

# Unit 4

## Getting started

- Are you a creative person? What do you like making?
- Can you tell the group about any creative traditions you enjoy?

## Skills

- What creative skills do you have (e.g. cooking, sewing, painting, basket making, music, woodwork etc.)?
- What skills would you like to improve?

## The local area

- What cultural activities are there in your area? (music, art, film, celebrations etc.)
- Do you participate? Why / why not?
- What creative activities are there for children in your area?

## Around the UK

- How would you describe British culture?
- What are the cultural differences across the UK?

## Around the world

- What are the cultural differences between where you live now and other parts of the world you know?
- What are the cultural practices from around the world that you like?

# Culture and creativity



## Useful apps and websites

- [www.etsy.com](http://www.etsy.com)
- <https://pixabay.com/> for copyright free images
- [www.nationalgeographic.com/travel/travel-interests/arts-and-culture/style-culture-fashion-around-world/](http://www.nationalgeographic.com/travel/travel-interests/arts-and-culture/style-culture-fashion-around-world/)

## Taking the topic further

- Try a new creative activity in the class, e.g. painting, storytelling or printing.

## Social / Community

- Can you make a poster or flyer to advertise a creative activity in the local area?
- Would you like to organise a trip to a place of interest in the community with your class?

## Our rights and responsibilities

- Do you have a responsibility to adapt to a new culture when you move countries? Why / why not?
- Does everyone have a right to practise their culture? What are the limits?

## Personal view

- How have your cultural practices changed from when you were young?
- Do you feel able to continue your cultural practices here in the UK?

# Culture and creativity

## Unit 4

### Introduction to the topic

This is a rich and interesting topic, providing a lot of opportunities for participants to share information about cultures, traditions, creativity and personal skills.



### Session ideas at a glance

<b>Welcome</b>	If required, participants sign in or you record attendance on a register.
<b>Opening chat/ circle time</b>	Introductions for anyone new. General chatting. Anything to follow up or report back on from the previous session? Any news from anyone?
<b>Getting started</b>	<p>Remind/tell new participants what the topic of the session is: <b>Culture and creativity</b>.</p> <p>Choose one or more warm up activities linked to the topic. See next page for ideas on using handmade/crafted objects with question prompts for lower level participants.</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>
<b>Conversations</b>	<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"><li>• <b>Skills: I can ....</b></li><li>• <b>Around the world: How people dress</b></li></ul> <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>
<b>Closing chat/ circle time</b>	<p>Feedback about today's topic and conversations. Discuss ideas for any follow up action or research, e.g. visiting a local gallery, museum or craft centre, inviting someone in to demonstrate a craft or talk about local museums and galleries, the group making a display at the centre.</p> <p>Share ideas and agree the main topic for the next session. Any reminders or important dates/events coming up?</p>

**Level of English:** The **Around the World** section is more suited to higher levels; however, lower levels can be included through use of own language to share ideas.

### Things to consider:

- This unit requires a lot of objects or images. If you can, print and laminate the images to re-use and/or share with volunteers. Encourage participants to bring in objects or images, too.
- If helpful, encourage participants to use first languages to explore concepts before discussion in English.
- **Getting started:** If possible, use real objects and items of clothing (realia) as well as images. These should reflect a diverse range of cultural influences.
- **Skills:** Include everyday skills as well as more specialised skills to ensure everyone can participate, e.g. cooking; childcare; learning languages; managing money.
- **Around the world:** The activities are focused on discussing clothing and culture. Substitute other cultural activities depending on your group (e.g. art, music, food).
- Some participants may be happy to demonstrate their skills, teach others, do a recital or performance of writing, poetry, dance, music or songs.

## Getting started: Objects (higher levels)

**Resources and preparation:** Bring in a culturally diverse range of handmade/crafted objects, e.g. paintings; greeting cards; pottery; handcrafted wooden furniture or accessories; crochet/knitted items; leatherwork; handmade cakes/sweets; jewellery/accessories; wood carvings; embroidery. Or source images, e.g. from *Etsy*.

- The objects/images can be used for a variety of activities. Participants can:
  - Take turns to pick an object they find interesting or beautiful and say why they chose it.
  - Choose an object (secretly) and describe it. Others guess which it is.
  - Play 20 questions. One person chooses an object. Others ask yes/no questions until someone guesses it, then it's their turn.
  - Choose two objects and talk about similarities and differences.
  - Take an object and discuss using the senses: *It is (colourful/dark/bright) ...; It feels (rough/smooth/cold/heavy), etc.*

## Getting started: Objects (beginners)

**Resources and preparation:** If some participants need help practising questions and they have basic literacy skills, use the handmade/crafted objects/images and project, display, enlarge or print the

**Getting started: Question cards.** Print one set for each pair.

- Participants take it in turns to pick an object and their partner asks them some or all of the questions on the cards. Participants can practise new words and make a record of them.

## Skills: I can ....

**Resources and preparation:**

- **Picture pack: Skills** (add/change pictures to make relevant for group).
- Question cube ((See *English conversation practice toolkit*, Section 3).
- **Skills questions** – project, display or print out questions for each small group/pair.
- Each group spread out their cards from the picture pack. Participants pick 3 cards – a skill they're good at, one they find difficult and one they would like to learn and discuss together.
- Play a variation of *I went to the market* (See *English conversation practice toolkit*, Section 2), e.g. **Person 1:** *I'm Saira. I can sew.* **Person 2:** *I'm Amir. I can fix a computer. Saira can sew.* **Person 3:** *I'm Hoda. I can juggle. Amir can fix a computer. Saira can sew.* ... and so on.
- Ask participants to take turns to be an interviewee. They need to choose a skill they have which they are happy to answer questions about. Participants take turns to throw the question cube and ask a question using the target question word: *Where can I learn to do this? How old were you when you first did this?*

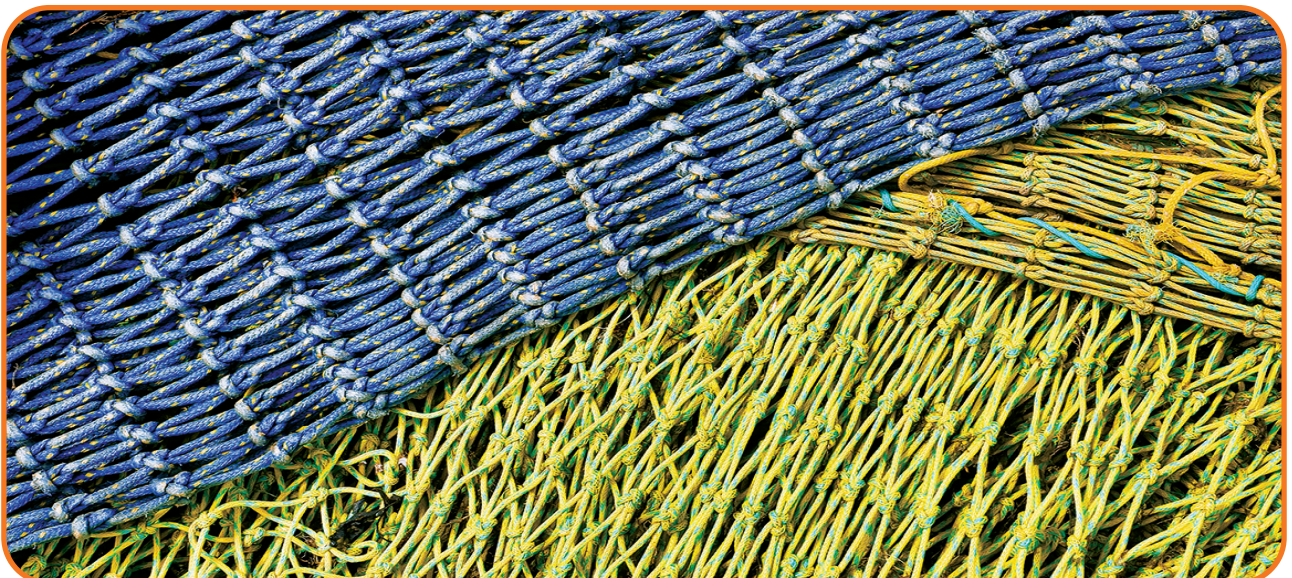
## Around the world: How people dress

**Resources and preparation:** Clothing, picture pack or other representative images of clothing from around the world. Question cards. Collage making materials: fabrics; paper in different sizes and colours; magazines for cutting up; access to internet for printing off pictures; scissors; glue; coloured pens and pencils.

- Make a display of clothing (or display images). Participants select images/ items of clothing that represent their cultural heritage, or somewhere else they have lived. Take time to explore vocabulary related to items (in English and other languages), e.g. colour, fabric, value, use.
- Display the **Around the world** questions around the room on flip-chart sheets. Invite participants to walk around the room and discuss questions that interest them.
- Invite participants to create a poster (or other artefact) representing their cultural heritage. These can be displayed at the centre and used as a focus for further discussion.



**Getting started:** Picture pack - objects



Images 1-3: Unsplash.com





Images 4-6: Unsplash.com

**What's this?**

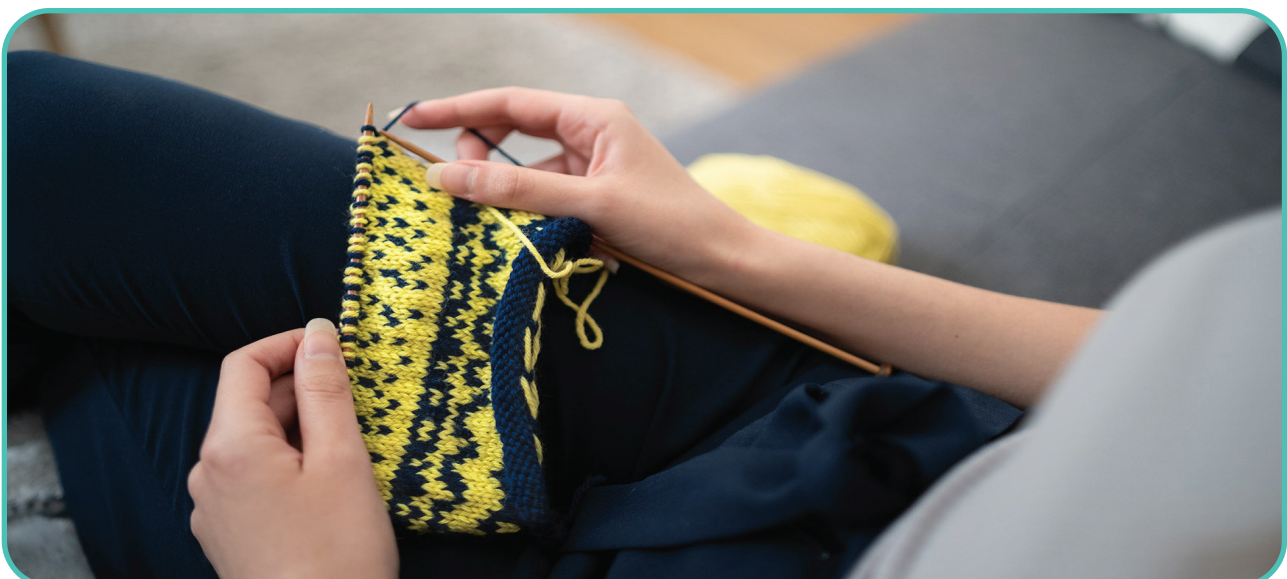
**Where is it from?**

**What's it made from?**

**Do you like it?**

**Can you make this?**





Images 1 and 3: Unsplash.com. Image 2: New to ESOL picture pack





Images 4-6: Unsplash.com





Image 7: New to ESOL picture pack. Image 8 and 9: Unsplash.com





Image 10-12: Unsplash.com



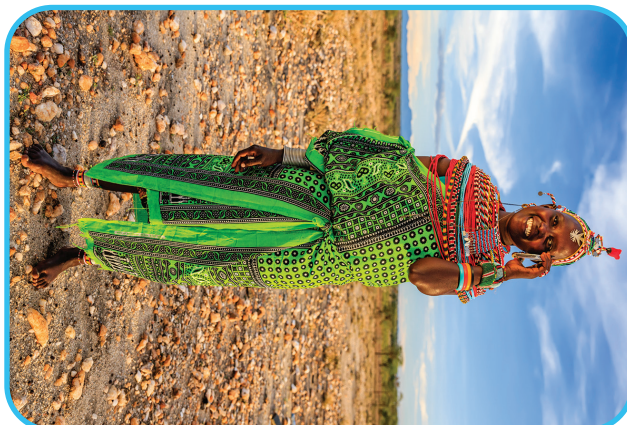


Image 3: Unsplash.com

**What is traditional clothing in your culture like?**

**How has clothing changed over the last hundred years?**

**Do you dress differently from your parents or grandparents? How?**

**What have you noticed about the way people dress in the UK?**