

# Makutano Junction

A Kenyan TV soap opera



## Activity

Helping you develop the **Global Dimension** across the **curriculum**

# 12 Intergenerational issues

## Activity description

- This activity encourages students to think about the relationships between generations in their family and local community.
- It also provides an opportunity for further discussion about female circumcision.

## What you need?

- FGM edit MJ Series 3 Episode 11 part ii, Episode 12 and Episode 13 part ii (the girls share what they have learned in the Rites of Passage week)
- Worksheet 1

## Aims

- To investigate the role of different generations in the family and community.
- To highlight potential conflict situations and explore ways to resolve them.
- To make students aware of female circumcision/FGM.

## Curriculum links

- Citizenship
- PSHE

Further details of how this activity meets requirements of the new Secondary Curriculum appear on the Curriculum Links table. For subjects outside the statutory curriculum, check your own exam board for their requirements. For general information on the Global Dimension across the curriculum, see [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## GLOBAL DIMENSION

Underlying the concept of a global dimension to the curriculum are **eight key concepts**.

The following five are covered by this activity:



**Citizenship** – gaining the knowledge, skills and understanding necessary to become informed, active and responsible global citizens.



**Diversity** – understanding and respecting differences and relating these to our common humanity.



**Values and Perceptions** – developing a critical evaluation of images of the developing world and an appreciation of the effect these have on people's attitudes and values.



**Conflict Resolution** – understanding how conflicts are a barrier to development and why there is a need for their resolution and the promotion of harmony.



**Human Rights** – knowing about human rights and understanding their breadth and universality.

The other three key concepts which can be explored using other Makutano Junction activities are :

**Social Justice**

**Sustainable Development**

**Interdependence**

**Values and Perceptions**

Find out more: [www.globaldimension.org.uk](http://www.globaldimension.org.uk)

## What you do

- 1 Quick brainstorm. Ask the class to list members of their family/wider community (parents, siblings, grandparents, uncles/aunts, etc.)
- 2 Give each student a copy of Worksheet 1 and give them five or ten minutes to complete step 1. If time, share one or two examples with the class as a whole.
- 3 Ask the students to complete step 2. Are the students closer to people of the same generation or different generations?
- 4 Class discussion about different generations in families. Do they all get on well? What sorts of things do they disagree on? Do they all like the same music, clothes, food etc? Are there some things students think are acceptable (swearing, computer games, certain TV shows) which their parents don't approve of?
- 5 Watch FGM edit part i). (the scene with Kara, Stella, George and Mama Mpima in the marketplace, and Episode 12 part i).
- 6 Divide the class into two groups. Group 1 should represent Mama Mpima/ the older generation, and Group 2 the girls. Each group should discuss their character's attitude towards female circumcision, and their reasons for it.
- 7 If time, watch the clip again. How was the argument resolved? Choose spokespeople from each group to role-play a debate between the two characters. Discuss how the situation could have been resolved more effectively, e.g. each character listening to the other's arguments and responding constructively.
- 8 Watch FGM edit part ii. Rose suggests a compromise: a 'Rites of Passage' ceremony. The girls have spent a week with the women of Makutano learning about womanhood. Ask the students (individually or in small groups) to list five or more things they have learned from the adults in their family/community. If time, ask each group to share their ideas with the class.

## Top Tips

- Having 'parent problems' is not unique to British teenagers. Female genital mutilation (FGM) is practised in many communities around the world. It is not done by everyone in Kenya. There are campaigns against FGM in Kenya and elsewhere.

## Variations

- Students could write an essay, poem or make a short film about what they have learned from older generations.
- Ask students to think of times when there has been conflict between the generations in their family/ community. What were they about? How were they resolved?
- Students who have seen several episodes of MJ Series 3 could compare the characters of Dodgy and Bernadette. Divide the class into groups and ask them to list the things that are important to each character. Are there similarities? e.g. they both take pride in their appearance, but for different reasons and with very different results! This could be an opportunity for role-play, with each 'character' explaining their lifestyle choices to the other.

## Follow-up/Research Questions (related to female circumcision)

- What is female genital mutilation?
- Where is FGM most common? Name two countries where it is prevalent.
- How many women have undergone some form of FGM? How many girls are at risk in the UK?
- Research the reasons behind female circumcision. Divide them into health/social categories.
- What are the possible physical consequences of FGM?
- What is the international community's position on FGM? Look at the UN Declaration on the Elimination of Violence Against Women.

## Useful resources

Factsheets on FGM are available from:

<http://www.forwarduk.org.uk/keyissues/fgm>  
FORWARD UK

[http://www.who.int/topics/female\\_genital\\_mutilation/en/](http://www.who.int/topics/female_genital_mutilation/en/)

World Health Organisation

<http://www.amnesty.org/en/library/info/ACT77/006/1997>

Amnesty International

<http://www.nya.org.uk>

National Youth Agency case studies. 'Youth Action and Engagement - building generational relationships'. May 2008.

### TAKE ACTION

- Don't assume people from a particular generation will have one point of view. Avoid stereotyping.
- Keep talking - we can all learn a lot from talking and listening to people with different perspectives and experiences.
- Get involved in an intergenerational project locally. Contact the National Youth Agency for details.