**Teachers’ notes**

**Diversity Youth B1.3**

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| **Learning outcomes**Girls, Cell Phones, Sitting, Distracted  By the end of the lesson, the students will have:   * thought about their views of being young * discussed some of the difficulties of being young * read about four people’s experiences of being young and compared them with their own or other people’s experiences |

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| **Materials**  Student’s handout / PPT  All images taken from Pixabay.co.uk |

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| **Time** | **Procedure** | **Materials** |
| **5 mins** | * Display and clarify learning outcomes. | **PPT** |
| **15 minutes** | * Start the lesson by dictating the following .. ‘*Being a young person is…*’ and then ask the students to finish the sentence. Suggest that they think about teenagers in particular rather than children. Elicit some of their ideas. * Tell them that they should look at the half sentences in Activity 1 and choose 3 to finish any way they want. * Put them into small groups / create break out rooms and tell them to compare their responses. Conduct whole class feedback and find out whether on balance they view being young positively or negatively. | **PPT**  **Activity 1** |
| **15 minutes** | * Tell students that they are now going to think about the difficulties that young people have. Elicit a few ideas before they look at the ideas in the lozenge to see whether they have any of the things mentioned there. Ensure that they understand ‘peer pressure’ which is explained in the glossary. Explain that they need to rank the difficulties noted on their own starting with the biggest difficulty. Give them a few minutes to do this. * Put them into pairs and tell them to compare their responses. Encourage them to explore their responses together. If teaching face to face in a classroom, change pairings so that students can talk to different people. Conduct whole class feedback. | **PPT**  **Activity 2** |
| **20 minutes** | * Tell students they are now going to read about 4 young people’s current experiences. Explain that each of the young people are experiencing at least one of the difficulties in Activity 2. Tell them to read the situations and decide what difficulties the young people are experiencing. In some cases, it’s more than one. Highlight the glossary as there are a lot of colloquial expressions in the texts. If time permits, spend some time focusing on the vocabulary.   **[Suggested answers:** Abe – relationships at home, Izzy – socialising and self-confidence, Felix – peer pressure and finances, Hani – managing your emotions and communication]   * Once students have read through the texts, put them into small groups / create breakout rooms to discuss how different or similar their own experiences are to the people in the texts. They should also consider whether they or anyone they know have faced any of the difficulties mentioned in Activity 2. If possible, encourage them to use the vocabulary in the glossary. * Whilst they are doing the activity, monitor and make a note of any good use of language as well as errors. Conduct whole class feedback on the content of the discussion in addition to the use of language. | **PPT**  **Activity 3**  **a & b** |
| **5 minutes** | * Tell students to reflect on the questions in Activity 4. The focus of this reflection should be on the importance for young people of fitting in wherever they are. This is particularly important for anyone who has come to live in a new country with a different culture to the they one they and their parents are used to. | **PPT**  **Activity 4** |

**Diversity Youth**

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**Activity 1: Being a young person**

Choose three of the sentences and finish them to reflect what you think.

Being a young person is ***frustrating*** because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being a young person is **interesting** because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being a young person is ***stressful***because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being a young person is ***exciting*** because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being a young person is ***tough*** because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Being a young person is ***fun*** because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Compare your sentences with your classmates. How similar were your ideas? On balance do people view being a young person positively or negatively?

**Activity 2: The difficulties of being a young person**

Rank the most difficult things about being a young person. Put the most difficult thing at number 1.

your appearance peer pressure being understood

socialising money self-confidence managing your emotions

dating communication relationships at home & outside the home

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



Talk to different partners and compare your ideas.

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| **Glossary**  **peer pressure** – strong feeling of members of a social group to do the same as everyone else in the group to feel part of the group |

**Activity 3: Same or different?**

a Four young people are talking about their current situation. Which of the difficulties in **Activity 2** do they talk about? There may be more than one for each person.

My mum starts work really early each morning, so I have to get my younger brother and sister ready for school. It takes ages to get them ready and out of the house. They’re always telling me I’m not mum so can’t boss them around. They really do love to muck about in the morning which is such a pain. We usually end up shouting at each other and then of course we make up by the time they get to school. **Abe**

I’ve noticed that most of the girls on my course meet up at the weekends. They’re always talking about what they got up to, who they hung out with and what their plans are for the next weekend. I feel really left out. They used to ask me to join them but I felt so awkward and different to them that I said no. I just find things like that so tricky. I’m really quite shy. I do wish I didn’t feel like this. **Izzy**

My mates are great. We all love basketball and spend a lot of our free time either watching games or playing together. When we’re not on the court, we spend hours in sports shops. They all seem to be able to afford the latest gear. I wish I could. I asked my dad for some money for some new trainers the other day and he laughed at me and said he had more important things to spend his money on. It’s just really embarrassing as I’m the odd one out. All the others have such cool outfits and trainers. **Felix**

I just can’t stand it when people talk to us in such a condescending way and always imagine we’re getting up to no good. I refuse to let me people think I’m breaking the law when all we’re doing is catching up in the park as there is nowhere else for us to go and hang out. I lose it really easily and to be honest I do have some anger management issues but I think it’s important to have your say. My friends say I shouldn’t bother as you can’t change some people’s view of us. **Hani**



b How are their experiences similar or different to your experiences? Which of the other difficulties mentioned in **Activity 2** have you or anyone you know experienced?

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| **Glossary** | |
| **to boss someone about** – to tell someone what to do  **to muck about** – to waste time by behaving in a silly way  **a pain** – someone or something that is annoying  **to make up** – to be friends again after an argument  **to hang out with** – to spend time with someone or some people  **left out** – not to be included  **the latest gear** – fashionable/popular clothes  **trainers** – light shoes worn for sports | **the odd one out** – the person who is different to everyone else in a negative way  **condescending** – treating people as though you are better than them  **to get up to no good** – to behave badly and doing things shouldn’t be doing  **to lose it** – to lose your temper  **to have your say** – to give your opinion  **to fit it** – to feel that you belong to and are accepted by a particular group |

**Activity 4: Reflection** 

Are the difficulties young people face different in different countries? Why?

Should young people who are new to a country change the way they behave to fit in?

Should parents allow their children to change to fit in with their new country?