

The background of the slide is a vintage-style world map with a yellowish-green color palette and red outlines for continents and countries. The map is partially obscured by a large, white, rounded rectangular text box with a thin brown border. The text box contains the title, an introductory paragraph, and two main sections: 'GUIDELINES FOR TEACHERS' and 'INSTRUCTIONS FOR PARTICIPANTS'.

PLAYING with IDIOMS inspired by Marc Chagall

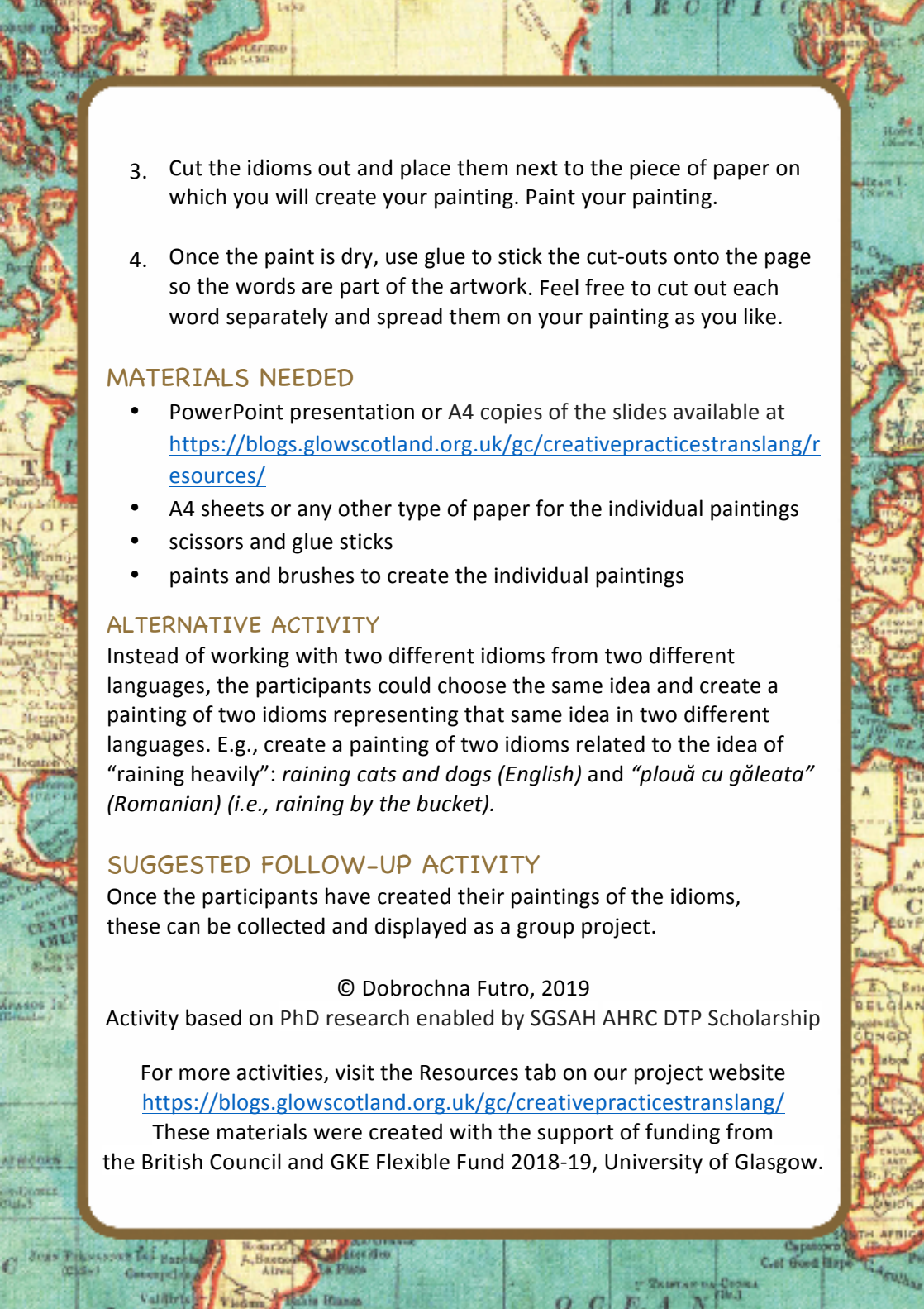
This activity is meant to help learners become aware of two important aspects: (a) we construct reality in different ways through the language idioms we use; (b) knowing more than one language enriches our perspectives because we can represent ideas in many ways: through words, phrases, images, symbols, colours, etc.

GUIDELINES FOR TEACHERS

1. Show the PowerPoint slides introducing children (or any other participants) to the life and work of Marc Chagall. Explain the way he painted idioms – you can show all the examples in the PowerPoint or use just one painting - 'Paris par la fenêtre (1913)'. It includes several idioms explained in the PowerPoint.
2. You can ask children (or your participants) to
 - look at the painting and point out any strange things happening in it;
 - ask children/participants to use sticky notes to explain what they think these things mean and why the painter might have made those choices.
3. Print out idioms from the PowerPoint slides that you would like your participants to work with. Make sure you provide a range of idioms so they can have multiple choices of languages and idioms to select from.

INSTRUCTIONS FOR PARTICIPANTS

1. Look through the idioms provided. Consider their literal and actual meaning.
2. Select two idioms (each idiom must be from a different language) and think how you can combine them into one painting. Think about the composition (how the elements will look together) and about the message they will convey.

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3. Cut the idioms out and place them next to the piece of paper on which you will create your painting. Paint your painting.
 4. Once the paint is dry, use glue to stick the cut-outs onto the page so the words are part of the artwork. Feel free to cut out each word separately and spread them on your painting as you like.

MATERIALS NEEDED

- PowerPoint presentation or A4 copies of the slides available at <https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/resources/>
- A4 sheets or any other type of paper for the individual paintings
- scissors and glue sticks
- paints and brushes to create the individual paintings

ALTERNATIVE ACTIVITY

Instead of working with two different idioms from two different languages, the participants could choose the same idea and create a painting of two idioms representing that same idea in two different languages. E.g., create a painting of two idioms related to the idea of “raining heavily”: *raining cats and dogs* (English) and “*plouă cu găleata*” (Romanian) (i.e., *raining by the bucket*).

SUGGESTED FOLLOW-UP ACTIVITY

Once the participants have created their paintings of the idioms, these can be collected and displayed as a group project.

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Activity based on PhD research enabled by SGSAAH AHRC DTP Scholarship

For more activities, visit the Resources tab on our project website <https://blogs.glowscotland.org.uk/gc/creativepracticestranslang/>

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