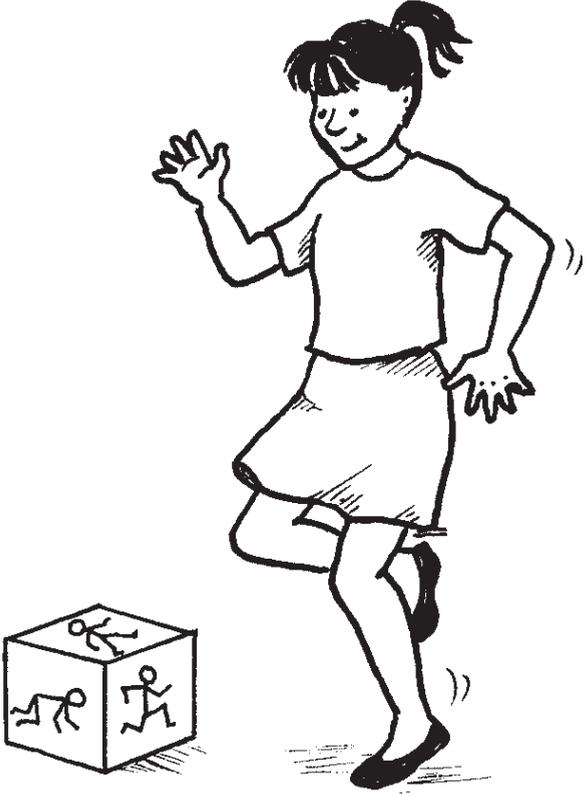


MAKATON[®]

The Makaton Charity



All About Me

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from whom a full resources catalogue and additional information is available.

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All proceeds from the sale of this item are used to further the work of The Makaton Charity in support of people living with communication or learning difficulties. For further information about our work please see our website www.makaton.org.

Acknowledgements

The Makaton Charity is enormously grateful to the many people who have contributed in a wide variety of ways to the development and production of these materials.

This resource draws on activities published in the following Makaton resources available from The Makaton Charity online shop:

- Makaton Make and Do Book
- Makaton Book of Games

About this Download

This All About Me Activity Pack has been designed for use as part of The Communication Trusts' 'No Pens Wednesday' initiative. It is designed for Primary school aged children who have speech, language and communication needs (SLCN).

Some children have SLCN that can impact on their ability to listen, understand and express themselves. The activities in this pack are designed to support these three areas of communication using Makaton symbols and signs. Symbols and signs are provided to help you to use Makaton with the activities, however it is assumed that you already have a basic knowledge of the Makaton Core Vocabulary symbols and signs, the starting vocabulary of the Makaton Language Programme. If you would like more information about learning and using Makaton with your pupils, please contact the Charity direct at www.makaton.org or tel 01276 606760.

The Communication Trust has provided a range of resources to support the No Pen's Wednesday initiative. However, to help you to use the content of this download for best communicative outcomes for your pupils, we recommend that you use this material as part of your programme to develop and support communication friendly environments and language-rich classrooms (refer to the 2012 Better Communication Research Programme: Communication Supporting Classroom Observation Tool (www.thecommunicationtrust.org.uk/media/93866/tct_bcrp_csc_final.pdf)). Make a record of the progress and outcomes you achieve and record them in the Communication Trust What Works database at www.whatworks.org.

About the Makaton Programme

Makaton is a unique language programme which uses signs, symbols and speech to enable people to communicate. It supports the development of essential communication skills such as attention, listening, comprehension, recall and organisation of language and expression.

Makaton is used by children and adults with a variety of communication and learning difficulties. It is used extensively all over

the UK in pre-schools, schools, centres, hospitals and clinics, and in the homes of people with communication and learning difficulties, and has been adapted for use in over 50 countries.

In addition to the children and adults with communication and learning difficulties and the community around them – for example, teachers, health professionals, friends, public service bodies etc. Makaton is increasingly used by the general public to aid

communication. Makaton has been shown to be useful for all sorts of people including those who struggle with understanding concepts, those who have poor literacy skills, including grammatical knowledge, and those with English as an Additional Language. By using Makaton, children and adults can take a more active part in life, because communication and language are the key to everything we do and learn.

The Makaton symbols and signs are used with speech, the written word or on their own. They provide a visual representation of

language which increases understanding and makes expressive communication easier.

This multi-modal approach, where one mode facilitates another, has been shown to increase opportunities for personal expression and development, participation in interaction and socialisation and to increase access to education, training and public information.

About the Makaton Charity

The Makaton Charity exists to ensure that all people living with learning and/ or communication disabilities have the tools and resources to communicate. Our vision is a world in which all people with learning or communication difficulties can communicate.

The Makaton Charity:

- provides training for parents, carers, and professionals;
- develops and produces printed and electronic resources;
- works with others to make their information accessible;
- provides advice and support to families and professionals;
- works in partnership to influence society and empower people.

Through our national network of over 1,000 licensed Makaton tutors and trainers, over 30,000 parents, carers and professionals receive Makaton training each year. Our cascade approach enables us to share knowledge and offers a sustainable model for empowering others to improve communication for all.

How to Use this Download

Makaton is proven to provide support for the development of fundamental communication skills in the very early years, as well as development of broader communication and language skills for older children and young people. Using Makaton ensures that provision can be matched to the child's identified SEN.

Makaton makes a positive contribution to the development of communication, language and social/ learning skills. This includes pre-verbal skills, attention and listening, parent child interaction, social skills, understanding, expression and vocabulary. Using Makaton helps children and young people to enjoy communicating, improve relationships, be included, increase confidence and independence, improve behaviour, and also increases parent and practitioner skills.

The activities in this All About Me Download resource are taken from two Makaton publications available from The Makaton Charity - Makaton Make and Do Book and the Makaton Book of Games. The books give ideas for games and activities to help people use Makaton informally and spontaneously. Remember that all the activities should be enjoyable for everyone taking part.

The activities will:

- Enable children to take part in speaking and listening activities using signs and symbols.
- Give fun opportunities to practise signs and symbols that have been taught formally and reinforce the understanding and expression of the signs and symbols.
- Provide a social situation when signs can be used with

meaning.

- Help to generalise the practical use of signs and symbols in many situations.
- Help to develop many language skills, such as concentrating, listening, taking turns, remembering, and pretending to be someone else for a short time.
- Make using signs and symbols an enjoyable experience.

The activities cover a wide ability range using a variety of material so you should be able to devise something that suits children's ages and skills as you use the material.

If you are not familiar with Makaton you will find it helpful to attend a Makaton workshop. This will help you to know how to use Makaton yourself and how to apply it in your environment for the benefit of the children you work with. It will also help you to understand how best to adapt your communication to meet the needs of the children.

These are some useful hints and tips to help you:

- Easy games and activities only use a single idea so when the child can manage them, choose something that uses two ideas.
- Be careful not to make the activity too hard. Having too many steps before completing your turn, or needing several language skills at once may put some activities out of reach in the beginning.
- If a particular game activity does not work, look for

something simpler that needs fewer skills.

- Use “Again” and “More” to help children ask to repeat an enjoyable activity, or to have a second attempt at something they have found difficult.
- Don’t forget to repeat (read back) in speech and sign something that has been communicated to you so that the child knows you have understood and that their communication has been successful.
- Your repetition also reinforces the sign.

In the communication friendly classroom:

- Draw the children’s attention by speaking their name and finger spelling the first letter of their name.
 - Use Makaton symbols and signs, pictures and real objects to reinforce language.
 - Use symbols and signs for familiar and unfamiliar actions, objects or abstract concepts (for example feelings).
 - Using Makaton helps you to slow down your speech and pause to give children plenty of time to process what you are saying. Allow the children sufficient time to respond.
 - Take turns to allow the children to actively participate and lead the conversation, using symbols and signs.
 - Make sure you give the children opportunities to demonstrate and confirm their understanding.
 - Support language development by using the sign to match the symbol that a child may offer you as a communication.
 - Comment on what is happening or what children are doing using signs and symbols.
- Extend the children’s language carefully using a small amount of grammatical structure or use different contexts to extend understanding of meaning.
 - Encourage children to use new words in their own talking/ signing/ symbol use.
 - Model language that the children are not producing yet.
 - Consider how you might keep the conversation going, with comments, open questions and “tell me ...”.
 - Use symbols and items in classroom displays that invite comments from children and to label the environment and learning resources and materials with symbols and words.
 - Support children to make choices with Makaton symbol and sign choiceboards.
 - Have an appropriate range of fiction and non-fiction books available that have been made accessible using Makaton symbols and signs (for example, traditional stories, a variety of genres and topics related to children’s own experiences and interests).
 - Use games, songs and other activities suitably adapted and supported with Makaton symbols and signs to encourage participation, understanding and expression.
 - Ensure children have opportunities to engage in structured and unstructured conversations using Makaton symbols and signs, with adults and peers, individually and in small groups.
 - Using Makaton can bring children of all abilities together. There are more opportunities to join in. For example, for children who have difficulties vocalising, there are other ways for them to join in using symbols, choosing who’s next, directing the music, handling props, choosing what to do, etc.

- Use Makaton at the same time as you may be using other language development programmes and activities such as Hanen, Derbyshire Language Scheme, PECS, TEACCH etc. Makaton blends in easily and makes a valuable contribution.

For more information about Makaton training and resources see the Makaton website at www.makaton.org

Above all, when using Makaton, remember

- Using Makaton is fun!
- Use signs and symbols as much and as often as you can.
- Always speak as you sign or use symbols.
- Offer lots of encouragement.
- Use signs and symbols to give praise to children for listening, speaking, signing, using symbols and any other form of communication.
- Don't give up! It may take a while but it is worth it in the end.

All About Me Download Activities

When thinking about planning to use Makaton in your classroom, there are a few specific areas from the 2012 BCRP Communication Supporting Classroom Observation Tool that are ideal when beginning to introduce Makaton symbols and signs and which

will help you to introduce and use the vocabulary through various activities, to extend their use within your own interactions with the children, and to encourage interactions between peers within small groups and pairs.

Download Activities

Learning new vocabulary

My Body – My Face
My name is...
Craft Ideas
Cooking
We Can Do That (1a–c)



Re-enforcement of vocabulary

Songs
Stories
We Can Do That (2, 3a–3c)



Extending vocabulary use

Conversational group and pair work specified in Communication Supporting Classroom Tool



Communication Supporting Classroom Observation Tool

Section: Language Learning Environment

Points: 3, 6, 12 and 14 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

Section: Language Learning Interactions

Points: 1–11 and 17 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

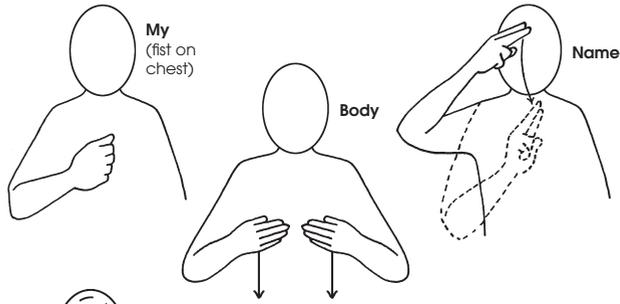
Section: Language Learning Opportunities

Points: 3–5 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

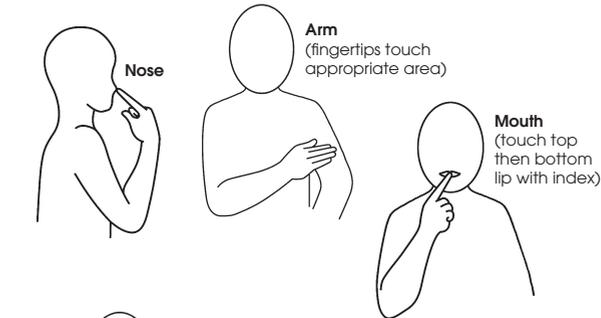
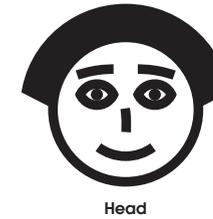
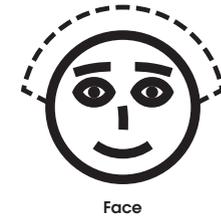
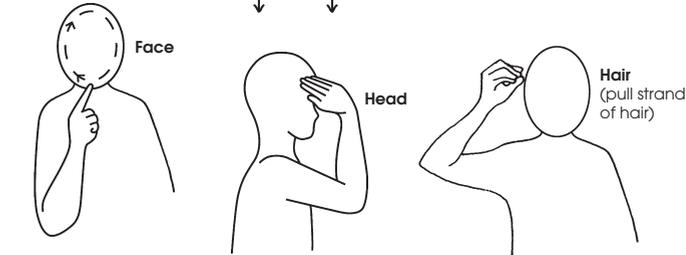
Section: Language Learning Interactions

Points: 12, 13 and 18 can all be achieved using Makaton Core Vocabulary and the subject specific vocabulary in this download.

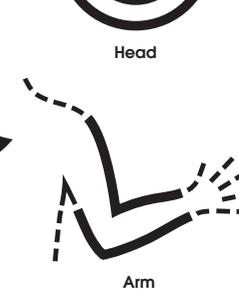
My Body – My Face



Use people puzzles, pictures and dolls or soft toys to identify features and limbs etc. Then use mirrors to encourage the children's self awareness of their own limbs and body features.

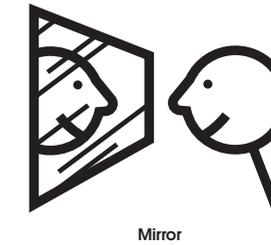
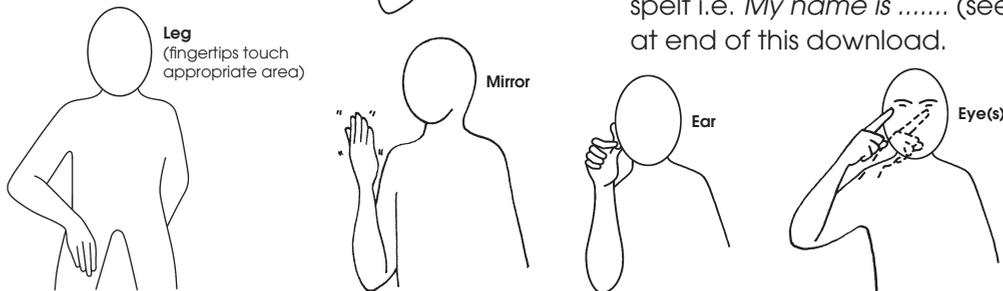


Use mirrors as an aid to comprehending that the me in the mirror has the same basic features (and limbs) as everyone else.

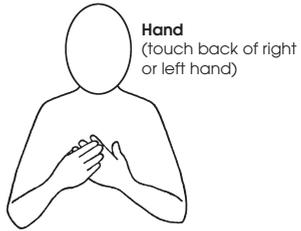


Finger Spelling

The initial letters of a persons name can be finger spelt i.e. *My name is* (see Finger Spelling Chart at end of this download.



Craft Ideas



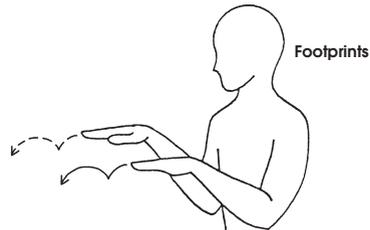
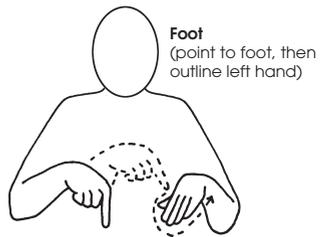
Hand and Foot Prints

Draw around the hand or foot and colour in the outline.

Paint palms and fingers or the sole of the feet and 'print' onto paper.

Vary the footprint by wearing washable shoes (wellies, jelly beans, flip-flops, etc).

Footprints are very successful when the child is able to stand in a shallow tray of paint at one end of a strip of wall-lining paper and walk down the paper to a bowl of warm water and a towel at the other!



Footprints



Foot

More Craft Ideas

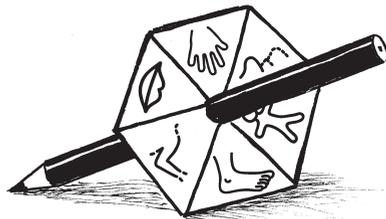
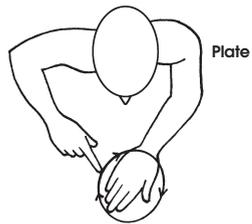
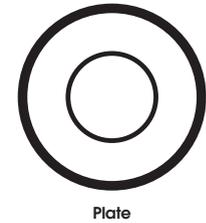


Plate Faces

Using plain, disposable plates, stick on features and hair. These can be converted into masks by cutting out eye holes and adding ties or loops and a handle or holder. It is also possible to make contrasting faces, for example, sad/ happy, awake/ asleep, etc using both back and front of the plate.



Body and Limbs

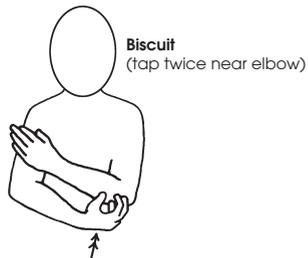
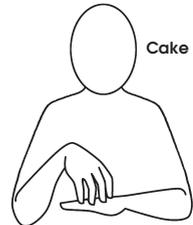
Add arms, legs, and a head to a basic body shape. This could begin as a sticking activity, but may be developed into puppet making by joining the shapes using split pins, or into a 'beetle' type game in which the body parts are identified by colour or number and selected by using dice or spinners.

Full Body

Draw around a child on a large piece of paper. Children can draw/ paint in the various parts. Place on the wall and label body parts and facial features with words and enlarged symbols. Encourage discussion of the relevant vocabulary.



Cooking



Faces

Bake round biscuits or cakes during the session (or use ready made ones), cover in water icing and decorate with sweets, dried fruit, or marzipan shapes to make faces.

Savoury faces may also be made using a Pizza/ Chapati/ Naan base with tomatoes, dried fruits, olives etc for facial features.

People

Bake 'people' using biscuits or gingerbread mixture. There are a variety of 'people' cutters available. Decorate with icing and dried fruit features when cold. If baking is difficult, decorating pre-cooked 'people' is worth while, identifying arms, legs and eyes etc.



To Cook



Cake



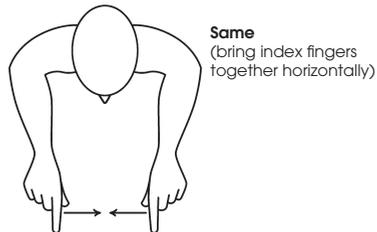
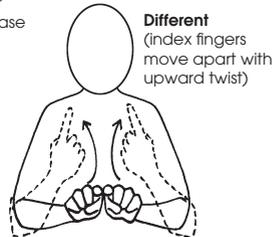
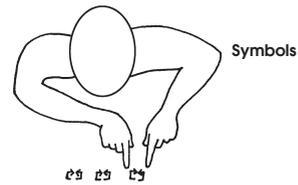
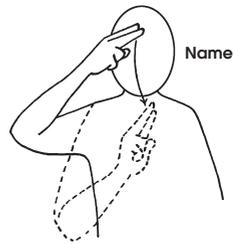
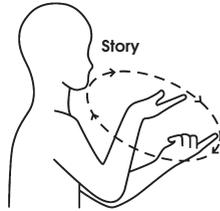
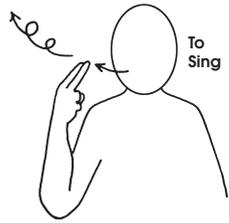
Sweet



Biscuit

Songs

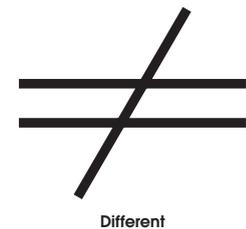
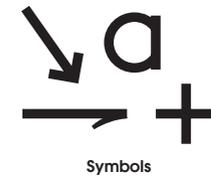
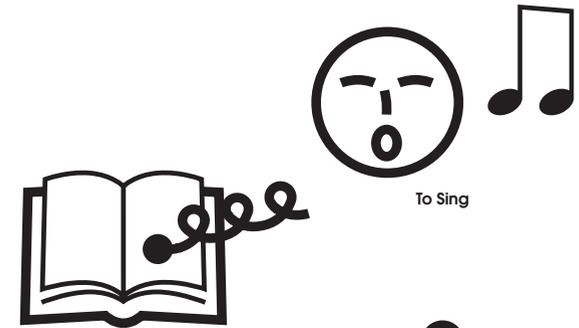
There are many traditional action songs about parts of the body, usually requiring the child to point at the relevant 'bit', for example, 'Head and Shoulders, Knees and Toes', 'Hokey Cokey', 'Looby Loo', 'Nani Mari Ankh' (Gujarati).



Stories

Stories that are about children who share the name of a child in the group are always popular, and from time to time it is possible to have books personalised for a specific child or family, usually as part of a manufacturer's advertising or promotional campaign.

There are also stories which address problems that many children encounter, for example, specific disabilities, hospital admission, younger siblings, new babies, moving house etc.



Matching Games

You will need two copies of each symbol (body parts/ facial features) for this game.

Lay pairs of symbols face down on the table. The children take turns to turn over two symbols. All children together sign and say the body part/ facial features. When two matching pairs are turned over, they can be signed and spoken and taken out of the game. To make the game easier or more difficult, use less or more matching pairs or by using the correct sign for the symbol.

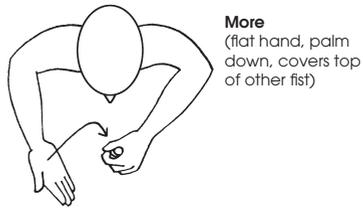
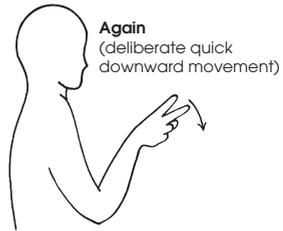
We Can Do That!



- 1a. Simple actions can be turned into games. Speak and sign the action (for example, "jump") and then do it. Do the action together. "I'm **jumping**, **you're jumping**" (see page 15 for more actions signs and symbols).
- 1b. Use glove puppets, teddies, dolls, action figures or puppets with strings to perform simple actions like standing, sitting, running, jumping etc and ask what the figure is doing. Reinforce understanding using pictures and symbols of people carrying out these actions.
- 1c. Match real actions to pictures of the actions. Packs of pictures are available, but suitable pictures can be taken from magazines etc. Show the picture and ask the person to do the action.
2. When this seems easy, swap roles and ask the person to "Make **teddy jump**".
- 3a. Introduce a second different toy to give a choice from two toys and play at making those toys carry out the same action. Take turns choosing which toy is next.
- 3b. Make this harder by making the same toy carry out two actions, "Make **teddy jump** and **sit**".
- 3c. Make it more difficult by adding a second toy, "Make **teddy jump** and **dolly sit**".

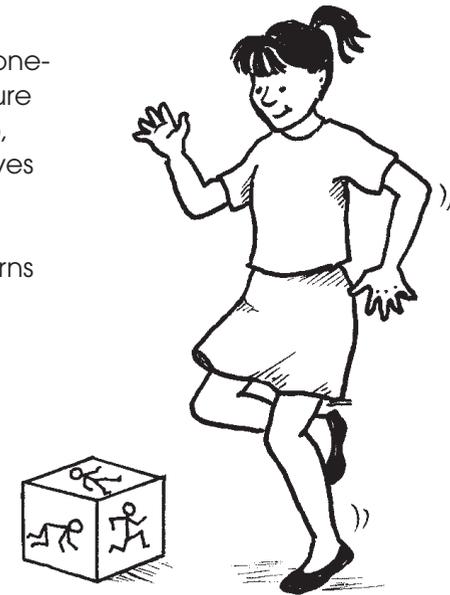
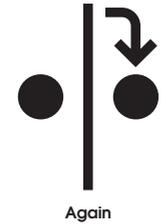


This will encourage listening skills as you take turns, and can be extended in group work by first naming the person who will perform the tasks. Or you can reduce the pressure by doing it all together.

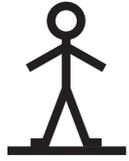


4. Gradually increase the number of action words known (for example by adding more verbs). Add variety by introducing quality to known actions, for example, **“Run quickly”**, **“Walk slowly”**, **“Jump high”** or **“Jump low”**.
5. When actions are well established try old favourites like “Follow my leader” or “Simon says”.
 - 5a. To play “Follow my leader” speak, sign and do the action, for example **“Everybody clap”** (clap, clap, clap) or **“Everybody sleep”**.
 - 5b. To play “Simon says” it may be necessary to change Simon’s name to that of the leader or use “I say”. This game can be very hard, so don’t worry about the rules – just have fun. **“I say jump”**, **“I say sit down”**. You can also add more meaning by showing a symbol.
 - 5c. Play “Follow my leader” and “Simon says” in a group or on a one-to-one basis but each person should have a doll or action figure to carry out the action, for example “You sit” (point to person), **“Everybody jump”**, **“She’s not jumping”**. Be careful as negatives are very hard.

To encourage turn taking and role changing remember to take turns being the leader.



Useful Vocabulary



To Stand Up



To Stand Up



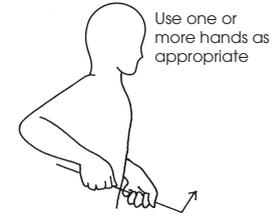
To Run



To Run



To Dig



To Dig

Use one or more hands as appropriate



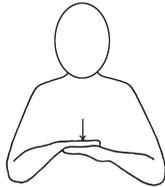
Low



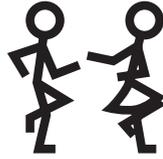
Low



To Sit



To Sit



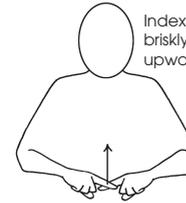
To Dance



To Dance



Quickly



Quickly

Index finger strikes tip of other briskly and then moves sharply upwards. For quickly tap twice



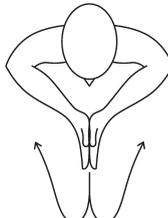
To Jump



To Jump



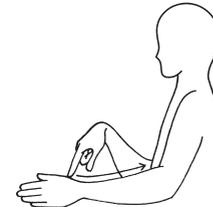
To Swim



To Swim



Slowly



Slowly

Finger moves slowly from wrist to elbow



Me



Me



To Walk



To Walk



To Kick



To Kick



High



High



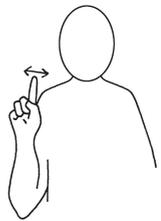
I



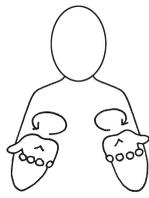
I

Useful Signs for Interaction

Open Questions



What?



Where?



When?

Flutter finger tips
against cheek



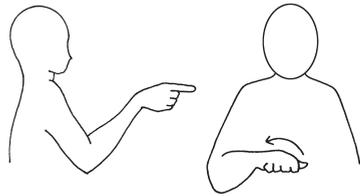
How?

Knuckles knock
together twice



Why?

Instructions

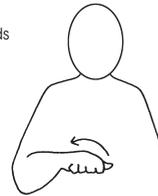


You are next.



Your

Move fist forwards
towards person

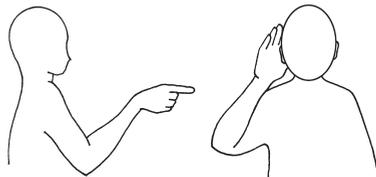


turn to talk.



Direct sign
towards person

Encouragement



You are listening



well.



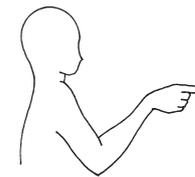
That's good



signing / talking.



Direct sign
towards
person



You

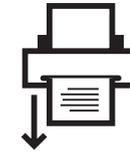


waited



well.

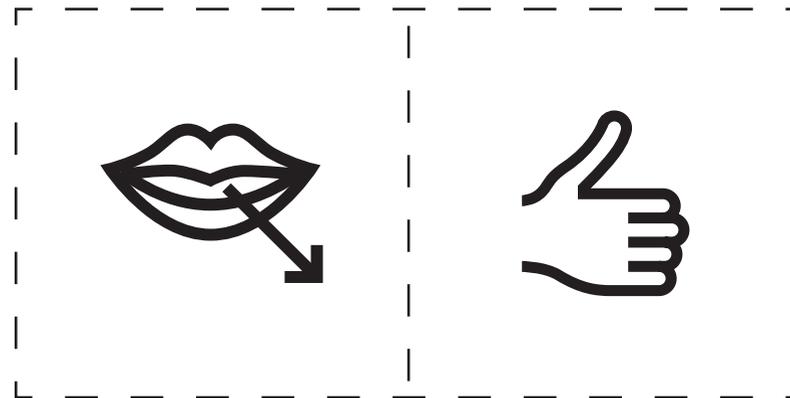
Useful Symbols



To Walk

To Listen

Next/ Turn



To Talk

Good/ Well Done

Finger Spelling Chart



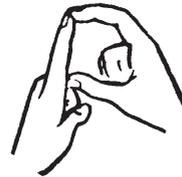
A



B



C



D



E



F



G



H



I



J



K



L



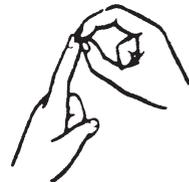
M



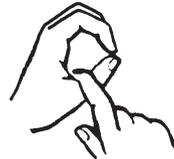
N



O



P



Q



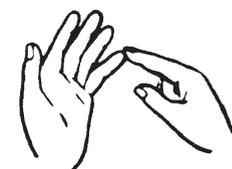
R



S



T



U



V



W



X



Y



Z