

Identity

Topic

Identity, the future and society, making predictions about the future

Learning outcomes

- Students express how they identify themselves
- Watch and understand details of a short video
- Use different ways of talking about the future and probability
- Participate in a discussion about the future and society

Age and level

13-17, Adults (B2+)

Time

65-75 minutes

Materials

- Presentation OR
- Student worksheet
- A set of cut-out questions for each pair / group of students (see **Appendix**)
- Video: <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

Introduction

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. The second part of the lesson asks students to watch a short video about how people identify themselves. In the third part of the lesson, students focus on language for expressing probability and

practise using this to talk about how their identities may change in the future. They end the lesson with a discussion about the future and society.

Important: There are references to sex and sexuality in this lesson. Please check the lesson for appropriacy before using. Suggestions are made to avoid these references.

A student worksheet is provided for this lesson. However, teachers can use the presentation for a no-printing option.

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: 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)

- Show **slide 2** of the presentation or refer students to **Task 1 Activity A** in the student worksheet.
- Explain that students should think about how they identify themselves in each category in the list. Give some examples for yourself - e.g. I am middle-aged, a woman, Italian etc. They don't need to specify all of 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 categories are the most important to them.
- Put students in pairs and ask them to compare the three most important categories with each other and to explain their choices.
- Now show **slide 3** of the presentation or refer students to **Task 1 Activity B** in the student worksheet. Ask students to answer the questions in Activity B together. Ask for some feedback from different pairs.

Important: Some of the categories listed in Task 1 Activity A may be culturally sensitive. Omit categories if you prefer. You could dictate an amended list to students or write one on the board. Alternatively, you could edit the list on slides 2 / 3.

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. Explain that the clip begins with these sentences: It's easy to put people in boxes. There's 'Us' and there's 'Them'.
- Ask students to explain what 'put people in boxes' means (judge people based on certain factors, e.g. young people don't like to work). Ask them what 'Us' and 'Them' means (Us = people like me; Them = people not like me).
- Now show **slide 4** of the presentation or refer students to **Task 2** in the student worksheet. Students match the groups of people in column A with their opposites in B. Ask some to share their answers, but don't comment yet.
- Play the video until 0:42 (<https://www.youtube.com/watch?v=jD8tjhVO1Tc>) so that they can check if they are right.
- Pause the video at 0.42 and check the **answers**:
Us – Them; High earners - Those just getting by; Those we trust - Those we try

to avoid; Immigrants (the new Danes) - 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.

- Ask students if they agree that the opposites in Activity A really are opposites. Can they suggest any alternatives?

Note: 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).

Important: Please note that in the next section of the video a reference is made to 'those who have had sex in the last week' and those who are 'bisexual'. If you feel this is inappropriate for your students, then feel free to omit the next section of the video, or cut those parts (1.53-2.00 / 2.13 – 2.35).

- Tell students that they will now watch the rest of the clip. As they watch, they should make a list of other groups that are formed. They should note which are the biggest and which are the smallest.
- Play the rest of the clip, then ask students to name the groups, and the biggest / smallest. Play the clip more than once if necessary.

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 practise 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 and you (10 minutes)

- Show **slide 5** of the presentation or refer students to **Task 3 Activity A** in the student worksheet. Tell them to look at the phrases in the box and put them in order from most to least probable.

Answers:

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

- Show **slide 6** of the presentation or refer students to **Task 3 Activity B** in the student worksheet. Explain that students should use the phrases from the previous activity to talk about how their identities might change in the future.
- Read the examples, and if necessary, elicit more examples from the class. They can refer to the list in Task 1A for prompts. Correct any problems with using the phrases from Task 3A.
- In pairs, students discuss how their identities might change. Set a time limit and then ask for some students to share their ideas.

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

- Show **slide 7** of the presentation or refer students to **Task 4** in the student worksheet.
- Explain that students will work in groups and discuss how society will change in the future. Each group will have different questions. They should discuss them and be ready to share their thoughts with the rest of the class.
- Put students into pairs or small groups, depending on your class size. Give each pair / groups a different set of questions (A, B, C or D) from the **Appendix**. 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.

Contributed by Cath McLellan

Appendix

Group A: National borders

- Will national borders still exist in the future or will people be free to move wherever they want in the world without passports or ID cards?
- Will borders become stricter with walls or other boundaries stopping people's movements? Where might this happen? How will people react?
- What effect will national borders have on traditions and cultures?
- What languages will people speak? Or will there be just one universal language?

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Group B: Climate change

- Will a solution be found for the problem of climate change and who will be responsible for finding it?
- Or, will climate change increase and get worse?
- What effect will climate change have on where we live, our food, and our lifestyles?
- How will different groups be affected by climate change - think about people in cities, people living in less developed countries, people who live on islands? Who will feel the most impact from climate change?

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Group C: Internet use

- Will people spend more time online in the future or will people decide it's time to disconnect?
- Is it possible that people will create alternative societies online and conduct most of their daily activities on the internet?
- What effect will there be on human relationships? And on privacy?
- Will it be possible to store our thoughts and memories in cyberspace? What will this mean for future generations?

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Group D: Interaction between humans and technology

- Will humans rely on technology for everyday tasks such as cleaning and work? Will this free humans up for other activities? What could they be?
- Will technology provide humans with companionship? Will artificial intelligence mean that humans will have robot 'friends'? What positive and negative effects might that have on society?