

Unit 13

Getting started

- How do you relax?
- What do you enjoy doing?
- What have you enjoyed doing this week?
- What makes you laugh?
- What are you looking forward to at the moment?
- Do you have any fun plans?

Skills

- Can you learn how to have fun?
- What creative skills do you enjoy?
- Do you have a fun skill you can tell us about and share next time?
- Do you know any jokes? Do you enjoy telling jokes?

The local area

- What fun things can you do locally?
- What free fun activities are there locally?
- What do local people do in their free time?

Around the UK

- What hobbies have you seen people doing in the UK?
- What different fun things can you do in the city/countryside?
- Have you done anything fun in the UK that you hadn't done before?
- Have you had any good, bad or funny surprises about life in the UK?

Around the world

- Tell us about fun activities you know in other parts of the world.
- Are there any places around the world you think are particularly fun or relaxed?

Having fun!



Useful apps and websites

- www.citizensadvice.org.uk/housing/problems-where-you-live/
- www.gov.uk/how-to-resolve-neighbour-disputes
- <https://asbhelp.co.uk/noisy-neighbours-noise/>
- Local council and community websites for social and community events.

Taking the topic further

- Organise a community party or event at your centre.

Social / Community

- If you are having a party where you live, how do you approach this with your neighbours?
- Mapping the local area – what's interesting, useful, fun or free?

Our rights and responsibilities

- Can jokes be offensive?
- What does the council noise team do?
- Are there different norms around fun in different parts of the world?

Personal view

- What has made you laugh since you came to the UK?
- Can you tell us a funny story?
- What English words or phrases do you find funny?
- What is your view on 'too much fun'?

Having fun!

Unit 13



Introduction to the topic

This topic has the potential to go in many different directions! Participants will find out what fun means to each other. They may also discover shared enthusiasms.

Session ideas at a glance

Welcome	If required, participants sign in or you record attendance on a register.
Opening chat/ circle time	Introductions for anyone new. General chatting. Anything to follow up or report back on from the previous session? Any news from anyone?
Getting started	<p>Remind/tell participants what the topic of the session is: Having fun!</p> <p>Choose one or more warm up activities linked to the topic. See next page for ideas on using a picture pack.</p> <p>Ask some questions to get the conversation started and find out which aspects of the topic participants are most interested in talking about. (See mind map and next page for ideas).</p>
Conversations	<p>Plan to have 2 or 3 main conversations linked to this topic, possibly with supporting activities. See next page for ideas for:</p> <ul style="list-style-type: none">• Skills: Tongue Twisters• Our rights and responsibilities: Noisy Neighbours <p>If you have a large group, and participants divide into small groups or pairs for each activity/conversation, finish each of these with the whole group reporting back and maybe discussing their ideas further together.</p>
Closing chat/ circle time	<p>Feedback about today's topic and conversations.</p> <p>Discuss any ideas for any follow up action or research for taking the topic further, e.g. discuss the topic more, visit some local free places that participants know about or may enjoy, invite participants to bring in something to show or demonstrate linked to something they enjoy.</p> <p>Share ideas and agree the main topic for the next session.</p> <p>Any reminders or important dates/events coming up? This is a good opportunity to share any flyers or Facebook pages relating to fun local events.</p>

Level of English: Questions and activities can be adapted to different levels. Everyone can enjoy tongue twisters. For lower level learners, just choose some of the shorter, simpler ones with the purple text. Use the images first to help everyone understand the key words. Funny stories and jokes work better with higher levels. For the noisy neighbours activity, beginners can practise how to speak to a neighbour and make a polite request in a friendly way. Higher levels can practise negotiation and explanation skills.

Things to consider:

- Social media 'ideals' of having fun can be difficult for people who are isolated or depressed.
- Noisy neighbours are a common problem, whether music, parties or DIY. In flats without good sound insulation, even normal day-to-day noises can cause problems. Some participants may have had upsetting experiences with neighbours. If they choose to share these, the group can give reassurance and respond. If appropriate, use role play to explore real incidents in more detail.

Getting started

Resources and preparation: Collect your own images or photos showing people having fun in a lot of different contexts and settings for the picture pack, or print/project the images. If you have access to technology, you could access them via a tablet.

Here are some suggestions of things to do with pictures:

- Ask everyone to say the word that first comes into their head when they see the picture. Try not to repeat the same word.
- Ask participants to suggest titles for the pictures.
- Everyone picks one picture to talk about, saying why they chose it and how it makes them feel.
- Talk about contrasts in the 'Having fun' pictures, e.g. hot/cold, indoors/outdoors, active/relaxing, solitary/sociable and find out about everyone's personal preferences.

Skills: Tongue Twisters

Resources and preparation: Print tongue twisters and pictures and cut them up. (Be selective about which one you use, especially for lower levels. You can also spread them over more than one session).

- Start by checking participants understand what '*tongue twister*' means. You can demonstrate one. Ask participants if they have tongue twisters in their languages. Invite a few to demonstrate and explain what they mean.
- Ask the participants to match the pictures to the tongue twisters which will help them make sense of the key words (no need to understand everything as they don't actually make much sense!) If you don't have printing facilities, you can write a few on a flipchart or access them on tablets.
- Start by practising slowly. Some participants may like to read them aloud, others (especially any who are new to reading and writing) can just listen and repeat. Then go as fast as possible. Participants can do this in groups or pairs.
- If participants have smart phones, encourage them to take photos of the tongue twisters so they can practise at home. This would make a good warm-up activity for the next session.

Our rights and responsibilities: Noisy Neighbours

Resources and preparation: You (or someone in the group) could look at the council's noise team webpage, read up and report back on the advice. Print or project the **Noisy neighbours: OK or not OK? (Discussion cards)** – one set for each group. For higher level groups, Print or project the **Noisy neighbours: What would you do? (Discussion cards)** – one set for each group.

- Start with a general question about noisy neighbours and participants can share any personal experiences if they wish to.
- For **OK or not OK?** participants put the individual cards face down, take it in turns to pick one up, read it aloud and say what they think – is it: *OK or not OK?* Everyone can contribute to each scenario. You can adjust the number of questions to the level of the participants.
- For higher level learners, follow this up with the **What would you do?** activity. Project or give a copy to each group and encourage them to discuss what they would do for each of the **OK or not OK?** scenarios.
- **Role play 1: Negotiation with a noisy neighbour** This works best if it is based on someone's real experience, so ask if anyone is happy to share a true story. Make sure everyone is clear about the facts and agree the goal of the negotiation. The role play works best if pairs try it in front of others, who then comment and make suggestions. The same role play can then be done several times with different approaches and outcomes.
- **Role play 2: Tell your neighbour about a party you are planning** This time, participants get the opportunity to negotiate before the noisy event.

Having fun!

Getting started: Picture pack

Unit 13

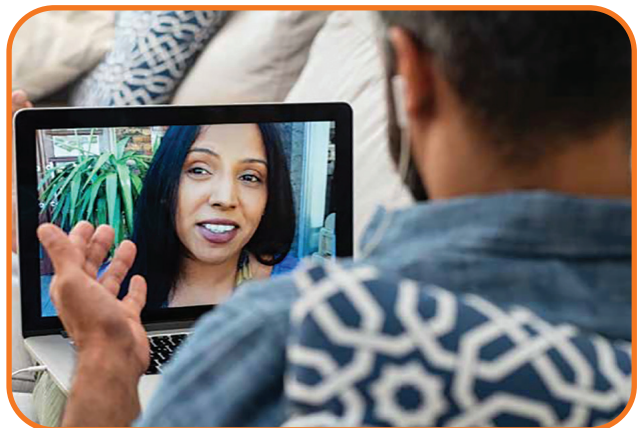


Images: Copyright Helen Rankin

Having fun!

Getting started: Picture pack

Unit 13



Images 1,2 and 3: Unsplash.com Images: 4,5, 6, 7 and 8 – New to ESOL picture pack



Truly rural.

(3 times)



Rolling red wagons.

(3 times)



She sees cheese.

(3 times)



Red lorry, yellow lorry.

(3 times)



A proper copper coffee pot.

(3 times)



A big black bug snoozed
on a big black rug.



Fred fed Ted bread,
and Ted fed Fred bread.



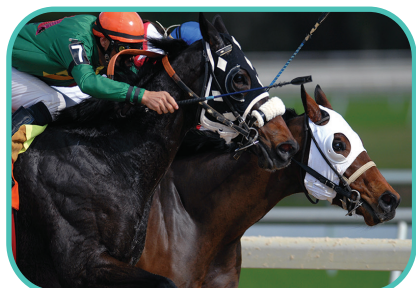
I saw a kitten
eating chicken
in the kitchen.



How much dew
does a dewdrop drop,
if dewdrops do drop dew?



How much wood
could a woodchuck chuck,
if a woodchuck
could chuck wood?



Wonwon was a racehorse.
Tutu was one, too.
Wonwon won one race.
Tutu won one too.



Swan swam over the pond,
Swim swan swim!
Swan swam back again -
Well swum swan!



She sells seashells on the seashore. The shells that she sells are seashells, I'm sure.



Around the rugged rocks the ragged rascal ran.



Peter Piper picked a peck of pickled peppers.
If Peter Piper picked a peck of pickled peppers,
Where's the peck of pickled peppers Peter Piper picked?



How much ground would a groundhog hog, if a groundhog could hog ground?
A groundhog would hog all the ground he could hog, if a groundhog could hog ground.



Betty Botter bought some butter but she said the butter's bitter.
If I put it in my batter it will make my batter bitter.
So, she bought some better butter, better than the bitter butter and she put it in her batter and her batter was not bitter.

Noisy neighbours:

OK or not OK? (Discussion cards)

Your neighbour is deaf.
She has the TV on very loud every evening.

Your neighbour plays loud music until 2am
at the weekends.

You invite 20 people for a special party.
At 10pm your neighbour knocks on your door
and complains about the noise.

Your downstairs neighbour complains about
children running, playing and dropping things
in your flat.

Your neighbour's child got a drum kit for their
12th birthday. They play it a lot!

Your neighbour's baby regularly cries all night.

Your neighbour's child loves football and
practises in the corridor outside your flat.

What would you do? **What would you not do?**

- Wear ear plugs.
 - Do relaxation exercises to help you ignore it.
 - Ask your neighbour to be quiet between certain times.
 - Ask your neighbour to put a rug on their floor.
 - Get revenge – start to make noise!
 - Write a letter to your neighbour.
 - Contact your neighbour's landlord.
 - Call the council's noise team.
 - Call the police.
 - Ask for mediation.
-

What would you do? **What would you not do?**

- Wear ear plugs.
- Do relaxation exercises to help you ignore it.
- Ask your neighbour to be quiet between certain times.
- Ask your neighbour to put a rug on their floor.
- Get revenge – start to make noise!
- Write a letter to your neighbour.
- Contact your neighbour's landlord.
- Call the council's noise team.
- Call the police.
- Ask for mediation.