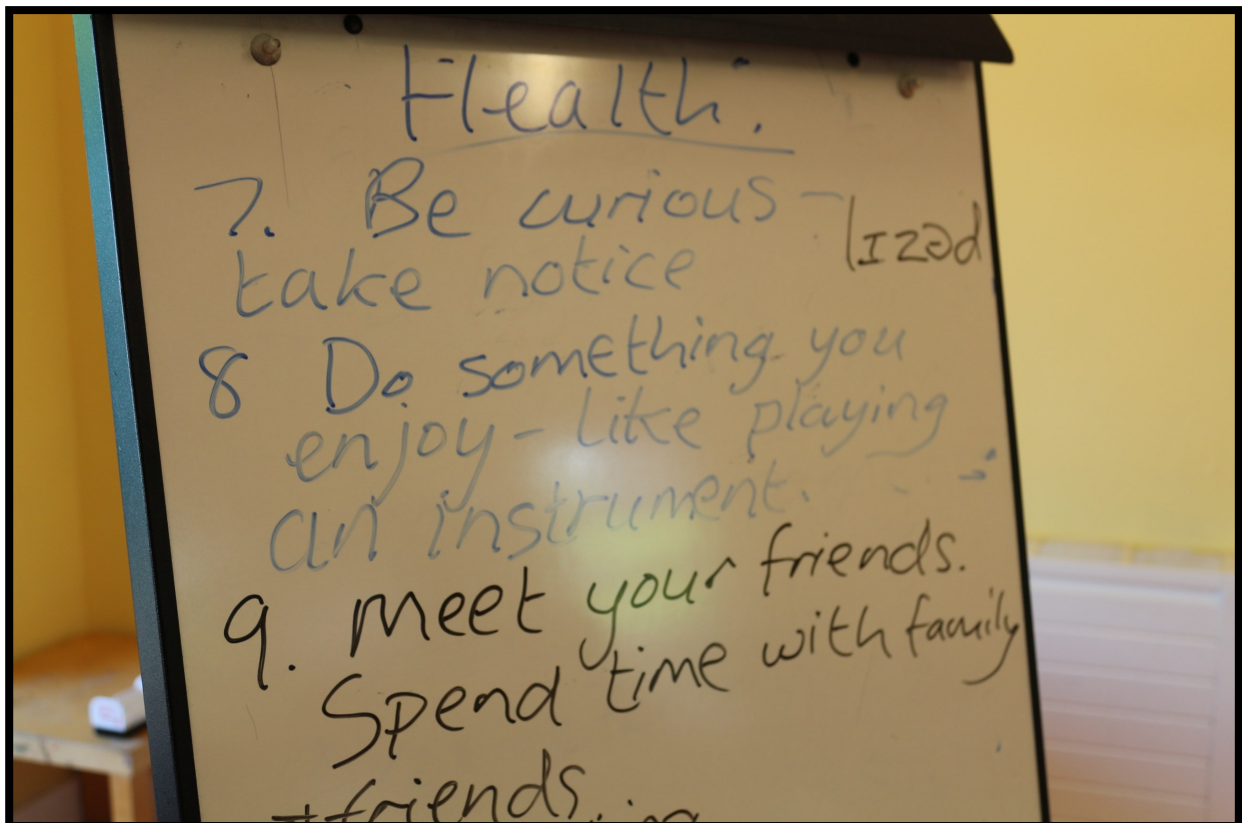


CHILDREN'S CREATIVE LANGUAGE COURSE,

Speciality ESOL in Health Literacy for Families with Children.

Everyday understanding, accessing, and addressing life and health issues.



Introduction

CH-ESOL Health - teaching English competency by Creative Language Course.

The aim was to teach English language skills by basic education program which enables minority children and their families living in Sunderland and the surrounding areas to obtain vocabulary, understanding and knowledge to live better and healthier life. The project was to help parents to gain knowledge about their children's health and acquire relevant information about nutrition, diet, and exercise. To improve their speaking and listening skills, the self-esteem, confidence, strategies for initiating conversation and



keeping conversations going, enabling them for greater integration, interaction and social cohesion within the schools, health settings and communities as well.

This publication captures diversity of students and providing more detailed information on aspects of this project.

Background

This project was provided to give minority families with children a chance to overcome difficulties in communication about general health issues at home, health settings and schools. It was to help them to achieve a better standard of spoken and written English and more confidence. Migrant children and their families face significant challenges when integrating into life in a different country. These difficulties are even greater for people who cannot speak the language, or whose ability to use the language are very limited. Without basic language skills, it is extremely difficult to integrate into society, learn at schools, find friends, talk about their everyday issues, express their health concerns or be able to find a suitable help in the time of need. With the possibility to learn English, concerns become easier to deal with, to express, to understand and positive ability to progress in future. Moreover, the need for this type of project is particularly high as North East has relatively steadily increasing levels of foreign migrants.

Project description

This course was organised by ICOS, and was ran as “ESOL for health”- style sessions. It was divided into weekly, two-hour friendly workshops. Participants were taught the basic vocabulary, definitions, and pronunciations of different health related themes per week, with given instructions how to apply what they have learnt through creative and participatory exercises and activities. Whilst the sessions were space limited, they were always catered to those who needed them and to those who could attend, which worked out well.

The course leaders were: community and participatory artist practitioner and teacher **Anna Glover** and TESOL professional **Terri Oliver**.

What was there to learn?

- How to creatively engage and achieve your best in learning English
- Gain knowledge of and engagement in health and health literacy
- How to keep healthy emotional wellbeing
- How to keep healthy eating (nutrition) as part of a regular lifestyle
- How to keep active and understand disability and ability
- How to and remember why a healthy lifestyle is essential
- Why we fear unknown in learning a new language and how to overcome it
- How to make a healthy lifestyle fun and creative for all ages
- How to have fun!

Lessons featured stories, slideshows, guest speakers, demonstrations, experience talks, songs, jokes, poems, and challenges, adapting the creative activities to language learning needs.

The participants were divided into two groups: adults and children, for the purpose of an effective level of approach.

Those who attended took away with them useful lessons and plans, ready to incorporate them into their daily lives.

Group Work was divided into Themes:

1. Body parts:

The first week was introduced by the basics into how to recognise the body parts and body organs. Body parts dummy were made collectively, with the parts and organs named and written on stickers and placed at the appropriate parts on the mannequin dummy.



2. 1st AID and Emergency Services

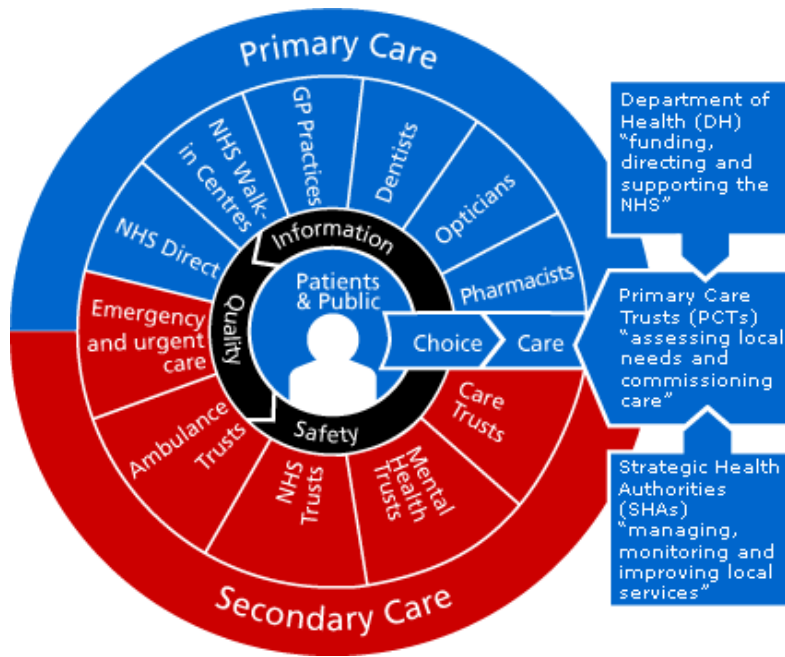


This part of the project was dedicated to discussion about different injuries and accidents; specifically about broken bones, unexpected pains, poisoning, car accidents, work accidents, etc.; watched a short video on mouth to mouth resuscitation; talked about first aid techniques; how to use the First Aid Kit; and when is necessary to dial 999, 112 or 111 for an ambulance or medical advice.



Make an appointment with your GP if you are feeling unwell and it is not an emergency.

3. NHS and Health Services



This lesson was dedicated to understanding the differences between primary and secondary care and about choosing a right service in particular need, providing an overview of the most common services:



Call NHS 111 if you urgently need medical help or advice but it's not a life-threatening situation. You can also call NHS 111 if you're not sure which NHS service you need.



Call 999 if someone is seriously ill or injured and their life is at risk.

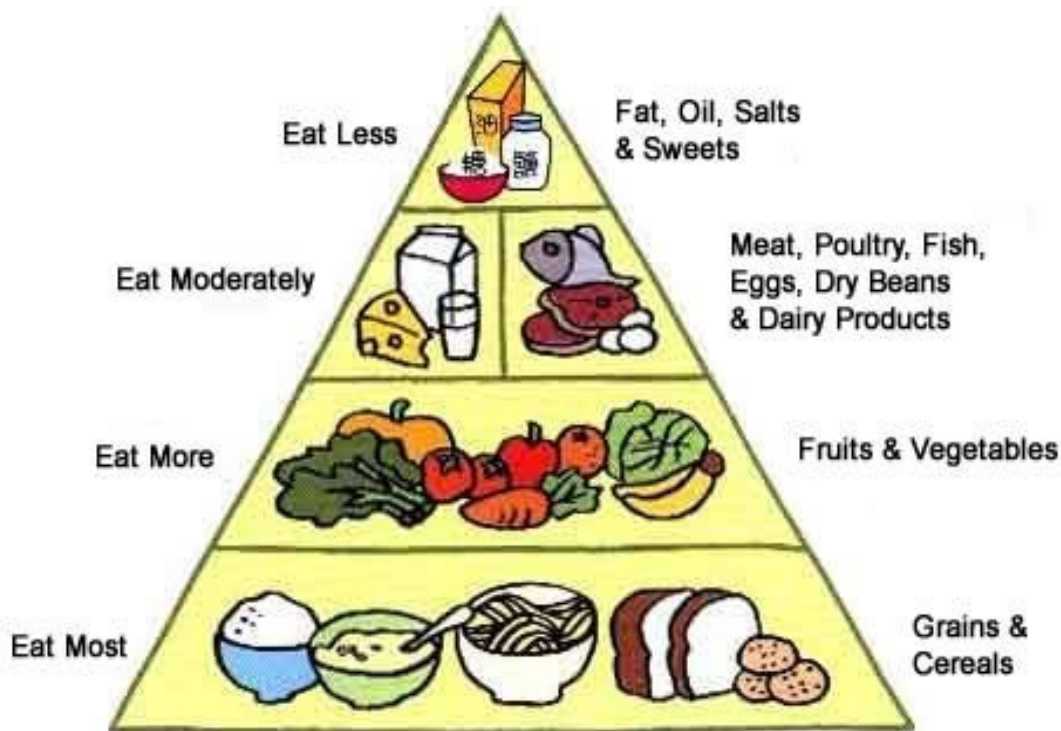


Visit a walk-in centre, minor injuries unit or urgent care centre if you have a minor illness or injury (cuts, sprains or rashes) and it can't wait until your GP surgery is open.



Ask your local pharmacist for advice – your pharmacist can give you advice for many common minor illnesses, such as diarrhoea, minor infections, headache, travel advice or sore throats.

4. Healthy Eating



Eating a healthy and balanced diet plays an essential role in maintaining a healthy weight,

which is an important part for overall good health. Using the food pyramid guidelines,

a healthy, balanced diet was explained, including the debate and creative activities

about separate food groups: carbs, protein, fat, fruits, vegetables, sweets and variety

of drinks; the portions sizes and how to nourish the body for optimum body and dental health.

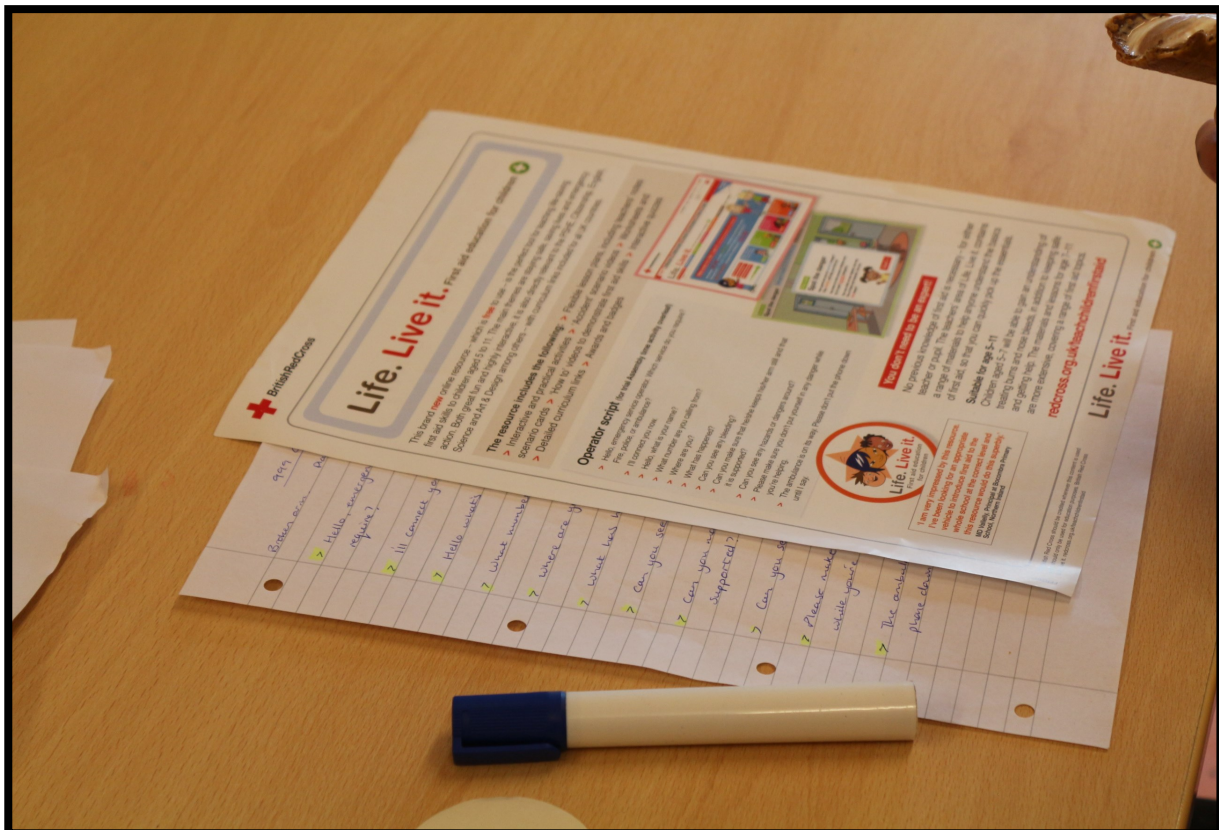


5. Leisure and Activities

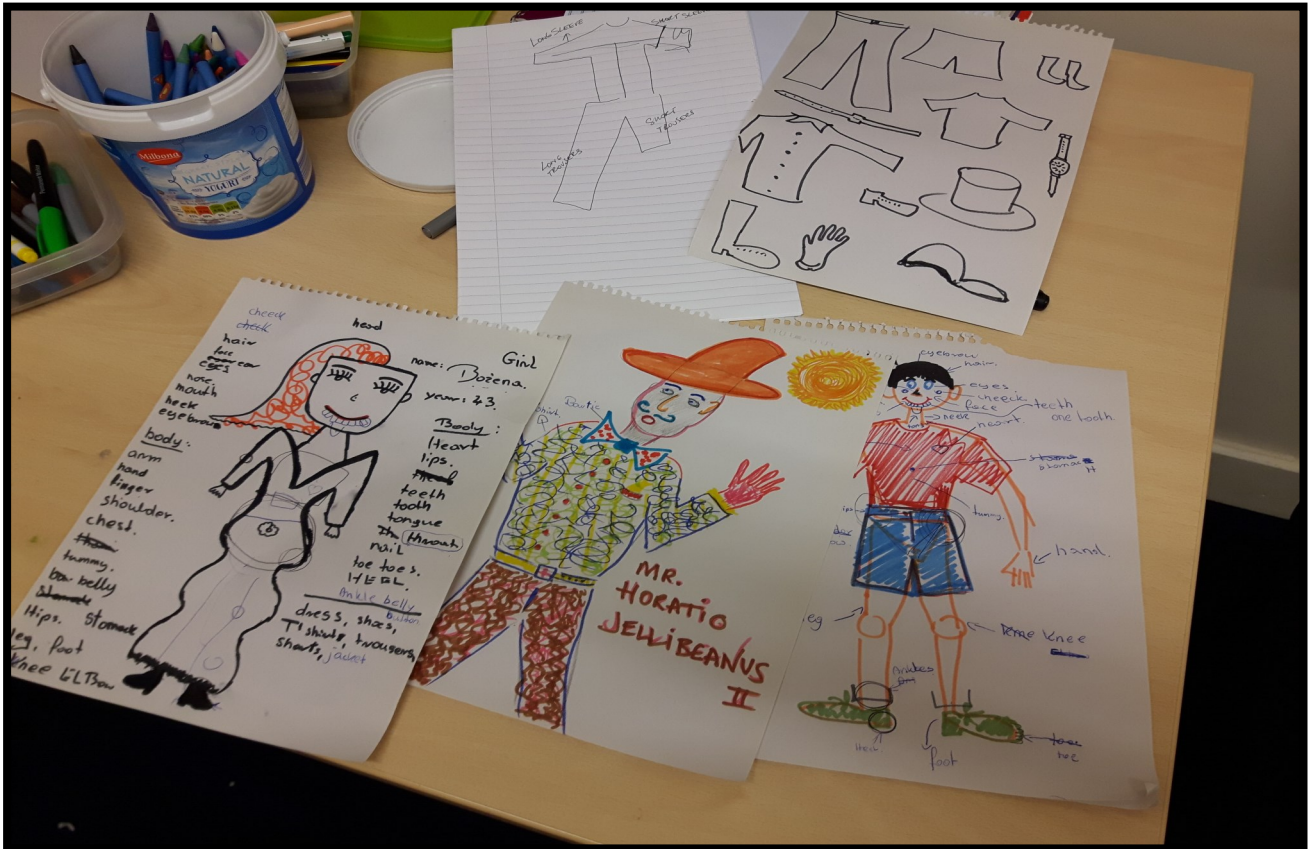


Leisure time can be used various ways. This lesson we discussed what people think about importance of leisure time, about activities that improve the mind, such as reading, doing word puzzles, watching a movie, listening to music, playing video games. Importance to rest. Differences between active rest and quiet times. Types of activities that may help to release the stress and refresh the mind. Types of physical activities performed for physical fitness or keeping a good physical condition : indoor, outdoor. Differences in activities - age or health dependent.

People would like to spend their leisure time by choosing what interest them and what is best for them.

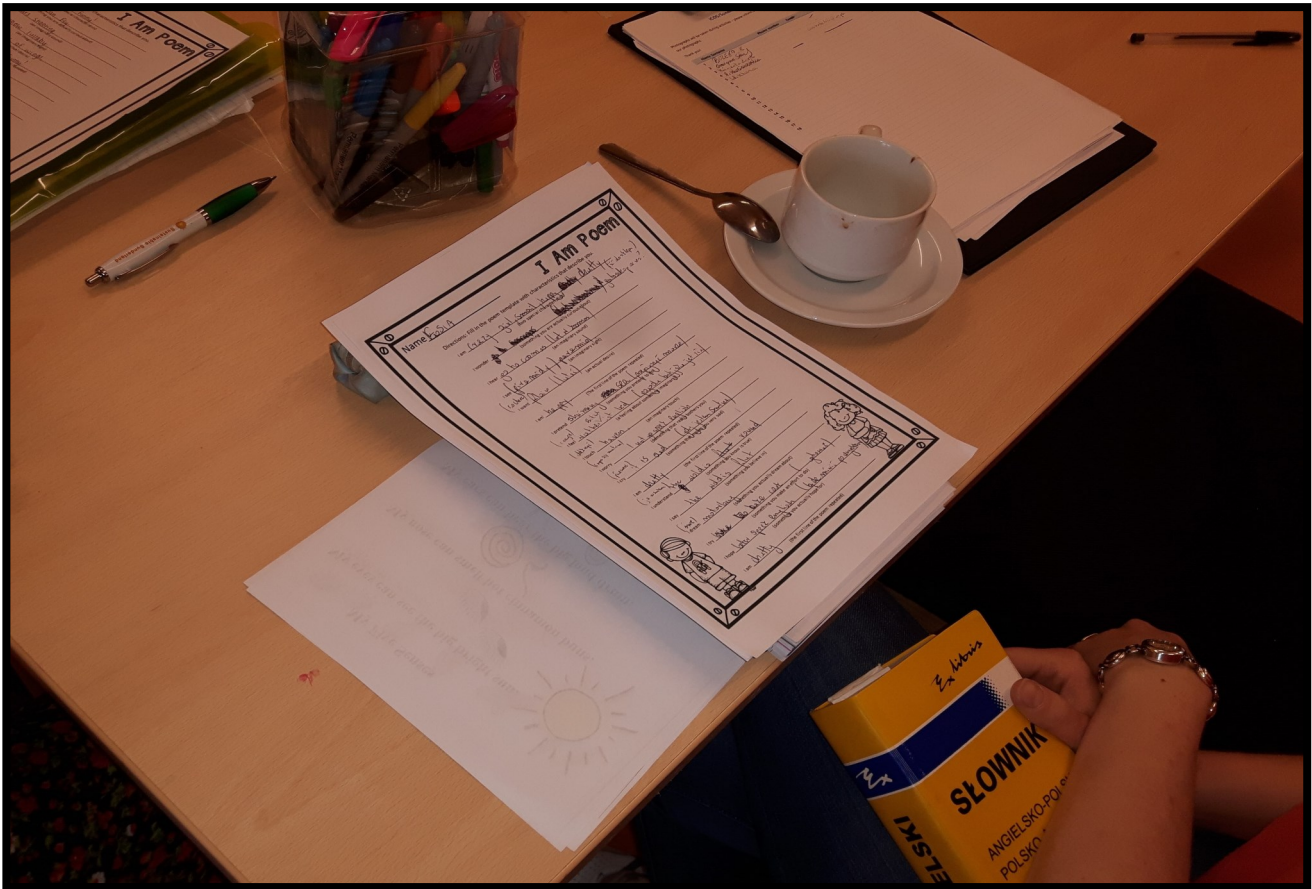


6. How to live to 100



Recap lesson of all the best and positive information learned about the body and mind from the previous lessons. Individual discussions about ideas on ideal health and ideal life by designing an ideal. Questions and discussion about how is it possible to achieve a long, happy, stress free, worry free and affliction free life. Looking at places in the world with a high life span, example: life expectancy is long in Japan due to the a predominantly healthy diet, lifelong exercise and low stress lifestyle philosophy.

7. There is only one you



Group discussion about who we are as individuals. We are all different, but we all have dreams and aspirations. Analysing questions about: our likes and dislikes; Do we wish we were someone else? Our responsibility to make our special mark on the world. What does matters to us?

Whoever we are, we must own it and celebrate all differences and to embrace the imperfections. Figure out what makes us happy.

All you have to do is be you!

The aim of this lesson was for everyone to write a poem about who they are.



Effective teaching Journey

Starting conversations can be hard for anyone. It is even harder in a new language. Recognizing the potential of different tools to provide much needed learning is most important. The aim was to focus on assisting minority families with children in the North East communities to improve their living standards and by improving their access to health services. This course was designed by subject matter and facilitated by teaching creative approaches ranged from discussions, reading, writing, numeracy, visual arts, through thoughtful playfulness and learners persistence.



About ICOS

ICOS (International Community Organisation of Sunderland) are a charity dedicated to helping the local community, minority groups and people in need. They are strong advocates for minority groups, in the hope that better opportunities will arise for them. They offer a wide range of advice and guidance, which includes welfare and benefit advice, housing advice, energy, and changing supplier's advice, helping to fill in official forms, and advice regarding employability, such as making C.V./Cover Letters, interview practise, course guidance. ICOS also offer "Stop Smoking" one-to-one sessions. ICOS provides many opportunities through the charity itself, such as volunteering for them through administrative duties, creative and social marketing, projects, and events assistant.

Special thanks to everyone who participated in,
helped and
contributed to the making of this project.

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