

GENERATION

Learning objectives:

- Raise awareness of the different experiences and issues that may influence different generations.
- Engage students in discussions about the expectations of different generations.
- Examine issues of culture, drugs, language and identity, etc. (which have been identified on the website) in relation to inter-generational conflict.

English learning objectives:

- 4.1 Using different dramatic approaches to explore ideas, texts and issues.
- 4.2 Developing, adapting and responding to dramatic techniques, conventions and styles.
- 5.1 Developing and adapting active reading skills and strategies.
- 5.2 Understanding and responding to ideas, viewpoints, themes and purposes in texts.
- 5.3 Reading and engaging with a wide and varied range of texts.
- Also, locating and extracting information.

Preparation/resources:

Either ensure students have access to the Internet during class (www.banglastories.org/about-the-project/migration-themes/generation.html) OR print off the 'Britain' section of 'Generation' from the website.

Exercise 1 (30 minutes):

In pairs read the 'Britain' part of the Generation section on the website. Ask students to identify key issues/themes that come from the accounts about young people.



Teacher's notes

Issues/themes may include:

- Going to Bangladesh;
- Having boyfriends and girlfriends;
- Lack of Bengali identity / not 100% Bengali / not real Bengalis;
- Gang culture;
- Drugs;
- Having two cultures;
- No/fewer ties to Bangladesh.

As a whole group ask students how they feel about the descriptions of the younger generation; are these fair descriptions?

Exercise 2 (20 minutes):

In small groups

Ask groups to discuss the types of issues that may affect young people today and remind pupils to be sensitive as these issues may affect people in the class. Discuss:

- the issues that may affect Bangladeshi youth;
- who else they affect;
- how to deal with the particular issue effectively.



Reflection (10 minutes):

Tie together the issues that were drawn out by students. What do students think were significant issues that came up in discussions or for themselves? Have these discussions changed their opinions about issues of generation?

Extended activity/homework:

Groups of two or three

Ask students to write a drama to illustrate how an older generation individual and a younger generation individual feel about growing up in Britain. In planning, students should think about the points they want to make and how to achieve this through the drama. Remind students to be sensitive as these issues may affect people in the class. If there is time available they can make a video of their drama to present to the rest of the class.

This could be acted out at the end of a two-hour session or set as homework and acted out at the beginning of the next lesson. After the performance of these pieces ask the other students to evaluate how well each group communicated the issues between the generations:

- How has drama been able to communicate and explore these issues?
- Were the issues clear in the drama that you saw? What particular issue(s) did it make you think more about?
- Did the group handle the issues appropriately/sensitively?

