

## Painting peace

### LEARNING OUTCOMES

- I can learn about street art around the world and use what I learn to make connections with my own culture.
- I can discuss street art in my own culture and understand my own cultural identity.
- I can make comparisons between cultures and use my own beliefs and values to improve my cultural knowledge.

### VOCABULARY FOCUS

**calligraphy [n]:** a special style of writing  
**connotation [n]:** an additional meaning or emotion  
**convey [v]:** to communicate ideas or feelings indirectly  
**favela [n]:** a Portuguese word for a slum  
**graffiti [n]:** words or pictures drawn on walls in public places  
**hooked [adj]:** to like something a lot  
**make out [v]:** to understand with difficulty  
**ponder [v]:** to think about something  
**scarce [adj]:** if something is scarce, there is not very much of it  
**verse [n]:** a group of words that form part of a poem or song

### WARMER

**Pin up some examples of street art on the board. In small groups, ask students to discuss the pictures and say whether they like them and why or why not. Have a brief class discussion about students' opinions.**

- 1 Ask students to read the statements and discuss them with their partner. Elicit answers from students in open class when they finish.
- 2a Ask students to read through the text quickly and discuss with their partner what the artists are trying to achieve.

### Answer

Send messages of hope and peace/Students' own answers.

- 2b Students scan the text more carefully and decide who made which statements. Have students work alone before checking their answers with a partner. Finally, check answers as a class.

### Answers

1 Hassani 2 Hassani 3 eL Seed 4 Hassani  
 5 eL Seed 6 eL Seed

- 2c Ask students to read through the statements and decide which is the correct alternative. Elicit answers from the class.

### Answers

1 b 2 b 3 a 4 b 5 a

### Gateway to culture

- 3a Put students in pairs to discuss the questions about street art. Then elicit ideas from the class.

### Answers

Students' own answers.

### PROJECT

- 3b Explain to students that they are going to work in groups to prepare a presentation. They will need Internet access to do their research, and this can either be done in class or at home. Put students into groups of three or four for this activity.

For Step 1, students work with their group to brainstorm different street artists and countries. In Step 2, ask students to choose two street artists from different countries and follow the points for their Internet research to prepare information for their presentation. Try to ensure a good mixture of artists and countries across the class. If working at home, each student can do some individual research and then share their ideas and findings with their group in the next class.

- 3c Once they have gathered the necessary information, students prepare their presentation in class in groups. Allow students to choose how they would like to present their findings. Allow sufficient time for preparation before each group presents their ideas to the class. Encourage them to point out how the two artists' work differs and how these differences reflect their different cultures.