

Different Coloured Hats



TEACHERS' GUIDELINES

Different Coloured Hats

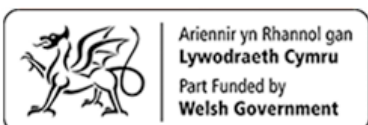
This resource was developed by Music Therapists Mari Lloyd Pritchard and Elen ap Robert. It has been updated by Cynnal in partnership with The Makaton Charity and part funded by the Welsh Government as part of its Welsh and bilingual teaching and learning resources commissioning programme.

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About Makaton



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 learners 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.

In addition to the learners 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, learners 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

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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.

Using Makaton to help understanding and expression

The main objective in using the Makaton programme is to encourage the understanding of speech and wherever possible to develop expressive speech. Training is given on Makaton Workshops to develop signing skills and symbols competence.

The signs and symbols provide the basic concepts essential to everyday life, on which additional, specialist vocabulary can be built upon and used in conjunction with. The signs and symbols are intended to be used initially within structured teaching sessions. People with communication and learning disabilities may at first have difficulty in understanding some of the more complex signs and require some explanation and teaching in order to gain maximum value from their use.

People with communication and learning disabilities can be further helped if symbols are also used with signs. It is our recommendation that you learn the signs and the symbols and use them together to support understanding and expression. As many signs outside of the Core Vocabulary may be unfamiliar to you and the person with learning disabilities, it will be helpful to practise the signs and explore ways of explaining certain concepts in signs and symbols before sharing them with the user.

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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.

If you would like more information about learning and using Makaton, please contact The Makaton Charity direct at <http://www.makaton.org> or telephone 01276 606760.

For more information about The Makaton Charity please see the end of this document.

How to Use this Different Coloured Hats Resource

This resource is designed by Cynnal in partnership with The Makaton Charity to support access to the Different Coloured Hats resource using Makaton. It is a new version of the original Different Coloured Hats resource which was prepared and designed by Mari Lloyd Pritchard and Elen ap Robert, who are both qualified Music Therapists. Music Therapy is a specialist area, dealing directly with the relationship between music and the development of the child. The Different Coloured Hats resource was not designed as a music therapy handbook, but rather a compilation of musical activities by the two therapists and based on their experience with children. The package aims to encourage and address directly the development of communication skills for children with the hope that users of the resource will discover useful ideas to use, benefit from and enjoy.

This new Different Coloured Hats resource builds on the original resource to aid the development of language and communication skills by using Makaton together with the songs and activities provided. This resource is designed to be used by teachers, parents and carers to help children and young people who have speech, language and communication needs (SLCN). It will also be useful to those who are learning Welsh or English as an alternative language.

Some young people have SLCN that can impact on their ability to listen, understand and express themselves. The activities in this resource are designed to support these three areas of communication using Makaton symbols and signs.

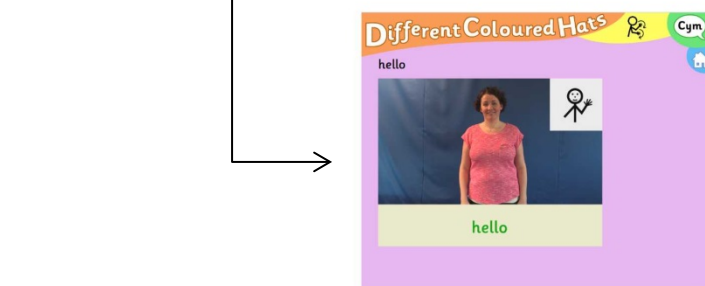
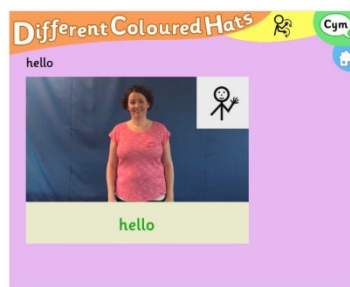
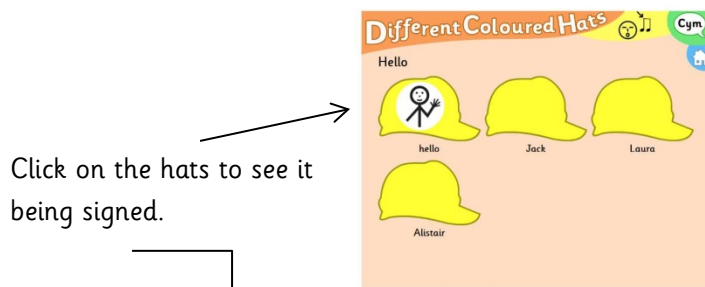
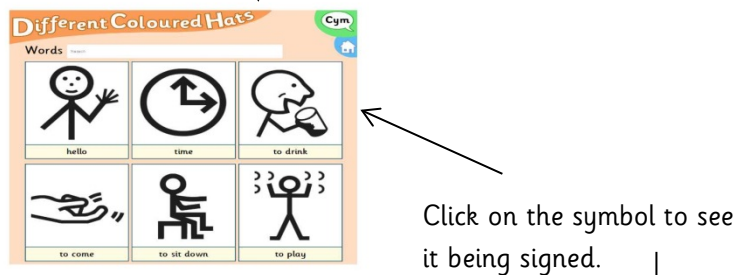
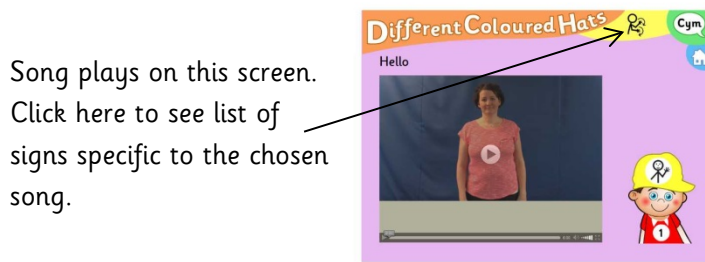
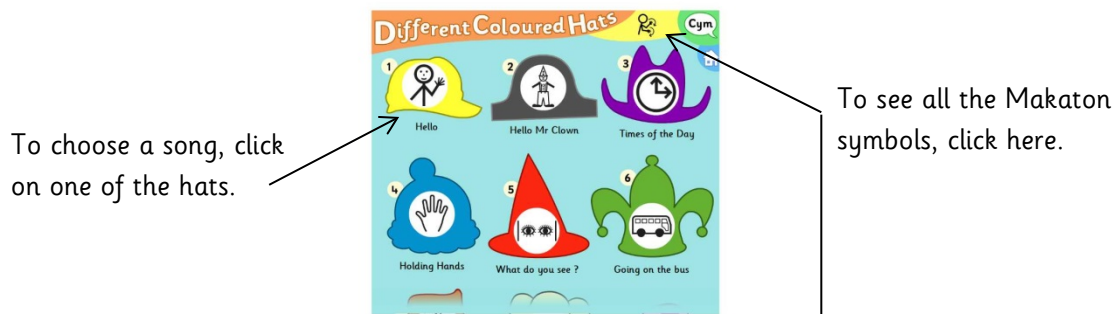
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A range of specific symbols and signs are provided to help you to use Makaton with the activities, however it is assumed that you already have a basic knowledge of the Makaton Core Vocabulary symbols and signs, the starting vocabulary of the Makaton Language Programme.

The Makaton vocabulary in Different Coloured Hats is taken from published resources including the Makaton Core Vocabulary, National Curriculum and other Resource Vocabulary topics. You can use the signs and symbols with the songs that are part of Different Coloured Hats in activities associated with the songs and in everyday activities.

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The resource briefly consists of these pages:



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Using Makaton with singing

Using Makaton with singing is a fun and easy way to learn to use signs for your child, nursery or school. Signing and singing have both been shown to encourage the development of communication and language skills and are beneficial for vocalisation, confidence, social skills, emotional development, well-being and self-esteem. Using Makaton with singing is also a great way to include children of all abilities within the singing and music. Here's some tips to help you to use Makaton with singing:

- Use the songs flexibly, to focus on the item of vocabulary that you want your child to learn. You don't have to make all the signs for each song. It is OK just to make one or two signs to help children to understand and express themselves.
- Use the symbols that are provided to help children who are unable to vocalise to take part in other ways, for example by conducting the music, by choosing which verse to sing next or simply to allow children to choose which song they would like to sing.
- Try to learn the signs yourself so that you are confident in using them and can do so without referring to the book or the video.

Singing songs also helps children to develop communication skills, including vocalisation, language skills, turn taking. Singing songs has also been shown to contribute to the development of confidence, self-esteem, social skills, well-being, emotions and also to help develop singing and musical skills. Many of these outcomes are the same as for using Makaton.

Together, the benefits of using Makaton whilst singing are very powerful:

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- Emphasising the important words:
using pitch, volume (sound) - facial expression, body movement through volume (sound) and pace – vary the speed of the song and the signs, facial expression, body language and movement, size of the sign and body size ('Quiet' v. 'Loud')
- Emphasise meaning – using signs
- Signs can help to add meaning too, and can be adapted to fit with the speed of the music, the volume of the song by making the sign smaller or larger, etc.
- Encourage looking – attraction of signs and symbols
- Encourage listening – sounds
- Encourage turn taking – call and response, singing rounds, interaction
- Vocal play – making noises and vocalising sounds
- Rhythm and patterns – use 'Again', repeated use of one sign within a song etc. and also to allow everyone to take part.

In this resource, within the song lyrics the words that are signed are underlined. On the video the signed words are in green.

Using music, instruments and props

When singing songs and using signs, you may find that standard music tracks go too fast so be prepared to slow the music down. Use instruments to help maintain a steady beat. Make sure you pitch the song appropriately for the children and use the pitch to set the key or starting point for the song. You may also like to use a musical greeting or a symbol to denote whose turn it is.

Instruments, objects, toys, photos, dressing up clothes etc are all good ways of involving and motivating children. The Gathering Drum is extremely effective for all sorts of drumming activities and is a very

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effective tool in general. This type of drum, having a large surface area, is the most useful.

Symbols are also a good way of involving and motivating children. Children can use these to choose the next verse, direct the group, stop and start the music, and can take part by playing instruments.

Once the songs are familiar, adapt them with different words for another setting.

Using Makaton with English and with Welsh

The principles of using Makaton with English are the same as with Welsh, to support understanding and expression of the spoken language. You must always speak when using Makaton - Because the signs follow the spoken word order, the order of the signs used with Welsh may differ from the order of the signs used with English. However the sign will be the same regardless of whether the English or Welsh word is spoken. This ensures consistency and standardisation for everyone.

You will find within this resource however that there are differences in some of the songs between the lyrics for the English version and the lyrics for the Welsh version. This is deliberate and affords you the opportunity to expand your own Makaton vocabulary of signs and symbols.

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The Use of Finger Spelling with Makaton

In the Makaton Language Programme, finger spelling is kept to the minimum because finger spelling depends on spelling ability. In some of the songs you may want to refer to the children in your group by name.

Finger spelling is useful for naming. Rather than spelling out the whole name, in Makaton it is appropriate to spell only the initial letters of a person's name, for example, for 'Peter' finger spell 'P', for 'Mr Jones' finger spell 'J'. If you have two children in the same group whose names start with the same letter, you can add another sign to differentiate, for example Sarah with brown hair, Susan with blue eyes.

This same method of finger spelling the initial letter can be used to name places, eg 'Kitchener Road'.

Finger spelling for both English and Welsh is provided – the characters that are the same have the same fingerspelling sign.

Although we have used letter names in this resource, remember that the phonetic sound of the letter could also be used.

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Finger Spelling Chart (English)



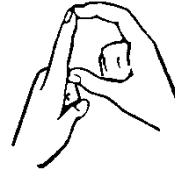
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B



C



D



E



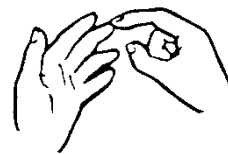
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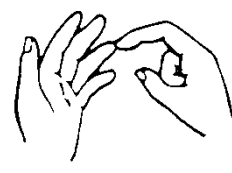
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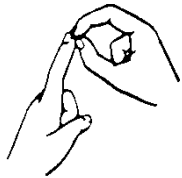
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Different Coloured Hats

Finger Spelling Chart (Welsh)



A



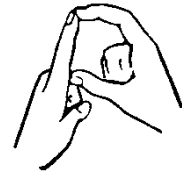
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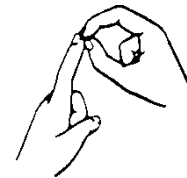
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PH



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RH



S



T



TH



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W



Y

Hello

Using Makaton

- Saying hello is a useful activity to encourage basic communication skills such as eye contact.
- Practice fingerspelling the names of those in the group so you are confident.
- Although we have used letter names here, remember that the phonetic sound of the letter could also be used.
- Remember to have fun.

Aims:

- Self-awareness
- Awareness of others
- To indicate 'beginning'

Equipment:

Symbol cards for Hello

Guidance:

- Everybody – children and adults – sit in a circle.
- Choose a child to start the activity and give him/her a symbol card to indicate that it is his/her verse.
- Sing the verse, putting the child's name in the gap. Repeat the verse to the child as needed. (Some children will need to hear their



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verse more than once, in order to encourage and develop self-awareness.)

- Encourage the child to pass the symbol to the next child in the circle. Give the child plenty of time to do this independently. It is totally acceptable to have pauses in the song.

Suggestions:

- Use this song at the beginning of a music session or at the beginning of the day.
- Select a small instrument which is easy to grasp and pass on e.g. hand chimes or tambourine.
- Use an object e.g. soft toy, hat or makaton card to pass on.
- Place a drum in the middle of the circle and pass a beater on.
- After establishing the pattern of passing on around the circle, the first child could choose another child to receive the symbol and take a turn (not necessarily the person next to them). It is OK if some children have more than one turn.



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Hello

Hello Jack hello hello

Hello Jack hello hello

Hello Jack hello hello

Hello hello hello.

Hello Laura hello hello

Hello Laura hello hello

Hello Laura hello hello

Hello hello hello.

Hello Alister hello hello

Hello Alister hello hello

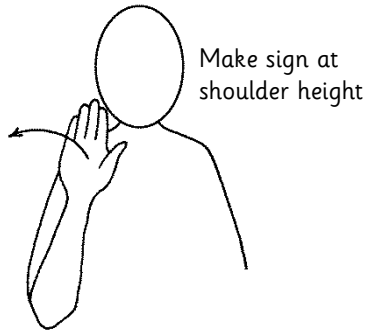
Hello Alister hello hello

Hello hello hello.

Repeat as necessary



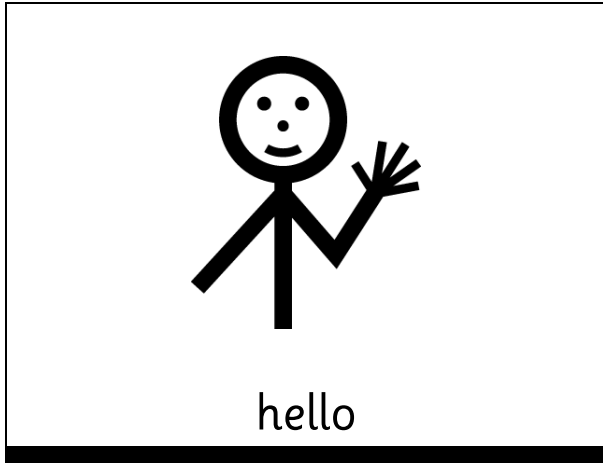
Makaton Signs



hello



Makaton Symbols



Hello Mr Clown

Using Makaton

- Remember, using body language and facial expression is important when making signs for emotions (see the video).
- Encourage children to talk about how they feel, using the signs and symbols as often as you can.
- Use signs and symbols for Good to praise and encourage the children.

Aims:

- Awareness of others
- Encourage choosing – with the eyes/by pointing
- Awareness of emotion
- Expressing emotion
- Taking turns

Equipment:

- Soft toy
- Symbol cards for the emotions happy, sad, angry, tired

Guidance:

- Everybody – children and adults – sit in a circle.
- Set the face cards where everybody can see them.



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- Give each of the children a soft toy to indicate that it is his/her verse, and start the activity.
- Sing the chorus (Hello Mr Clown) at a steady beat and fairly lively.
- Pause before asking the child “How does Mr Clown feel today?”
- Give the child enough time to select one of the cards. It is OK to choose the same card more than once. The child can choose by looking, making a gesture or by pointing.
- Sing the song (“I’m feeling...”) with the words which correspond to the child’s choice. Remember to reflect the emotion in your facial expression and body language. Encourage the children to do the same.

Suggestions:

- Change the soft toy and adapt the words e.g. “Hello Mr Ted...”
- Begin by offering two face cards and extend the choice gradually.
- Exclude the cards and let the child choose an emotion.
- Consider ending the activity by choosing yourself for the last verse; you can then select a happy face to convey a sense of security to finish the activity.



Hello Mr Clown

Chorus: Hello Mr Clown, hello Mr Clown
Hello, how are you?
Hello Mr Clown, hello Mr Clown
Hello, how are you?

“How are you feeling today Mr Clown?”

Verse 1: I’m feeling happy, happy, happy,
I’m feeling happy, happy, happy,
I’m feeling happy,
Feeling happy today.

Chorus: Hello Mr Clown, hello Mr Clown
Hello, how are you?
Hello Mr Clown, hello Mr Clown
Hello, how are you?

“How are you feeling today Mr Clown?”

Verse 2: I’m feeling sad, sad, sad,
I’m feeling sad, sad, sad,
I’m feeling sad,
Feeling sad today.

Chorus: Hello Mr Clown, hello Mr Clown
Hello, how are you?
Hello Mr Clown, hello Mr Clown
Hello, how are you?



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“How are you feeling today Mr Clown?”

Verse 3: I'm feeling cross, cross, cross,
 I'm feeling cross, cross, cross,
 I'm feeling cross,
 Feeling cross today.

Chorus: Hello Mr Clown, hello Mr Clown
 Hello, how are you?
 Hello Mr Clown, hello Mr Clown
 Hello, how are you?

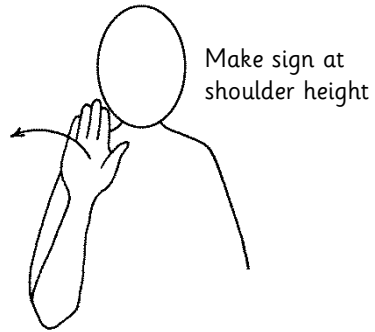
“How are you feeling today Mr Clown?”

Verse 4: I'm feeling tired, tired, tired,
 I'm feeling tired, tired, tired,
 I'm feeling tired,
 Feeling tired today.

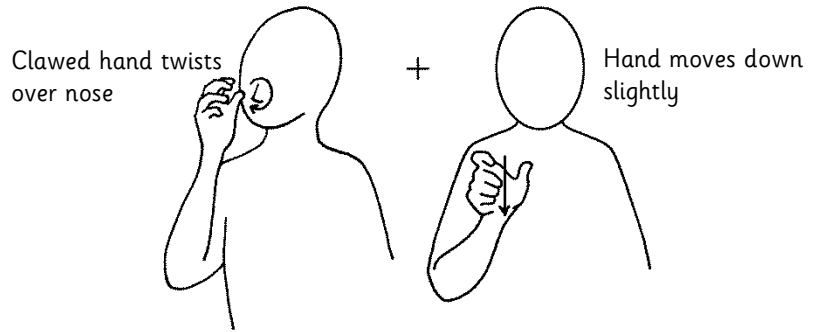


Different Coloured Hats

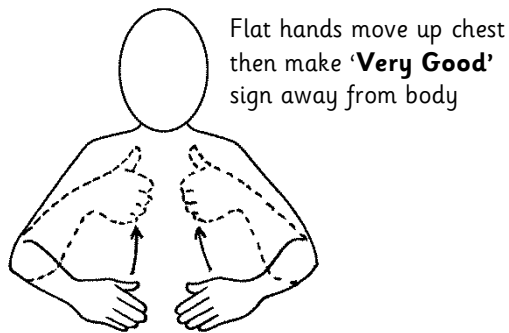
Makaton Signs



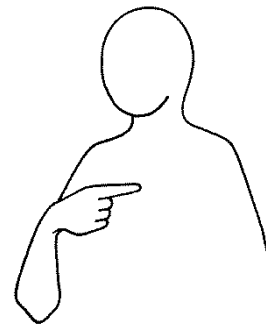
hello



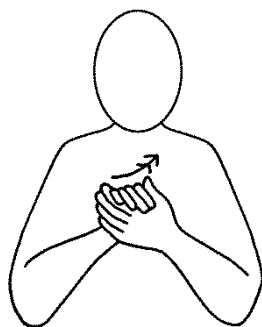
clown



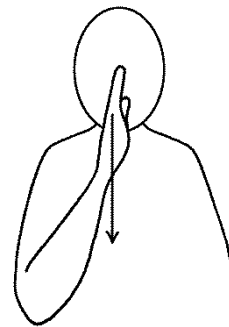
how are you



I



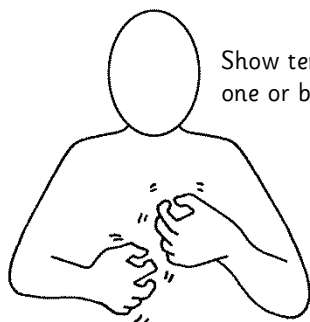
happy



sad

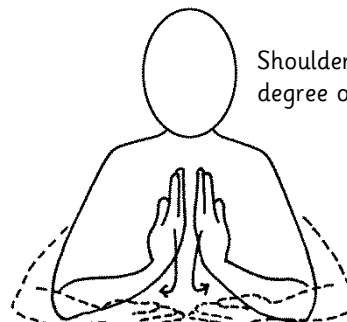


Makaton Signs



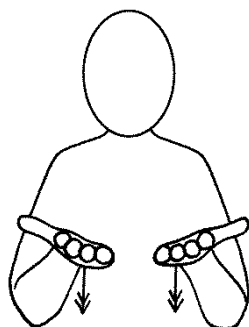
Show tension in hands. Use one or both hands as relevant

cross



Shoulders sag to show degree of tiredness

tired



today

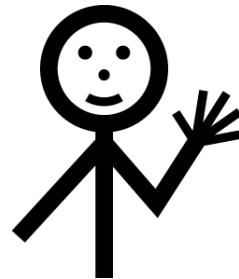


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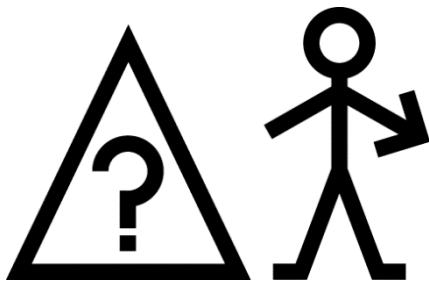
Makaton Symbols



clown



hello



how are you



today



I



happy



Different Coloured Hats

Makaton Symbols



sad



cross



tired



Times of the Day

Using Makaton

- Use songs at key times of the day for everyday activities, such as play time, lunch time, tidy up time.
- Make a symbol chart showing the activities for the day, taking away each one as it is completed so everyone can see what's coming next.
- You can use the sign for House instead of the sign for Home.
- Going home time can be a good one to lead into saying 'Goodbye'.

Aims:

- Awareness of the pattern of the day
- Support understanding of language

Equipment:

Symbol cards of the routine activities

Guidance:

- Use this short simple melody often during the day, varying the words according to the situation. This is done in order to draw attention to events and specific activities in the day's pattern.
- Repeat the verse a number of times to establish the event or activity.



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Suggestions:

- For example “Drink Time”: continue to sing until everybody is sitting down to have a drink.
- Be prepared to use this song in response to an unexpected or unusual event by improvising words which refer to it.



Times of the Day

It's drink time, it's drink time,
Now come and sit down.

It's drink time, it's drink time,
Now come and sit down.

It's play time, it's play time

It's time to play.

It's play time, it's play time

It's time to play.

Tidy up time, tidy up time

Put the toys in the box.

Tidy up time, tidy up time

Put the toys in the box.

Going home now, going home now

It's time to go home.

Going home now, going home now

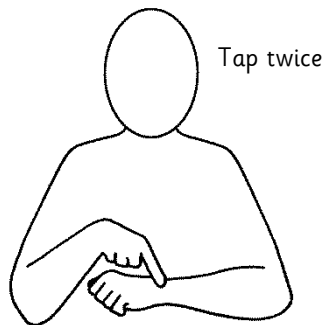
It's time to go home.

These are only a few examples of suitable times / events which could be used as the focus for this song.

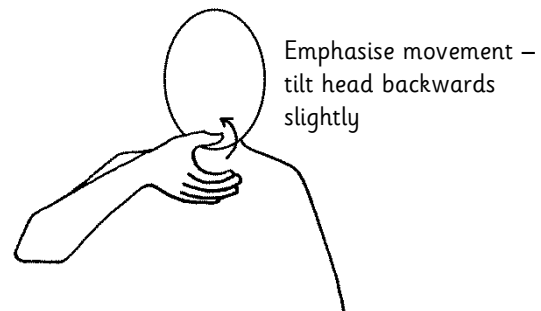


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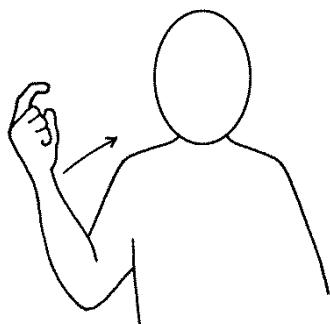
Makaton Signs



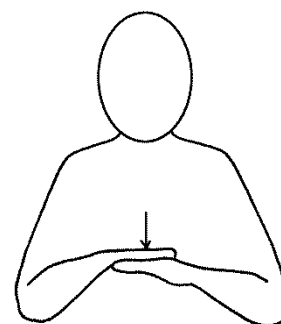
time



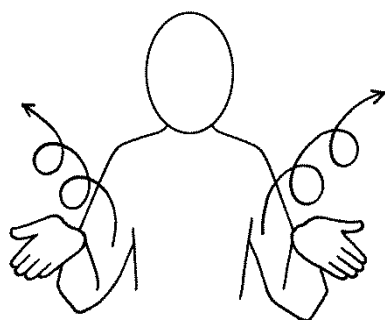
to drink



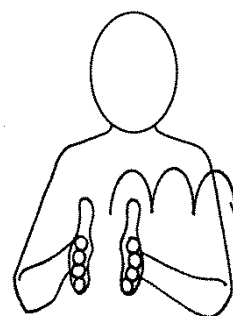
to come



to sit down



to play

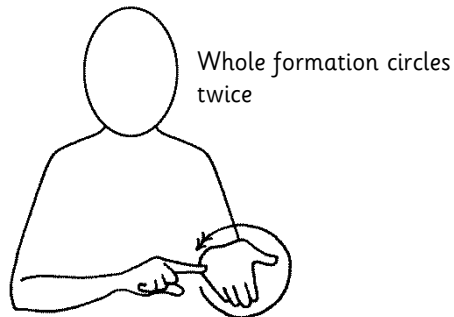


to tidy up

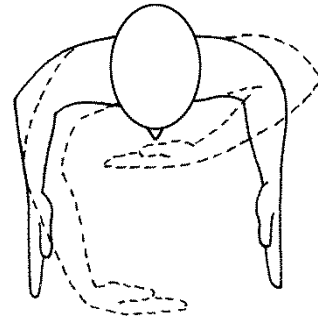


Different Coloured Hats

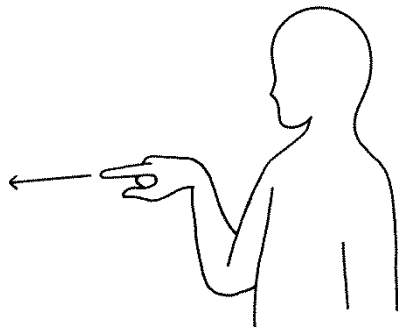
Makaton Signs



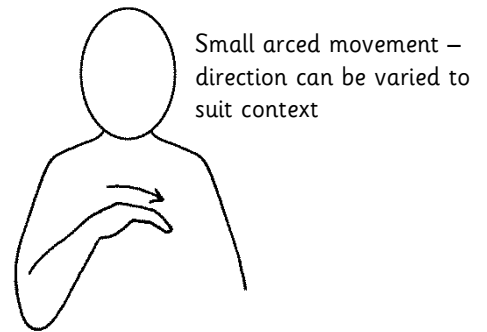
toys



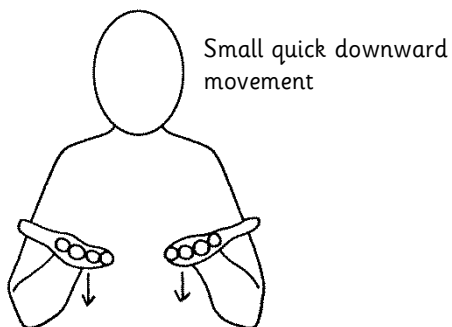
box



to go



home

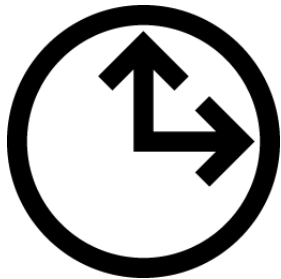


now



Different Coloured Hats

Makaton Symbols



time



to drink



to come



to sit down



to play

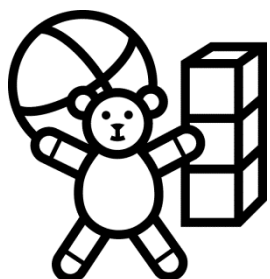


to tidy up



Different Coloured Hats

Makaton Symbols



toys



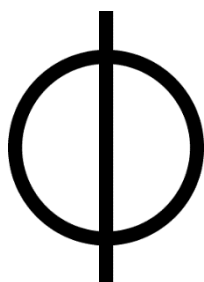
box



to go



home



now



Holding Hands

Using Makaton

- The signs for Up and Down practice pointing.
- Use signs and symbols as much and as often as you can.
- Remember to have fun.

Aims:

- Awareness of others
- Anticipation
- Reinforce language
- Large movements

Guidance:

- Everybody – children and adults – sit in a circle.
- Everybody holding hands.
- Everybody to move their hands down to the floor and then up high in the sky in accordance with the words and shape of the melody.
- Obvious pause on “Ready...” and “down on the floor...” to reinforce and underline the feeling of anticipation.
- Pause to reinforce both poles: up and down, high and low.
- Repeat as required. If a child expresses a desire to re-start the activities by moving their hands down, then you should respond to the sign and repeat the song.



Different Coloured Hats

Suggestions:

- It is possible to stand – possibly on tip toes, and in the same way lean down to reinforce the meaning of the words. The range of physical movements that may be used is dependent on the needs of those in the group
- Rather than hold hands, children can hold onto a long piece of string and create a circle, or hold a hula hoop.
- “Holding Hands” can be omitted and “All Together” can be used instead



Holding Hands

Holding hands, holding hands, holding hands ready.
and . . .
Down on the floor.

Down on the floor and up we go,
Up and up and up we go.
and . . .
Down on the floor.

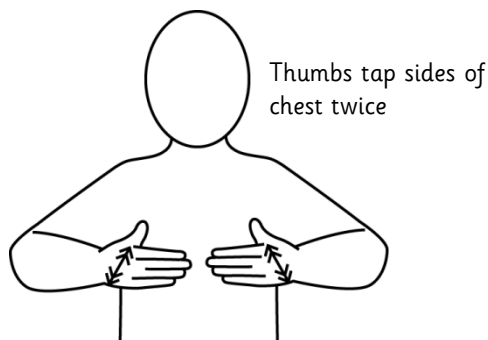
Down on the floor and up we go,
Up and
Up . . .
And down again!



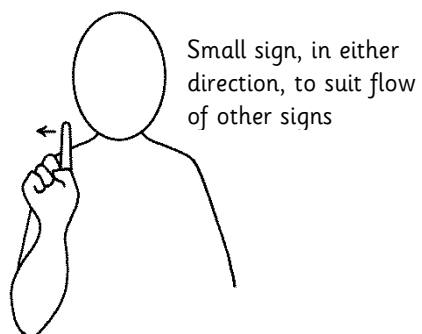
Makaton Signs



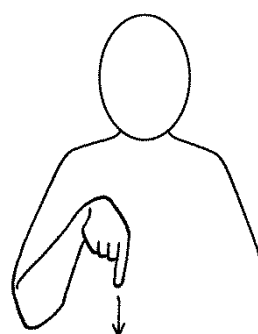
holding hands



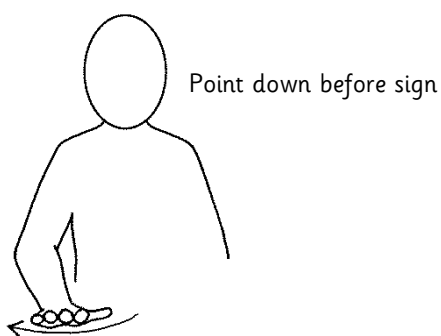
ready



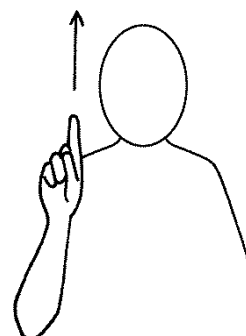
and



down



floor

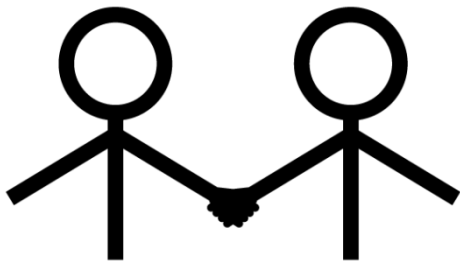


up



Different Coloured Hats

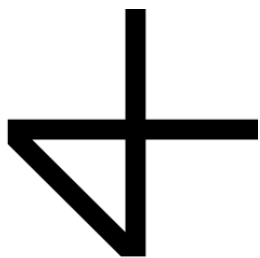
Makaton Symbols



holding hands



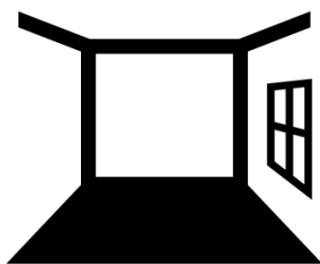
ready



and



down



floor



up



What Do You See?

Using Makaton

- Naming body parts is an important skill.
- Use the sign for What as much as you can, so the children can experience and practice answering.
- Adapt this song to practice naming objects.

Aims:

- Self-awareness
- Awareness of others
- Encourage eye contact
- Encourage listening skills
- Encourage pointing skills
- Encourage language – labelling skills

Equipment:

Symbol cards for body parts

Guidance:

- Sit face to face with an individual or in a circle if in a group.
- Sing the song steadily encouraging everybody to listen.
Encourage eye contact in the first part of the song “Look at me, what do you see?” and use a sign or a gesture on “look” to reinforce the word and to draw attention.



Different Coloured Hats

- When you reach “do you see...nose”, for example, the singing must be slowed down in order to provide enough time to show the “nose”, and to give children an opportunity to point to their “nose”.
- Repeat the verse over and over.

Suggestions:

- Start with only 2 or 3 parts of the body and use them regularly until they have been ‘established’. Then move on to extend the number of body parts.
- Give the child an opportunity to choose a body part.
- It is important to give the child time to point independently.



What Do You See?

When you look at me what do you see?

When you look at me what do you see?

Look at my nose.

Look at my nose, nose,

Look at my nose, nose, nose.

When you look at me what do you see?

When you look at me what do you see?

Look at my hand.

Look at my hand, hand,

Look at my hand, hand, hand.

When you look at me what do you see?

When you look at me what do you see?

Look at my arm.

Look at my arm, arm,

Look at my arm, arm, arm.

When you look at me what do you see?

When you look at me what do you see?

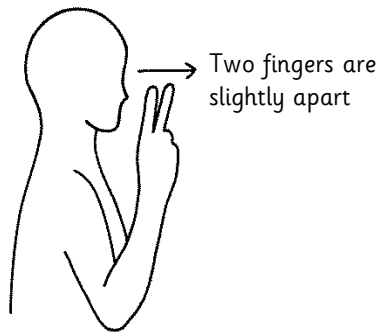
Look at my knee.

Look at my knee, knee,

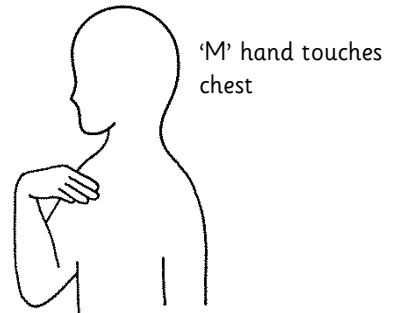
Look at my knee, knee, knee.



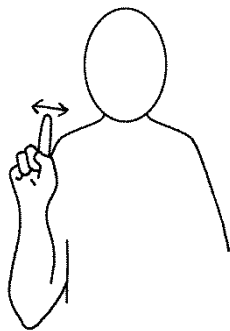
Makaton Signs



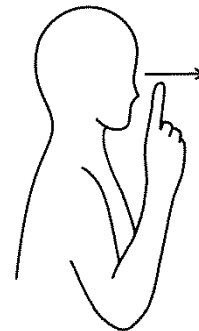
to look



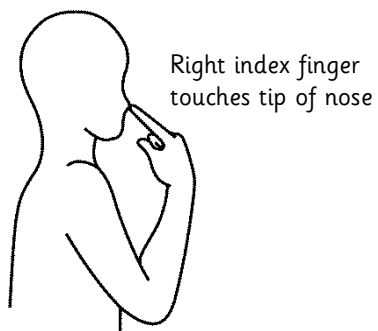
me



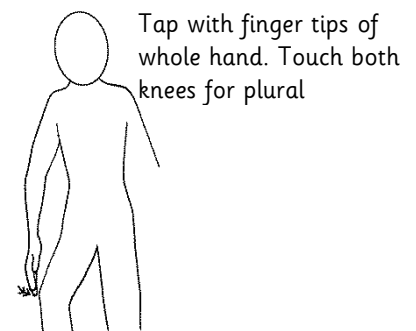
what



to see



nose



knee

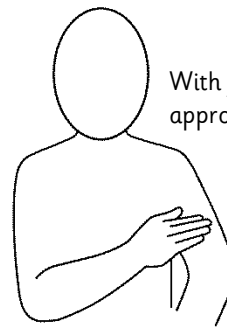


Makaton Signs



Touch back of right or left hand as appropriate. For plural touch back of both hands

hands



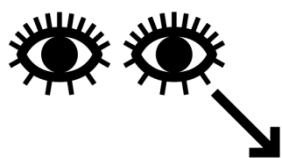
With finger tips touch appropriate part of arm

arm



Different Coloured Hats

Makaton Symbols



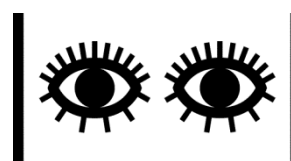
to look



me



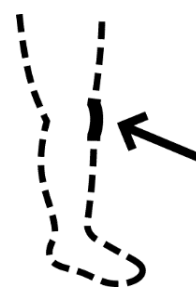
what



to see



nose

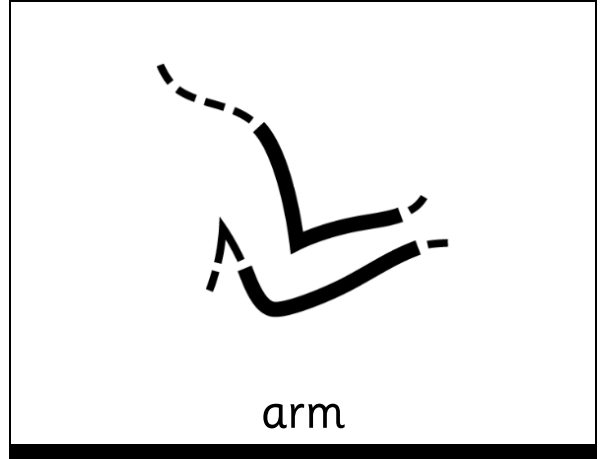
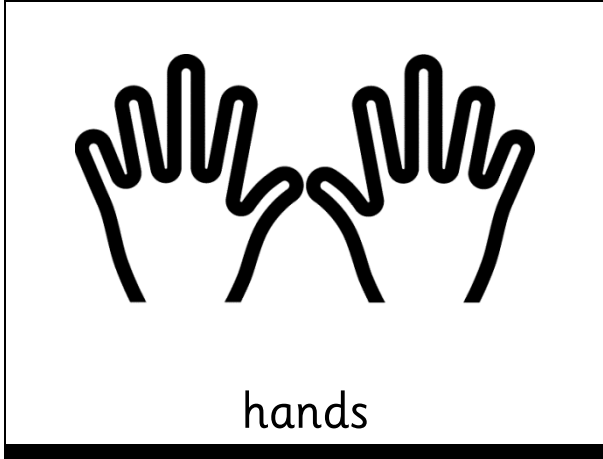


knee



Different Coloured Hats

Makaton Symbols



Going on the Bus

Using Makaton

- Remember to speak as you sign or use symbols.
- Offer lots of encouragement and use signs and symbols to give praise.
- Adapt this song with other modes of transport.
- To show driving in the car, bus or train, move the sign for car, bus, or train forward (see video).

Aims:

- Awareness of the day's pattern
- Understanding of language (ways of travelling)
- Creative play

Equipment:

Make symbol cards or pictures of a train, car, bus etc.

Guidance:

- Allow members of the group to select which verse to sing next with symbol cards.
- As you sing the song, the group can move around the room imagining that they are in a train, car etc.
- Use the song to prepare for an event that involves going on a bus, going on a train, car etc.
- Sing the song while you are on the bus, train, car etc.



Going on the Bus

We're going on the bus, we're going now.

Going on the bus, we're going now.

Bus, bus, going on the bus.

Come on the bus with me.

(repeat)

We're going in the car, we're going now.

Going in the car, we're going now.

Car, car, going in the car.

Come in the car with me.

(repeat)

We're going on the train, we're going now.

Going on the train, we're going now.

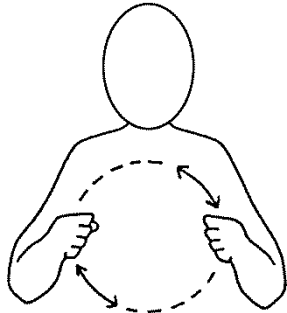
Train, train, going on the train.

Come on the train with me.

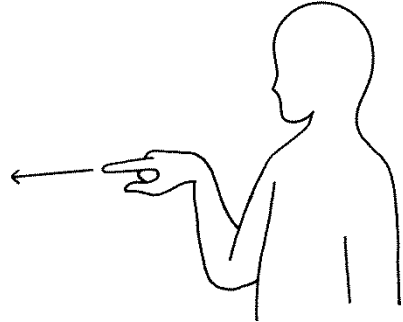
(repeat)



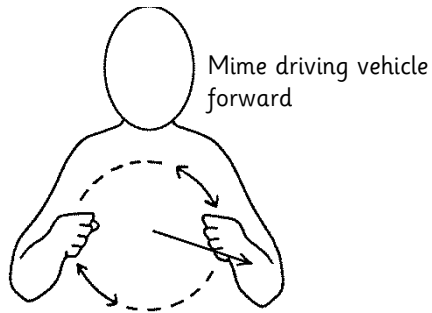
Makaton Signs



bus

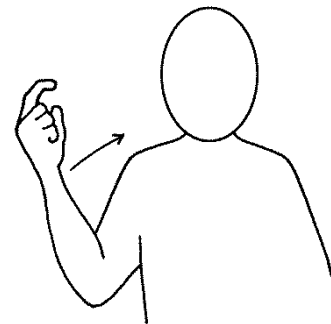


to go

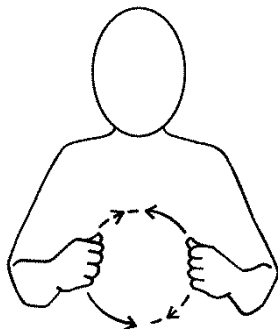


Mime driving vehicle forward

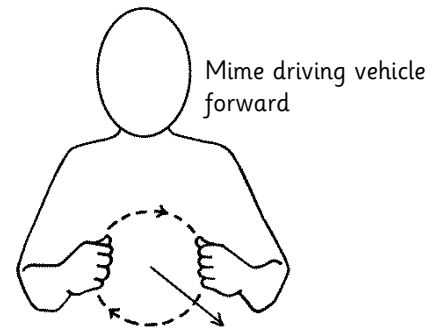
to drive a bus



to come



car

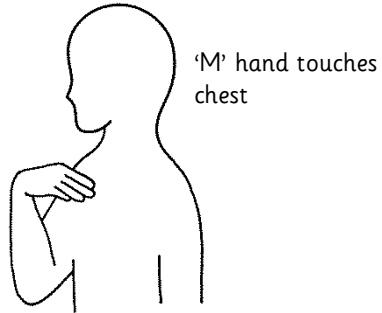


Mime driving vehicle forward

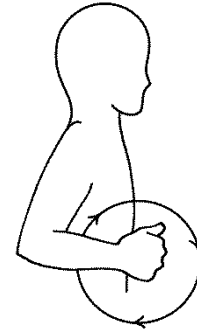
to drive a car



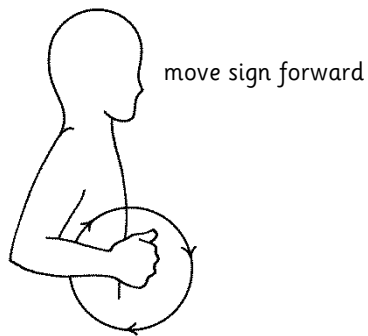
Makaton Signs



me



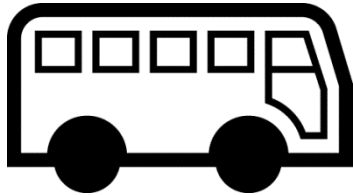
train



to drive a train



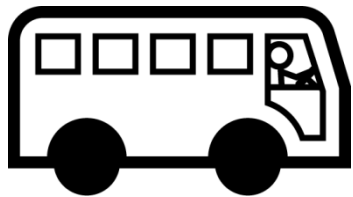
Makaton Symbols



bus



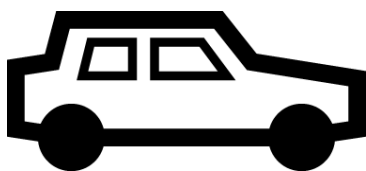
to go



to drive a bus



to come



car



to drive a car



Different Coloured Hats

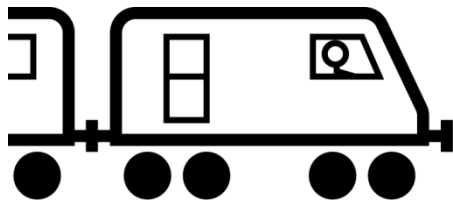
Makaton Symbols



me



train



to drive a train



Different Coloured Hats

Clap Clap Clapping 1-2-3

Using Makaton

- Use the sign Clap to match the syllables and the beat of the song.
- Remember to have fun.
- Use signs and symbols for Good to praise and encourage the children.

Aims:

- To listen and concentrate
- Awareness of others
- Counting skills
- Hand-eye co-ordination
- Awareness of silence

Equipment:

Symbol cards for Clap and Stop

Guidance:

- Everybody – children and adults – sit in a circle. The circle could be rotated so that everybody sits 'face to back' and gently taps the back of the person in front.
- Hold the first "O-o-oh-" for a while in order to draw attention and to try and create eye contact.
- Emphasise the word "Stop!" every time;
 - a) with a strong accent
 - b) with obvious body gesture
 - c) by tapping your lap on the word "Stop!"



Different Coloured Hats

- Members of the group could be encouraged to close their eyes during this activity. Remember that if they have their eyes closed they won't be able to see the signs. You may need to think of another way to get their attention 'wake up' again.



Different Coloured Hats

Clap Clap Clapping 1-2-3

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clap and stop!

Clap clap clap and stop.

Clap clap clap and stop.

Clap clap clap and stop.

Clap clap clap and stop.

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clapping 1 - 2 - 3

Oh! Clap clap clap and stop!

Clap clap clap and stop.

Clap clap clap and stop.

Clap clap clap and stop.

Clap clap clap and stop.

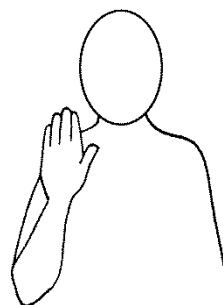
Repeat as necessary



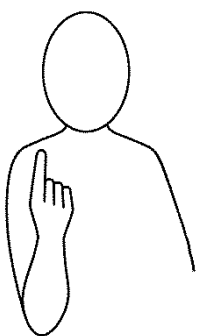
Makaton Signs



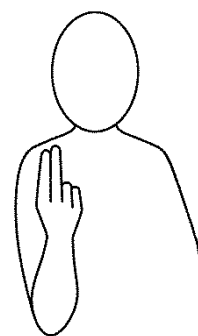
clap hands



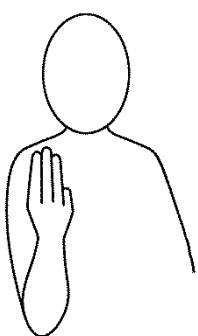
stop



1



2



3



Makaton Symbols



clap



stop

1

1

2

2

3

3



Sleeping and Awaking

Using Makaton

- Be aware that when people have their eyes closed they can't see the signs.
- Slow down your signs to emphasise being tired and add more energy to wake up.
- Use signs and symbols to give praise and encourage the children.

Aims:

- Self-awareness
- Encourage listening skills
- Encourage anticipation skills
- Encourage creative play

Equipment:

A selection of instruments and soft toys

Symbol cards

Guidance:

- Everybody – children and adults – sit in a circle.
- The song is sung steadily encouraging everybody to listen. It is a good idea to create a quiet atmosphere when singing the opening part of the song, and encourage everybody to close their eyes and pretend that they are sleeping.



Different Coloured Hats

- Pause before the last line in order to create a feeling of anticipation and then wake everybody up by singing the last line “wake up, wake up now” - loud and lively.
- Repeat the verse over and over.

Suggestions:

- A loud instrument can be used to wake everybody up at the end, for example whistle/ horn/ drum/ tambourine.
- Soft toys may be used as *props*. It is possible for each child to have a soft toy and to pretend that the toy is sleeping, or that they are sleeping together with the toy.
- The leader can use a hand puppet to lead the activity.



Sleeping and Awaking

I'm feeling tired, I'm very tired.

It's time to close my eyes.

Oh! Everybody close your eyes, and . . .

Wake up, wake up now.

Oh! I'm feeling tired, I'm very tired.

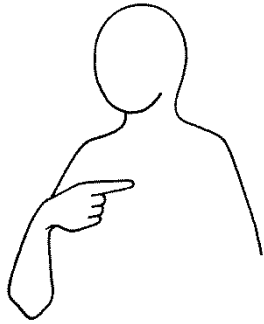
It's time to close my eyes.

Oh! Everybody close your eyes, and . . .

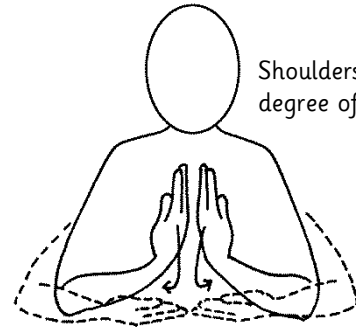
Wake up, wake up now.



Makaton Signs

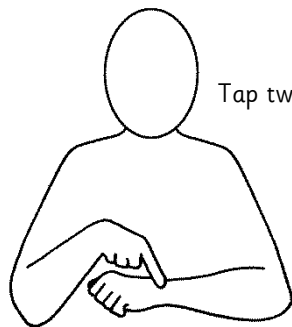


I



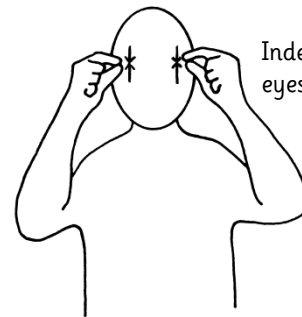
Shoulders sag to show degree of tiredness

tired



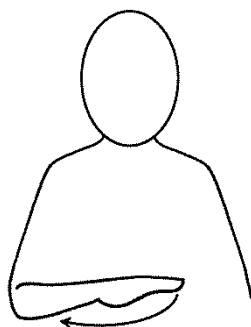
Tap twice

time

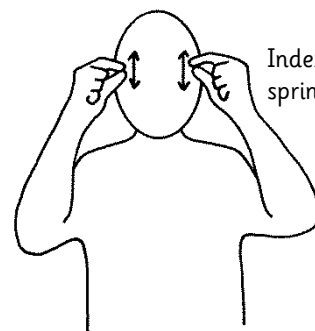


Index and thumb show eyes closing

to close eyes



everybody



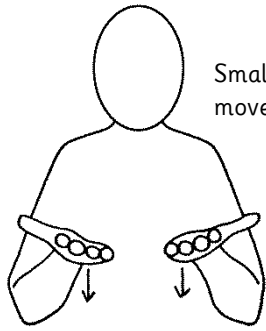
Index fingers and thumbs spring open

to wake up



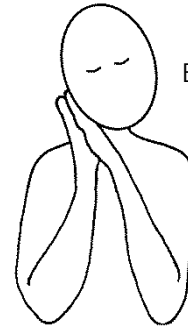
Different Coloured Hats

Makaton Signs



Small quick downward movement

now



Eyes closed

to sleep



Different Coloured Hats

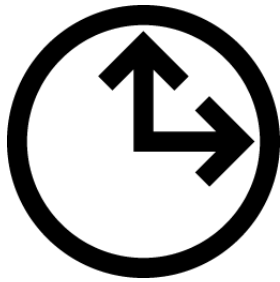
Makaton Symbols



I



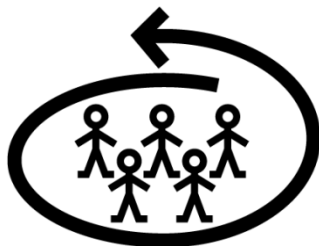
tired



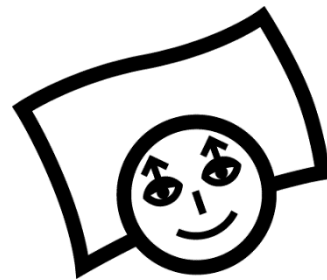
time



to close eyes



everybody

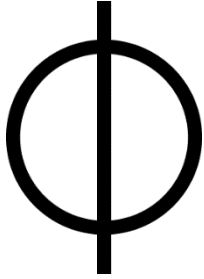


to wake up



Different Coloured Hats

Makaton Symbols



now



to sleep



Different Coloured Hats

Different Coloured Hats

Using Makaton

- Practice fingerspelling names and colours so you are confident.
- In this song the sign for 'ware' denotes 'wearing a hat'.
- Use signs and symbols as often as you can.
- Although we have used letter names here, remember that the phonetic sound of the letter could also be used.

Aims:

- Self-awareness
- Awareness of others
- Copying/simulating skills
- Identifying skills
- Encouraging anticipation

Equipment:

Multi-coloured felt squares or similar to use as hats

Symbol cards for colours

Guidance:

- Everybody – children and adults – sit in a circle.
- Everybody to select a coloured square.
- Encourage every child to place the coloured square on his/her head. It is important that the child wants to put his/her own coloured square on



Different Coloured Hats

his/her head or agrees to wear the coloured square. This should be according to the child's needs.

- Repeat the last line until every child has been given the opportunity to shake off the coloured square.

Suggestions:

- The same coloured squares can be used e.g. everybody wear red hats.
- The colour can be varied when children are confident with the activity.
- More variety of colours can be presented within the group.
- The words of the last line can be re-phrased – “Shake off the hat”.
- The child can be encouraged to hold the coloured square in front of him/her before dropping it if he/she does not want to put the square on his/her head.
- More freedom can be permitted within the activity as understanding and confidence increases e.g. allow a child to put a hat on another child's head.



Different Coloured Hats

Different Coloured Hats

We are wearing different coloured hats,

We are wearing different coloured hats,

Red and yellow and green and blue . . .

Shake, shake, shake them off.

(repeat)

Oh Jack is wearing a red hat,

Oh Jack is wearing a red hat,

Jack is wearing a red hat,

Shake, shake, shake it off.

Oh Alister is wearing a yellow hat,

Oh Alister is wearing a yellow hat,

Alister is wearing a yellow hat,

Shake, shake, shake it off.

We are wearing different coloured hats,

We are wearing different coloured hats,

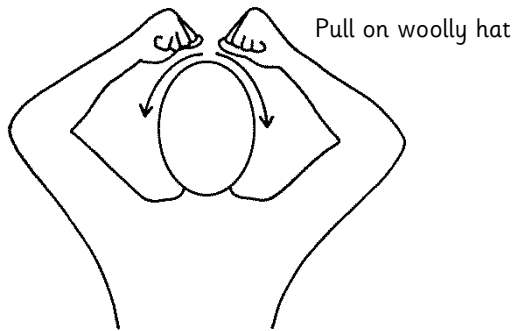
Red and yellow and green and blue . . .

Shake, shake, shake them off.



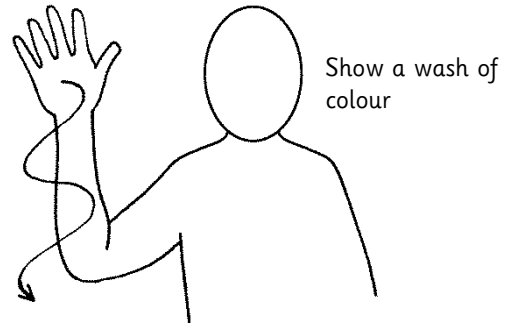
Different Coloured Hats

Makaton Signs



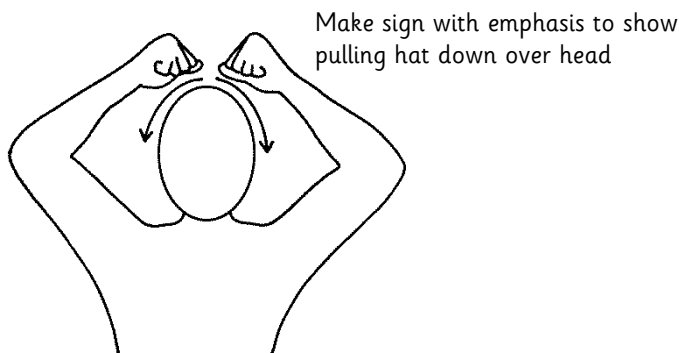
Pull on woolly hat

hat



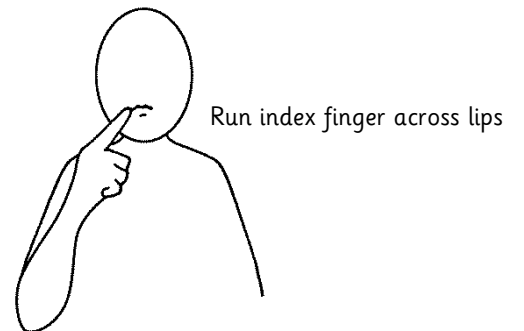
Show a wash of colour

colour



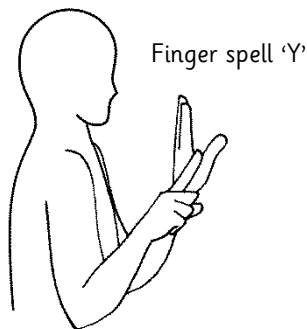
Make sign with emphasis to show pulling hat down over head

to wear a hat



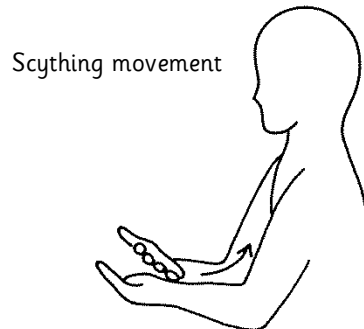
Run index finger across lips

red



Finger spell 'Y'

yellow

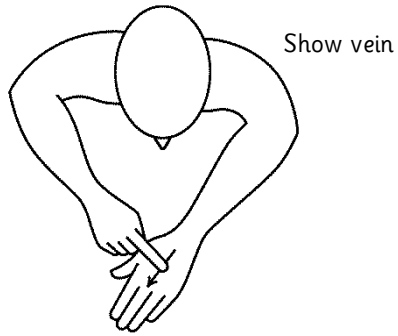


Scything movement

green



Makaton Signs



blue



Different Coloured Hats

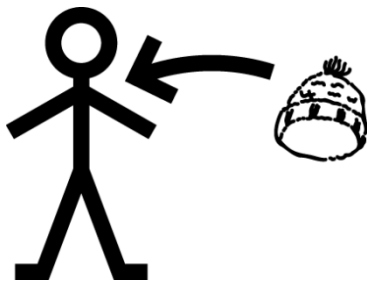
Makaton Symbols



hat



colour



to wear a hat



red



yellow

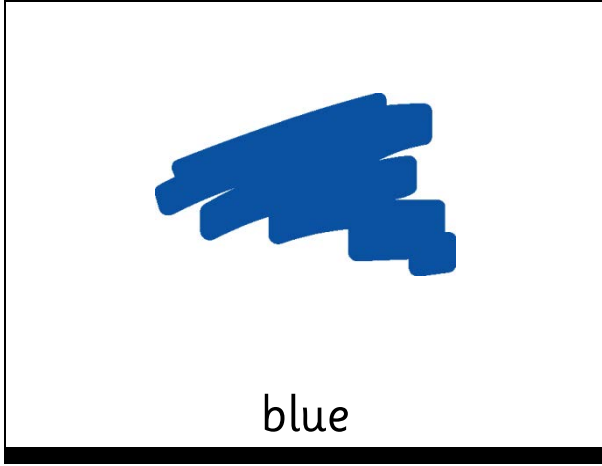


green



Different Coloured Hats

Makaton Symbols



Who Wants to Play the Drum?

Using Makaton

- When talking about playing an instrument, the sign you use denotes a mime of playing that instrument. You can therefore easily adapt this song to playing other instruments. Refer to the Makaton Charity website for vocabulary related to musical instruments.
- Being able to talk about 'who' is important. Practice in fingerspelling names so you are confident.
- Although we have used letter names here, remember that the phonetic sound of the letter could also be used.

Aims:

- To take turns
- To develop confidence
- Personal expression

Equipment:

Bongos or a large drum (e.g. a Gathering Drum)
Symbol cards

Guidance:

- Everybody – children and adults – sit in a circle.



Different Coloured Hats

- The Leader of the activity strikes the Bongos keeping a slow, steady beat and sings “Who wants to play the drum... with me?”
- Then wait for eye / gesture / voice contact from one member of the group.
- Choose a member and say his/her name clearly.
- Move and sit face to face with the child and share/play the Bongos with them.

Suggestions:

- You should wait for the child to play first, in his/her own time and in his/her own way.
- The child’s lead can be followed by imitating and taking turns.
- After a period of ‘free’ play (allow time for each child to respond to the situation and express him/herself as appropriate) the song should be sung again and the name of the child who has been playing should be included in the verse.
- The leader returns to sit in the middle of the circle and starts to sing “Who wants to play the drum... with me?” once again.
- If the child does not want to play, sing e.g. “(name) doesn’t want to play the drum with me.”



Who Wants to Play the Drum?

Who wants to play the drum, the drum, the drum?
Who wants to play the drum, to play the drum with me?

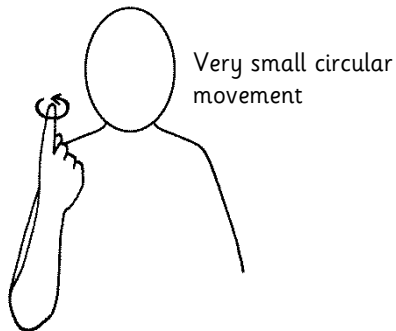
Emyr

Oh! Emyr is playing the drum, the drum, the drum,
Oh! Emyr is playing the drum, is playing the drum with me.

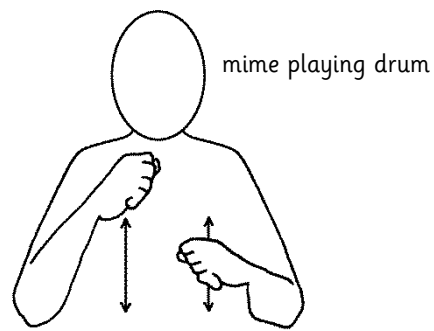
Free play / improvisation – taking turns etc.



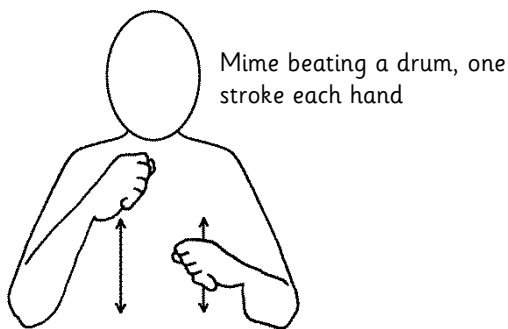
Makaton Signs



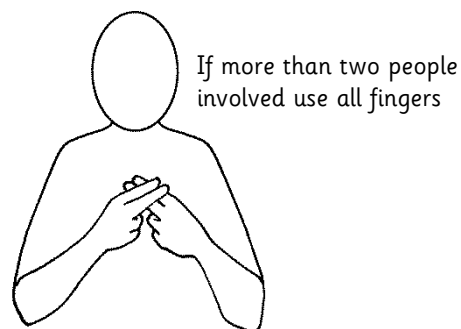
who



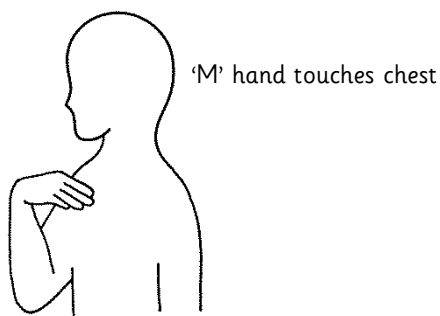
to play a drum



drum



with



me



Different Coloured Hats

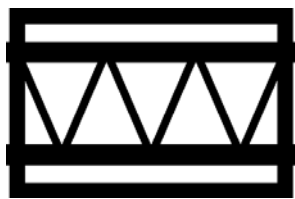
Makaton Symbols



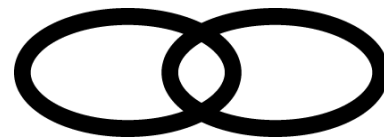
who



to play a drum



drum



with



me



One Finger on the Drum

Using Makaton

- In this song 'two fingers' is shown by one on each hand, so you can play the drum with your fingers.
- Have fun introducing different animals and show them moving across the surface of the drum.
- Children can choose which animal comes next.

Aims:

- Listening
- Anticipation
- Large movements
- Small movements
- Number / counting
- Creative play

Equipment:

- A drum with a large surface area (e.g. Gathering Drum) or a round table
- Symbol cards

Guidance:

- Everybody – children and adults – sit around the drum or table.
- The leader begins each verse “One finger”, “One hand” etc.



Different Coloured Hats

- Between each verse, encourage the children to raise their hands “And hands up...” and continue to sing “hands up” until everybody has done so / made an effort to raise their hands. This may take time.
- There could be a pause to draw attention and to ensure that everybody is listening before presenting the next verse and instructions, using ‘and...’.

Suggestions:

- The leader can offer many variations, e.g. fast / slow, quiet / loud, elephant / mouse, rain / wind (see video) and offer creative play opportunities by doing so.
- The children’s recommendations could be followed to create a new verse. A child can do this in many ways:
 - (i) Intentional movement
 - (ii) Involuntary movement
 - (iii) Accidental movement



One Finger on the Drum

One finger on the drum,
One finger on the drum,
One finger on the drum,
And hands in the air, hands in the air, hands in the air.

Two fingers on the drum,
Two fingers on the drum,
Two fingers on the drum,
And hands in the air, hands in the air, hands in the air.

One hand on the drum,
One hand on the drum,
One hand on the drum,
And hands in the air, hands in the air, hands in the air.

Two hands on the drum,
Two hands on the drum,
Two hands on the drum,
And hands in the air, hands in the air, hands in the air.

Knock Knock on the drum,
Knock Knock on the drum,
Knock Knock on the drum,
And hands in the air, hands in the air, hands in the air.



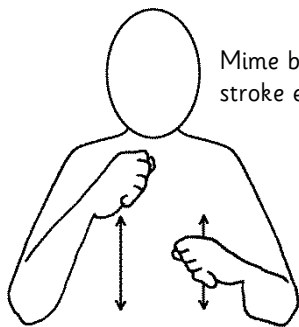
Different Coloured Hats

A little mouse on the drum,
A little mouse on the drum,
A little mouse on the drum,
And hands in the air, hands in the air, hands in the air.

A big snake on the drum,
A big snake on the drum,
A big snake on the drum,
And hands in the air, hands in the air, hands in the air.

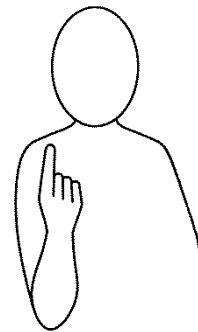


Makaton Signs



Mime beating a drum, one stroke each hand

drum

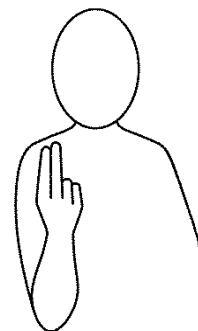


1

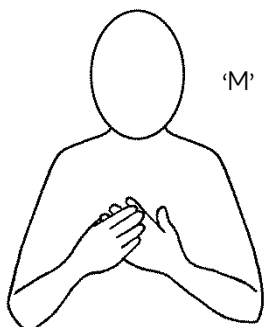


Right index finger and thumb hold appropriate fingers of other hand, palm out. For plural move across all fingers from little to index

finger

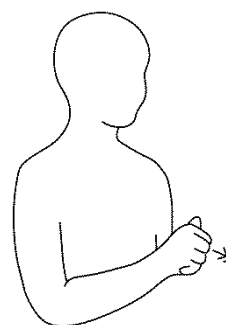


2



'M' hand touches chest

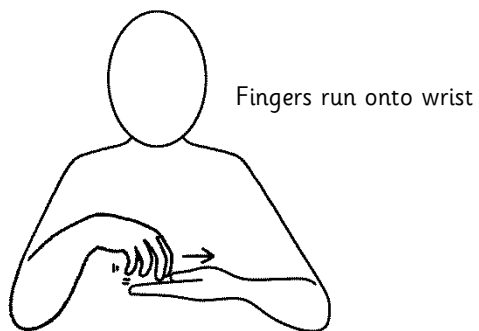
hands



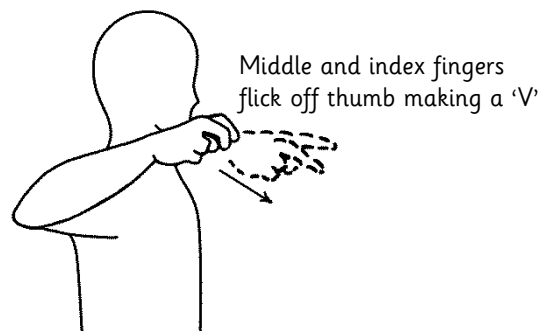
to knock



Makaton Signs



mouse

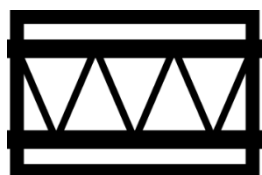


snake



Different Coloured Hats

Makaton Symbols



drum

1

1



finger

2

2



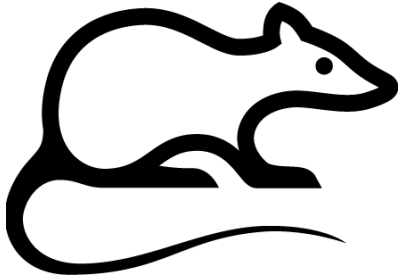
hands



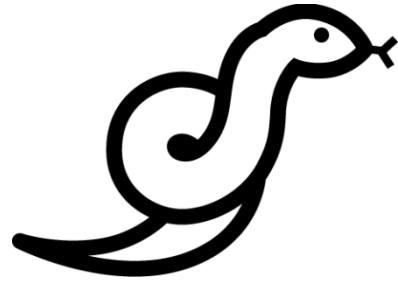
to knock



Makaton Symbols



mouse



snake



Quietly Play

Using Makaton

- When using signs to show playing instruments, the sign you need for 'play' shows playing the instrument. In this song the sign used for 'play' is 'play the drum'.
- Use body language and movement to help convey the concepts of playing loudly, quietly, quickly and slowly (see video).

Aims:

- Listening and concentrating
- Anticipation
- Awareness of environment

Equipment:

- A drum with a large surface area (e.g. Gathering Drum) or a round table
- Symbol cards

Guidance:

- Everybody – children and adults – sit in a circle around the drum or the table.
- Everybody to put their hands on the drum or the table before singing the song.



Different Coloured Hats

Suggestions:

- Every child could be given the opportunity to experiment by playing together loudly or quietly according to the requirements.
- The 'central instrument' could be varied, e.g. xylophone, and providing everybody with their own beater.
- Instruments could be excluded and hands or feet used instead.
- Children could run quickly or walk slowly around the room to correspond with the words of verses.
- Everybody could be given a small instrument to play.
- Follow the "instrument each" version of this song with the song "Goodbye", where every child has his/ her own instrument and own verse, which ends by putting the instrument in the 'finishing box'.



Quietly Play

Quietly, quietly play,
Quietly, quietly play,
Quietly, quietly, quietly play,
Oh! Quietly, quietly play. Sh!

Lots and lots of noise,
Lots and lots of noise,
Lots and lots and lots of noise,
Oh! Lots and lots of noise.

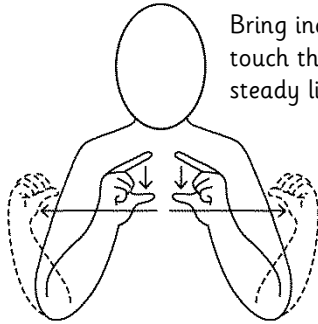
Slowly, slowly play,
Slowly, slowly play,
Slowly, slowly, slowly play,
Oh! Slowly, slowly play.

Quickly, quickly play,
Quickly, quickly play,
Quickly, quickly, quickly play,
Oh! Quickly, quickly play.



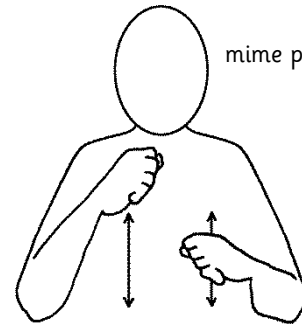
Different Coloured Hats

Makaton Signs



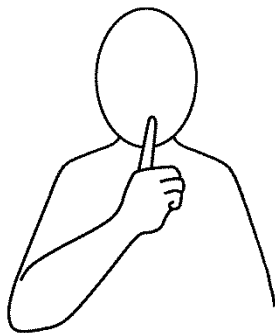
Bring index finger down to touch thumb, then make steady line outwards

quiet

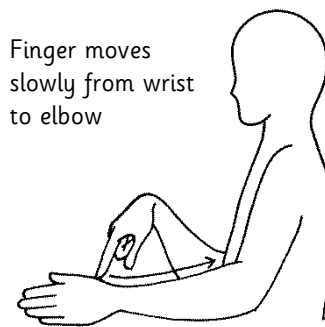


mime playing drum

to play a drum

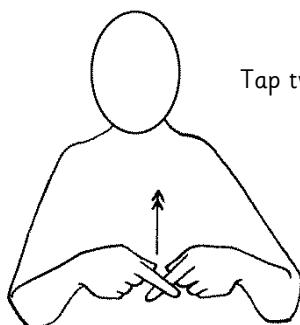


sh



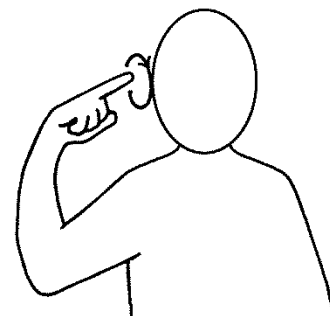
Finger moves slowly from wrist to elbow

slow



Tap twice

quickly



noise



Different Coloured Hats

Makaton Symbols



quiet



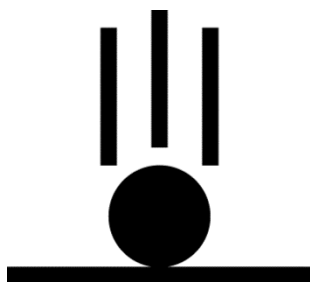
to play a drum



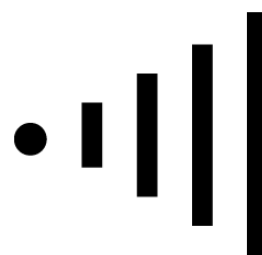
sh



slow



quickly



noise



Round and Round

Using Makaton

- This song gives plenty of opportunity to practise pointing as you circle with your finger.
- Always speak as you sign.

Aims:

- Take turns
- Listen and concentrate
- Small movements
- Large movements

Equipment:

A small instrument or toy, eg hand bells

Symbol cards

Guidance:

- Carefully select a small instrument or toy, e.g hand bells, to pass round, considering the needs of the members of the group and the aim of encouraging passing smoothly and continuously.
- Everybody – children and adults – sit in a circle.
- Whilst singing “Round and Round” encourage the children to pass the instrument around the circle from one to another.



Different Coloured Hats

- Repeat this until the passing is done smoothly and flows, i.e. try to establish the idea of passing to the next person.

Suggestions:

- Stop the song suddenly; pause before starting to pass round in the same direction once again.
- Walk around in a circle singing the words. Stop the song suddenly; stand still, pause before starting to sing again and walk around the circle in the same direction.
- Each child could be given a soft toy to hold whilst walking round and round or a pram could be provided (with a doll or teddy in it) for every child to push round and round.



Round and Round

Round and round and round and round
and round and round and round.

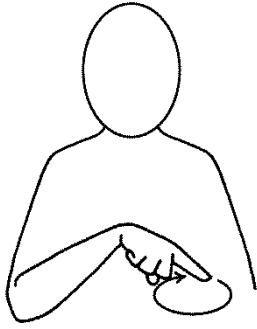
Round and round and round and round
and round and round and round.

Round and round and round and round
and round and round and round.

Round and round and round and round
and round and round and round.



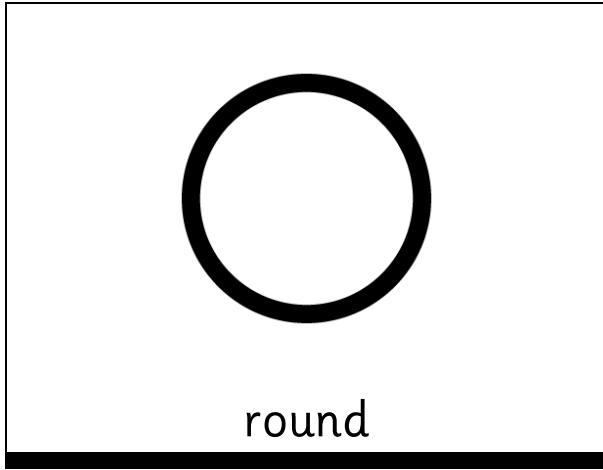
Makaton Signs



round



Makaton Symbols



Round and Round (and change)

Using Makaton

- This song gives plenty of opportunity to practise pointing as you circle with your finger.
- Use the symbol card for Change to help indicate the instruction to change direction.

Aims:

- Awareness of 'beginning' and 'ending'
- Take turns
- Listen and concentrate
- Small movements
- Large movements

Equipment:

- A small instrument or toy, eg hand bells
- Tambourine or drum for the leader
- Symbol card for Change

Guidance:



Different Coloured Hats

- Carefully select a small instrument or toy, e.g hand bells, to pass round, considering the needs of the members of the group and the aim of encouraging passing smoothly and continuously.
- Everybody – children and adults – sit in a circle.
- Whilst singing “Round and Round” encourage the children to pass the bells around the circle from one to the next.
- The leader hits a tambourine / drum in order to assist the singing and smooth flow of the passing.
- Change the direction of the passing around activity with the words “ and... change!” before continuing with the song.
- The leader hits the tambourine / drum and direction is changed once again.
- Continue to change the direction of the passing regularly.

Suggestions:

- The role of ‘Leader’ may be changed – another adult or a child.
- A soft toy can be provided for every child.



Round and Round (and change)

Round and round and round and round
and round and round and round.

Round and round and round

. . . and change . . .

Round and round and round and round and round.

Round and round and round and round
and round and round and round.

Round and

. . . and change . . .

round and round and round and round
and round and round and round.

Round and round and

. . . and change . . .

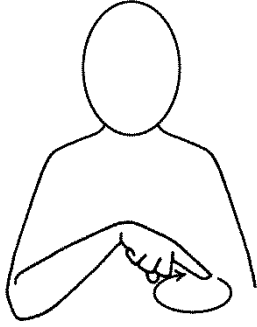
round and round and round and round and round.

Round and round and round

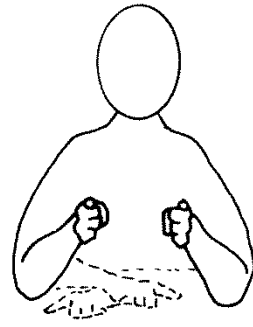
and round and round and round and round.



Makaton Signs



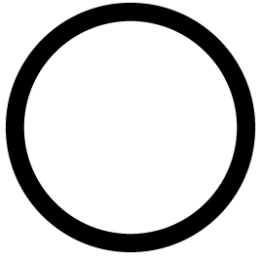
round



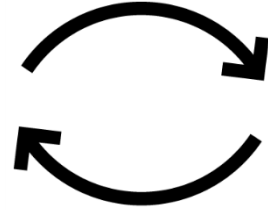
change



Makaton Symbols



round



change



Bang (Taro Taro)

Using Makaton

- This song is great for vocalisation.
- Use the sign for stop with both hands if you need to emphasise.
- Use the symbol for Stop to support your message

Aims:

- Awareness of others
- Develop confidence
- Large and small movements
- Listen and concentrate
- Imitation

Equipment:

- A large drum e.g. Gathering Drum or a round table
- Symbol card for Stop

Guidance:

- Everybody – children and adults – sit around the drum / table.
- The Leader to lead by placing his / her hands on the drum and waits for everybody in the group to do likewise.
- The Leader to start by tapping the drum very quietly, encouraging the rest of the group to do the same. Repeat the word 'tap' when tapping with hands.



Different Coloured Hats

- Increase the tapping dynamics and the voice dynamics gradually (get louder).
- Prepare the word “Stop!” with a purposeful “AAAAAAA...” in the voice getting louder and rising. The leader says “Stop!” and strikes the drum loudly with both hands to match the word.
- Draw attention to the word “Stop!” every time and underline by
 - a) emphasising or obviously stressing the word with your voice
 - b) using obvious body gesture e.g. lean forward, or raise arms up high before bringing them back down on “Stop!”
- Repeat the activity until everybody understands.

Suggestions:

- You could stand around the drum or table.
- You could pause and wait for a child to start the activity by playing the drum – this is effective but only when everybody understands and is confident with the activity.
- Different members of the group in turn could decide when to stop – again this is effective but only when everybody understands and is confident with the activity.
- The length and dynamics of the tapped beats should be varied in order to extend experiences and listening skills and the group’s concentration.



Bang (Taro Taro)

Taro taro taro taro taro ... a ... Bang!

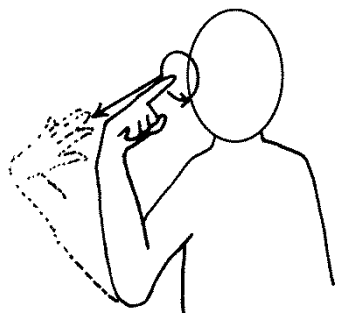
Taro taro taro taro taro ... a ... Bang!

Taro taro taro taro taro ... a ... Bang!

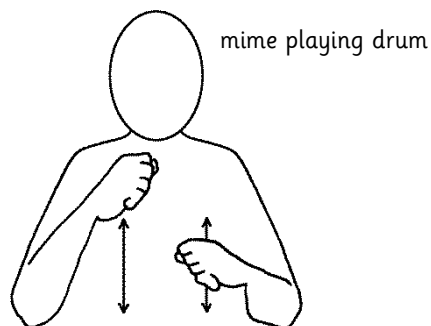
Repeat as necessary



Makaton Signs



loud



to play a drum



Makaton Symbols



loud



to play a drum



Goodbye

Using Makaton

- Start and finish each singing session with Hello and Goodbye.
- Practice fingerspelling so you are confident signing names.
- Although we have used letter names here, remember that the phonetic sound of the letter could also be used.

Aims:

- Self-awareness
- Awareness of others
- Indicate 'finishing' and 'ending' (see below)

Equipment:

Symbol card

Guidance:

- Everybody – children and adults – sit in a circle.
- Sing the verse to individuals, changing the name in every verse.

Suggestions:

- Precede the song "Goodbye" with an activity where every child has an instrument e.g. the song "Quietly Play". Everybody to keep hold of their instrument at the end of the activity and then,



Different Coloured Hats

when singing the song “Goodbye” to the individual, they place the instrument in the ‘finishing box’.

- When using the song “Goodbye” at the end of the day, the individual’s coat can be fetched or worn whilst singing.
- This song can be used to say goodbye to the whole group (e.g. “to everyone ”) without using individual names.

Further Advice:

Some children with autistic tendencies will want to finish straight away after singing their ‘verse’, without waiting for other children’s turn. Therefore it might be beneficial to sing “Goodbye” to a child with autism last of all.



Goodbye

Goodbye, goodbye, goodbye,
Goodbye, goodbye, goodbye,
To Jack, to Jack
Goodbye, goodbye.

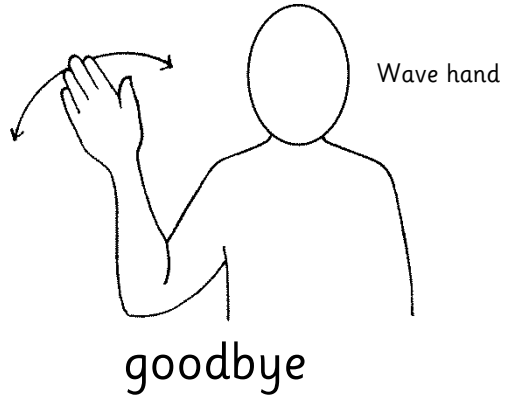
Goodbye, goodbye, goodbye,
Goodbye, goodbye, goodbye,
To Laura, to Laura
Goodbye, goodbye.

Goodbye, goodbye, goodbye,
Goodbye, goodbye, goodbye,
To Alister, to Alister
Goodbye, goodbye.

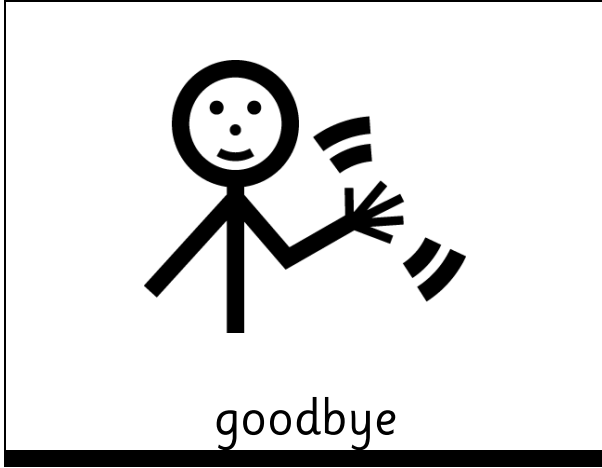
Repeat as necessary



Makaton Signs



Makaton Symbols



Different Coloured Hats



About The Makaton Charity

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

- provides training to 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 The Charity's national network of over 1,000 licensed Makaton tutors and trainers, over 30,000 parents, carers and professionals receive Makaton training each year. The cascade approach enables the Charity to share knowledge and offers a sustainable model for empowering others to improve communication for all.

Learn Makaton

The Makaton Charity is responsible for developing and sharing the Makaton Language Programme. It is our aim to make sure that as many people who need to use Makaton can.

The Makaton Charity has over 1,000 licensed Makaton Tutors and Trainers across the UK, delivering training to over 30,000 parents, carers and professionals every year.

Different Coloured Hats

There is a tutor network across the UK which means you can access Makaton training near you and have a local support network.

The best way to learn Makaton is to attend a workshop. It means that you learn with other people, share your experiences, receive feedback on your signing and symbol work and enables you to practice with others. It also gives you the opportunity to meet and build a relationship with a Makaton Tutor, who can help and support you in the future.

There are a range of workshops available which are designed to meet the level of training that you need; whether you are just starting out, progressing to a more advanced level or aiming to become a Makaton Tutor or Trainer.

All Makaton training provides you with information about what Makaton is and how it can be used in different settings. You also learn signs and symbols from the Core Vocabulary to an appropriate level. The Core Vocabulary has the signs and symbols needed for everyday communication.

Makaton training is available in English and in Welsh and the Core Vocabulary resources are also available in the Welsh language.