Me in the World
All Dressed Up
A practical resource to support The World Around Us (TWAU) Area of Learning in the Northern Ireland Curriculum

This Me in the World (The World Around Us) thematic unit for Key Stage 2 pupils with severe learning difficulties (SLD) aims to provide teachers with support in beginning the planning, teaching and assessing of TWAU within the Northern Ireland Curriculum.

This resource comprises four sub-units:
- All Dressed Up
- Food for Thought
- Where in the World

It details suggested learning activities and methodologies which will assist teachers in developing children’s awareness of the world around them at this stage of their development.

It includes links to the Thinking Skills and Personal Capabilities framework and the Cross-Curricular Skills of Communication, Using Mathematics and Using ICT. The resource also connects to the other Areas of Learning where appropriate and incorporates the principles of Assessment for Learning.

Interdependence
Pupils should be enabled to explore:
- ‘me’ in the world;
- how plants and animals rely on each other within the natural world;
- interdependence of people and the environment;
- the effect of people on the natural environment over time; and
- interdependence of people, plants, animals and place.

Place
Pupils should be enabled to explore:
- how place influences plant and animal life;
- ways in which living things depend on and adapt to their environment;
- features of the immediate world and comparisons between places;
- change over time in local places; and
- positive and negative effects of people on places.

Movement and Energy
Pupils should be enabled to explore:
- sources of energy in the world;
- how and why people and animals move; and
- changes in movement and energy over time.

Change Over Time
Pupils should be enabled to explore:
- ways in which change occurs in the natural world;
- how people and places have changed over time; and
- positive change and how we have a responsibility to make an active contribution.

(The above statutory requirements are from The Northern Ireland Curriculum Primary: Key Stage 1.)

Writers
Amy Gault, Sandleford School, Coleraine
Alison Hasson, Sandleford School, Coleraine
Sara Liddell, Tor Bank School, Dundonald
Shanna Orr, Castle Tower School, Ballymena
Lorraine Thompson, Clifton School, Bangor
Ruth Walker, Sperrinview School, Dungannon

Resource sheet in this booklet
PowerPoint activity available from www.nicurriculum.org.uk
Skills listed on a light pink background are Thinking Skills and Personal Capabilities
Skills listed on a dark pink background are Cross-Curricular Skills
Curriculum Objective
To develop the young person as a contributor to society

Key Experiences
Learners will have opportunities to:
• explore themselves in their environment;
• recognise the relationship between weather and clothing; and
• develop awareness of clothing materials that enhance safety.

Learning Intentions
Learners will begin to:
• develop an awareness of appropriate clothing for different situations;
• identify and experience clothes and materials for different temperatures and conditions; and
• identify materials that keep us safe.

Success Criteria
Learners will begin to:
• choose to wear clothing appropriate to weather conditions; and
• understand the importance of wearing clothes that will make their activity safer.

Attitudes and Dispositions
• Self-confidence
• Personal responsibility
• Community spirit
• Openness to new ideas
• Respect

Thinking Skills and Personal Capabilities
Managing Information
Class Clothes
Conduct circle time based on the theme of clothes with your learners. See Resource 1 for activities that you could use.

Begin a discussion by asking what everyone in class is wearing. Discuss why the learners think they are all wearing the same or similar clothes. Ask what we call the type of clothes that everyone in a particular group wears, considering together the concept of a uniform.

Focus together on the meaning of the logo or badge on the learners’ uniform. Ask them to think of reasons why they wear uniforms to school, for example:
- to make them look the same;
- to give them an identity;
- to let other people know what school they go to;
- to make them feel comfortable;
- to help keep their other clothes good; and
- because uniforms are designed to be easily cleaned.

Discuss whether boys and girls in the school wear the same uniform. See Resource 2 for a whole class activity on dressing a girl and a boy in the learners’ school uniforms. Give your learners opportunities to use a variety of media, for example paints, pastels, charcoal, pencils, chalk and felt-tips, in the appropriate colours.

You can make links to:
- The Arts by encouraging your learners to design their own uniforms using Resource 2 (if appropriate); and
- Mathematics and Numeracy by asking your learners to describe in what order they put their clothes on in the morning.
Sporty Gear
Ask your learners what they wear for P.E. and why, for example clothes that:
- are safe;
- are comfortable;
- are easy to move around in; and
- keep them cool.

Have them choose the correct clothing for P.E. in Resource 3. Next, using Resource 4, ask them to choose the clothes suitable for wearing in the swimming pool. Discuss why we wear these types of clothes to go swimming, for example:
- they are light;
- they do not absorb water; and
- they help you to travel through water easily.

You will need:

- **Resource 1:** Clothing Circle Time
- **Resource 2:** Our School Uniform
- **Resource 3:** My P.E. Kit
- **Resource 4:** What I Wear to Go Swimming
Four Seasons in One Day

Explain to your learners that there are four seasons in a year. Ask what they are called. Explore their understanding of the seasons, recording their suggestions for the different features of each one.

Describe each season in more detail:

- In winter it's cold and icy, it might even snow, and nights are long and dark.
- In spring the weather improves, with lighter nights; green leaves start to appear on the trees and birds begin to migrate back.
- In summer the warmer weather arrives, and there is usually a lot of sunshine, with blue skies and long days.
- In autumn the weather changes again and it gets dark earlier; the birds begin to migrate, the leaves fall off the trees and we begin to get colder weather.

Discuss which season it is now. Focus on winter together, and make comparisons with summer. Emphasise that although it might be dry in winter, it can still be very cold, and that although the weather is better in the summer, there is always a chance of rain.

You will need:

- Resource 5: Summer and Winter
- Resource 6: Clothes Cards
- Resource 7: What Would You Wear in Winter?
- Resource 8: What Would You Wear in Summer?

- A variety of summer and winter clothes
- Two small dolls/mannequins
- A washing line and pegs
Winter Woollies/Summer Sunnies
Together discuss what type of clothes your learners would wear in the winter, especially if it was icy and cold. Develop the discussion by asking on which part of the body they would wear each item.

Provide a selection of clothes (for example a swimsuit, sunglasses, shorts, gloves, coat and scarf). Have your learners sort them into two categories: winter clothes and summer clothes. Show the class two small mannequins or dolls. Place one doll next to a sunny scene and the other beside a snowy scene (using your own photographs or the pictures in Resource 5). Explain that one doll represents summer and the other represents winter. Jumble a selection of doll’s clothes, then ask individual learners to choose an item of clothing and dress the appropriate doll (for example put a T-shirt on the summer doll).

To reinforce the concept of different clothes for different seasons, copy, cut out and laminate the pictures in Resource 6 to make reusable picture cards. Ask your learners to sort a selection of the cards into ‘winter’ and ‘summer’. Next, have them circle the winter clothes in Resource 7 and the summer clothes in Resource 8.

Clothes Line
Play a washing line game together. Set up a washing line with pegs, and provide a bag of clothes. Have the learners hang particular types of clothes on the line: first clothes for a warm, summer’s day; then for a cold, winter’s day; and finally for a wet day. If appropriate, you could hold races between two teams to see who can hang the clothes up first. You could also draw simple outlines of three washing lines to represent the three types of weather, and ask your learners to draw appropriate clothes on each one.

You can find a useful clothes-related game at www.ngfl-cymru.org.uk/getting_dressed_als

You can make links to:
• **Language and Literacy** by saying and singing songs about the weather, for example Incy Wincy Spider or I Hear Thunder; and
• **Mathematics and Numeracy** by using Venn diagrams to sort the clothes into those suitable for summer, those suitable for winter, and those suitable for both.
KEY QUESTION

What clothes keep me warm?

Winter Warmers
Show your learners a selection of winter clothes one by one. Ask focused questions, such as:
• What is this called?
• Where do you wear it?
• Would it keep you warm?
• Do you wear it in cold weather? Why/Why not?
• What is it made from?

Focus on materials, weather and the learners’ personal experiences. Refer back to the Clothes Cards in Resource 6, and ask your learners to identify the clothes that would keep them warm. Alternatively, or as reinforcement, use the ‘Warm Clothes’ PowerPoint activity available online.

Give your learners an opportunity to dress up in clothes designed to keep them warm (for example hats, scarves, cardigans, slippers, socks, gloves, coats, tights, dressing gowns and/or thermals). Allow them to experience the feeling of different materials, such as fleece, fur, wool, leather and velvet. Incorporate this into a fun game, holding team races that involve the learners putting on additional layers of clothes. You could also allow them to examine materials used in bed clothes, such as down-filled quilts.

Hand out copies of the bingo boards in Resource 9. (You may wish to laminate these grids for long term use.) Make sure your learners can identify all the clothes in the grid before you begin. Read out clues, such as ‘you can wear this in winter to keep your neck warm’. Together devise a way for your learners to show they have the correct answer, for example by placing a counter on top of the corresponding grid square. When they have highlighted all their squares, they shout ‘Bingo!’

Explain to your learners that they are going to help pack a suitcase for a holiday in a very cold country. Show the destination on a map (for example Lapland), and explain that the weather there is very cold. Discuss the clothes and materials that they would need to pack. Using Resource 10, have the learners select clothes that would keep them warm on a winter holiday. Encourage them to give reasons for their suggestions.
In Hot Water

Conduct an experiment with your learners to highlight the insulating properties of some materials. Ask them why and when they would use a hot water bottle. Explain that they are going to find out the best material to keep water warm.

Take two hot water bottles of the same size. Fill each one with hot water. Reinforce the safety aspects of using hot water bottles. Wrap one hot water bottle in a woollen jumper, and leave the other uncovered. Leave both for one to two hours, then remove the jumper. Ask your learners to feel the water bottles and decide:

- Which is warmer?
- Which is colder?
- Why?

Repeat the experiment, this time wrapping one hot water bottle in a woollen jumper and the other in a thin cotton T-shirt. Then write the name or stick a sample of the materials below the water bottles in Resource 11. Have your learners colour the water bottles red for warm and blue for cold. Discuss the results together, linking them to the fact that clothes made out of wool keep us warm. Ask if clothes made out of cotton would keep us warm or cool.

You can make links to:

- **Language and Literacy** by giving the learners an opportunity to role-play appropriate activities while dressed for winter or summer and by using words such as warm, soft and cosy to describe warm clothes; and

- **Mathematics and Numeracy** by providing a small and a large suitcase and discussing which is better for a winter holiday. (You could include financial capability by pointing out that a small suitcase can be taken inside a plane and costs less than a big suitcase.)

You will need:

- **PowerPoint:** Warm Clothes
- **Resource 9:** Warm Clothes Bingo
- **Resource 10:** Warm Clothes/Cool Clothes
- **Resource 11:** Hot Water Bottle Experiment Results

- A selection of winter clothes
- Two hot water bottles
- A woollen jumper and a thin cotton T-shirt
KEY QUESTION
What clothes keep me cool?

Cool as a Cucumber
Together discuss what the learners wear in summer when the weather is hot. Show a selection of summer clothes, and ask questions such as:

• What is this called?
• Where do you wear it?
• Would it keep you cool?
• Do you wear it in hot weather?
• What is it made from?

Provide clean copies of Resource 10: Warm Clothes/Cool Clothes. This time, have your learners select clothes that would keep them cool. Refer back to previous discussions about materials, weather and personal experiences.

Cool Clothes
You could create your own bingo boards (similar to those in Resource 9) using photographs of your learners dressed up in a selection of summer clothes and accessories.

Fill a ‘feelie bag’ with items of summer clothing, and have your learners rely on touch and guesswork to decide what the clothes are. Encourage them to describe what they are feeling.

Read Billy’s Sunny Day with your learners (see Resource 12). You could show a selection of clothes to illustrate the story, or develop the text into a talking book using Clicker 5. Discuss the clothes and materials that Billy wears on a sunny day. Ask your learners questions, such as:

• Is Billy wearing clothes that will keep him cool?
• How do you know that Billy is feeling hot?
• What should Billy be wearing instead?

Encourage your learners to predict the storyline as you read through. Relate the story to their personal experiences. Identify issues of sun safety. Use Resource 13: When I Am Warm to discuss with the learners what they should do when they feel warm.
Next, have your learners select clothes that would be suitable for Billy to wear to the beach. Provide a selection of picture cards from Resources 6 and 14 for them to sort into categories, or cut and stick photographs from appropriate catalogues or magazines. Alternatively, provide a selection of real clothes. Encourage the learners to pack the summer clothes into a beach bag and to explain their choices. Ask the following focused questions:

- Have you been to the beach?
- Did you go in summer or winter?
- What did you wear?
- Where did you go?
- What did you take with you?

Read out the ‘What am I?’ clues below to evaluate your learners’ understanding. Ask them to guess what you are describing.

- Put me on your head to keep the sun off.
- Cover your eyes with me to keep the sun out.
- I have short sleeves.
- When you wear me, you can see your knees.
- I keep your feet cool.
- Wear me in the swimming pool if you are a boy.
- Wear me in the swimming pool if you are a girl.
- I have long sleeves and buttons.
- Girls wear me, boys don’t.
- I start at your waist and stop at your knees.

You can make links to The Arts by giving your learners an opportunity to paint a large beach scene together, including themselves in the picture. Replace the drawn face of each person in the scene with a suitably scaled photograph.

You will need:

- Resource 10: Warm Clothes/Cool Clothes
- Resource 12: Billy’s Sunny Day
- Resource 13: When I Am Warm
- Resource 6: Clothes Cards
- Resource 14: Sun and Rain Clothes Cards

- A ‘feelie bag’
- A selection of summer clothes
Key Question

What clothes can I wear when it's wet?

Dry as a Bone
Display and discuss the pictures on the interactive PowerPoint 'Staying Dry' one by one. Decide together which clothes and objects would help keep the learners dry in the rain.

Call out descriptions of items of clothing or objects that keep us dry, and ask the learners to guess what they are. You could also incorporate a 'feelie bag': have your learners use touch and guesswork to decide what is in the bag. Encourage them to describe what they are feeling.

Read the story of Billy's Rainy Day in Resource 15 together. (You could also develop the script into a talking book using Clicker 5.) Discuss the clothes and materials that Billy wears in the story. Ask your learners questions as the story progresses, such as:

- Did Billy make good clothes choices?
- Will his clothes keep him dry?
- What would you wear if it was raining?
- What should Billy wear to stay dry?

Working together as a group, have your learners choose clothes that Billy should wear on a wet day from the pictures in Resource 14. To reinforce the learning, you could have a raincoat, boots, etc. available for someone to dress up in each time they choose from the grid.

Allow your learners to experiment with different materials and water. Introduce this by discussing times when they use water but want to stay dry (for example when they wash dishes or walk through puddles). Then allow your learners to experience how some materials keep hands or feet dry by carrying out the Hands and Feet Experiment in Resource 16.
Stick samples of the materials used in the experiment into the empty boxes in the results grid. Have your learners circle or use an appropriate medium to colour the hands and feet above the materials that kept them dry. Link the materials to clothes, for example:

- rubber boots;
- rubber gloves; and
- plastic coats.

To find out which materials dry out and which retain water, carry out the Wet Clothes Experiment together (also Resource 16). Use the worksheet provided to record the hours that each item takes to dry, and ask:

- Which materials/clothes were the quickest to dry?
- Which materials/clothes took the longest to dry?
- How long did each material take to dry completely?

You can make links to:

- **Language and Literacy** by using adjectives such as quicker/slower; quickest/slowest; driest/wettest; longest/shortest; and
- **Mathematics and Numeracy** by discussing the length of time taken for the clothing materials to dry.

---

**You will need:**

**Resource 15:**
- Billy’s Rainy Day

**Resource 14:**
- Sun and Rain Clothes Cards

**Resource 16:**
- Staying Dry Experiments

**PowerPoint:**
- Staying Dry

- A ‘feelie bag’
- A selection of waterproof and other clothing
- Experiment equipment:
  - 3 pairs of gloves (wool, plastic and rubber)
  - 3 pairs of socks/shoes (wool, plastic and rubber)
  - Basins
  - A washing line and clothes pegs
  - A clock or stopwatch
Safe and Sound
Present the PowerPoint ‘Clothes that Protect Us’ to your learners. During the presentation, discuss as a group:
- who the people are;
- what their job is;
- what they are doing;
- what they are wearing;
- why they are wearing uniforms or special clothes; and
- the part(s) of their body that need(s) extra protection.

If appropriate, you could delete the words on the PowerPoint slides and allow your learners to add their own labels using an interactive whiteboard.

Read the story of Billy’s New Bike to your learners (Resource 17). Discuss the following:
- What are hats made from?
- What should you wear to stay safe if you ride a bike?
- Do you think the woolly hat will keep the boy safe?
- Why should you wear a helmet when you ride your bike?
- What does a helmet feel like?

Stop reading when you are asked to predict the outcome of the story. Carry out an experiment to find out what materials protect your head when you ride a bike. You will need three hard-boiled eggs and three different types of hat (for example hard plastic, wool and cotton) to represent the hats that Billy, Ken and Ben wore in the story.

Draw a face on each egg to represent the characters from the story, then place one of the hard-boiled eggs under each hat. Next, drop a book from the same height on top of each hat. Look underneath to see if the egg shells have been cracked or remain intact.
You can make links to:

- **The Arts** by having your learners put facial expressions on the eggs in the experiment (these could be drawn on or commercially produced eyes and other features made from pieces of material); and
- **Mathematics and Numeracy** by measuring the height from which the book is dropped and ensuring the height is kept the same each time.

Fill in the grid in Resource 18 with the results of the experiment. Talk to your learners about how well each hat protects the egg. Ask which material protects it best. Link this with the story: focus on how Ken wore a cycling helmet and stayed safe, but Ben and Billy wore a woolly hat and a sun hat and were not safe. Then read the last page of the story together.

Incorporate a ‘feellie bag’ containing different clothes and objects relating to safety (for example oven gloves and a cycling helmet). Have your learners rely on touch and guesswork to identify the objects. Encourage them to describe what they are feeling.

Read out the following ‘What am I?’ clues, and have the learners choose the correct prompt card from Resource 19:

- Put me on your knees to stop them getting scraped.
- Wear me on your head when you are riding a bike.
- Put me on your hands when you are washing dishes in hot water.
- Put me over your eyes to keep dust out.
- Wear me in your mouth to keep your teeth safe.
- Wear me at night so that you can be seen.
- Put me on your feet when you are walking in puddles.
- Wear me on a building site to protect your head.

Look at the images in Resource 20 together, and discuss the clothes and equipment you need to keep you safe when you are:

- cooking;
- cycling;
- rollerblading; and
- swimming.

Ask:

- What needs to stay safe/be protected for each activity?
- What do you need to wear to keep safe?
- What could you hurt if you didn’t wear these things?

You could also print the images from Resource 19, cut them out, mix them up and ask your learners to sort them. Discuss other situations where people might need safe clothing or equipment, such as walking in the dark, or things that help them stay safe, such as having a bell on a bicycle.
The following ideas and activities are adapted from the Jenny Mosley Quality Circle Time Model.

These ideas are only a guide; you should adapt them to meet the needs of the learners in your class. You may need to provide support to help your learners complete the activities.

**Welcome and Introduction**
Help your learners to form a circle, and congratulate everyone when the circle is formed. Explain that in this circle time everyone will be thinking about the clothes we wear.

**‘If you are wearing’ activity**
Ask all the learners who are:
- wearing a jumper to clap their hands;
- wearing socks to stamp their feet;
- wearing trousers to jump up and down; and
- wearing a skirt to turn around.

Have prompt cards showing each item of clothing, or use real pieces of clothing, as reminders or visual clues.

**Mixing Up Activities**
Choose one from the following:

**Clothes basket**
Allocate the name of a piece of clothing to each child (for example sock, trousers, shirt, jumper), giving them prompt cards or actual garments as a reminder. Ensure that you assign each type of clothing to at least two learners. Call out the name of each garment in turn, and ask the learners with that card or garment to change places.

**Shoes, shoes, shoes**
Ask your learners to take off their shoes and put them in the middle of the circle. Then allow them to take turns to go into the circle to find their own shoes.

**Sentence Completion**
Use one or two sentence starters from the following suggestions:
- My favourite clothes are __________
- At home I like to wear __________
- My favourite type of weather is __________
- When it is cold/warm/wet I wear __________

Provide a choice board with a selection of pictures on it for any children with limited speech or communication difficulties.
Information Sharing
Choose one from the following:

Clothes picture
Choose one of the following topics (or use your own):
- your favourite outfit;
- your favourite fancy dress;
- what you would wear in the sun/rain/snow/swimming pool; or
- design your own school uniform/swimsuit/trunks.

Alternatively, provide a selection of photographs or pictures representing the topic list and allow your learners to select a topic. Ask each learner to draw a picture on the chosen theme. Encourage them to describe their pictures to the other children in the circle. They could also discuss their work in pairs and each report back on their partner’s picture.

Dress the classroom Ted
Encourage your learners to work together to dress the classroom Ted in a variety of clothes to suit different occasions: for home, school, different seasons and different weather conditions. Discuss in what order we get dressed.

Puppets/Props
Use puppets/props to act out different scenarios. For example, you could choose one of these themes:
- someone makes fun of someone else’s clothes;
- different cultures and clothes; or
- what people wear to celebrate different festivals.

Encourage your learners to address any issues that arise and contribute to what the puppets could say. Use the scenarios to encourage them to recognise that it is okay that everyone is different.

Stories/Songs/Poems
Use any story, song or poem about clothes and use puppets as props for this part of circle time. If appropriate, encourage the children to act out different parts of the story or to dress up during it. Try to make up your own story, song or poem with your learners, or use the internet to explore possibilities. You could also access appropriate music on the Learning NI website; select the Links section on the home page to find the Audio Network section.
Closing Activity

Choose an activity, or have your learners choose an activity, to end the circle time. For example, you could put on relaxing music from the Audio Network section on Learning NI and help your learners to visualise:

- a sunny beach;
- snowy mountains; or
- a rainy day with puddles.

Notice individual achievements, praise good behaviours and award stickers/certificates. Allow your learners to choose how they would like to celebrate, for example by clapping, cheering, jumping, or with a Mexican wave.
Our School Uniform (2 of 3)
### My P.E. Kit

Colour in the clothes you would wear for P.E.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>shorts</td>
<td>scarf</td>
</tr>
<tr>
<td>hat</td>
<td>T-shirt</td>
</tr>
<tr>
<td>trainers</td>
<td>socks</td>
</tr>
<tr>
<td>jumper</td>
<td>shoes</td>
</tr>
</tbody>
</table>
What I Wear to Go Swimming

What would you wear in the swimming pool?
Select and colour the correct pictures.

<table>
<thead>
<tr>
<th>Jumper</th>
<th>Shoes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimsuit</td>
<td>Armbands</td>
</tr>
<tr>
<td>Goggles</td>
<td>Coat</td>
</tr>
<tr>
<td>Trunks</td>
<td>Socks</td>
</tr>
</tbody>
</table>
Summer and Winter

Summer

Winter
sandals  boots  sunglasses  swimsuit  dress  scarf
hat  baseball cap

gloves  coat

trainers  vest
What Would You Wear in Winter?

Put a circle round the clothes you would wear in winter.

Winter

jumper
raincoat
T-shirt
shorts
wellies
gloves
scarf
swimsuit
umbrella
trousers
sunglasses
sandals
trainers
coat
hat
What Would You Wear in Summer?
Put a circle round the clothes you would wear in summer.

![Diagram of summer clothes]

- jumper
- raincoat
- T-shirt
- shorts
- wellies
- gloves
- scarf
- swimsuit
- umbrella
- trousers
- sunglasses
- sandals
- trainers
- coat
- hat
Warm Clothes Bingo (1 of 4)

- boots
- tights
- vest
- coat
- dressing gown
- scarf
<table>
<thead>
<tr>
<th>gloves</th>
<th>scarf</th>
</tr>
</thead>
<tbody>
<tr>
<td>hat</td>
<td>coat</td>
</tr>
<tr>
<td>boots</td>
<td>socks</td>
</tr>
</tbody>
</table>
gloves

vest

socks

jacket

dressing gown

slippers
Warm Clothes/Cool Clothes

<table>
<thead>
<tr>
<th>shorts</th>
<th>trousers</th>
<th>sandals</th>
</tr>
</thead>
<tbody>
<tr>
<td>boots</td>
<td>visor</td>
<td>hat</td>
</tr>
<tr>
<td>jumper</td>
<td>T-shirt</td>
<td>gloves</td>
</tr>
<tr>
<td>scarf</td>
<td>coat</td>
<td>swimsuit</td>
</tr>
</tbody>
</table>
Billy woke up and felt very happy. It felt nice and warm in his bedroom.

He opened the curtains and looked out the window. The sun was shining. It was going to be a lovely day.

He jumped out of bed and ran downstairs.

Billy was very hungry and made himself sausage and eggs.

After breakfast, Billy had a bath, cleaned his teeth and brushed his hair.

Billy was so excited! He didn’t want to waste a minute more inside when it was so sunny outside.

He got dressed very quickly. He put on a coat, scarf, hat and boots. SILLY BILLY!!!

All Billy could think about was the beach. He was going to build the biggest sandcastle that anyone had ever seen.

The sun was getting hotter and hotter, so Billy decided it was time to go.

He got into his car and drove to the beach.

It was hot inside the car, and Billy began to sweat ...

... and sweat ...

... and sweat. He was feeling warm.

Poor Billy, he was sweating so much and feeling so hot that his cheeks were bright red.

Billy stopped the car when he got to the beach.

Billy decided to take off his coat. Aaaah, that’s much better! He felt much cooler.

Billy wanted to go paddling in the sea. SILLY BILLY – take off your socks and boots! Aaaaaah, that’s much better. His feet felt much cooler.

Billy’s head was getting very warm because he was still wearing his hat and scarf. SILLY BILLY – take off your hat and scarf! Aaaah, that’s much better.

Billy – remember to keep the sun off your head and out of your eyes. Wear a sun hat and some sunglasses.

Billy looked around, and everybody was wearing a T-shirt and shorts on the beach. They all looked nice and cool. SILLY BILLY – did you forget to wear your T-shirt and shorts?
Billy started to build his sandcastle. He wanted to build the biggest one he could – so he did!

Some friends asked him if he would like to play ball with them.

He was so hot after all these games that he wanted to go for another paddle in the sea. He put on his trunks. After he had finished, he dried himself with a towel.

Billy had such a good day at the beach. He was so happy!

Billy drove back home.

When Billy got home, he felt very strange.

He went upstairs and looked at himself in a mirror. SILLY BILLY had a very red face and was very hot. Oh dear – did you forget the sun cream, Billy?

That night, Billy sat down and wrote himself a note:

Dear Billy

Remember on a sunny day to wear shorts, a T-shirt, a hat and sunglasses. Do not wear boots, a coat or a scarf. These will make you very warm. Oh, and don’t forget to put some sun cream on too!!

From Billy
My face gets red.

I take my jumper off.

I have a drink.

I undo my top button.

I roll up my sleeves.

I open a window.
Me in the World
All Dressed Up

Sun and Rain Clothes Cards

- raincoat
- swimming trunks
- visor
- umbrella
- wellies
- flip-flops
Billy woke up one morning as his alarm clock went off.

He looked out the window and saw lots of clouds in the sky.

He got dressed. He put on his jeans, a T-shirt and some shoes.

Billy had a very important meeting that day. It was very important that he didn’t miss his bus.

Billy looked at his watch and knew that he didn’t have long. The bus was leaving in ten minutes!

He checked that he had one pound in his wallet for the bus fare. And off he went.

As soon as Billy left the house, the clouds turned grey and it started to rain. ‘Oh well,’ thought Billy, ‘It won’t last for long.’

But Billy was wrong. The rain got heavier and heavier. Oh dear, poor Billy.

He was beginning to get wet. Billy was still five minutes away from the bus stop.

His jeans were getting wet, his T-shirt was getting wet and his shoes were getting wet. Poor Billy!

Billy’s friend, Lilly, walked past. She was going to the bus stop, too! ‘Oh, Billy, you look soaked!’ she said. ‘Did you not bring a coat?’

Oh, Silly Billy – you forgot to put on your coat, you were in such a rush this morning!

‘Do you want to share my umbrella, Billy?’ asked Lilly. ‘It will keep the rain off your head.’

Meanwhile, a yellow car drove past a huge puddle and splashed Lilly and Billy.

Poor Billy! Billy was soaked. He was starting to feel cold, too. He started to shiver.

‘I should have worn my welly boots,’ thought Billy, ‘They would have kept my feet dry in all these big puddles!’

Billy was so happy to see the bus arrive at the bus stop. Now, he was going to get dried off inside the warm bus.

‘Very sorry, Sir,’ said the bus driver, ‘You will have to wait for the next bus. I am full up today!’ Poor Billy – what a morning!
Hands and Feet Experiment

Equipment
3 pairs of gloves: woollen, plastic and rubber
3 pairs of ‘socks’ or ‘shoes’: woollen, plastic and rubber
(you could use woollen socks, plastic bags and welly boots)
Basins of water
Results sheets

Method
1. Each learner puts on a pair of gloves and dips their hands in water.
2. They take their hands out and remove the gloves.
3. Ask whose hands stayed dry.
4. Each learner puts ‘socks’ or ‘shoes’ on their feet.
5. They dip their feet into basins of water.
6. They take their feet out and remove the ‘socks’/‘shoes’.
7. Ask whose feet stayed dry.
8. Discuss together whether the same material keeps hands and feet dry. Complete the results grid.
9. Introduce the term WATERPROOF.

Wet Clothes Experiment

Equipment
A selection of clothes made of different materials, for example cotton, denim, wool or fleece, and ‘swimsuit material’
A basin of water
A washing line and clothes pegs
A clock or stopwatch
Results sheets

Method
1. Dip the clothes into water.
2. Wring out as much water as possible.
3. Hang the clothes on the same washing line.
4. Check the clothes every hour: Which ones have dried? Which ones are still wet?
5. Complete the results grid.
### Hands and Feet Experiment: Results

<table>
<thead>
<tr>
<th>Hand</th>
<th>Hand</th>
<th>Hand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foot</td>
<td>Foot</td>
<td>Foot</td>
</tr>
</tbody>
</table>

---

**Mayer Johnson PCS Symbols © Mayer Johnson LLC**

**Contact Widgit Software**
www.widgit.com

---

**Staying Dry Experiments (2 of 3)**

Resource 16
Staying Dry Experiments (3 of 3)
How many hours did it take for these clothes to dry?

<table>
<thead>
<tr>
<th>Clothes</th>
<th>1st Hour</th>
<th>2nd Hour</th>
<th>3rd Hour</th>
<th>4th Hour</th>
<th>5th Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>T-shirt</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
</tr>
<tr>
<td></td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
</tr>
<tr>
<td>jeans</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
</tr>
<tr>
<td></td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
</tr>
<tr>
<td>swimsuit</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
</tr>
<tr>
<td></td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
</tr>
<tr>
<td>jumper</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
<td>wet</td>
</tr>
<tr>
<td></td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
<td>dry</td>
</tr>
</tbody>
</table>
It was Billy’s birthday.

There was a special present waiting for him when he woke up. He hoped that it would be something that he had been dreaming of for a very long time.

He ripped off all the wrapping paper and was so pleased with his brand new bike.

Billy couldn’t wait to try out his new bike. He phoned his friends, Ben and Ken, to see if they would like to go out on their bikes with him.

They said they would meet him at the corner in 10 minutes.

Billy looked outside and saw that it was very sunny, so he put on his sun hat to keep the sun from his eyes.

Meanwhile, Ben was just about to leave his house. He was feeling very cold, so he put on a woolly hat to keep his head warm.

Ken was the last to leave his house; he was looking for his cycling helmet. His mum always told him to put it on when he was riding his bike. “It will protect your head, Ken. It will keep you safe.”

Billy, Ben and Ken met up at the corner. Ben and Ken thought that Billy’s new bike was very nice. Billy was so proud of his new bike.

When it was time to go back home, they all said goodbye.

On the way home, a dog ran in front of Billy’s new bike and Billy fell over.

Ben fell off his bike because he was trying to show off and ride with one hand.

Ken fell off too because the footpath was very wobbly.

Who do you think stayed safe and did not get hurt? What helped to keep them safe? Do the experiment and find out. Find out the end of the story after you have finished the experiment.

Yes, that’s right! Ken stayed safe because he was wearing the cycling helmet. It kept his head safe. Billy hurt his head because the sun hat did not protect his head. Ben hurt his head too because the woolly hat did not keep him safe.
Egg Experiment Results Grid

Who stayed safe?

<table>
<thead>
<tr>
<th></th>
<th>Ken</th>
<th>Billy</th>
<th>Ben</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before</td>
<td>egg</td>
<td>egg</td>
<td>egg</td>
</tr>
<tr>
<td>After</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were they safe?</td>
<td>yes</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

Mayer Johnson PCS Symbols © Mayer Johnson LLC. Contact Widgit Software www.widgit.com
<table>
<thead>
<tr>
<th>Safety Clothes</th>
</tr>
</thead>
<tbody>
<tr>
<td>vest</td>
</tr>
<tr>
<td>hard hat</td>
</tr>
<tr>
<td>boots</td>
</tr>
<tr>
<td>cycling helmet</td>
</tr>
<tr>
<td>knee pads</td>
</tr>
<tr>
<td>safety goggles</td>
</tr>
<tr>
<td>gloves</td>
</tr>
<tr>
<td>gum shield</td>
</tr>
</tbody>
</table>

© www.thinkstockphotos.com
What do you need to **cook** safely?

- apron
- rubber gloves
- oven gloves
- sticking plaster

What do you need to **ride your bike** safely?

- scarf
- helmet
- vest
- bicycle
What do you need to **go rollerblading** safely?

- knee pads
- elbow pads
- helmet
- rollerblades

What do you need to **go swimming** safely?

- swimsuit
- goggles
- life jacket
- rubber ring
- armbands
- socks
- trunks
- swimming cap