TOPIC 2 *IDENTITY*

Resources

- Appendix 1: Character Images or eAppendix 1
- *My Life / My Choice* DVD – Trailer
- *My Life / My Choice* DVD – Excerpt 1: At the Bus Stop
- Something to drum out a beat (a desk could be used)

Curriculum

- KS3 Unit 04. Britain - a diverse society? Sections 1-5
- KS3 Unit 09. The significance of the media in society Sections 1 and 2

Lesson Objectives

- To explore how we define our identity
- To explore what makes one person more likely to join a gang than another

STARTER

Ask the young people to write down the answer to this question: What is a gang? Then ask some volunteers to read out their definitions. Once they have finished, read out the following:

- Dictionary definition: *noun. A group or band; a group of youngsters or adolescents who associate closely, often exclusively, for social reasons, especially such a group engaging in delinquent behaviour; a group of people with compatible tastes or mutual interests who gather together for social reasons; a group of persons working together (squad, shift); a group of persons associated for some criminal or other anti-social purpose; a group of identical or related items.*
  (Source: www.dictionary.com)
- Safer Birmingham Partnership definition: *A gang is a group of two or more people who have a distinct identity (e.g. a name/badge/emblem), which commits general or anti-social behaviour as part of that identity AND*
  - *uses or is reasonably suspected of using firearms or the threat of firearms in the commission of offences OR*
  - *uses or is reasonably suspected of using violence or the threat of violence in the commission of offences OR*
  - *their behaviour is such that it significantly undermines community cohesion.*

  (Source: Safer Birmingham Partnership working definition, December 2010)

Discuss any differences that emerge, as well as what the difference is between a gang and a group.

ACTIVITY 1 *ID*

Prior to this lesson, set the young people the homework task of cutting out images from magazines that they consider to be cool or uncool.

At the start of this activity, ask the young people to consider:

- Who decides what is cool/uncool?
- Are we born knowing it or do we learn it?
  - How do we learn?
  - Who teaches us?
- Ask some of the young people to share their views.

Arrange the young people into groups of 4 and ask them to separate the images they have cut from magazines into two separate categories: cool and uncool.

Ask each group to explain what has made it into the 'cool' category and why; and what is 'uncool' and why.

Alternatively, present a variety of carrier bags to the group (e.g. Morrisons, Aldi, Sainsbury's, Asda, Primark, JD Sports, Soccer Sport, etc) and ask the young people to 'rate the bags' by putting them in order from least cool to coolest. Again ask young people to consider what influences are at play in the world that inform their decision making in this process. Is one bag really 'cooler' than another? Who cares more about this, young people or old people? Isn't it more important what the bag is capable of doing rather than the label written on the side?

Are we told what to think? Who is telling us?
(This activity would also work using mobile phones, trainers, etc.)

ACTIVITY 2 *NATHAN'S FAULT?*

Play the *My Life / My Choice* trailer to refresh the young peoples' memories of the film. Discuss what they think of the main character, Nathan.

Split the group into three groups: one group to discuss mitigating circumstances for Nathan's behaviour; the other to discuss why his behaviour is wrong; the third group to discuss whether Nathan deserves punishment and, if so, what sort of punishment.

The first group presents the 'defence' and the second group presents the 'prosecution' evidence to the third group, which acts as a jury and decides, at the end, whether Nathan is 'guilty' or 'innocent'.

LiME