

# Makutano Junction

A Kenyan TV soap opera

## Activity

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



# 13 Adolescent male issues

## Activity description

- This activity encourages students to think about pressures which (male) teenagers face in Kenya and the UK.
- It also provides an opportunity for further discussion about drugs and drug culture.

## What you need?

- PP edit (from various episodes across all 3 series) OR still images of PP from MJ showing farming, schoolwork, relationship with Red, drugs etc)
- Drugs edit (all MJ Series 3: Episode 4 part ii, Episode 5, Episode 6 part i where PP says he's stopped doing drugs)
- Hollyoaks clip

## Top Tips

- There are similarities and differences between issues facing young men and women in Kenya and the UK.

## Aims

- To make students aware of aspects of adolescence which transcend cultural boundaries.
- To highlight the power young people have to change and influence their own situations.
- To discuss different attitudes to drugs and the consequences of using them.

## Curriculum links

- PSHE Economic Wellbeing, Personal Wellbeing
- Citizenship: Identity, Risk management
- Drama

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 three 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.

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

**Social Justice**

**Sustainable Development**

**Conflict Resolution**

**Interdependence**

**Human Rights**

### What you do

- 1 Ask the students what they know about teenagers in Kenya. How are their lives similar to, or different from, those in the UK?
- 2 Watch the edit of the character PP in Makutano Junction as a class, or look at the images of PP. If possible, divide the class into small groups and give an image to each group.
- 3 Ask the students to identify PP's problems as shown in the film/images. How many of these problems are faced by teenage boys in the UK? Were the students surprised at the similarities?
- 4 Watch an extract of Fletch in Hollyoaks. For students who are not familiar with the program, it may be useful to briefly summarise Fletch's background (students who watch Hollyoaks could do this).

5 Divide the class into two groups. Group 1 should discuss the similarities between PP and Fletch's situations, and Group 2 should discuss the differences. (Some ideas: PP has to work. His parents don't have spare money to bail him out or give him an allowance. They have both left school, but PP has decided against drugs and is running a successful business. Drugs have taken over Fletch's life and he has dropped out of school.)

6 Ask a spokesperson from each group to share their findings. When Group 2 list the differences, ask the class to separate them into individual and cultural differences. Is PP's situation affected more by the culture he's growing up in, or by his individual decisions? What about Fletch's?

### Variations

- Opportunity for drama/role play. Imagine PP and Fletch meet. How would they explain their choices and situations to each other?
- In groups or individually, students could draw up a table showing the similarities and differences between adolescent life in Kenya and the UK, with headings such as education, drugs, community life, leisure activities, etc.

### Follow-up/Research Questions

- What is the school leaving age in Kenya?
- How many teenagers (boys) stay in school until that age?
- How many continue to university or further education? Compare this to UK figures.
- Compare unemployment figures for 16-18 year olds in Kenya and the UK.
- Is cannabis illegal in Kenya? What punishments do cannabis users face if caught? Compare this to the UK laws on cannabis.

### Useful resources

<http://www.unodc.org/newsletter/en/perspectives/0601/page007.html>  
UN info on drugs in Kenya

<http://www.nationsencyclopedia.com/Africa/Kenya-EDUCATION.html>  
Education in Kenya