

Collecting Europe - Identity

Topic

Identity and the Collecting Europe project

Aims

- To practise speaking skills on the topic of identity.
- To practise listening comprehension with a short video.
- To review different ways of talking about the future and probability.
- To practise speaking in a discussion on the future.

Age group

Teens / Adults

Level

B2 +

Time

90 minutes (or could be split into 2x 45 minute classes)

Materials

- Collecting Europe student worksheet
- Link to the quiz <https://collectingeurope.net>
- Link to the video clip: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Introduction

In 2017 the V&A Museum in London in association with the Goethe Institute and the British Council launched a project where it commissioned 12 artists to imagine Europe 2000 years in the future, and how people would look back on the Europe of today. As part of the project an online interactive quiz 'Collecting Europe' was launched. In this lesson students will look at some of the issues highlighted in the quiz around identity and what the future will be like. Students will speak about identity issues, watch a short video about how people identify themselves, make predictions about their own future and the future of society, and take part in the 'Collecting Europe' quiz by considering some of the questions it asks. The lesson could be divided into two shorter 45 minute classes.

Procedure

Part 1 (15 – 20 minutes)

The first part of the lesson encourages students to think about their identity and what defines them. They are also invited to think about how identity and what defines us has changed and will change over time.

Lead in: Talking about identity (5 minutes)

- Write the following on the board:
First name/Surname/Date of Birth/Nationality/Personal Identity number/Expiry date
- Ask students where they would expect to see these items? (on an ID card or passport)
- Ask students the following questions:
 - Do you have an ID card?
 - Does it have a photo? Do you think it is a good reflection of what you look like? If not, when was it taken and how have you changed?
 - Why do we have ID cards?

(Note that in some countries, like the UK, citizens do not have to carry ID cards - ask students what they think about that if the rules are different where they are)

Task 1: Your identity (10- 15 minutes)

- Give students the first page of the worksheet (**Task 1**) and ask them to think about how they identify themselves in each category. Give some examples for yourself - e.g. *I am young, female, Scottish* etc. They don't need to specify these as some students might be sensitive about identity issues, but this first stage is just to get them thinking. Clarify any doubts about vocabulary and tell students they can make notes if they want to. Set a time limit and ask them to choose which three are the most important to them.
- Put students in pairs and ask them to compare the three most important with each other and to explain their choices.
- Now ask students to answer the questions in B together. Ask for some feedback from different pairs.

Part 2 (20 minutes)

The second part of the lesson asks students to watch a short video on the theme of identity. If you do not have internet access in your classroom, students can be asked to watch the video for *homework* or on their own mobile devices during the lesson.

**Task 2: Them
and Us
(20 minutes)**

- Explain to students that you are going to show them a short video clip. Ask them to discuss the 2 questions in **A** and then do the matching task in pairs.
- Ask students what their answers are, but then let them watch the video until 0:42 (<https://www.youtube.com/watch?v=jD8tjhVO1Tc>) so that they can check if they are right.
- Pause the video and check the **answers**:
Us – Them; High earners - Those just getting by; Those we trust - Those we try to avoid; Immigrants - those that have always been here; The people from the countryside - The people who have never seen a cow; The religious - The self-confident; Those we share something with - Those we don't share anything with.
- Show students the rest of the clip and then ask them to discuss the questions in B in pairs or small groups.

IMPORTANT

In the video, instead of 'Immigrants' they say 'the new Danes' (this is because this is a Danish video and it is referring to immigrants in Denmark).

Please also note that in the next section of the video a reference is made to 'those who have had sex in the last week'.

If you feel this is inappropriate for your students, then feel free to omit the next section of the video, or show just up to 1.53 and restart it at 2.03

ANSWERS:

Groups formed: those who were the class clown, those who are step parents, those who believe in life after death, those who have seen UFOs, those who love to dance, those who have been bullied, those who have bullied others, those who have had sex in the past week, those who are broken-hearted, those who are madly in love, those who feel lonely, those who are bisexual, those who acknowledge the courage of others, those who have found the meaning of life, those who have saved lives, those who love Denmark.

The largest groups are those who love dancing and Denmark.

The smallest groups are those who are bisexual and those who are broken-hearted.

Ask them what they think the message of the film is. Point out that this is an advert for a Danish TV company (does that change how they feel about it?)

Part 3 (30 – 35 minutes)

In this part of the lesson, students focus on language for expressing probability and practice using this to talk about how their identities may change in the future.

There is also a discussion task looking at different topics related to the future and society.

**Task 3: The future
(10 minutes)**

- Tell students to look at the phrases in the box and put them in order from most to least probable.

ANSWERS

1. *This is bound to happen*
2. *It could happen, but I'm not sure*
3. *Maybe...*
4. *In reality it probably won't happen*
5. *I doubt very much that...*
6. *This would never happen.*

- In pairs students can talk about how their identities might change in the future - monitor and encourage them to use the phrases from the previous exercise. Set a time limit and ask for some students to share their ideas.

**Task 4: The future and society
(20-25 minutes)**

- Put students into pairs or small groups, depending on your class size. You can cut out the boxes from the worksheet and give each pair a different set of questions A, B, C or D. Ask them to discuss their questions and make notes about how they think these things will change in the future. Encourage them to add their own ideas. After 5-10 minutes, regroup the students into groups of 4 (with each group containing someone from group A, B C and D).
- Students should now share their ideas about their topics. Again, set a time limit (10 minutes) Monitor, encourage the use of the language from Task 3 and make a note of any good language / errors to correct at the end of the activity.

Part 4 (20 – 30 minutes)

In this part of the lesson, students are introduced to the Collecting Europe project, an initiative by the British Council, V&A Museum and Goethe Institut.

**Task 5:
Collecting
Europe
(20 -30
minutes)**

- Tell students to look at Task 5 and introduce the Collecting Europe Project. If you have internet access, show the website homepage <https://collectingeurope.net>
- Explain that the shape on the website homepage is formed from the different responses to the quiz.
- Give students the questions from the quiz and ask them to categorise them. You might need to explain some terms, or, if you have time and internet access, you could ask your students to research them online.

K-pop is a form of South Korean pop music that incorporates different styles of music, dance routines and costumes. Find out more here:

<https://en.wikipedia.org/wiki/K-pop>

Call of Duty is a first-person shooter video game set in war. Find out more here: https://en.wikipedia.org/wiki/Call_of_Duty

The Bauhaus was a modernist art school, which has influenced fine art and design since the 1930s and is famous for being minimalist in style

<https://en.wikipedia.org/wiki/Bauhaus>

Surrealism is an art style that began in the 1920s. It is a style that allows the unconscious to be expressed. Dali is a famous surrealist. Find out more here:

<https://en.wikipedia.org/wiki/Surrealism>

ANSWERS

Personal Identity: L, I, G, F, K,

Geography: A, B, D,

Culture: C H J,

Society: E

- Ask students to discuss the questions at the bottom of the worksheet, particularly focusing on what they think the answers reveal about how people think about the future. Ask them to write 3 more questions in pairs (the previous activity should help them here).
- Finally ask the students to answer the questions in pairs, or direct them to the website (in class or for homework) to take part in the project themselves.

Contributed by Cath McLellan, British Council Spain

