



## Scheme of work: Component 1 – Style

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Step up to English is made up of two components. For component 1 (literacy), students attempt two topics. For component 2 (creative reading and writing), students attempt one topic.

Each externally-set NEA is supported by a scheme of work, which is designed to provide some teaching ideas/suggested activities. It is not prescriptive and teachers are encouraged to adapt the material so it is appropriate and engaging for the students they teach.

This scheme of work covers Style, a theme for component 1 (literacy). It can be used with students working at Silver step and Gold step.

To find out more about our Step up to English specification, visit [aqa.org.uk/5970](https://aqa.org.uk/5970)

## Component 1 (literacy)

### Theme: Style

The scheme of work is organised to reflect the [scope of study](#) containing:

- reading and comprehension
- writing
- spoken language

### Unit overview

Specification content	AOs to be assessed	Suggested resources
<ul style="list-style-type: none"><li>• Take part in group discussions and make an individual presentation.</li><li>• Read a selection of non-fiction texts</li><li>• Use the text to learn how to:<ul style="list-style-type: none"><li>• infer</li><li>• comment on language and structure</li><li>• evaluate ideas</li><li>• express personal preferences.</li></ul></li><li>• Learn how to plan, write, edit and proofread a piece of informative writing (script, article).</li></ul>	<ul style="list-style-type: none"><li>• AO1 - Read and understand a range of texts: identify and interpret explicit and implicit information and ideas.</li><li>• AO2 - Explain and comment on how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support views.</li><li>• AO4 - Evaluate texts and support this with appropriate textual references.</li><li>• AO5 - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Fashion Revolution</a> website for material, worksheets, PowerPoints and videos.</li><li>• Fashion research books</li><li>• Internet access</li><li>• Student's favourite piece of clothing</li><li>• Fact sheets (see suggested resources)</li><li>• Posters (see suggested posters)</li><li>• Instructions for dyeing clothing</li><li>• Article/blog about upcycling/repurposing clothes</li><li>• Vlog script</li><li>• Videoing facility</li><li>• Craft products for repurposing clothes/mood boards (optional)</li><li>• Clothing to upcycle/repurpose (optional)</li></ul>

	<ul style="list-style-type: none"><li>• AO6 - Use vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</li><li>• AO7 - Demonstrate presentation skills.</li><li>• AO8 - Listen and respond appropriately to spoken language, including to questions and feedback on presentations.</li><li>• AO9 - Use spoken English effectively in speeches and presentations.</li></ul>	
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## 1.1 Reading and comprehension

AO	Suggested lesson sequence and activities
AO1	<p><b>The first 3 lessons focus on how fashion has changed through time.</b></p> <p><b>Lesson 1 Read and understand a range of texts</b></p> <p><b>Starter:</b> Tell students that they're going to be studying fashion style. Remind students that fashion is not only unique to an individual but also to a period in time. Play a game in which students try to guess the era that an outfit was fashionable in. You may like to write the dates you're looking for on the board and ask students to respond in pairs by recording their guesses on mini whiteboards. You may like to use <a href="#">quiz example 1</a> or <a href="#">quiz example 2</a> to help create the game.</p> <p>Alternatively, if students have access to individual devices, they may like to take the <a href="#">'Which Fashion Decade Do You Belong In?'</a> quiz.</p> <p><b>Activity:</b> Put students into small groups of 3 or 4 and give them a laptop, fashion research books and an A3 recording sheet. Tell students that each group is going to become an 'expert' on a different fashion era. The era could range from 1900-present day (but avoid the 1960s as this is covered in the NEA task). Pose a number of questions (such as those below) and ask students to discuss them, research their responses and note them onto their A3 sheet.</p> <ul style="list-style-type: none"><li>• What was the fashion for women during your period? Think clothes, shoes, hair, accessories...</li><li>• What was the fashion for men during your period? Think clothes, shoes, hair, accessories...</li><li>• What fabrics were used?</li><li>• Can you find some pictures of the typical fashion?</li><li>• Why was that fashion popular? Was there any outside influences eg music, film, actors/actresses, money?</li></ul> <p>Alongside books and their own internet research, students may find these resources on the history of fashion helpful for reference: <a href="#">Fashion history: 1400s to 2000s</a>, <a href="#">Fashion History 1900 – 1970</a> and <a href="#">A brief story of the evolution of fashion</a></p>

AO	Suggested lesson sequence and activities
AO5	<p><b>Lesson 2 Organise information and ideas</b></p> <p><b>Starter:</b> Create a fashion PowerPoint that has a presentation error on each slide. For common presentation errors, try looking at <a href="#">Worst presentation slides ever</a>, <a href="#">Bad PowerPoint example</a> or <a href="#">How not to use a PowerPoint</a>. As you reveal each slide, ask students, in pairs, to identify what they think the error is and how it could be rectified. Ask different pairs to share their ideas with the group.</p> <p><b>Activity:</b> Students should move back into their groups from lesson 1. Ask students, as a team, to use the research from the day before to construct a PowerPoint presentation about their fashion era that they can share with the rest of the group. The presentation must end with a true/false quiz based on the information they have given, to check the knowledge and understanding of their audience. Remind students to share roles (eg each take responsibility for typing a slide, agreeing the format, agreeing the information included and checking SPaG).</p> <p>Once students have typed up their PowerPoint they should use the remaining time to practise their presentation for the following lesson.</p>
AO7	<p><b>Lesson 3 Demonstrate presentation skills</b></p> <p><b>Starter:</b> Play the <a href="#">Spoken Language game</a> to help students learn to speak more fluently and learn to avoid:</p> <ul style="list-style-type: none"> <li>• <b>Hesitation</b> – an unintended pause for more than two seconds</li> <li>• <b>Elision</b> – slurring sounds together eg going to = gonna</li> <li>• <b>False Start</b> – beginning with an utterance/extended pause</li> <li>• <b>Filler</b> – exchanging words for sounds eg emm, uhh, ahhh</li> </ul> <p><b>Activity:</b> Students return to their groups from lesson 1 and 2 to present their PowerPoint about their fashion era to the group. Thinking about the starter activity, students in the audience should peer assess each other's spoken language performance. You may wish to ask particular students to watch and feed back on the performance of a specified student. It may be helpful to structure peer feedback using a <a href="#">Spoken Language Feedback sheet</a>. The audience will require mini whiteboards to help them answer the true/false quiz at the end of the presentation.</p>

AO	Suggested lesson sequence and activities
AO5	<p><b>For the next 3 lessons students focus on their own fashion style.</b></p> <p><b>Lesson 4 Planning a piece of writing</b></p> <p><b>Starter:</b> Ask students to bring in their favourite fashion item (clothing, footwear, accessory).</p> <p>Watch a <a href="#">Fashion Love Story</a>.</p> <p>In pairs, ask students to share their fashion item and explain to a partner why they love it. Choose some pairs to explain their partner's fashion item and what they have learnt about why their partner loves it.</p> <p><b>Activity:</b> Ask students to draft a piece of writing about their favourite fashion item. They should think about:</p> <ul style="list-style-type: none"><li>• What their item is?</li><li>• Where they wear it?</li><li>• What they wear it with?</li><li>• Why they love it?</li><li>• Where they had it from?</li><li>• Who they wear it with?</li><li>• When they bought it?</li></ul>

AO	Suggested lesson sequence and activities
AO6	<p><b>Lesson 5 Writing a piece of original writing</b></p> <p><b>Starter:</b> Put students into pairs or small groups. Give them either a Silver (<a href="#">Fashion love poem</a>) or Gold (<a href="#">Fashion love story</a>) piece of writing, but cut up into paragraphs or lines. The love poem/story may need differentiation depending on the reading ability of your students.</p> <p>Ask students to read each paragraph and put the poem/story in a logical order.</p> <p>Once the groups have established their order, watch either the Silver <a href="#">Fashion love poem</a> or Gold <a href="#">Fashion love story</a>. Students can then check if they got the sequence(s) right. This could also lead to a consolidation of punctuation, differentiated to meet the level that students are working towards eg full stops, capital letters, exclamation marks, question marks, commas.</p> <p><b>Activity:</b> Tell students about the <a href="#">Fashion Revolution challenge</a> p5-6.</p> <p>Ask students to complete the challenge by producing a piece of original writing using their draft ideas from the previous lesson. This should take the form of either a short poem or a more extended piece of writing such as a love letter to their favourite fashion item.</p> <p>You may need to provide a WAGOLL (What A Good One Looks Like).</p> <p>For the Silver love poem, you may like to specify a poetry style, depending on students' ability. Try <a href="#">Nine different types of poetry</a> or <a href="#">Types of poetry</a> to explain the differences in form and style.</p> <p>For the Gold extended piece of writing, you may like to produce a writing scaffold.</p> <ul style="list-style-type: none"> <li>• Introduce item and describe it.</li> <li>• Explain where it came from.</li> <li>• Explain why you wanted to have it in your wardrobe.</li> <li>• Explain where you have worn it and why.</li> <li>• Explain its qualities (including bad ones) and why you love them.</li> <li>• What will happen to the item of clothing in the future.</li> </ul>

AO	Suggested lesson sequence and activities
AO1	<p><b>Lesson 6 Comprehension</b></p> <p><b>Starter:</b> Put students into learning pairs or groups and play 'If this is the answer, what is the question?' Examples could include:</p> <ul style="list-style-type: none"> <li>• <b>A:</b> It's blue. Possible questions students may ask are: What is your favourite colour? What colour are your favourite jeans? What colour is the sea?</li> <li>• <b>A:</b> Because it was in the sale.</li> <li>• <b>A:</b> I can't remember.</li> <li>• <b>A:</b> I like the pattern.</li> <li>• <b>A:</b> Silk.</li> </ul> <p>Reassure students that there is no wrong question, as long as it could evoke that answer.</p> <p><b>Activity:</b> Ask students to swap their Fashion love poem/story from the previous lesson. Students read each other's piece of writing and then answer a set of comprehension questions, for example:</p> <ul style="list-style-type: none"> <li>• What item is the person writing about?</li> <li>• What colour is the item?</li> <li>• Where did they get the item from?</li> <li>• How long have they had the item?</li> <li>• Identify a positive quality about the item.</li> <li>• Identify a negative quality about the item.</li> <li>• Do you think it would be an item you would like to own? Explain your answer.</li> </ul>



AO	Suggested lesson sequence and activities
AO2	<p><b>The next 4 lessons focus on the impact of 21st century fast fashion on the environment.</b></p> <p><b>Lesson 7 Presentational devices</b></p> <p><b>Starter:</b> Put students into pairs and ask them to match presentational devices used in non-fiction texts to their meanings. Use <a href="#">example 1</a> sheets 'Do now HA' or 'Do Now LA' as guides.</p> <p><b>Activity:</b> Ask students to use a presentational devices chart, such as <a href="#">example</a> on pdf p2 to record the different devices used by the factsheets and what effect each device has on the reader. <a href="#">Factsheet example 1</a>, p16, <a href="#">Factsheet example 2</a> or <a href="#">Factsheet example 3</a>, p2 or 3</p> <p>As an extension piece, students may like to write a paragraph about how the factsheet(s) uses presentational devices to attract the reader.</p>
AO5	<p><b>Lesson 8 Creating factsheets</b></p> <p><b>Starter:</b> Play 'Two truths and one lie'. Students must think up two things, based on style/fashion, that are true and one thing that's a lie. Students take it in turns to reveal their three 'facts' and the rest of the class must vote on which they think is the lie eg 'I like to wear jeans'. 'I have a leather jacket'. 'I shrunk my favourite jumper in the wash'.</p> <p><b>Activity:</b> Explain that students are going to create their own factsheet, using the examples from the previous lesson and their knowledge of presentational devices to support them. They must research at least five key facts about 'fast fashion' and then present them in an eye-catching and persuasive manner. Students may like to do this by hand or using a computer programme.</p> <p>Useful resources for fast fashion facts are: <a href="#">Oxfam fast fashion article</a>, <a href="#">Second hand September</a>, <a href="#">Nine scary facts about fast fashion</a>, <a href="#">Fast fashion facts infographic</a></p>

AO	Suggested lesson sequence and activities
AO1	<p><b>Lesson 9 Comprehension and inference</b></p> <p><b>Starter:</b> Put students into small groups/pairs and tell them that they're going to watch a clip about <a href="#">the life cycle of a t-shirt</a> or any other fast fashion based clip. Once they've watched the clip, ask them a series of questions about it. You could differentiate by making it multiple choice. You may want to play the video more than once if students are struggling to answer the questions. Groups swap answers and mark each other's work. Then swap back.</p> <p>Suggested questions for <i>The Life Cycle of a T-Shirt</i>:</p> <ol style="list-style-type: none"> <li>1. How many t-shirts are bought and sold globally each year? A – 2 billion.</li> <li>2. Name one country that produces/grows cotton. A – America. China. India.</li> <li>3. What is the name of the machine that separates the freshly picked cotton balls? A – Gin.</li> <li>4. How much water is needed to produce an average t-shirt? A – 2, 700 litres.</li> <li>5. What percentage of cotton produced is organic? A – 1%.</li> <li>6. Name one country that has the facilities to spin cotton. A – China. India.</li> <li>7. What is the name of the ropes of yarn cotton is twisted into? A – Slivers.</li> <li>8. Name two countries that sew t-shirts. Bangladesh. China. India. Turkey.</li> <li>9. Name one problem that textile workers face. A – Low wages. Poor working conditions.</li> </ol>

AO	Suggested lesson sequence and activities
	<p>10. Name two things we can do to lessen our clothing impact on the environment.</p> <p>A - Buy second hand. Buy clothing made from recycled materials. Buy clothing made from organic materials. Wash our clothes less. Line dry our clothes. Donate our clothes. Recycle our clothes. Re-use our clothes.</p> <p><b>Activity:</b> Students should complete their factsheets from the previous lesson and then devise a true or false quiz for their peers based on that information. Gold students can also be challenged to pose and respond to inference based questions. Students swap their work to complete the quiz and then swap it back for the original student to mark the quiz.</p>
AO4	<p><b>Lesson 10 Personal opinion</b></p> <p><b>Starter:</b> Play Taboo. Tell students that they are going to a Swish clothes swap event. They must describe an item of clothing they want to swap without using that word (it's taboo). This could work as a whole class, a smaller group, teams or pairs. The others must guess what their item of clothing is.</p> <p>If students are unsure what a Swish event is, they may find it useful to watch a <a href="#">swishing clip</a>.</p> <p><b>Activity:</b> Students should be given a Swish event poster. Different students can analyse different posters or more than one poster. For example, <a href="#">Swish poster 1</a>, <a href="#">Swish poster 2</a></p> <p>They should then answer questions that elicit a personal response (both to content and presentation) that link back to the text. For example:</p> <ul style="list-style-type: none"> <li>• Would they like to go to the event? Explain their answer.</li> <li>• What do they think is good about the event? Explain their answer.</li> <li>• What don't they like about the event? Explain their answer.</li> <li>• What do they like about the presentation of the poster? Explain their answer.</li> <li>• What do they dislike about the presentation of the poster? Explain their answer.</li> <li>• Based on the previous lessons, will they choose to reduce their fashion consumption? Explain their answer.</li> </ul>

AO	Suggested lesson sequence and activities
AO1	<p><b>For the next 5 lessons students will focus on sustainability, exploring how we can extend the life of our clothes.</b></p> <p><b>Lesson 11 Exploring using dyes</b></p> <p><b>Starter:</b> Ask students to <a href="#">think, pair and share</a> some ideas about how they could extend the life of their clothes. Feed these ideas back on a class spider diagram.</p> <p><b>Activity:</b> Tell students that a popular way of extending the life of clothes is to dye faded clothes different colours. Share with them some simple and plain instructions for dyeing a shirt. You could use, <a href="#">watercolour your favourite blouse</a> or <a href="#">three ways to tie dye</a> as a guide to writing them. You'll need to label these instructions with numbers prior to the lesson, drawing attention to some key features eg heading, sub-heading, picture, bullet points, equipment, logo. Ask students to either match a description with a number (Silver) or write a description for each number (Gold).</p> <p>Then move students into groups, and ask them to think about ways to improve the presentation of the instructions, using what they learnt in lesson 7. This may include: changing fonts/font sizes, spacing, pictures, adding sub-headings, simplifying instructions, adding bullet points, making the heading bold. As an extension, students could then produce a new set of instructions based on those ideas.</p> <p>If possible, students should read and follow some dyeing instructions to revamp a piece of clothing they bring in from home or to dye a pair of white socks, a bandana, bag etc.</p>

AO	Suggested lesson sequence and activities
AO1	<p><b>Lesson 12 Exploring inference</b></p> <p><b>Starter:</b> Explain to students that they're going to be studying inference. Think, pair and share a definition of inference but try to arrive at a definition close to:</p> <p><i>'When a conclusion is reached on the basis of evidence and reasoning.'</i></p> <p>Then watch a video about fashion, for example <a href="#">Loved clothes last</a>.</p> <p>Ask students to think in pairs/small groups about their responses to inference based questions as they watch. For example, for <i>Loved Clothes Last</i> you might ask:</p> <ul style="list-style-type: none"> <li>• <b>Evidence</b> – What is the background like in the beginning? <b>Reasoning</b> – What does this suggest?</li> <li>• <b>Evidence</b> – What colour is the girls dress at the start? <b>Reasoning</b> – What does this suggest?</li> <li>• <b>Evidence</b> – What happens to the weather? <b>Reasoning</b> – Why do you think the weather has changed and what does that weather suggest?</li> <li>• <b>Evidence</b> – What happens to the girl's outfit? <b>Reasoning</b> – What does that suggest?</li> <li>• <b>Evidence</b> – What comes out of the girl's mouth? <b>Reasoning</b> – What can you infer from that?</li> <li>• <b>Evidence</b> – What happens to the girl when she falls on the bed? <b>Reasoning</b> – What can you infer from that?</li> <li>• <b>Evidence</b> – What happens to the girl at the very end? <b>Reasoning</b> – Why do you think that happens?</li> <li>• <b>Evidence</b> – What happens to the background at the end? <b>Reasoning</b> – Why do they reveal it's a set?</li> </ul> <p><b>Activity:</b> Present students with an article or blog about how to upcycle/repurpose clothes. You may need to differentiate a real life source, such as <a href="#">Six easy ways to upcycle old clothes</a>, <a href="#">Nine ways to reuse your old clothes</a> or <a href="#">15 upcycled clothing ideas you'll actually want to wear</a> for your article, depending on your students' reading ability. Pose a question about the article that requires them to find evidence eg What's the easiest way to upcycle/repurpose your clothes? What're the cheapest ways to upcycle/repurpose your clothes? What's the quickest way to upcycle/repurpose your clothes? Then ask students to use reasoning to explain the evidence eg What does this suggest?</p> <p>If possible, students should read and follow some instructions to revamp a piece of clothing they bring in from home. Ideas could include: <a href="#">weave a t-shirt</a>, <a href="#">sequined hoodie</a>, <a href="#">kurta into shrug</a>, <a href="#">make a patch 1</a>, <a href="#">make a patch 2</a> or <a href="#">Iron on transfer</a></p>

AO	Suggested lesson sequence and activities
AO6	<p><b>Lesson 13 Creating a script</b></p> <p><b>Starter:</b> Present students with a vlog script using the correct format, using either the interactive white board or paper. Incorporate common SPaG errors that the group are making. In pairs or small groups, give the students five minutes to identify and correct the errors. They may use a dictionary if they are unsure. Feed back onto the board.</p> <p><b>Activity:</b> Watch a vlog about upcycling clothes, such as <a href="#">How to dip-dye ombre shirts</a>, <a href="#">How to tie-dye t-shirts</a> or <a href="#">T-shirt weaving</a>.</p> <p>Tell students that they're going to use one of the upcycling ideas as inspiration to turn the blog/article from the previous lesson into a TikTok video, beginning by writing a script. Students may use your WAGOLL on the board or may find this scaffold helpful:</p> <p><b>Step 1</b></p> <ul style="list-style-type: none"> <li>• What's the purpose of this video?</li> <li>• What's your video topic?</li> <li>• Who's your audience?</li> <li>• What action would you like your viewers to take?</li> </ul> <p><b>Step 2</b></p> <ul style="list-style-type: none"> <li>• Start writing your video script with your 'story' outline. Try writing your script using five sentences, one for each paragraph.</li> </ul> <p><b>Step 3</b></p> <ul style="list-style-type: none"> <li>• Flesh out your story.</li> </ul> <p><b>Step 4</b></p> <ul style="list-style-type: none"> <li>• Find a way of ending your video such as directing them back to your Instagram/Twitter/website.</li> <li>• Remind them to leave you a comment if they liked your video.</li> </ul> <p><b>Step 5</b></p> <ul style="list-style-type: none"> <li>• Check SPaG.</li> </ul> <p><b>Step 6</b></p> <p>Check:</p> <ul style="list-style-type: none"> <li>• Is this script likely to achieve its goals?</li> <li>• Will the audience understand it?</li> <li>• Is it written in a way that the audience will like?</li> <li>• Does the script get your key message across?</li> <li>• Does it tell a story logically?</li> </ul>

AO	Suggested lesson sequence and activities
AO2	<p><b>Lesson 14 Analysing the effect of language</b></p> <p><b>Starter:</b> Play a game of Connections, either as a whole class or in groups. Nominate a student to suggest a word related to the topic of style/fashion (eg 'boots'). You follow this with a word that is related (eg 'leather'.) The next student says a word connected to the previous word (eg 'cow') and so on. Players take turns. They're allowed thinking time, but can be challenged by any other player to explain the connection between their word and the previous word.</p> <p><b>Activity:</b> Remind students that, for their TikTok video to be successful, they'll need to be very careful in their choice of language in order to persuade an audience to subscribe, leave a positive comment, share a link to their page or to follow them. Ask students to complete their drafts and then swap them with another student (or work alongside them) to identify words that could be improved. Jot them down and explain the impact of changing them eg to be more exciting, persuasive, intriguing etc.</p> <p>If possible, students should record their TikTok video to include their upcycling demonstration.</p>
AO5	<p><b>Lesson 15 Planning a fashion show outfit</b></p> <p><b>Starter:</b> Play a game of Odd One Out. In pairs/small groups ask students to identify (from a set of pictures) which is the odd one out. For example, blue boot, blue sunhat, pink swimsuit, blue trunks, blue sunglasses? (clue: there may be more than one).</p> <p><b>Activity:</b> Explain to students that, using the ideas they've experimented with/studied over the course of the topic, they're going to create their own design for a fashion show. The items must include upcycled/repurposed items of clothing. Students should present a picture of their design. Students may like to begin with a <a href="#">mood board</a>. When they move onto designing their outfit, they may like to use a clothes bank template, such as <a href="#">templates 1</a>.</p> <p>Remind students that next to each item (top, bottom, footwear and accessory) they should explain:</p> <ul style="list-style-type: none"> <li>• item name and fabric made from</li> <li>• colours chosen and why</li> <li>• repurposed method chosen and why</li> <li>• what makes each item special</li> </ul> <p>If possible, students should have the opportunity to physically create all or part of their outfit.</p>

AO	Suggested lesson sequence and activities
AO8	<p><b>For the remaining lessons, students bring together all they've covered so far in preparation for the spoken language task.</b></p> <p><b>Lesson 16 Interview with a 'fashion designer'</b></p> <p><b>Starter:</b> Display a picture from a fashion show on the board such as one of the pictures from <a href="#">The Paper Fashion Show</a>. Ask students to write down as many questions about the picture as they can. They may like to do this in pairs/small groups. Feed them back onto the board. Highlight open-ended question stems that're useful for interviews.</p> <p><b>Activity:</b> In pairs, tell students that they're going to take the role of both interviewer and fashion designer (they will swap roles, so they have the opportunity to experience both roles). The interview will be for either the school magazine or a fashion magazine.</p> <p>Give students five minutes to jot down a set of questions. You could stipulate one question for each question word (Who? Why? When? Where? What?) They may also use the question stems from the starter activity to help them.</p> <p>In pairs, students conduct their interviews based on their fashion design concepts from the previous lesson.</p>



AO	Suggested lesson sequence and activities
AO8	<p><b>Lesson 17 Preparing for the spoken language task</b></p> <p><b>Starter:</b> Play ‘Silent Instructions’ with students in pairs. One receives an instruction and must convey this to their partner without speaking or writing. For example, ‘stand up and walk two steps then jump’, or ‘say ‘Hello’ then write your name’. Explain that listening to each other and cooperating with each other will be very important within the lesson.</p> <p><b>Activity:</b> Tell students that, having had the opportunity to research and try out different ways of upcycling/repurposing clothing, as well as designing their own outfit, they’re going to have the opportunity to showcase their talents in a school fashion show.</p> <p>Assign students into groups and ask them to agree on:</p> <ul style="list-style-type: none"> <li>• ideas and suggestions for the different clothing collections</li> <li>• the different roles they’ll need to run the fashion show</li> <li>• the actions to follow the meeting eg budget, equipment, time.</li> </ul> <p>Feedback ideas to the whole class.</p> <p>Use this as an opportunity to complete the spoken language comment box on page 5 of the NEA for stage 1. Ensure you provide some context for the task, link your annotations to the AOs and note some key contributions that the students have made.</p>
AO5	<p><b>Lesson 18 Preparing for the spoken language task stage 2</b></p> <p><b>Starter:</b> Watch a video about good and bad public speaking examples, such as <a href="#">Good vs bad public speaking</a>, or dos and don'ts for presentations, such as <a href="#">Dos and don'ts in making presentations more effective</a>, depending on what your students find the most challenging. Feed back the ideas onto the board, as a record for the lesson.</p> <p><b>Activity:</b> Tell students that they’re going to use the advice from the video to prepare their own speech/presentation showcasing their ideas for the fashion show, or, alternatively, why they don’t want a role in the fashion show. You could provide a scaffold for students to follow. Presentations could take the form of a PowerPoint, slideshow or flash cards. Students may require additional time to complete and edit their speech/presentations.</p>

AO	Suggested lesson sequence and activities
AO7, AO8 and AO9	<p><b>Lesson 19 Delivering the presentation</b></p> <p><b>Starter:</b> Ask students to recall some key skills that they will need to deliver their presentations effectively. Then watch <a href="#">Make Your Audience Listen</a> and ask students if there're any skills that they have missed.</p> <p><b>Activity:</b> Students will deliver their presentation to the class, a smaller group or individually to an adult. (PowerPoint /slideshow/prompt cards).</p> <p>Use this as an opportunity to complete the spoken language comment box on page 5 of the NEA for the Stage 2 part of the task. Ensure you provide some context for the task, link your annotations to the AOs and note some key contributions that the students have made.</p>

### 3.1.3 Spoken language

#### *Cross-curricular links*

- **Art:** Creating mood boards. Designing outfits for a catwalk
- **Science:** Chemicals - creating dye. Experimenting with creating natural dyes and colour variations using different mordants.
- **Drama:** Fashion show.
- **Design Technology:** Repurposing outfits using different methods.
- **Geography:** Locating different places that materials come from in the fashion industry. Impact on the oceans and microplastic from the fashion industry.
- **History:** Research fashion through time. The different influences. The 'hidden' meaning of clothing.
- **RE:** Moral choices - poverty in clothing production / working conditions in fast fashion production.

#### *Suggested field trips*

- Trip to a fashion show
- Trip to a second-hand shop
- Talk from a recycling plant
- Talk from fast fashion stores
- Talk from a second-hand store