

Communication and Language: Clothes and Fashion - Building Understanding

Key Verbs and Positional Language: Upcycling Clothing



Introduction

The focus of this lesson is positional language / prepositions (in, on, under, behind, next to, through, above etc) and key action words / verbs such as push, squeeze, press, turn, stick, pull etc. Through “upcycling” clothes in support of ‘renewable and sustainable fashion’, we will use this language reinforced by our own movements and choices.



Aims

- Independent and meaningful choices
- Responses to a range of sensory stimuli
- Familiarity with keywords
- Demonstrate understanding of keywords
- Follow two word instructions
- Communicate expressively putting two words together



For this lesson you will need

- Recommended, but not required:
 - Relevant symbols & signs
- Some fabric (or paper)
- Decorations - paints, pens, sequins, buttons, even dried spaghetti and peas. Steps 1 & 2 will help with this.
(search 'upcycle projects' online)



Getting ready

- Reduce distractions within the room (turn off anything that creates light or sound)
- Prepare your child to be 'ready for learning' - this may require a run around outside first, a snack, or an opportunity to re-position and settle into a comfy chair
- Create interest by sharing and exploring props/resources
- Show them you're excited for the lesson! Build curiosity and anticipation!



Key Vocabulary

*positional language = in, on, under, behind,
next to, through, above*

*key action words = press, squeeze, stick, push,
pull, stop, go*



Step 1

Find yourself a project (search “upcycling projects”) or find an old piece of clothing that could be redecorated!

If you'd rather, then it's just as meaningful to decorate a piece of fabric/paper you have lying around.



Step 2

Isolate your key actions.

Find items with which to decorate which match up with your keywords i.e. stick = glue, squeeze = a tube or squeezey bottle or a spray bottle trigger, press = stick on buttons, sequins.



Step 3

Make choices.

Encourage your child to make independent choices between materials in order to have creative control over their project.



Step 4

Add positional language.

The words under, over, in, on, through, behind (et al) are best learned through action and repetition. Use these words along side the actions.



Step 5

Model. Support. Guide. Encourage.

Show the child what to do first, using the key words.

Then, support the child to have a turn.

Then, guide them using only the language.

Observe and encourage their independence.



Challenge

Use two key word phrases ie. press button, stick green. Encourage the child to use two words together. Can you make patterns with spots and/or stripes. Can they recognise the sequence? Can you ask them to explain what they are doing?



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Clothes and Fashion Unit 6: Lesson 3

Key verbs and positional language: Upcycling Clothing

Make it easier

Repetition, repetition, repetition.

Drama! Use big, dramatic pauses and silences to build anticipation in play.

Focus on “stop” and “go” only, eliminating other language from your lesson.

Make it harder

Keep the questions open ended so that the child has to answer without support.

Combine descriptors with your key language - fast, slow, etc

Use two word combinations i.e. press button, or stick circle.

More ideas

Apply this method of play to other craft activities you can find online. Create patterns with spots and stripes. Choose your own outfits and explore the colours, patterns and logo. Can you design your own T-shirt? Can you model it?!

