

Graffiti

Topic

Graffiti and Banksy

Learning outcomes

- Use lexis related to graffiti
- Practise reading for gist and for specific information
- Practise speaking skills through a discussion and role play

Age group and level

Aged 13-17 and Adult B1+

Time

105 minutes. This can be done over two lessons.

Materials

- Graffiti student worksheet
- Appendix one Discussion questions -1 set cut up (or 2 or 3 sets for a large class)
- Some copies of Banksy's work to show (these could be on paper or on a presentation).

Introduction

This lesson offers a variety of activities based on graffiti. The warmer introduces the topic and gives the students chance to say what they know about graffiti. There is a quiz about graffiti for students to do in pairs. Then learners read about Banksy and graffiti in the UK, followed by a comprehension exercise and discussion. The lesson ends with a role play where Banksy is interviewed by a journalist.

Procedure

Lesson one (55 minutes)

1. Warmer (10 mins)	<ul style="list-style-type: none"> • Ask learners what connects these words, art; vandalism, paint, wall (graffiti). Give clues if necessary, e.g., 'It's a kind of painting on walls.' 'You usually see this in big cities.' 'It begins with 'G.'. • Next ask students to tell you what they know (if anything) about graffiti.
2. Quiz (15 minutes)	<ul style="list-style-type: none"> • Hand out the quiz to the students. • A higher-level class can do the quiz in pairs. Set a time limit of five minutes then check answers as a class. • With a lower-level class do the quiz as a whole class activity, checking that students understand each question. • Students can then choose the correct option in pairs, and then check the answers as a class. <p>Answers:</p> <p>1a, 2b, 3 all of them, 4c, 5c (the Berlin wall, dividing East and West Germany was demolished in 1989), 6b, 7c</p>
3. Reading (15 minutes)	<ul style="list-style-type: none"> • Write the question 'Is the writer's attitude positive or negative attitude towards graffiti?' • Ask learners to look at the text on their worksheet. • Give the students a time limit of 2 minutes to read the text very quickly and answer the question (answer: positive). • Then ask the students to read the text again more slowly (consulting the glossary where necessary) • Put them into pairs and ask them to make notes saying what the numbers, places and people refer to in the text. Note: This will help them in the next task. • For a lower level class you could write the answers in jumbled order on the board (or show on an data projector if available to save class time) for the students to match. • Pairs compare with another pair before checking answers as a class. • Show some of Banksy's work if available. Ask the students to give each piece a mark out of 10 or think of an adjective to describe each piece. <p>Note: You can find examples of Banksy's work here- www.banksy.co.uk/ or in the links at the end of this lesson.</p>

**4. Comprehension
(15 minutes)**

- Put learners into pairs. Write the following on the board:

A. Numbers: 2009 100 1973 2 million 2003 four 360

B. Places and people: Bristol Banksy Palestine Israel Brad Pitt
Dundee Mike Crilley

- Name each person in a pair even A or B. Tell As they are going to find out what the numbers refer to in the text; Bs are going to find out what the places and people refer to.
- As explain the numbers to Bs. Bs explain the places and people to As. Monitor and support.
- Then get feedback from the whole group.

Answers:
Numbers

2009 – The year of the ‘Banksy versus the Bristol Museum exhibition’.

100 – The number works by Banksy at the Bristol Museum exhibition.

1973 – The year Banksy was (probably) born.

2 million – The money (in dollars) Brad Pitt paid for a Banksy painting.

2003 – Banksy designed an album cover for Blur.

four – The number of times Banksy has refused to do adverts for Nike.

360 – The length of the graffiti wall in Dundee.

Places and people

Bristol – The location of the museum and Banksy’s hometown.

Banksy – The world’s greatest graffiti artist.

Palestine - Banksy painted on the Israeli West Bank Barrier.

Israel – Banksy painted on the Israeli West Bank Barrier

Brad Pitt – He bought a painting Banksy painting for 2 million dollars.

Dundee – The longest legal graffiti wall in the UK is here.

Mike Crilley – He organizes the legal graffiti wall in Dundee, Scotland.

Lesson two (50 minutes)

5. Discussion (20 minutes)

Note: The first 7 questions are more suitable for lower level learners and last 3 for higher levels. So, you can distribute the questions to aid differentiation. If you have a large class make two sets of questions and create more groups.

- Put learners into 5 groups. Tell the groups you are going to give them questions to discuss together.
- Elicit some useful discussion language, if needed (giving opinions, asking for opinions, agreeing and disagreeing).
- Give each group 2 questions to discuss. Monitor and support with language.
- After 2 minutes say 'stop'. Number each group. Tell group 1 to give their questions to group 2. Group 2 give their questions to group 3, etc.
- Groups discuss the new questions. Repeat this process two or three times.
- Make note of any language they need and add it to the board
- Lead a whole group discussion about the topic of graffiti. Nominate learners to get a range of views and adapt your questions to the learner's ability.

6. Role play (30 minutes)

- This is a light-hearted role play where student A is Banksy and B an interviewing journalist. Monitor and support with language at all stages of this activity.
- Divide the class into As and Bs. Put the As together (this could be in several groups) and the Bs together (again, this could be in several groups).
- Ask Bs to only listen. Dictate the following to As: You are Banksy, the world's most famous graffiti artist. You are a very private person who hardly ever gives interviews. Prepare to answer the journalist's questions.

	<ul style="list-style-type: none"> • As only listen. Dictate the following to Bs: You are a journalist working for a magazine. You have the chance to interview Banksy, the world's greatest graffiti artist. Prepare some questions. Remember that Banksy is a very private person who hardly ever gives interviews. • Groups discuss what they will say together and make notes. As will write answers (to questions they imagine the journalist will ask). Bs will write questions. • Prompt them to use their imagination to prepare ideas about family, friends, school, work, his 'message', his money etc if necessary. • Allow 10-15 minutes to prepare then pair up As and Bs. • The pairs conduct the interview role play using their notes as a reference. • Ask one or two pairs to share their role play with the whole group.
7. Useful links and resources	<ul style="list-style-type: none"> • Banksy's website and has pictures and information about him - www.banksy.co.uk • Pictures from the Bristol City Museum exhibition: http://www.theguardian.com/artanddesign/gallery/2009/jun/12/banksy-bristol-art-exhibition?picture=348798024 • Channel 4 news report on Banksy in the West Bank: https://www.youtube.com/watch?v=Ag-iTSQnigY • • 2024 Banksy exhibition in London: https://artofbanksy.co.uk/ • • Website which helps you to create your own graffiti - http://graffiticreator.net/ • • Article about using role-play: https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/role-play

Contributed by

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APPENDIX 1 – Discussion Cut Ups ✂

1. What graffiti have you seen in your town or city?
2. Have you seen any of Banksy's graffiti?
3. Is all graffiti the same? Why / not?
4. What do you like or dislike about graffiti?
5. Is there a place to do legal graffiti in your area?
6. Would you visit a museum to see a graffiti exhibition? Why / why not?
7. What kind of exhibitions have you seen in museums? Which did you like the most?
8. Why do people do graffiti in public places?
9. Do graffiti artists like Banksy have a message?
10. Who should remove illegal graffiti?