

WHAT'S NEW?**Communication Objectives:**

- Ss will be able to:
- use expressions for language of caution and eliciting feedback.
 - use vocabulary, phrases and idioms related to youth behaviour.

Educational Objectives:

Ss will critically assess common examples of positive and negative youth behaviour.

Connected Topics:

- Straight Edge
- Young people and drugs
- Young people and crime
- Typical male and female young people
- Reputations
- Group mentality
- Binge drinking
- Youth programmes
- Tattoos and piercings
- Poetry and music
- Behaviour relativism
- Age of consent
- Experimenting
- Life lessons
- Youth rebellion

Grammar:

Word choice

Collocations

Idioms

Key Vocabulary:

abstain

holiday rep

promiscuous sex

adhere

hostile

recruit

all-terrain vehicle

illicit

rep / reputation

attire

intimidating

seizure

close-minded

Latino

skip school

consume

lure

thrashing

cult

mosh pit

vegan

do-gooder

off the mark

vice

drive-by shooting

patch

vigilante

free-for-all

picker

hardcore music

politically correct

The BIG question:* ARE ALL TEENAGERS REBELS?*VIEWPOINT**

Facts: The statistics on teenage drinking are from the Waltham Forest Crime and Disorder and Drug Audit 2004. UK schoolchildren are the heaviest teenage drinkers in Europe.

Source:

www.lbwf.gov.uk/8.5.6-alcohol.pdf

EQ: *Why do you think this is the case? How does this compare to teenagers in your country? What effect can drinking at this age have?*

The statistics on cannabis are from the British Crime Survey 2001.

Source:

www.drugscope.org.uk/druginfo/drugsearch/ds_report_results.asp?file=%5Cwip%5C11%5C3%5C008chapter6.html

EQ: *What is the attitude to cannabis use in your country? Has anyone you know every tried it? Do you think there is a difference between soft drugs (like marijuana) and hard drugs (like cocaine)?*

Quotes: Robert MacKenzie (1928–) is a retired politician from the Ontario, Canada, provincial legislature.

EQ: *How do you think adults see teenagers? Is this a fair stereotype?*

George Bernard Shaw (1856–1950) was an Irish playwright and winner of the 1925 Nobel Prize for Literature.

EQ: *Do you think this is true? How do the youth of today shock the old?*

1 WORD POWER

A 1 gives students an introduction to some new vocabulary.

1 WORD POWER B**Sample answers**

1 Straight-A students have problems too. **If I were to hazard a guess, I might say that** we all need help sometimes. **2** There is a generation gap between parents and young people today. **It could be the case that** there is one, but every generation thinks the same thing. **3** Something needs to be done about these jobs. **I would be a little concerned that** people will overreact about this. **4** Peer pressure pushes young people into risky behaviour. **It seems as if** peer pressure is very strong, but parents can play their part.

ARTICLES**Walking the Straight Edge**

This article discusses the US teenage movement called Straight Edge. The movement originated in the mid to late 1980s out of the hardcore punk rock movement. It is widely believed that the movement takes its origins from the lyrics of Ian MacKaye of Minor Threat, and later of Fugazi, fame. His song *Straight Edge* was written about a friend who had overdosed on heroin and is a warning to young people about avoiding dangerous activities.

Much of the movement's image is related to the larger hardcore punk rock movement: tattoos, black clothing, piercings and loud aggressive music. What makes the movement different is the abstinence from sex, drugs and alcohol. Many of its followers are also vegans. The movement is largely non-violent, but there have been incidents specifically among male members, who tend to travel in groups. Several police organisations including the Salt Lake City Sheriff's office identify Straight-Edgers as being involved in gang activity (in relationship with the Animal Liberation Front, an extremist animal rights group).

EQ: *Is there a relationship between people who believe very strongly in an idea, religion or philosophy and violence? Do the positive aspects of Straight Edge outweigh its negative aspects?*

Marijuana Growers Hire Rural Quebec Students

This article discusses marijuana growing in the Canadian province of Quebec. Canada is developing a reputation as a major producer and exporter of

marijuana, especially to the United States. The marijuana industry is estimated to be worth \$7 billion, second only to oil and gas extraction (\$15.3 billion). The largest producing provinces are British Columbia, Ontario and Quebec with much of the production now being done in 'grow-ops' (small-scale indoor cultivation inside houses). This is the reason why organised crime has such a big stake in Quebec and is willing to pay so much to helpers. Canada is considering de-criminalising marijuana possession with the hopes of moving production out into the open where it could be taxed. The United States Department of Justice is not happy with this development.

EQ: *Should cannabis use or production be illegal? What is the best way to combat drug taking? If you were approached to do illegal work for very large wages or work at a boring job for low wages, which would you do? How important is it to have money as a teenager? Is it important enough to risk going to jail?*

2 READING

A is a skimming activity that will help students with the Reading section of the CAE and IGCSE exams.

2 READING A**Answers**

A 1 no 2 yes 3 yes 4 no

B This question relates to the type of question in the Trinity Exam where students must determine feelings or thoughts that are not explicitly stated.

C 1 You can give students some help by getting them to look at the different aspects of the Straight Edge image and philosophy.

EQ: *What can you do in a group that you couldn't do alone?*

C 2 You can give students some help by looking at the values of people at this age and the prospect of a large income to people with limited opportunities.

3 SPEAK YOUR MIND

This section covers the topics of typical teenagers, reputations, group membership, and youth crime.

A EQ: *How are / were you similar to other teenagers? Would you describe yourself as typical? Is there anything positive or negative about being typical?*

B EQ: *Do you care what others think of you? Can someone ever change their reputation? How important is personal / family honour in your country? Is a reputation or honour worth dying for?*

C EQ: *Why do you think police might consider Straight-Edgers to be gangs? Are there any groups in your country which might get labelled as gangs? What would be the appeal of joining a gang? Do you consider yourself an extrovert or introvert? Which do you prefer: more spending time with people or by yourself?*

D EQ: *What attracts people to crime? Are youth criminals treated differently from adult criminals? What are the purposes of prison: keeping criminals away from the public or rehabilitating criminals? Which does your country favour? Can criminals go straight?*

4 LISTEN

DVD

This audio clip features a meeting among holiday reps for a travel company that organises package holidays for young people. Many of these package holidays have a focus on partying and drinking. The issue of binge drinking is an important issue in the UK, where many young people go out to drink large quantities of alcohol on Friday or Saturday nights. Holiday trips to other countries where alcohol is much cheaper than in the UK often leads to bouts of drunkenness and violent behaviour.

4 LISTEN B

Answers

Swimming: not mentioned. **Responsible drinking:** Not mentioned, they want to bring enough alcohol so they don't run out. They provide only nachos and light snacks. And they are only concerned about the drinking in terms of the impact on locals. **Fun party games:** Yes, Mexican theme. **Sightseeing:** Yes, they visit a nearby island.

4 LISTEN C

Answers

1 Mexican (Getaway). **2** Mexican music, trance and deep house. **3** A lot to drink, but only a little food (including nachos with salsa and guacamole). **4** People getting into trouble with the police for carrying open bottles of alcohol through the town and being fined (50 euros), or making too much noise. **5** They don't really seem to be.

D In the event that students cannot think of anything, you can get them to discuss: *What kinds of evening activities do they have in Ibiza or other resorts? What sort of activities would appeal to you?*

5 TEAMWORK

This activity is designed to get students to think about the very real situation that can affect any community with large-scale economic or social problems. It may be wise to avoid discussing rates of youth crime, suicide and unemployment directly in this context.

Sources:

Handbook on Counseling Youth, John McDowell
Community Youth Development, Francisco A. Villarruel

EQ: *Do you have youth programmes or youth centres in your community? Do these programmes work? Are programmes designed by adults for young people always appropriate? What kinds of programmes would young people want to create?*

6 CONTROVERSY

Tattooing originated in Asia and is still a much admired cultural practice among the island states of the Pacific. It spread to the West with sailors who travelled to these ports of call. From a Western perspective, tattoos were historically worn only by prisoners and sailors, however, this has begun to change as tattoos have become a much more common way of expressing individuality. Many cultural anthropologists point to the role that music videos and MTV have had in making tattoos popular as so many rock and pop stars and other celebrities now have them.

Sources:

Bad Boys and Tough Tattoos: A Social History of the Tattoo with Gangs, Sailors and Street-Corner Punks 1950–1965 Samuel, M. Steward

The Tattoo Encyclopedia, Terisa Green

Modern Primitives, V. Vale

Return of the Tribal, Rufus C. Camphausen

EQ: *Is tattooing and piercing just a trend? Why do some people find tattooing and piercings intimidating?*

7 PORTFOLIO WRITING

See the Introduction to the Teacher's Guide.

A Sources:

See your country's government website for examples of information pamphlets.

B Sources:

The Girl's Book of Love: Cool Quotes, Super Stories, Awesome Advice and More, Catherine Dee

52 Lessons on Communicating Love, Dr. Ruth Westheimer

www.loveadvice.com/LIBRARY.HTM

8 POETRY AND MUSIC in English [CLIL]

This activity could be made more personal for the students by asking them to bring examples of music they like. The lyrics can be analysed in the same way as the song in the activity. The example can be considered more as a back-up in case students do not have time to research and bring in examples. There are many places online which offer lyrics to songs for free.

Sources:

www.azlyrics.com

www.lyrics.com

www.sing365.com

EQ: *Why does music evoke and appeal to our emotions? Why is music such an important part of youth culture? What would youth culture be without music, music stars or MTV?*

9 FURTHER DISCUSSION

This section covers relative behaviour, youth experimentation, life lessons, and youth rebellion.

A Try to get students to think in concrete terms about their own behaviour. If you are daring enough, you can discuss the use of swearwords in different circumstances.

EQ: *Would you use swearwords in each situation (school, work)? Why / Why not? What motivates you to do good? Do you think your parents, friend or co-workers know how you act when you're with other people? Why / Why not?*

B Try to get students to discuss the reasons behind experimenting.

EQ: *Why do young people experiment? Is it a natural process?*

C Try to get students to think about the lessons they have learnt.

EQ: *Do you think you could learn these all on your own? Do you think we rely on TV too much for educating young people? What would someone who learnt about life only from television be like?*

D EQ: *Who do you find more interesting: rebels or conformists? What does this tell us about ourselves? Is youth rebellion healthy?*

10 Your answer: ARE ALL TEENAGERS REBELS?

This question tries to get students to address how young people behave. While there are many different viewpoints among young people, society often works from the Hollywood stereotypes of the 'rebel without a cause'. What are young people rebelling against? Should young people rebel? Will teenagers always rebel? How does youth rebellion become adult conformity?

WORKBOOK**1 WORD POWER**

This activity will get students practising the language of caution from **Language Bank 20**.

1 WORD POWER**Answers**

1 Young people say they want to be individuals, but they just copy each other. **I'm not sure I would** say that, they are just doing their best.

2 Young people should be allowed room to make mistakes. **It seems as if** that is the case.

3 Young women are never as bad as young men. **I'm not sure I would** agree with your statement. What about girl gangs?

4 Television is responsible for making young people behave badly. **I would be a little concerned that** we blame television for everything. Parents have a role to play as well.

5 Teenagers can always get drugs or alcohol if they want. I don't think anything can stop that. **I would be a little concerned that** that if you give up hope, it won't help.

6 We can only hope a good education will keep young people safe. **If I were to hazard a guess, I might say** education is the most important thing in helping young people find the right path in life.

2 USE OF LANGUAGE: Word Forms

This activity introduces the brief history of skateboarding and it being banned on the streets of many US cities. The activity is based on an authentic test activity used by the University of Cambridge Local Examinations Syndicate in the CAE and CPE. It will also help in the Reading section of the IELTS.

2 USE OF LANGUAGE**Answers**

1 sharpen	2 revolutionised	3 increase
4 banned	5 fear	6 remains
7 organised	8 requesting	

3 WRITING**A Sources:**

www.vanishingtattoo.com
<http://tattoo.about.com>

B Sources:

www.drugscope.org.uk
www.drugs.gov.uk/Home
www.nida.nih.gov

4 IDIOMS

See the Introduction to the Teacher's Guide.

4 IDIOMS**Answers**

1 were	2 saw / sees	3 open
4 nip	5 kept	6 scratching

1 to be on the same wavelength = to understand each other and think alike 2 to see everything in black and white = to see things in very clear terms, not in nuances 3 to open the floodgates = to allow something to get out of control 4 to nip something in the bud = to stop something before it really starts 5 to keep his nose clean = to behave well 6 to scratch their heads over = to worry about what to do, to be confused about what to do

Ask students to use the idioms when answering these questions orally. This can be done as pair work or as a class.

- *What do you think of very conformist young people?*
 - I think there's nothing wrong with *keeping your nose clean*.
 - I guess if they've been raised a certain way they just *see everything in black and white*.
- *Why are some young people into binge drinking?*
 - When some young people are suddenly given too much freedom, it just *opens the floodgates*.
 - I'm just left *scratching my head*.
 - I think some parents don't *nip it in the bud* early enough with proper discipline.
- *If you could give parents advice on rowdy teenagers, what would it be?*
 - I would tell them to try and *be on the same wavelength*. They need a lot of empathy for teens.
 - I think you should *nip problems in the bud* by openly discussing things.
 - They should not *open the floodgates* on their teenager's freedom too early.