

# Masala BridgeBuilders and Key Stages 3 and 4 of Citizenship

Masala BridgeBuilders material is more relevant to Key Stages 3 and 4, but some could also be adapted for Key Stages 1 and 2.

## **Demonstrate understanding of key citizenship concepts:**

- **'diversity, identities and communities'**

All the topics can be used to cover these areas, as they provide an insight into the British Asian perspective on various issues, including **citizenship & identity**, **(arranged) marriage** and **family**.

The material can be used as a **case study** of one community's attitude towards a particular issue (or issues) - in this case the British Asian community. Students can then discuss the material and compare it to their own cultural experience. (Discussion questions are provided and can be adapted).

For example, after looking at the British Asian perspective on **'love & marriage'**, students can then compare it to the experience of marriage within their own culture, e.g. White British or Afro-Caribbean British. The material can also be used alongside material covering other cultures, and comparisons can be made this way.

**'citizenship & identity'** is particularly appropriate here, as it looks at the tensions many young people face as they are in between two cultures. Students can be encouraged to share their own feelings and experiences on this.

- **'tolerance, respect and concern for others'**

The aim of Masala BridgeBuilders is to allow students to go beneath the stereotypes and explore the positive and negative aspects of British Asian culture. How can communities learn from and help each other, as well as respecting the customs and traditions of others?

All the topics are useful for this, as they are aimed at promoting understanding (and hopefully tolerance and respect) of others' culture. However, **'race & discrimination'** may be particularly relevant:

- \* Students can be encouraged to compare their own experiences with what they have read about in the material.
- \* They may also want to discuss their pre-conceptions about British Asian culture and what they have learnt. This would obviously have to be done sensitively, especially if there are Asian students in the group.
- \* They can discuss the issue of stereotypes and how the media may contribute to reinforcing them.

- **‘investigate topical issues, problems and events, analyse and evaluate a range of sources of information’**

Masala BridgeBuilders provide a range of sources, including newspaper reports, quotes and extracts from contemporary books and plays.

Students can be encouraged to analyse and evaluate the sources provided. Asian students may want to share how much (or little) the sources reflect their own experiences.

- **‘discuss different issues drawing simple conclusions and justify personal views and opinions’**
- **‘through group and class discussion and debate present and develop ideas and views’.**

The material is designed to prompt discussion, with plenty of opportunity to ask questions and draw out the participants’ views

- **‘listen to and consider the views and experiences of others’**
- **‘express views that are not necessarily their own’**

Students will hear and consider others’ views, from the material or from their classmates. The case studies, readings and role plays also allow them to express others’ views. This could be extended through further role plays or writing a fictional diary account, based on what they have learned.

- **‘communicate their findings and experiences and make suggestions for improvements or changes’**

Each topic concludes with time to reflect on changes the participants would like to make, or issues they would like to act on, and an opportunity to share this with the group.

# Masala BridgeBuilders and Key Stage 3 of Religious Education

Masala BridgeBuilders are useful for demonstrating how religious beliefs can influence lifestyle and values. They do not focus on any particular religion but look generically at the British Asian population and the tensions many face as they seek to balance traditional religious beliefs with life in an increasingly secular society.

The material is particularly relevant for the subject '**Rites of Passage**', as it focuses on topics such as:

**The generation gap:** This explores the tensions between younger and older generations of Asians and their different perspectives on issues.

**Love and (un)arranged marriage:** How do young British Asians of 'marriageable age' cope with the pressure of balancing their parents' expectations with their own preferences?

**Work and (un)employment:** This topic looks at the pressures some young people face of having to find a job that is both fulfilling for them and also 'acceptable' to their parents.

Masala BridgeBuilders can help students achieve the following Key Stage 3 objectives:

- **Respond to various religious perspectives on** questions of meaning and purpose and **a range of contemporary moral issues by relating these to their own and others' lives.**
- **Evaluate religious** and other **views** on human identity and experience, on questions of meaning and purpose **on values and commitments, using appropriate evidence and examples.**

Students can explore and discuss how far values and culture are determined by religious belief and how much is based on tradition. From the religions they have studied, including Christianity, students can consider what values are evident within Asian culture, for example respect for elders and the importance of family. They can compare the material with their own experiences and explore what there is in common as well as the differences.

- **Relate religious beliefs, teachings, practices, lifestyles and the forms of religious expression to their historical and cultural contexts**

The material explores how religious belief is expressed by South Asians in Britain in the 21st century.