

# Clothes: Teacher's topic guide

## God is Provider Year 2

### Spiritual Awareness

God promises to provide for our material needs. He cares and provides for His children as a shepherd cares and provides for His sheep. He provides for all our needs. Jesus told us not to worry about food or clothes. Some people have plenty of good clothes but still worry about how they look in their clothes. Everyone has to decide how Jesus would want them to dress.

### Our response to 'God is Provider'

Because God is a Loving Provider I will...

- Thank God for the things He provides
- Thank my parents for the things they provide
- Share with others the things that God has provided.

### Key Questions

How does God provide clothes for me?

Who buys clothes for me?

How should I take care of my clothes and shoes?

What kinds of clothes do I need?

When do I need to get new clothes?

Why should I thank God for providing clothes for me?

What would I do if my parents do not have enough money to buy clothes for me?

### Bible stories and passages

Matthew 6:28 - And why do you worry about clothes? Look at the flowers in the field. See how they grow. They don't work or make clothes for themselves.

Exodus 16, 17 - God provided for the children of Israel in the desert.

Deuteronomy 29:5 - During the forty years I led you through the desert, your clothes did not wear out, nor did the sandals on your feet.

John 10:1-18 - The Good Shepherd. He provides for us.

Psalms 23 - The Lord is my shepherd.

### Bible verses

Isaiah 40:1 He feeds His flock like a shepherd.

John 10: 3 -The sheep hear His voice as He calls his own sheep by name

John 10:7 – Jesus said, “I am the Good Shepherd who is willing to die for the sheep.”

Psalms 23:1 - The Lord is my shepherd. I have everything that I need.

### Outcomes

Students will

#### *Knowledge*

- understand how clothing is made
- identify natural and man-made materials
- identify fabrics from which clothes are made
- understand how fibres and fabrics are made
- explain the difference between a fibre and a fabric
- explain properties of fibres and fabrics

### *Skills*

- classify clothes according to season or purpose.
- observe pattern and design in clothing
- develop creativity in fabric and clothes design
- design experiments to test the properties of fibres and fabrics
- predict results of experiments
- record result

### *Values*

- appreciate that God has provided for us through the creation
- appreciate the need to care for our clothes
- display curiosity and interest in working with fibres and fabrics

### **Activities**

- Collect and classify pictures of clothing, e.g. for different types of weather.
- Provide clothes for dress ups; set up a clothing shop where students can “buy” clothes.
- Collect fibres and fabrics.
- Collect pictures of clothing from different countries and compare.
- Classify clothing according to seasons and purpose. Decide why some fabrics are better for cold weather and others for hot weather.
- Classify clothing or fabrics according to pattern.
- Use senses to classify fabrics according to texture, colour, thickness.
- Examine and compare samples of different materials e.g. wool, cotton, synthetic.
- Classify fibres and fabrics according to whether they are from natural or man-made materials
- Classify clothing or fabrics according to the source material.
- Make a collage using different types of fibres and fabrics.
- Research the processes involved in making fibres and fabrics from natural materials.
- Compare cotton wool with cotton fabric and discuss how the fabric is made.
- Devise experiments to test properties of fibres and fabrics, e.g. strength, flammable or not flammable; absorbs or repels water; frays when cut
- Record results of experiments in table form.
- Make a fibre.
- Make a fabric.
- Make a garment, e.g. from paper / plastic bags
- Discuss care of clothing.
- Discuss the reasons for wearing uniforms.

### **Assessment**

Are children able to classify the fibres and fabrics using their senses?

Are children able to sort fibres and fabrics into categories?

Are children able to make accurate observations and record these carefully?

What have the children learned from the study of fibres and fabrics...

- about God and the Bible?
- about doing what God wants me to do?

### **Learning Connections**

**English:** Write about favourite clothes; poems and stories about clothes

**Make-your-own book:** Clothes

**Art:** collage with textiles

**Mathematics:** thread classification: long and short; thick and thin

# Values education Year 1

## God is Provider

### Thankfulness

God has given us so much. He wants us to be thankful to Him for all that He provides.

#### Thankfulness is...

- Saying thank you
- being grateful for what I have
- being content, and not wanting what others have
- being happy with my life

#### Activities

1. Make a list of things you are thankful for.
2. Now make a list of the things you can't see, like sight, hearing, family etc.
3. What are the three most important things you have been provided with?
4. What are some of the things you could do without?
5. Which of the following would you be most thankful for? Give each one a score: 5 for very important...1 for not so important. Show the results in the form of a graph.

food  
shelter  
love  
family  
having lots of money  
having an expensive car  
good friends  
Jesus  
good looks  
being very intelligent  
being good at sport

5. Write a prayer of thanks to God for all that He has given you, and for all that He has done for you.

#### What does the Bible say about thankfulness?

Psalm 100:4 Enter His gates with thanksgiving.

Colossians 3:15 Be thankful.

Luke 17: 11-19 Jesus healed the ten. Only one returned to thank Him.

Psalm 95:2 Let us come before Him with thanksgiving.

1 Thessalonians 5:18 Give thanks in all circumstances.

Exodus 20:17 Do not want the things that belong to your neighbour.

# Play reading

## What Shall I Wear?

Number of characters: 2

### Mum

Hurry up and get dressed, Betty. We're leaving in ten minutes.

### Betty

I like the week-ends because I don't have to wear my school clothes, but trying to decide what to wear is SO difficult. I wish I had more new clothes. My friends have far more clothes than I have...and they have all the latest fashions. I just can't find anything in my wardrobe that I'd like to wear today!

"Mum, what shall I wear?"

### Mum

"How about your yellow dress."

### Betty

No. I can't wear that. I wore that last week. I suppose this blue one with flowers on it will have to do. That reminds me. I read a story about flowers in the Bible last night. Jesus was on a mountain telling the people about the beautiful clothes God gave flowers to wear...all different colours. Flowers don't have to worry about what they wear because God always provides for them. And Jesus said that God cares about me far more than He cares about flowers.

"Sorry for complaining about my clothes, God."

### Betty

Mum. I'm ready."

*God is Provider*

**Character development/value:** thankfulness

Why worry about clothes? Look at the wild flowers grow; they do not work or make clothes for themselves. But I tell you, not even King Solomon with all his wealth had clothes as beautiful as one of these flowers. Won't God be able to provide clothes for you?" Matthew 6:28-30

# Art Year 1

## God is Provider

### Topic: Clothes

**Biblical connection:** God loves and cares for me. He provides the things I need. He provides clothes, food, shelter, friends and family to care for me.

**Bible story art as a wall display:** Jesus said, “Don’t worry about clothes. Look at the birds and flowers, how God takes care for them.” Matthew 6:28

#### 1. Threads and textiles

- Explore fabrics: pull threads to see how fabric is made
- Simple over and under stitching activities on pieces of cardboard with pre-punched holes
- Explore different types of threads: knot them together

#### 2. Collage

- Prepare a range of pre-cut small pieces of fabric of different colours and patterns. Collage activities can be combined with drawing.  
Ask students to:
- Make a collage using different fabric pieces. They can also add other collage materials such as feathers, pop sticks, paper shapes, cotton wool, string or wool.
- “Dress” an outline of a human figure by sticking on pieces of fabric as clothing.

#### 3. Modelling with clay or dough

Preparation: Provide each student with a cut-out 2D doll figure, (cardboard or thick paper). Then say:

- “Make your clay into a flat pancake”. (They use a rolling pin, or pat flat with hands.)
- “Now Use a plastic knife to cut shapes from your pancake. The shapes will be the clothes to “dress” your paper doll”.

#### 4. Painting

Use the topic of “clothes” to help the students to explore pattern and colour. Show them different types of fabric, with different prints, and with different colours. Discuss types of designs, such as spots, dots, stripes, flowers, leaves, animal designs. Discuss bright, light and dull colours in clothing. Discuss how do make a bright colour lighter, (adding white), and how we make a bright colour dull, (adding black but not too much.)

Ask students to

- Paint a “dotty” picture
- Paint a “stripy” picture
- Paint a flower pattern
- Paint a picture using bright / light / dull colours.

#### 5. Drawing

Allow the students to experiments with a range of drawing materials such as pencils, crayons, pastels, felt pens. Continue the colour and pattern theme inspired by examples of clothing fabrics.

Ask students to:

- Draw your family dressed up for a special event.

- Draw yourself in your favourite clothes.
- Design a pattern for a piece of fabric
- Draw a person in patterned clothes.
- Draw clothes, colour them with patterns, cut them out and make a washing line.



### 6. Printing

Provide the stamp pad made in the “Myself” topic. Provide pieces of fabric that can be scrunched up in balls to make stamps. Provide cotton wool balls and cotton buds.

Ask students to:

- Make a stamped picture using the materials provided.

# Practical Science Year 1 God is Provider

## Topic: Clothes - Properties of fibres and fabrics

Make a list and test different types of fibres and fabrics:

Jute (string)

Wool

Cotton

Nylon

Note that some fabrics are knitted and some are woven. Knitted fabrics stretch but woven fabrics usually do not stretch.

### Properties to test:

How does it feel? (rough, smooth, hard, soft, crinkly)

How does it look? (shiny, dull)

How does it smell?

How well does it absorb water?

How hard is it to pull apart? (fabrics)

How hard or easy is it to break? (fibre / thread)

Can it stretch?

Can you see through it?

### Record results

Make a table.

#### Fabrics

	feel	look	smell	other
Wool knit				
Wool cloth				
Cotton knit				
Cotton cloth				
Nylon				

#### Threads

	Thick or thin	Strong or weak	Rough or smooth	other
Wool				
string				
Cotton				
Nylon				

Student book for illustrating on next page

# Clothes

God provides everything I need.



When it is hot I wear cool clothes.

When it is cold I wear warm clothes.

On school days I wear school clothes.

On Saturday I wear my play clothes.

On Sunday I wear my best  
clothes.

At night I wear pyjamas.

Clothes are made from fibres.

Cotton fibres come from  
cotton plants.



Wool fibres come from  
sheep's wool.

Some fibres are made from plastic. These are made into synthetic cloth like nylon.

This is how clothes are made:  
First the fibres are made into  
thread.

Second, the thread is made into cloth.

Third, the cloth is cut into shapes and put together by sewing.

Jesus said, “Look at the flowers. They do not make clothes for themselves. God gives them clothes.”

The petals are the clothes.  
God gives me clothes to wear  
too.

When I grow out of my clothes Mum gives them to children smaller than myself. Sometimes I wear clothes that others have grown out of.



# Words to learn:

clothes	shapes
cool	cotton
cold	wool
school	sheep
wear	together
Saturday	themselves
Sunday	sewing
night	plastic
pyjamas	synthetic

# Picture collection

