

3.4 Introduction to Identity – Conflicting Identities: Situations around the World

Objectives

- To give students a chance to research the real life situations of people living in majority cultures that are not their own.
- To encourage students to conduct their own searches on the Internet to find relevant information to this topic.

Previous Preparation

- Teachers should familiarise themselves with the websites below to decide whether they are appropriate for their students or not.
- This module can be linked to the 'debate on an issue of identity' module in week 5. However you may wish to do this module on its own and simply discuss the findings at the end of the lesson.
- Teachers may find other websites on the same theme of combined identities that they think would be more appropriate to their students or they may wish to prepare some questions or worksheets for the students to answer as they are looking at the websites.
- Access to computers and connectivity are essential for this module.

Introduction (25%)

Whole group *Explanation by teacher*

Tell the students that this module aims to give them time to read around the subject of people living in cultural and religious environments that are not their own and the ways in which they preserve or lose their own sense of identity and reject or accept the identity of their host country. If you decide to do the debate module in week 5, tell them that they will be informing themselves on these themes to get ready to hold a debate on the general topic of assimilation.

Students are free to search for other articles that might be relevant to their own country or situation.

Development (50%)

Individuals or Small groups *Research*

- an Israeli Bedouin-Arab
<http://www.wzo.org.il/en/resources/view.asp?id=588&subject=151>
- a Chinese Buddhist citizen of Malaysia which is officially a Muslim country
<http://www.nationmaster.com/encyclopedia/Malaysian-Chinese>
- a Chilean who emigrated to New Zealand as a political asylum-seeker
<http://www.teara.govt.nz/NewZealanders/NewZealandPeoples/LatinAmericans/en?print=true>
- a Canadian Sikh whose family originally from the Punjab in India
<http://collections.ic.gc.ca/sikh/section.html>
- a Roma person living in Finland
<http://www.oph.fi/english/pageLast.asp?path=447,490,15850,15996,15998>
- a Muslim Turk who married a Catholic German and wants to become a German citizen
http://www.politikwissen.de/expertenforum/exp_rieckdez04.html
- a Berber living among Arabs in Morocco, previously a French colony

[http://uk.encarta.msn.com/encyclopedia_761552010/Berber_\(people\).html](http://uk.encarta.msn.com/encyclopedia_761552010/Berber_(people).html)

· A Pole living and working in Britain

http://www.opendemocracy.net/people-migrationeurope/article_1300.jsp

Conclusion and Thinking ahead (25%)

Whole group *Decision-making* *Delegation of work*

If you are going to do the 'debate on an issue of identity' module in week 5: Decide if you will have a whole group debate or divide the group into more than one debate.

Choose your Motion from the list given on the Resource Sheet - Notes on holding a Debate or decide on your own Motion.

Elect the Speakers – these should not necessarily be the most confident students in the group.

They have to be prepared to put some time into preparing for the debate before the next module.

Extension: The debate can be held with other classes as the audience or can even be held in assembly. Think of interesting ways of involving other members of the school community!

If you are not doing a debate then the group can discuss what they found. Which example did they find most interesting and why? Do they know anyone who is from another country but is living in their country? How would those people feel? Students could write about their own country or life situation for homework or as part of an extension activity.

Teacher Evaluation:

Comments on the class:

Pupil specific comments:

Observation and evaluation of the class:

Resource Sheet - Notes on holding a Debate

Australian link on holding a debate

http://www.actdu.org.au/archives/actein_site/basicskills.html

There are slight variations from country to country and you can decide with your teacher to make the debate more informal if you wish. Some general guidelines are summarised below.

Motion

The Motion is the statement that is the subject of the debate. The Speakers have to argue either for or against the Motion in order to convince the Audience that their argument is right. Here are some suggestions for this particular debate for you to choose from:-

This House believes that speaking the official language of the host country is a pre-requisite for citizenship.

This House believes that newcomers to a host country should bring their children up in accordance with the identity and culture of the country they have left behind.

This House believes that it is impossible to fully assimilate the new cultural identity of a new country.

This House believes that people are happier if they stay at home.

This House believes that variety is the spice of life when it comes to identity.

Chairperson

The Chairperson keeps control of the debate, makes sure the Speakers follow the rules and makes sure that they stay on the subject. He or she can also act as timekeeper.

Timekeeper

The Timekeeper makes sure that the Speakers know the timings and stick to them.

Speakers

There are normally 3 Speakers each for and against the motion. Speakers must remember that it doesn't matter if they actually agree with the Motion or not.

The point is to argue their points well and convince other people of their arguments.

Speakers decide within their team the order in which they will speak, which points they will make and also have to be ready to react to the arguments of their opposite numbers.

The *1st Speaker for the motion* will outline the general argument for the motion and present half of the arguments.

The *1st Speaker against the motion* will outline the general argument against the motion, refute some of the arguments of the first Speaker for the motion and present half of the arguments.

The *2nd Speaker for the motion* will refute some of the arguments of the first speaker against the motion and present the other half of the arguments for the motion.

The *2nd Speaker against the motion* will refute some of the arguments of the second speaker for the motion and present the other half of the arguments against the motion.

The *3rd Speaker for the motion* will refute the arguments of the second Speaker against the motion and sum up all of the arguments for the motion.

The *3rd Speaker against the motion* will refute any remaining arguments for the motion and sum up all of the arguments against the motion.

Audience

The audience are the people who are not Speakers or Chairperson or Timekeeper. They listen carefully to what the Speakers have to say and make their own minds up on the subject. After the speakers have had their say, members of the audience can stand up in turn and either give their opinions on the motion or ask questions of the speaker. Finally, the members of the Audience vote to indicate whether they are for or against the motion.