

Unit 6

Getting started

- What does education mean to you?
- Where can learning happen?

Skills

- Are some skills more important than others?
- What are the advantages for adults and children of knowing more than one language?
- What are study skills?
- Can you learn to learn?

The local area

- What different types of classes and education centres do you know about?
- What do you know about applying for places in local schools, colleges or universities?

Around the UK

- What do you know about education for children and adults in the UK?
- What do you want to know?
- Do you know how to get qualifications from other countries recognised in the UK?

Around the world

- What is your experience of education in other places?
- What are the barriers to learning around the world?

Staying safe

- What is safeguarding?

Education and skills



Useful apps and websites

- Local college website
- Local education and training provider websites
- www.gov.uk/browse/education
- Local Authority websites

Taking the topic further

- If your group includes parents of school-aged children, invite a teacher in to talk about schools in the UK.
- Find out about ESOL opportunities in the area.

Social / Community

- What are your top tips about education for someone new to the area?
- How can we support each other's learning?

Our rights and responsibilities

- What do you know about the law and education?
- Do you think people have a right to learn the language of their new country/ community?

Personal view

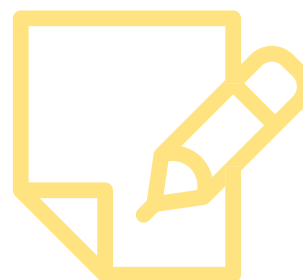
- What do you enjoy learning?
- What are you learning now?
- What do you want to learn next?

Education and skills

Unit 6

Introduction to the topic

This topic provides opportunities for participants to discuss their educational background and skills and consider when, where and how they developed their skills. Participants also discuss learning opportunities in the local area.



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	Remind/tell new participants of the topic for this session: Education and skills . Choose one or more warm up activities linked to the topic. See next page for ideas for: <ul style="list-style-type: none">• Discussing skills• Talking about past learning experiences 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).
Conversations	Plan to have 2 or 3 main conversations linked to this topic, possibly with supporting activities. See next page for ideas for: <ul style="list-style-type: none">• Skills: Top ten tips• Skills: Similarities and differences• The local area: Information sheet 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 further together.
Closing chat/ circle time	Feedback about today's topic and conversations. Discuss ideas for any follow up action or research for taking the topic further, e.g. inviting in a speaker from a local learning provider. Share ideas and agree the main topic for the next session. Any reminders or important dates/events coming up?

Level of English: The activities included in this unit are suitable for all levels and mixed groups, with support provided for activities that require writing.

Things to consider: Some participants may need support with activities that require writing. There is also likely to be a broad mix of educational backgrounds in the group. Some participants may not have had the opportunity to go to school as children. Ensure that all skills and experience are valued through discussing informal learning experiences as well as formal learning.

Getting started: Picture pack

Resources and preparation: Print, project or display images of different skills relevant to your group. (See also Picture pack: Skills). Sticky notes.

- Explain you are going to talk about *education, learning* and skills and check that everyone understands these words.
- Spread out images from the Picture pack. Ask participants to choose one to talk about – prompt questions: *How old were you? Where were you? Who taught you?*
- Elicit the skills that participants have learned throughout their lives. Use the Picture pack to prompt as needed and add more as they come up. Include some entertaining or interesting items as well as more obvious options (*drive, swim, milk a cow, read, catch a fish, juggle*).
- Write each skill on a sticky note - these will be needed for the next activity.
- Display some questions from the mind map for discussion to get the conversation started: *What does education mean to you? Where can learning happen?*

Skills: Top ten tips

Resources and preparation: A3 paper or flip-chart sheets; coloured pens

- Start off with brief discussion about learning English: What do participants find difficult?
- Make a list of issues, then ask the group to come up with suggestions to help others. Make some suggestions to start with e.g. Come to conversation club regularly. What else?
- As a whole group, come up with a list of **10 top tips for learning English**. Make a poster or handout to display in the centre and give to new members.

Skills: Similarities and differences

Resources and preparation: Sticky notes from the Getting started activity.

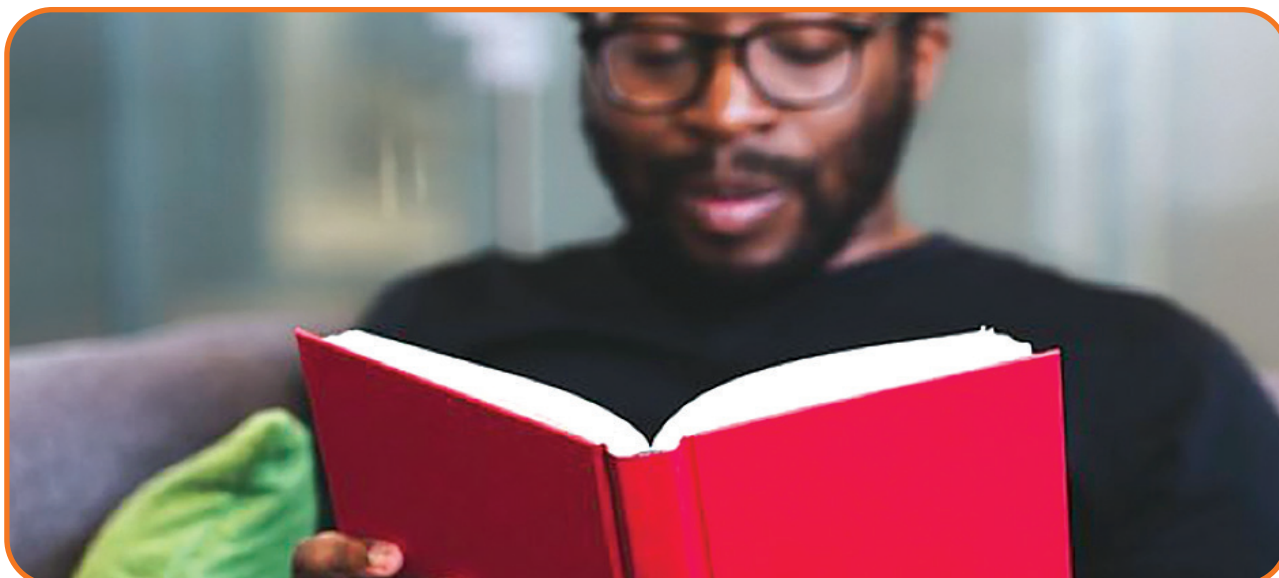
- Discuss the sticky notes and classify the skills according to where they were learned: home, workplace, community, school. (Display the flipcharts with headings or divide a whiteboard into columns.) Add additional skills to sticky notes as they come up.
- During classification, draw out the following: *Which skills are used daily, and which less often? Which skills are useful in the UK? How do we keep our skills? How do we pass skills on? Which are most important for everyday life/work?*

The local area: Information sheet

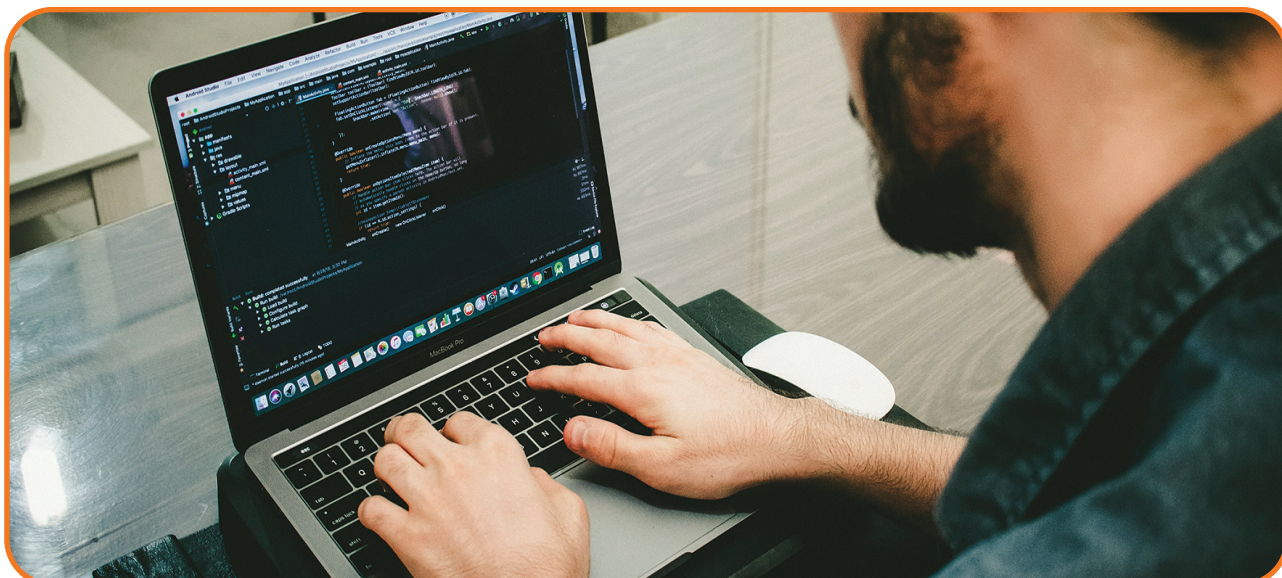
Resources and preparation: Flip-chart sheets. If possible, provide access to laptops and printing.

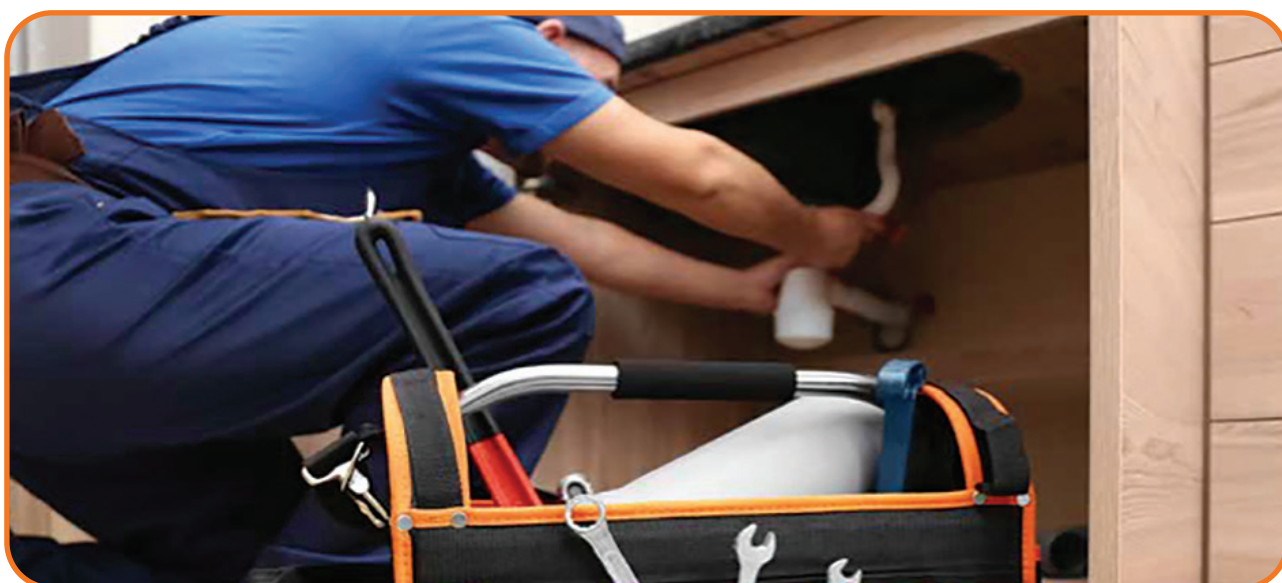
- Enlarge and display some questions from the mind-map, e.g. *What are your education tips for someone new to the area? What different types of classes and education centres do you know about? What do you know about applying for places in schools, colleges or universities? How can we support each other's learning?*
- Participants share their views on what they needed when they first arrived. *Where did they go for help? What would they advise others?*
- Together, research and create an information sheet for someone new to the area. Include details of ESOL classes/contacts; other classes; local schools and colleges; community groups; social groups; interpreting services; advocacy groups in the area.
- Take time to discuss design as well as content, and ensure everyone is involved (allocate tasks: writing content; sourcing images; checking facts such as names and numbers, etc.)

Picture pack: Skills









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