

# Tattoos

## Topic

Tattoos

## Aims

- To practise speaking skills
- To practise reading skills
- To design a tattoo
- To take part in a role play

## Age group

12- adult

## Level

B1 / B2

## Time

60 –90 minutes

## Materials

1. Tattoos Student worksheet
2. Internet links: <http://www.bbc.co.uk/programmes/articles/3McZ7YZcDG82DRLPxkLVS41/tattoos> - Radio 1 website with advice on getting a tattoo  
<http://www.cosmopolitan.co.uk/fashion/celebrity/g3547/hot-celebrity-tattoos/> - Celebrity tattoo gallery

## Introduction

Tattooing is by no means a new trend as it has been around for more than 5,000 years. However, tattoos are now seen as the ultimate fashion statement amongst many in the UK, amongst the general public as well as celebrities. This lesson looks at the popularity of tattoos. If you are teaching in a country where either tattoos are not at all common, or where they are an embedded part of the culture, be careful how you deal with the topic. You will have to adapt the tasks depending on your individual teaching context.

A game of picture consequences is suggested as a lead in to the tasks in this lesson. Task 1 is a discussion activity about tattoos. Task 2 asks students to match famous celebrities to their tattoos and Task 3 is a reading task from Trend UK about the current tattoo trend in the UK. Task 4 asks students to design a tattoo for somebody of their choice and Task 5 is a parent / child role play based on a tattoo dilemma.

## Procedure

<b>1. Picture consequences</b>	<p>Have a game of picture consequences with your class and make sure you play too. Each student needs a piece of paper and a pencil. Make sure students have their paper in portrait (not landscape) and ask students to draw a hat at the top in the middle. When they have finished they should draw two short lines to show where the head begins and then fold over the paper leaving only the two short lines showing. Students then pass the folded paper to their right and the teacher instructs them to draw a face and neck. Students fold, leaving the two lines of the neck peeping out from the fold. Instruct students to draw the body, to the waist. Fold and pass as before. Then they draw to the knees, then fold and pass, then to the feet. It's important to tell students not to cheat and peep at the folded part of the body. That will spoil the surprise at the end.</p> <p>Adapt this traditional game for this topic by putting tattoos on all the characters when it's your turn to draw. When the game is over and the students unfold the paper and describe their created misfit characters focus on the tattoos you've added and ask them if they think this sort of person would have tattoos or not. Use the tattooed misfit people to lead in to the topic.</p>
<b>2. Task 1 – Tattoo talk</b>	<p>Ask students to discuss the questions in groups or you can do this with the whole class if your group is small. Get feedback and compare your students' opinions.</p>
<b>3. Task 2 – Whose tattoo?</b>	<p>This is a fun task. Ask students to try and match the tattoos to their owners. There are some clues left in, such as 'his' or 'her' to help them along. If you could get some pictures of the celebrities it would help and bring the task to life. You might need to pre-teach some vocabulary here - you can also use this activity to review body vocabulary.</p> <p><i>Answers: 1) g, 2) a, 3) e, 4) c, 5) f, 6) b, 7) d.</i></p>
<b>4. Task 3 – Tattooing: Art of the people?</b>	<p>This text is written by the British Council's Trend UK department. Before reading ask students to discuss the pre-reading questions. Pre-teach the vocabulary you think will be new for your students. When they have them read the text, ask students to discuss the post-reading questions and then share opinions with the rest of the class. Encourage students to justify their answers here.</p>

<b>5. Task 4 – Design a tattoo</b>	Ask your students to design a tattoo in the box. It could be for them or for a famous person to have. This task should follow after task three so that students have lots of ideas of possible tattoo designs. If appropriate to your teaching setting and nobody will be offended, you could ask them to design a tattoo for the headmaster of the school or for local celebrities or politicians.
<b>6. Task 5 – Tattoo trouble role play</b>	This is a role play for higher levels. Be sure to give students time to get their ideas together and plan what they're going to say before asking them to perform the task. You could put them in groups (all the parents and all the sons/daughters together) first so that they can prepare some ideas together.

**Contributed by**

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