselves in twenty years time! Ask them to talk to the person next to them about what they see themselves doing in the future. Discuss what their future careers might be and whether they would like to be remembered in the way that Beatrix has been. Discuss what 'legacy' means and how this applies to Beatrix Potter. Talk about their aspirations and how important it is not to put a ceiling on what they can achieve. Brainstorm the key words and phrases the children might use in their work, such as self-belief, having high self-





esteem and resilience when faced with knockbacks. In their letters, say that you will be looking to see not only what they see themselves doing in twenty years time, but also what attributes they think they will need to achieve this. Model on the board what Beatrix Potter might have written to herself, such as the fact she wanted to publish her own stories and to do this she had to be determined and ambitious. Please see the 'Be Brave, Aim High' resource for ideas to get you started.

**PLENARY:** Bring the class back together and ask them to tell you one or two attributes they chose to help them reach their potential. Remind them that these attributes will help them succeed in every area of their lives, if they believe they can, then half the battle is won! Come up with a class mantra such as "Be Brave, Aim High", that the children can use when faced with future challenges.



# WHEN I GROW UP...

I WOULD LIKE TO BE: \_\_\_\_\_

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TO REACH MY POTENTIAL I WILL: \_\_\_\_\_

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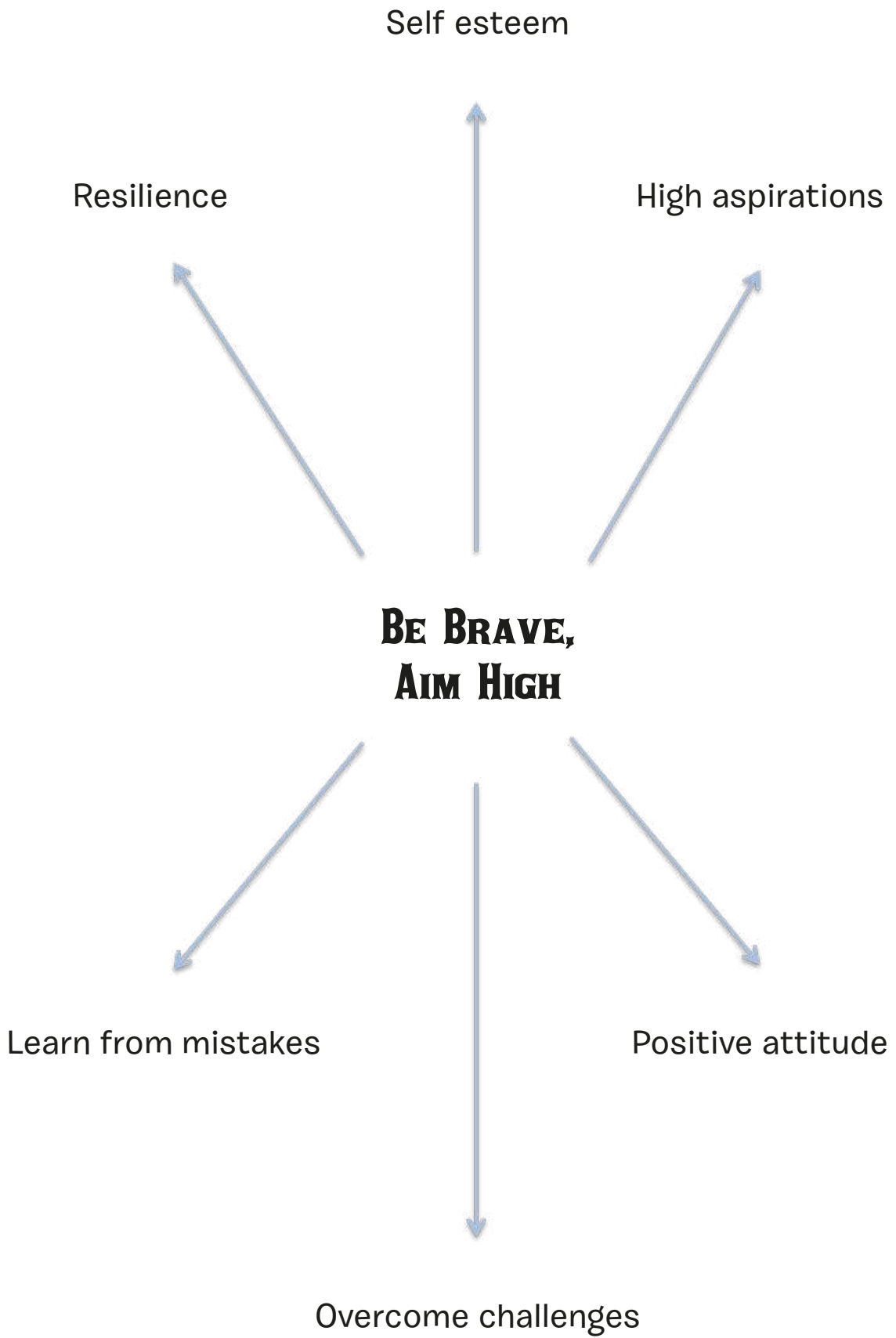
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# MY SPECIAL PLACE

**THEME:** Beatrix Potter the Conservationist

**OVERVIEW:** Beatrix Potter cared deeply about preserving the beauty of the natural world. For Beatrix, The Lake District was a part of England that she treasured. Here is her description of what she saw around her:

*“East south and north, the blue mountains with their crimson crest towered up against a clear blue heaven.” (National Trust magazine, Spring 2016 )*

It was this landscape that inspired Beatrix to write many of her famous tales. She felt passionately about preserving such landscapes for future generations, as well as sustaining the area for local people who earned a living from farming. This passion led her to become closely involved in the formation of The National Trust, to whom she eventually left 4000 acres of land (including 15 farms, cottages and many local areas of outstanding natural beauty) on her death in 1943. This is the largest, single bequest of land to The National Trust, by one individual in its entire history.

These lessons in this resource will focus on English, Geography and Art

**INTRODUCTION:** Ask the children to think about their local surroundings. Ask if they can think of any areas of green space that they would like to preserve for future generations. Perhaps they have a local park that they particularly enjoy visiting, or maybe they live near the coast and enjoy going to the beach. Discuss the geographical similarities and differences in their area by looking at the human and physical characteristics. Identifying the human and physical characteristics of your local area could form a stand-alone lesson, or used as part of your introduction, as set out on the next page.







## KEY GEOGRAPHICAL VOCABULARY

### Examples of physical features:

Sea, river, beach, coast, cliff, hill, forest, vegetation, mountain, valley, woods, meadow

### Examples of human features:

Port, village, harbour, city, factory, farm, shop, town, house

**ACTIVITY 5-7 YEAR OLDS:** Ask the children to think about the physical features of their surrounding area and then to choose a particular place that they treasure. Discuss why it is important to look after these spaces for future generations. Ask them to describe this place to the person next to them and explain why it is important that this particular space is preserved for others to enjoy. Perhaps it is their local park, or maybe they live near woodland, a beach or a farm. Show the class the 'My Special Place' sheet and explain that they are going to draw their chosen place and describe why it is special. Discuss the use of adjectives and similes and how they can enhance their descriptions by using these (for example, perhaps the sand on their beach is as golden as the sun). Explain how these details will help us to understand why this place is somewhere to be treasured.

**PLENARY:** Ask the children to swap places with a child from a different place in the classroom. Get the children to read their descriptions to their new partner (without mentioning the name of it!) and see if they can guess their special place. Their partner can then feedback on what was successful in helping them guess (for example if they used interesting similes that gave extra detail about the place) and suggest one way they could have improved their work.





**ACTIVITY 7-II YEAR OLDS:** Ask the children to think about the physical features of their surrounding area and then to choose a particular place that they treasure and enjoy visiting.

Ask how would they feel if this place was no longer there to be enjoyed. Discuss the importance of preserving areas of historical significance and natural beauty and celebrate the efforts of Beatrix Potter to ensure such places were looked after.

Discuss potential threats to these spaces eg building development, pollution, tourism, climate change etc

Explain that today they will be writing a petition to the decision makers within their community to ensure they are preserved for future generations. Discuss how they might persuade them by their choice of language. Use the persuasive writing checklist to discuss how they might be successful in their writing. Encourage them to think about the evidence to support their views. Perhaps this place is enjoyed by many people in the community and therefore brings community cohesion, or perhaps it is somewhere that is enjoyed by families.

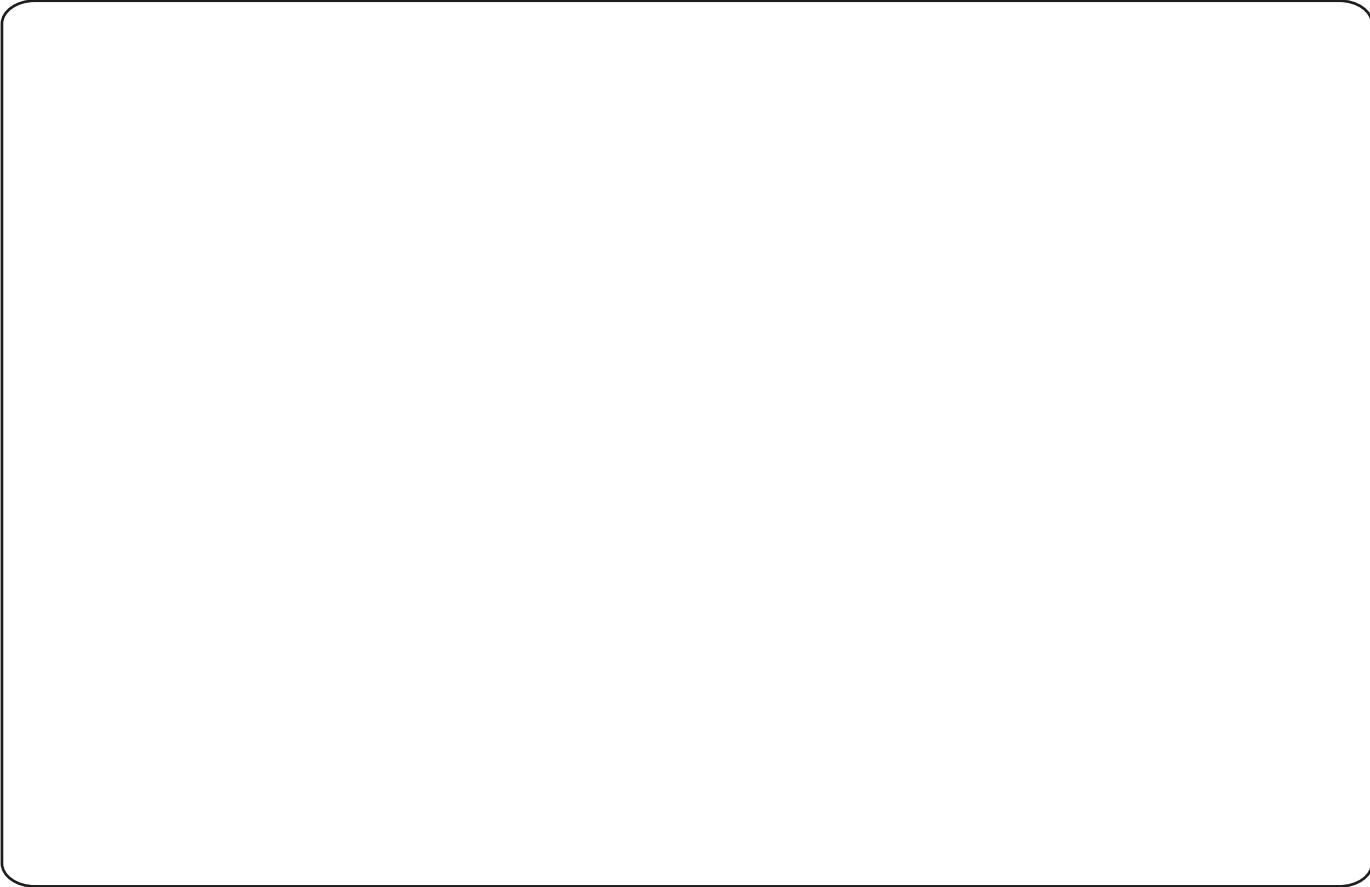
**PLENARY:** Review the persuasive writing checklist. How successful have they been in using these main features in their writing. Ask them to mark on their work wherever they have used these points. If possible, send these off to the decision makers within your local community and see what response you receive.







# MY SPECIAL PLACE



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## **To BE PERSUASIVE I NEED TO USE...**

Powerful opening sentence to entice the reader to read on	
Rhetorical questions	
Powerful adjectives	
Connectives to link my ideas	
Interesting and varied sentences	
Evidence to support my point of view	
Conclude with my main points, stating my opinions	
Correct punctuation and grammar	











# NATURE DETECTIVES

**THEME:** Beatrix Potter the Botanist

**OVERVIEW:** Beatrix Potter studied flora and fungi in her local environment. She was fascinated by nature and often carried a sketchbook with her, incorporating these studies into her art. She is now credited with making significant discoveries and studies around fungi.

The teaching resources below have a focus on science and nature.

**INTRODUCTION:** Discuss how Beatrix Potter found inspiration for her illustrations in the natural world around her. She loved to collect and paint the flowers and plants she discovered.

Tell the children that they are going to be Nature Detectives! Ask them to think about the last time they stopped to really study the nature and wildlife that is all around them. Whether they live in a city or in the country, there is wonder in the natural world that surrounds them and it is waiting to be discovered. Ask the children to talk to the person next to them about what they've noticed in their local surroundings. Perhaps they can think of certain trees they've noticed on the way to school, or the insects they come across in the playground, or maybe the plants they've seen in their local park.





**ACTIVITY 5-7 YEAR OLDS:** Explain that they will be going on a sensory trail around the school grounds. Identify their different senses and discuss which senses will be useful on the trail and why. Take suggestions from the children about the different ways they can record their findings, for example they may wish to do leaf and tree rubbings for the touch section, or they may decide to draw what they see. If possible try to take photos and collect fallen plant materials from your walk. Discuss the importance of not picking flora and fauna

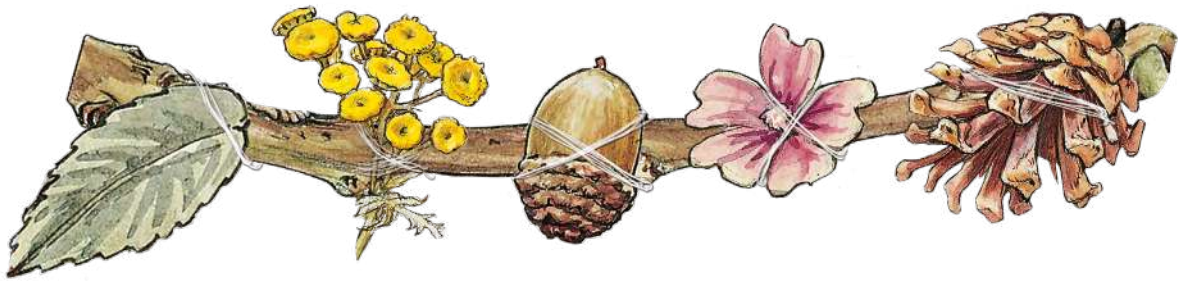
This lesson can be used for a series of lessons. You could start by spending time identifying and labelling the parts of the human body and identify which part of the body is associated with each sense. You could also go into detail about each of our senses and give them some fun facts; such as that dogs have a far better sense of smell than humans! You could also create an interest table for the children, using some of the fallen plant materials found on your trail.

**PLENARY:** Ask the children to talk to the person next to them about what they saw, smelt, heard or touched whilst on their nature hunt. Encourage the children to label their drawings, bark and leaf rubbings with these observations made using their senses. If you took photos of the walk, or collected plant materials, you may wish to display these for the children as prompts.

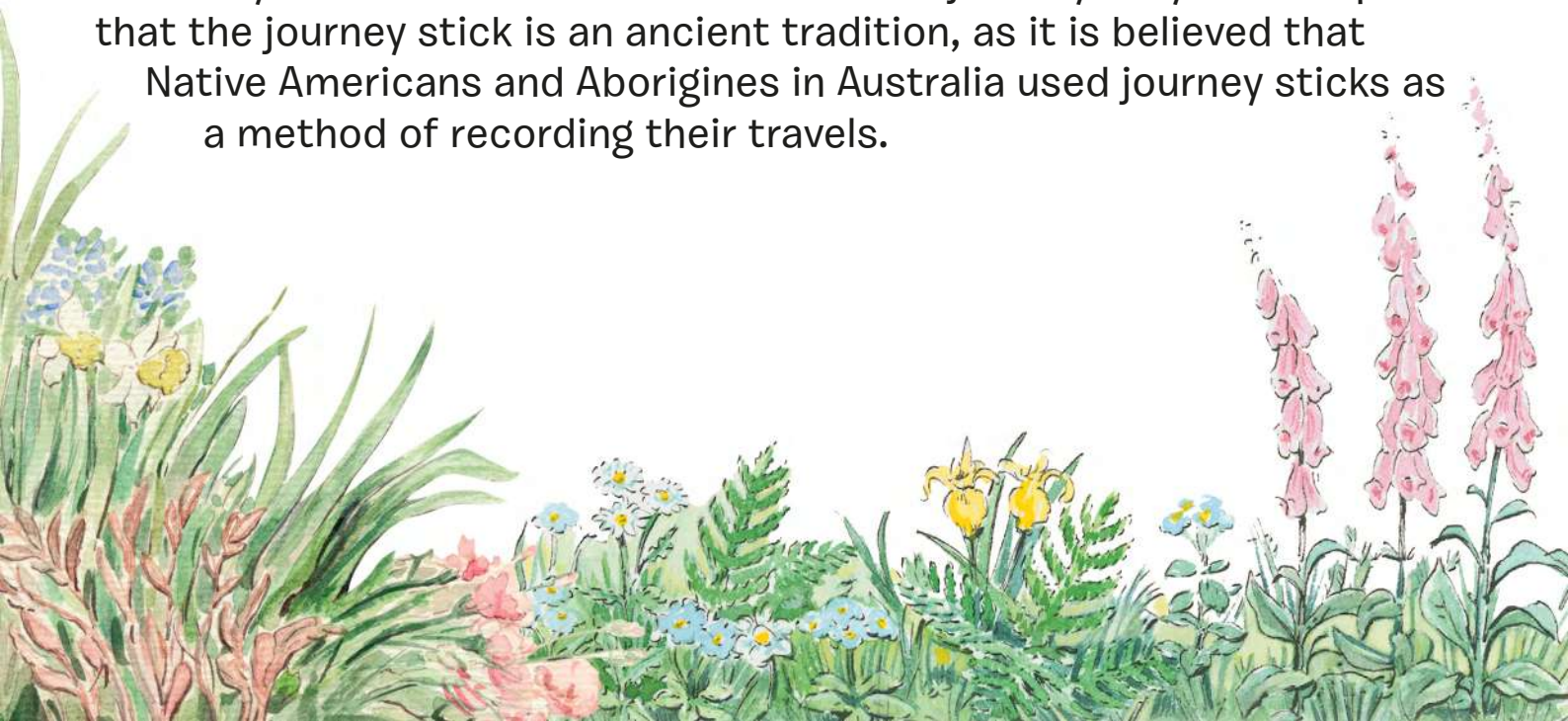


**ACTIVITY 7-II YEAR OLDS:** Prior to the lesson you will need to gather some sticks around 15-20cm long and either some elastic bands or wool. These will form your 'journey sticks' for the children and they will use the wool or elastic bands to collect their plant materials. To enable them to closely observe the plant life they uncover, ideally the children should have magnifying glasses for their walk and/or microscopes available for use in the classroom after the walk.

Explain that they will be going on a nature trail around the school grounds and as part of this they will be making a journey stick. A journey stick looks like this:



Tell the children they will observe closely the plants and trees they uncover and collect fallen material and attach it to their sticks using their wool/elastic bands as a record of their trail. Discuss the importance of only using fallen plant material. Explain that the use of this stick will be two-fold. Firstly they will use this stick to collect, identify and name the flora and fauna they uncover on their trail. Secondly this stick will form a record of the journey they took. Explain that the journey stick is an ancient tradition, as it is believed that Native Americans and Aborigines in Australia used journey sticks as a method of recording their travels.





**PLENARY:** On returning to the class, allow the children time to study in closer detail the plant materials they found (if possible using microscopes) and use classification keys to group, identify and name the plants and trees they discovered. Discuss specific characteristics of the materials they have collected, colour, texture, size, shape, number of petals, leave etc etc. What do the objects have in common? How can they be grouped or differentiated by these characteristics?

Discuss that their journey sticks can act as a visual aid for their journeys around their locality. Ask the children to draw a map of their journey, drawing, naming and labeling the plant life they collected and observed.



# NATURE DETECTIVES

## SENSORY TRAIL



Sight



Hearing

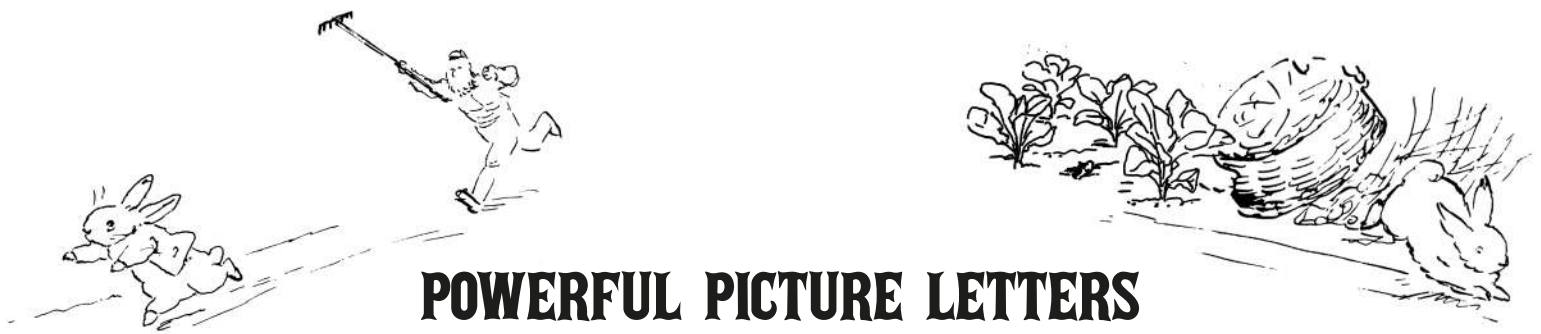


Touch



Smell





## POWERFUL PICTURE LETTERS

**THEME:** Beatrix Potter the Artist

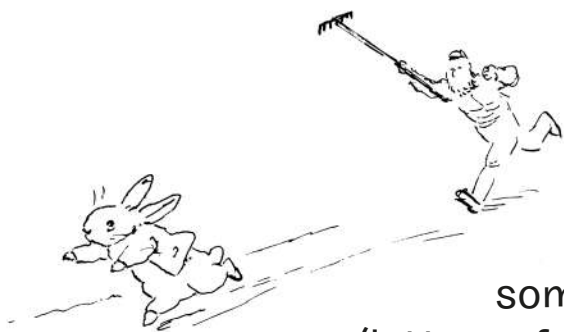
**OVERVIEW:** Beatrix Potter first composed her story of Peter Rabbit in 1893 in the form of a picture-letter to Noel Moore, the five-year-old son of her friend and former governess, Annie Moore. He was recovering from a bout of scarlet fever. This is a cross-curricular Art and English Lesson.

**INTRODUCTION:** : Discuss how letters would have been one of the main forms of communication in 1893, unlike today when there are many ways to send messages.

Show the children the letter Beatrix wrote to Noel and discuss her use of illustrations and how they enhance the story (see resources for letters).

**ACTIVITY 5-7 YEAR OLDS:** Talk about the produce that Peter Rabbit was so keen to gobble up. See if they remember the produce that was in Mr McGregor's garden and talk about why that produce was so appealing to Peter Rabbit. Ask the class if Peter Rabbit was right to take the produce. Tell the class that Mr McGregor wants to find his missing produce and so has asked for their help! They will be producing a 'Wanted' poster for the missing vegetables! See the template resource.





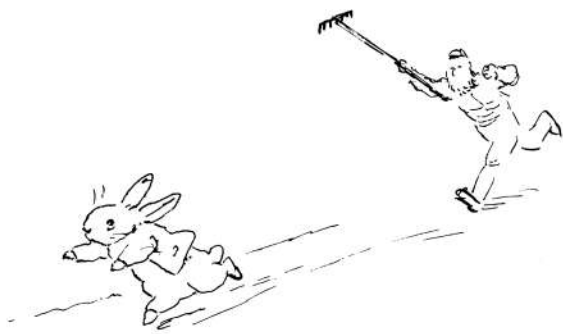
Ideally bring in some fresh produce to study (lettuce, french beans, radishes, parsley and cucumber). Pass the vegetables/photos around the class and encourage children to look closely at the colour, patterns, texture, line, shape and form of the vegetables. Then ask them to close their eyes and think of appropriate adjectives to describe the produce and brainstorm their ideas on the board. Leave a selection of the vegetables/photos on each table for the children to observe.

**PLENARY:** Using peer feedback, ask the children to swap their 'Wanted' poster with the person next to them, focusing on the detail they have used in their drawings, as well as the adjectives used. The children should tell their partner one adjective that they felt was successful and one aspect of their drawing they liked, as well as one area for improvement.

**ACTIVITY 7-II YEAR OLDS:** Talk about the produce that Peter Rabbit was so keen to gobble up. Ask the class if Peter Rabbit was right to take the produce and discuss what he could have done differently. Tell the class that one way might be to write a letter to Mr MrGregor to politely ask him to spare some of his garden produce. Talk about how formal letters are organised and use the letter writing prompt sheet (See resource below) to allow the children to see a possible structure to their letter. Brainstorm possible persuasive language they could use that may help sway Mr McGregor to part with some of his produce. Explain that they will be illustrating their letters in the same way Beatrix Potter did in her letters to Noel. Discuss what they might they like to draw to illustrate their letters. Ideally bring in some fresh produce to study (lettuce, french beans, radishes, parsley and cucumber).







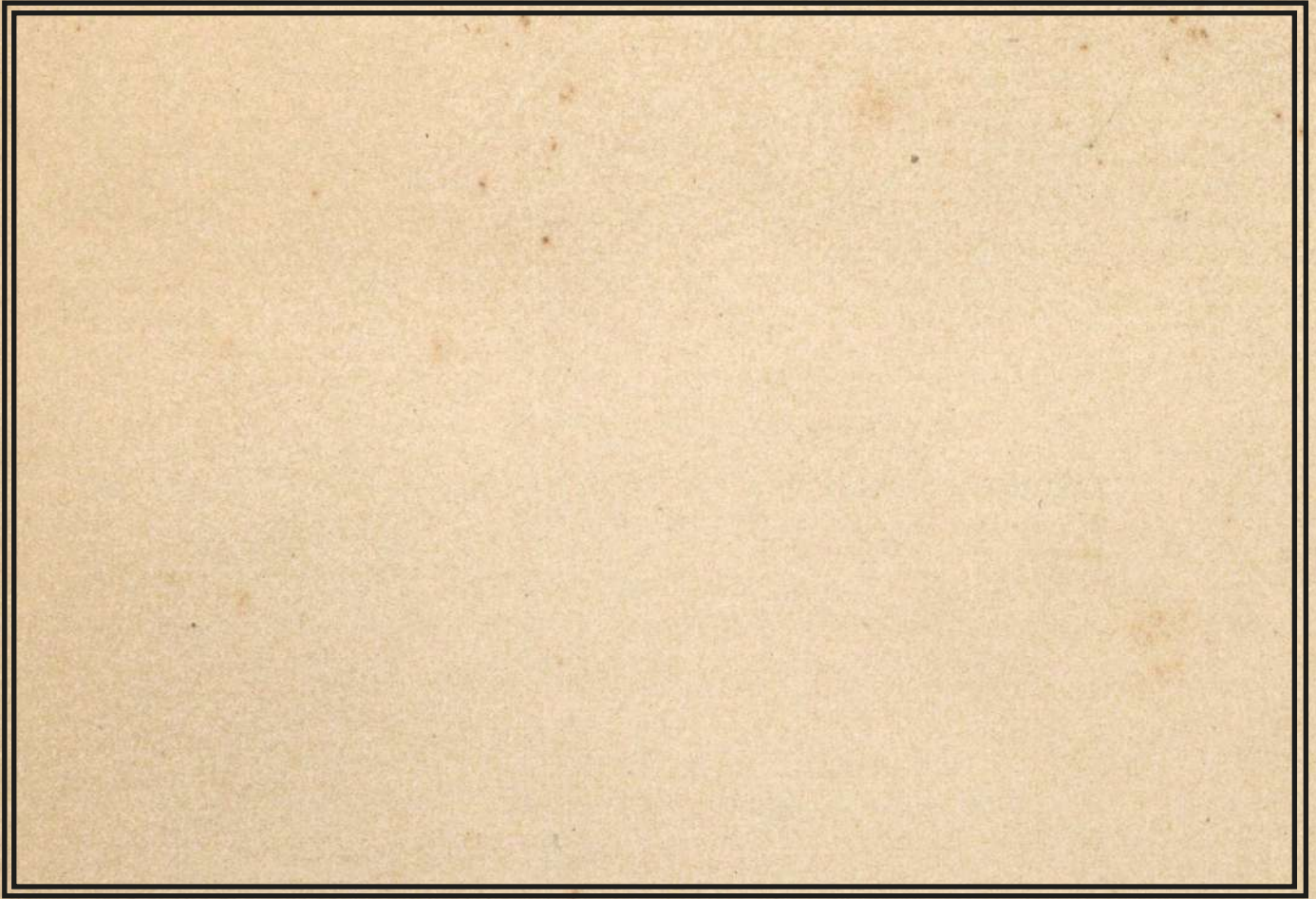
**PLENARY:** Using peer feedback, ask the children to swap their letters with the person next to them, focusing on the detail they have used in their drawings, as well as the persuasive language used. Tell their partner one sentence that they felt was successful and one aspect of their drawing they liked, as well as one area for improvement. Check if they focused on the detail of the vegetables they drew.

### LETTER WRITING PROMPTS

1. Your name & address (Top right-hand corner)
2. Recipient name & address left-hand side
3. Formal Opening (Dear...)
4. Introduce yourself (to Mr. McGregor)
5. Explain what you are asking for
6. What can Mr. McGregor do to help you?
7. How can Mr. McGregor contact you? i.e. "You can find me in the sand-bank, underneath the foot of the big fir-tree."
8. Formal ending (Yours sincerely...)



# WANTED!



**HAVE YOU SEEN MY MISSING VEGETABLES?**

**LAST SEEN:** \_\_\_\_\_

**DESCRIPTION:** \_\_\_\_\_

**IF SEEN PLEASE CONTACT:** \_\_\_\_\_



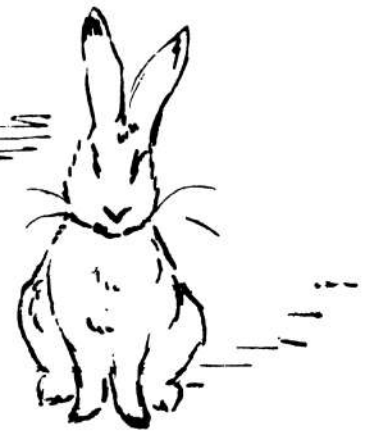


Eastwood Dunkeld  
Sep 4<sup>th</sup> 93

My dear Noel,  
I don't know what to  
write to you, so I shall tell you a story  
about four little rabbits.  
whose names were—



Flopsy, Mopsy Cottontail

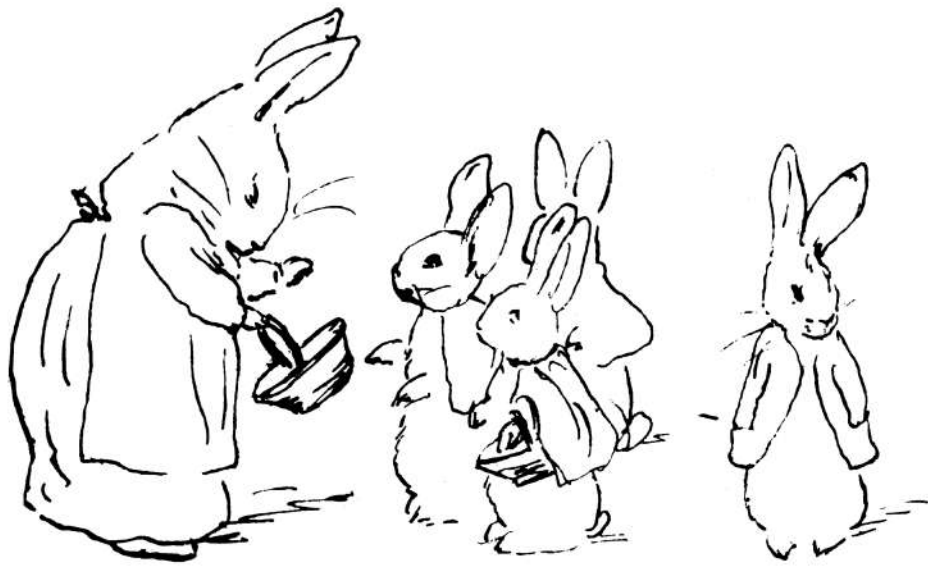


and Peter



They lived with their mother in a  
sand bank under the root of a  
big fir tree.

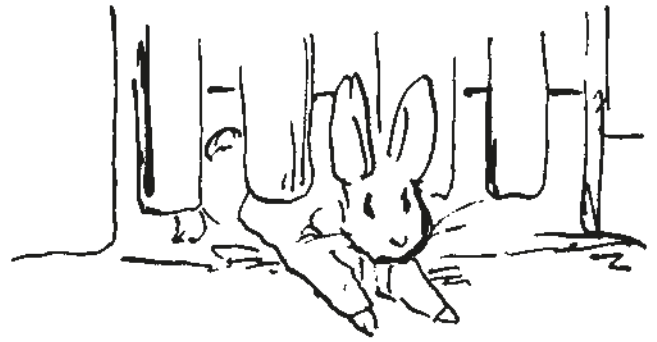




'Now, my dears', said old Mrs Bunny  
'you may go into the field or down  
the lane, but don't go into Mr McGregor's  
garden.'

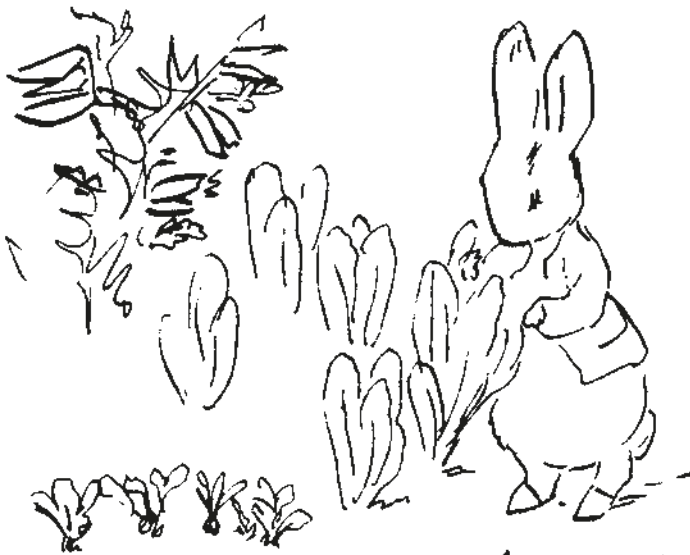


Hopsy, Mopsy + Cottontail, who were good  
little rabbits went down the lane to gather  
black berries, but Peter, who was very naughty



ran straight away to Mr McGregor's garden and squeezed underneath the gate.

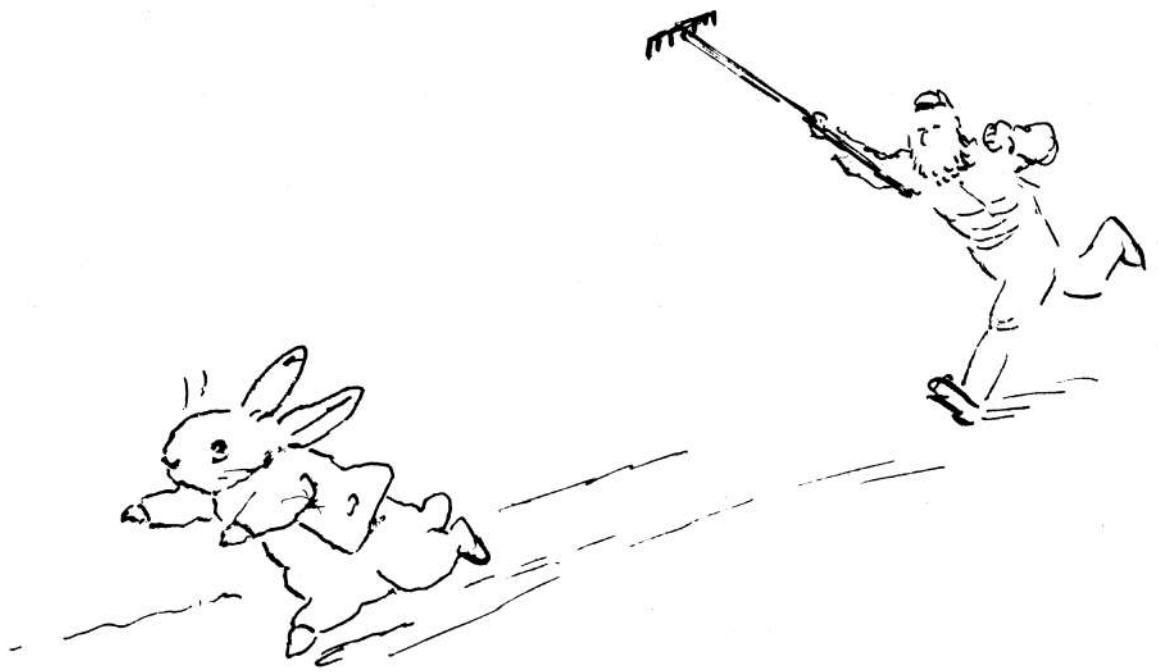
First he ate some lettuce, and some broad beans, then some radishes, and then, feeling rather sick, he went to look for some parsley; but round the end of a cucumber frame



whom should he meet but Mr McGregor!







Mr McGregor was planting out young cabbages but he jumped up & ran after Peter carrying a rake & calling out 'Stop thief!'



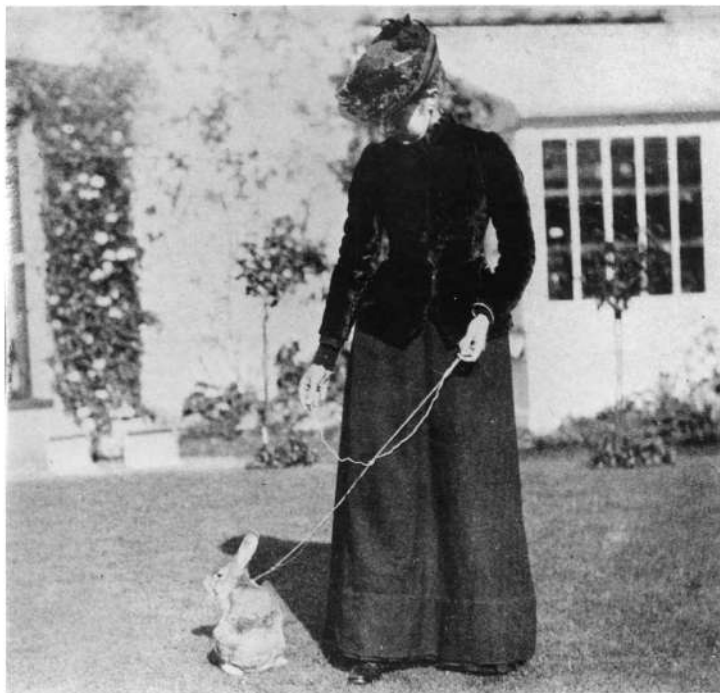
Peter was most dreadfully frightened & rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages.



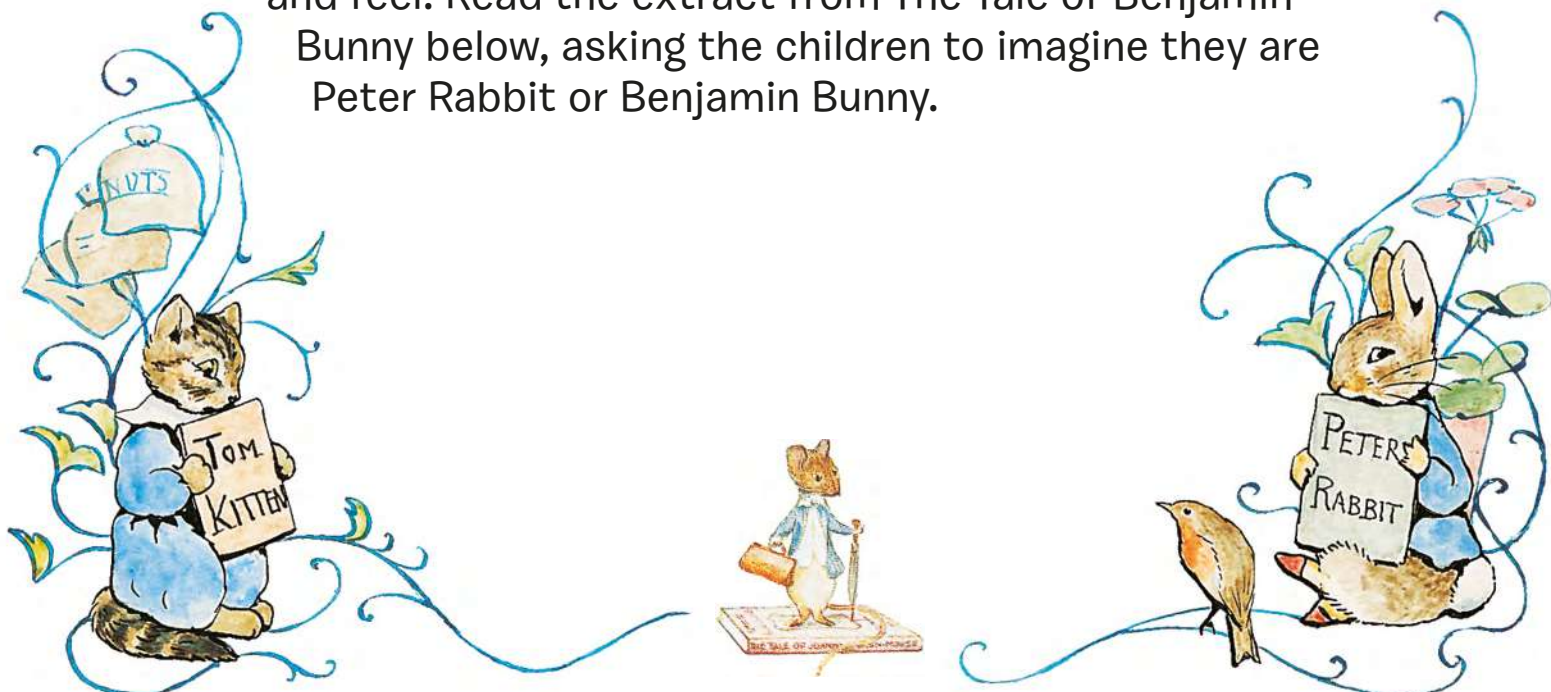
# STORYTELLER

**THEME:** Beatrix Potter the Author

**OVERVIEW:** Beatrix Potter loved to study wild animals and she kept several as pets. She was particularly fond of rabbits and her first pet rabbit was called Benjamin Bouncer who featured in *The Tale of Benjamin Bunny*. Her other much loved rabbit, Peter, went on to form the inspiration for her most famous story *The Tale of Peter Rabbit*. The lessons below have a focus on English, drama and poetry.



**INTRODUCTION:** Peter and Benjamin formed the inspiration for some of Beatrix Potter's best-loved work. Explain that the children are going to pretend to be rabbits! Ask the children to close their eyes and imagine they are a rabbit running along. Ask them what might they see, hear, smell and feel. Read the extract from *The Tale of Benjamin Bunny* below, asking the children to imagine they are Peter Rabbit or Benjamin Bunny.







They got amongst flower-pots, and frames and tubs; Peter heard noises worse than ever, his eyes were as big as lolly-pops!

He was a step or two in front of his cousin, when he suddenly stopped.

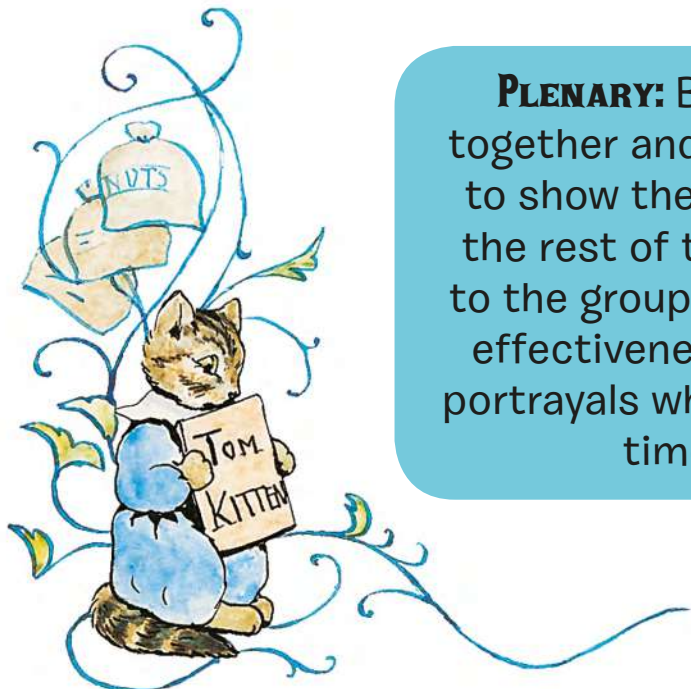
This is what those little rabbits saw round that corner!

Little Benjamin took one look, and then, in half a minute less than no time, he hid himself and Peter and the onions underneath a large basket...



**ACTIVITY 5-7 YEAR OLDS:** Organise the children into pairs and ask them to take on the role of Peter Rabbit and Benjamin Bunny. Ask them to create a short drama (or play) showing life through Benjamin's and Peter's eyes. Explain that they will use language and actions to explore and convey the characters. Ask the children to focus on their senses and discuss what Benjamin and Peter might be able to hear, see, feel and smell around them and suggest that they use the resource sheet below. They may wish to recreate the extract above or perhaps they want to go on their own adventures!

**PLENARY:** Bring the class back together and choose some groups to show their performances. Get the rest of the class to feedback to the groups, commenting on the effectiveness of their character portrayals what they could do next time to improve.





**ACTIVITY 7-II YEAR OLDS:** Take suggestions from the class about what they could hear, see, feel and smell around them when they closed their eyes. Discuss Beatrix Potter's use of vocabulary and grammar in the text and explore why these choices are effective. For example, her use of similies in the line "Peter heard noises worse than ever, his eyes were as big as lolly-pops!" Explain that they will now write a poem about a day in the life of Peter Rabbit. Take suggestions from the children, encouraging them to think of interesting and varied vocabulary. For less able writers, you may wish to use the senses poetry writing frame resource below. Encourage more able writers to select appropriate grammar and vocabulary, understanding how such choices can enhance their work.

**PLENARY:** Ask the children to perform their own compositions, encouraging them to use appropriate intonation and volume. Ask the class to evaluate the effectiveness of their own writing and also take constructive feedback from their peers.







## A DAY IN THE LIFE OF PETER RABBIT

**I CAN SEE** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I CAN HEAR** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**I CAN SMELL** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

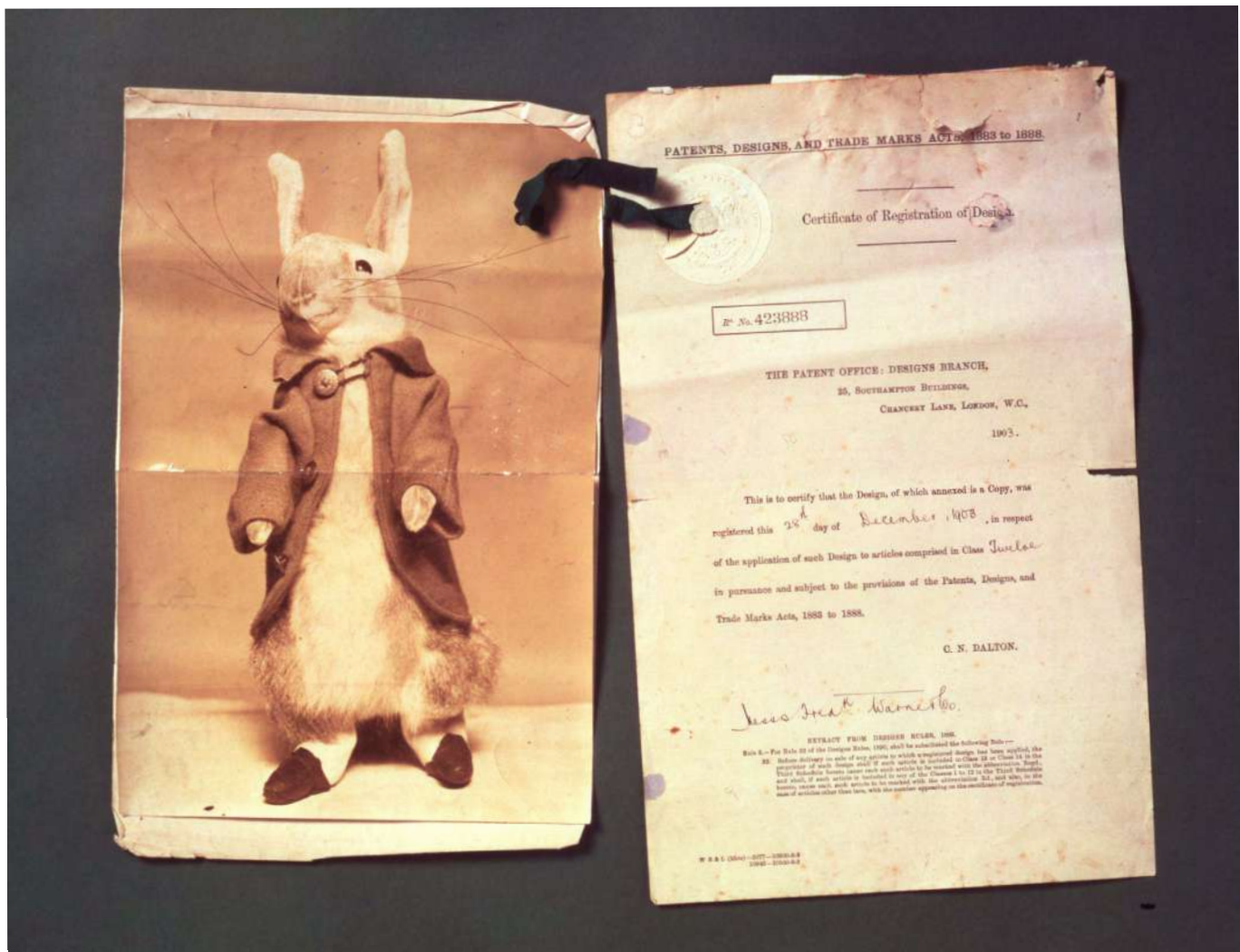
**I CAN FEEL** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





**THEME:** Beatrix Potter the Business Woman

**OVERVIEW:** Beatrix Potter was an ambitious career woman and fiercely determined when it came to her business interests. Following the immediate success of her first published story, *The Tale of Peter Rabbit* in 1902, Beatrix took it upon herself to investigate other opportunities for her characters. She personally oversaw the design and registration of the patent for her first licensed merchandise, which began with a Peter Rabbit doll in 1903. The original patent for this is pictured below. Peter Rabbit is now considered to be the oldest licensed literary character in the world! These lesson ideas have a focus on English and Drama





**INTRODUCTION:** You will begin by telling the children that today you are taking on the role of a successful businesswoman, called Beatrix Potter. Give the children some background information on yourself as detailed in the overview above and in the biography at the beginning of this pack, explaining that you produced the first licensed literary character.

Explain to the children how a 'new' story has recently been rediscovered by your publisher called 'The Tale of Kitty-in-Boots' and read the following extract:

“Once upon a time there was a serious, well-behaved young black cat.

It belonged to a kind old lady who assured me that no other cat could compare with Kitty.

She lived in constant fear that Kitty might be stolen – “I hear there is a shocking fashion for black cat-skin muffs; wherever is Kitty gone to? Kitty! Kitty!”

She called it “Kitty”, but Kitty called herself “Miss Catherine St. Quintin”

Cheesebox called her “Q”, and Winkiepeeps called her “Squintums”. They were very common cats. The old lady would have been shocked had she known of the acquaintance.

And she would have been painfully surprised had she ever seen Miss Kitty in a gentleman’s Norfolk jacket, and little fur-lined boots.



Now most cats love the moonlight and staying out at nights; it was curious how willingly Miss Kitty went to bed. And although the wash-house where she slept – locked in – was always very clean, upon some mornings Kitty was let out with a black chin. And on other mornings her tail seemed thicker, and she scratched.

It puzzled me. It was a long time before I guessed there were in fact two black cats!”

**ACTIVITY 5-7 YEAR OLDS:** Tell them that their task is to design a 'Kitty-in-Boots' soft toy. They will need to draw this toy and then describe her in as much detail as they can. Explain that unlike your other books, there are no toys or games featuring Kitty-in-Boots so this will be the first!

Ask what they know about her appearance already from the extract they just heard and then get them to talk to the person next to them about how they can describe her. Encourage them to think of the type of vocabulary they will use to impress you. Perhaps they will use similes such as 'her fur is as pitch black as the night'.

They will need to be persuasive, so discuss the meaning of that word and how they can win the role of the apprentice. Ask the children to contribute some persuasive vocabulary and note these words down on a large piece of paper.

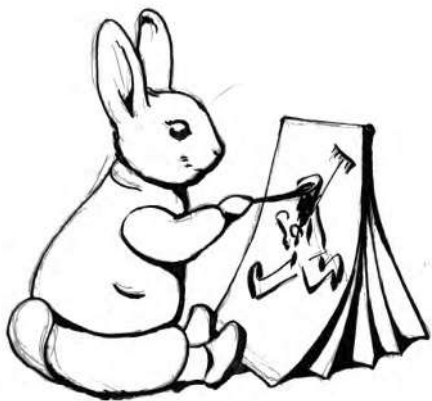
**PLENARY:** In the role of Beatrix Potter, allow the children to present their designs to you. Encourage them to think about how they will persuade you using drama and intonation. Ask them to evaluate their pitch, whether they felt they were effective in describing their soft toy. As Beatrix Potter, you will now make your choice about which apprentices you would like to take on! Or perhaps you would like to take on all of the group, as they were all so persuasive!

**ACTIVITY 7-11 YEAR OLDS:** Explain they will be working in groups to create their own product for 'Kitty in Boots' in an attempt to win their place as your new apprentice! Discuss what being an 'apprentice' means: as being someone who is a novice in their chosen field of work and has been employed by an experienced person, in order to learn that person's skills.

Discuss the meaning of the word 'persuasion', as this is key to their success. Take suggestions from the children on how they could organise their groups. Perhaps they could assign roles, such as a designer, copywriter, presenter etc.

Discuss who the audience for Kitty-in-Boots is most likely to be and what they might appreciate receiving or buying as a gift. Brainstorm ideas for possible products and note these down for the children to refer to during the exercise.

Use the product design template (see resources) to formulate their ideas, ask the children to use these to present their product design at the end.



Discuss that to be successful, they will need to think of the language they use when presenting and how they will convey their ideas to their audience, such as "children will jump with joy when they see this new product in the shops".

Talk about the use of slogans and how they can influence our buying choices. Can they remember hearing any slogans recently? Encourage them to think of their own slogans for their product.



Perhaps they will use similes such as “Children will delight at our new Kitty in Boots soft toy; it is as soft as a feather”.

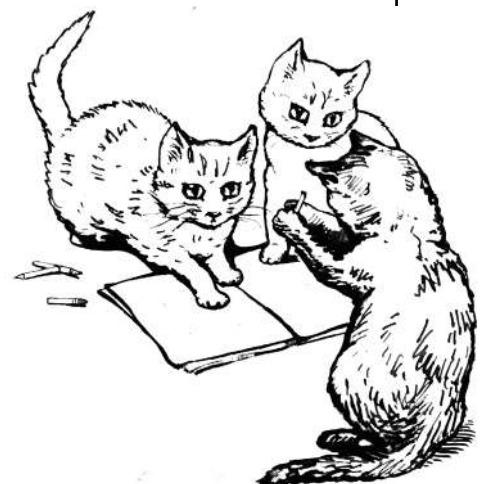
When the groups have completed their own product design template, they must pitch their idea, ensuring that they think about the language they use to persuade Beatrix that they are the apprentices she has been looking for!

This could form a series of lessons where you can include creative writing, drama and art or you could present these ideas as an overview in one more practical lesson.

**PLENARY:** In taking on the role of Beatrix you will now feedback to the groups on their presentations. First ask each group how they felt their presentation went, asking if they felt they managed to maintain the audience’s attention and if they felt they were persuasive. Then move on to taking suggestions from the class about what they felt worked well and how they could improve their presentation skills. As Beatrix Potter, you will now make your choice about which apprentices you would like to take on! Or perhaps you would like to take on all of the class, as they were all so persuasive!

# KITTY IN BOOTS

## SOFT TOY DESIGN





# KITTY IN BOOTS

## PRODUCT DESIGN

Design your product in this box. Think about the main features and answer the questions below.

**Our product is called:** .....  
*Think about what your product is and give it a great name*

**Sale price (RRP):** .....  
*How much would you sell your product for? Think about who it is for, what the features are. How much do similar products sell for?*

**Our product is for:** .....  
*Who is your product for? Children or Adults or both? Think about who would buy your product.*

**Main product features:**.....  
*Write down the main product features. Think about materials that it could be made from, or special features that would make it special.*

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