Title The Identity Game

Time Open-ended

Preparation The materials required for the game (see below) need to be printed, cut and mounted on cardboard.

Prior Knowledge This is basically a revision exercise (end of lesson / end of Module) and students need to have studied concepts of identity related to class, age, gender, nationality and ethnicity.

Objective To encourage students to revise this Module (OCR) or curriculum theme (AQA).

The Exercise The game is a simple matching exercise that can be organised in any way you wish – individuals can play it, it can be played in small groups, it can be played competitively between groups…

The values, norms, meanings beliefs and customs of a society: it's a whole way of life.	Aspects of a culture that is held high regard such as opera, classical music, ballet, art, fine wines and enjoyed by a higher class minority.
The culture of the masses such as soap operas, reality TV, the sun newspaper.	Certain norms, values and meanings which are distinctive to a particular group <u>within</u> society.
First influential stage of socialisation in the early years of life, usually from parents.	Socialisation that comes later in life from various sources.
Individual, groups and institutions that play a part in the socialisation process such as education, media, religion, peer, work.	Rewards and punishments.
People we use to give us ideas about how to play particular social roles.	A friendship group formed by people in the same social situation.
The view that religion is declining in importance in society.	A form of secondary socialisation by which people learn the skills, norms and values of the workplace.
Unequal society where men dominate (patriarchy).	A version of Conflict theory were society is divided into two unequal parts, the ruling class with all the power & money and the subject class with little power or wealth.
Consensus theory, society has certain basic needs which must be met if it is to survive. Social order is essential to this which is made possible by shared norms & values.	Theory which looks at how people interact with each other and give meaning to their world. Social interaction is achieved through the process of negotiation.
A new type of society which has developed in which we have freedoms and choices to be who we want to be.	The way we see ourselves in relation to others. It can be a variety of identities.
The methods used to ensure that people comply with society's rules. Formal and informal agents ensure this.	Breaking social norms

Culture	High culture (Cultural capital)
Low/popular culture	Subculture
Primary socialisation	Secondary socialisation
Agents of socialisation	Sanctions
Role models	Peer group
Secularisation	Occupational Socialisation
Feminist	Marxist Theory
Functionalist	Social Action
Post-modern society	Identity
Social control	Deviance

Gender	Sex
Biological determination	Social construction
Direct, manipulate through dress, language toys, expected behaviour.	Hegemonic masculinity
Lads & ladettes culture	New masculinity
Crisis of masculinity	Convergence of Gender identities

Gender identities

This refers to the cultural explanations attached to a person's sex by the society in which they live.	This refers to the biological differences between males and females.
Parsons believes that men & women have genetic differences that pre-determine their social roles. Thus gender differences in attitudes & behaviour are <u>natural</u>.	Feminists believe that gender differences are based on <u>nurture</u> socialisation & society's expectations. Gender choices vary from society to society.
Oakley suggested boys & girls are directed by parents towards acceptable gender roles through this process. School & media reinforce this.	Boys tend to be socialised into 'masculinity' i.e. toughness, aggression competitiveness. Media, peer group, parents put boys under pressure to conform.
Gender behaviour that steps outside of what is seen as acceptable gender behaviour in society.	Men are more confident about expressing who they are through how they look.
Working class men gain their traditional male identity through manual work (mining, shipbuilding) which are disappearing, now they feel insecure & uncertain, hence 'crisis'.	Blurring of gender identities & stereotypes has resulted through feminism, changing social attitudes & equal opportunities, however there still exists gender inequalities.

National/ethnic identity

A population assumed to have shared identity and culture based on their common descent and history.	The process by which the various countries and cultures of the world become more closely intertwined, e.g. curry, Coco Cola, world music, fashion.
We learn / share this through sport, language, religion, history, symbols (e.g. national flag) & stereotypical images (e.g. the British are reserved & eat chips).	Fear of loss of national identity has promoted this, it tends to focus on the negative (EU, immigration).
A group with shared cultural based on a sense of common origin (or religion) African-Caribbean, Indian, Pakistani. (Black, Asian)	The process by which ethnic minorities adopt the mainstream culture.
Negative attitudes & discriminatory behaviour towards people of other racial or ethnic groups.	The co-existence of two or more ethnic groups within one society.
Children of ethnic migrant parents who are often seen as between two cultures.	Identities & lifestyles that draw on two or more ethnic cultures (music, dress).
Young Asian meet cultural expectation at home and then act 'act Western' in wider society.	

Nation	Globalisation
National identity	Nationalism
Ethnic group	Assimilation
Racism	Multicultural society
2nd/3rd generations	Hybrid identities
Cultural navigation	

Class identity

Used as a measure of social class as it shows a person's lifestyle, income, education, values.	We are socialised into this through the lifestyles & values of our parents plus we learn from our own social class members and develop a class conscious (newspapers, music food).
This small class is 'closed' with a common experience of education (public), leisure activities (hunting, opera) families (inter class marriage), values & work networks.	The middle class is a more diverse class from a variety of backgrounds and thus values, lifestyles & occupations.
The belief that we should achieve on the bases of our hard work and ability. The middle-class believe that education is important for advancement.	These class members hold traditional values about males & female roles in the home and in wider society. They value work based community action and have tended to vote labour. However……….
There is some suggestion that there has been a culture change in the lower class in terms of gender roles, home life and consumer goods.	This group are very poor and disadvantaged. And their children are socialised into the same way of life. The members are said to have a set of values that keep them poor (debate).
Class differences in; life expectancy, health, employment/unemployment home ownership, leisure activities, chance of being a victim of crime.	The suggestion that class is no longer the main source of identities and that identities are based on consumption (what we buy) and lifestyles (choice in what we do).
The view we have of ourselves based on the meaning we give to our class position and understanding	

Occupation	Class identities
The upper class	Fragmentation of lifestyles
Meritocracy	The traditional working class
The new working class	The underclass
Class inequalities	Classless society
Subjective class view	