

3.2 Introduction to Identity – Many People, Many Cultures

Objectives

- To encourage students to think about the ways in which their own sense of identity might be influenced and formed without them realising it.
- To get to think about what it means to be part of a multi-cultural society

Output

- A photo montage showing your country as a multi-cultural nation.

Previous Preparation

- This lesson aims to get the students thinking about how multi-cultural their society is and how this influences their national identity as well as other parts of their identity. Some students may find this difficult or may exhibit discriminatory behaviour. Make sure only 'proper' words are used to describe people and cultures/tribes. Likewise make sure that students do not use 'put downs' or racist comments when talking about cultural diversity.
- This exercise can be done over two modules if you wish to develop the photo montage for publication on the Gemin-i Plus website. You may wish to do the introductory activity while the students are looking for pictures.
- Collect some magazines that the students can use to find pictures showing multiculturalism and cultural symbols. Alternatively if you have access to computers in this lesson the students can search for their own pictures using google image search (upload google and click on 'images' above the search box). Remember to use jpg images if you want to upload them onto Gemin-i Plus!

Introduction (20%)

Whole group

- Define culture:
'Culture is the integrated system of socially acquired values, beliefs, and rules of conduct which determine the range of accepted behaviors in any given society. Cultural differences distinguish societies from one another. To learn about a culture, one may ask such questions as these: What language do the people speak? What do the people of the society wear? How do they prepare their food? What kind of dwellings do they live in? What kind of work do they do?'
Do the student understand/agree with this statement?
- Ask the students to list things that they have in their home, which they wear or which they eat, or music that they listen to that come from another country/culture. Make a note of these on the board as they are listing.
- Are they surprised at the number of things they came up with?
- What does this mean to them? How far do they think they are influenced by other countries/cultures? What sort of things from their country/culture could be found in other people's homes across the globe?

Development (60%)

Group Work

- Break the class in to groups and ask each group to design a photo montage showing their country as a multi-cultural nation. They can also design a phrase or logo as part of the montage to sum up the benefits of living in a multi-cultural society. If the students use magazines they can photograph or scan their montage if they wish to upload it on the Gemin-i Plus website.

Conclusion (20%)

Whole group *Discussion led by teacher*

Has this exercise modified the students' opinions on how multi-cultural they are? Does this affect their views on their identity or not?

Thinking Ahead

If you are doing the module on legal and personal identity, you may wish to ask your students to read one or both of the materials associated with it before class.

Teacher Evaluation:

Comments on the class:

Pupil specific comments:

Observation and evaluation of the class:
