Learning objectives
In this unit you will:
• explore the different aspects of a person’s identity
• describe how self-esteem develops and how it influences our lives
• explore the roles of values, morals and principles
• identify and analyse human motivations
• examine different parts of the decision-making process
• explore how people express their culture and how cultural ideas spread
• recognise common cultural experiences.

Overview
In this unit you will study some ideas about personal identity. You will consider the things that influence our identity as it develops. You will examine why a person’s feelings about himself or herself are important.

Our sense of identity affects our attitude to different people, things and situations. It influences how we think and behave. It even has an impact on our ability to make decisions. This unit explores some ideas about why we act in certain ways and how we make decisions.

Culture is the way of life of a particular group of people. In this unit you will explore ideas about what a culture is and consider how traditional cultures interact with influences from the modern world.

Fact finder
The United Nations Education, Scientific and Cultural Organisation (UNESCO) is part of the United Nations organisation. UNESCO is responsible for international co-operation in education, science, culture and communication. One important aim of the organisation is to make sure that each child and citizen can learn about a variety of different cultures. UNESCO encourages people from different generations and groups to respect and honour cultures other than their own.

Work in a group to find out about the work of UNESCO in your country.

Talk about
Some things that influence our identity are not in our control. For example, we do not choose the family we are born into or the community or country where we are born.

Some things that influence our identity are under our control. For example, we choose to spend our free time in a particular way. We choose to spend time with certain people. Talk about some influences on your identity that are not in your control and some that are in your control. Discuss how you feel about each of these influences.

Word cloud
- clan
- culture
- identity
- morals
- principles
- self-esteem
- tribe
- values

Many people express their culture by wearing distinctive clothing. This family is from Greece.
Identity and culture

Learning objectives
- Develop an understanding of self-identity and social identity.
- Assess the importance of an individual’s identity.
- Explore the factors that make up a person’s identity.
- Explain self-identity and social identity.

Who do you think you are?

A very simple definition of identity is ‘who a person is’. What is your answer to the question ‘Who are you?’ To begin with, you could say your name. But what does it mean to be you, the person with that name? How do you see yourself and feel about yourself as an individual? How does the world around you influence your sense of who you are?

What is identity?
Psychologists believe that we become self-aware as children, usually at about the age of two to three years. This means that we realise we are individuals, separate from other people.

From this point onwards, each of us develops our own sense of who we are as a person. We create a mental image of ourselves. This is called our ‘self-identity’ or ‘self-concept’. Our self-identity develops and changes over the course of our life.

A person’s identity develops in response to both internal and external factors. Identities are influenced by all the things we experience and by all the interactions we have with other people. We begin to discover our likes and dislikes. We form opinions and identify ideas that we agree with and others that we don’t agree with. We copy the behaviour of some of the people around us. We develop our ideas about what we think is right and wrong.

Some factors that form our identity are out of our control, for example the family we are born into or the colour of our skin.

Does my identity matter?
Having a strong sense of identity is important for many reasons. Identity lets people stand out as individuals. It helps people appreciate their own value and develop a sense of well-being. Identity also helps people to fit in with society and with particular groups such as school friends or a sports team. Identifying with a group gives people a sense of belonging. It provides feelings of safety and security. It enables people to form strong and solid relationships, which is important for well-being.

The way people see themselves has a powerful influence over the way they see other people. It affects the way they relate to other individuals and groups in different situations. In general, a person who has a strong sense of identity feels more secure. This allows them to be more open and to develop healthy relationships.

A sense of identity influences how people view the world. People with a positive self-identity are more likely to have a positive outlook on the world. Identity can affect what we expect or hope to gain from life. People with a strong sense of identity are more likely to see life as a journey of discovery and to make the most of different opportunities.

Societies rely on people forming relationships and co-operating in groups. Societies need people to take active roles that improve life for the community. Many societies today include people from different countries who work together to improve their communities.
Is age important in forming an identity?
The process of forming an identity takes place over the whole of a person's life. However, the most important time is probably when a person reaches adolescence. This is the time when children begin to become adults. Adolescence happens at different ages for different people, but it usually happens during the teenage years. It is during this time that most people think for the first time about how their identity might affect their life. Many people become more aware of their own thoughts and feelings. Adolescents begin to think more independently and to analyse the influences on their lives more thoroughly.

What makes up my identity?
Many different parts go together to create our identity. The diagram shows the different ways we can identify ourselves.

- Gender – being male or female
- Class – where we see our position in society
- Activity – what we do for work or in education and for recreation
- Culture – identifying with a particular culture, such as the culture of a nation or of an ethnic group or a mixture of these
- Generation – belonging to an age group, for example ‘the younger generation’
- Race – belonging to a group that shares certain features such as skin colour, facial features, body size
- Ethnicity – belonging to a group that shares cultural traditions
- Nationality – being from a particular nation
- Region – being from a particular region, for example the Middle East
- Belief – belonging to a group that shares a set of beliefs

Each of these aspects influences every person differently. Aspects such as race and gender are important for most people. They are very visible and stay the same. Other aspects are less visible and can change over time. For example, a person’s work may be an important part of their identity. If they change profession, their idea of who they are may also change. For example, a nurse may see themselves very differently if they become a businessperson. But this change may not be so obvious to other people.

What are self-identity and social identity?
Self-identity is the way we see and define ourselves. Social identity is the way we see ourselves based on the groups we are members of, such as our family, our school, or our nation. Being a member of a group gives us a sense of belonging. Our social identity is formed because we interact and have relationships with other people.

Case study
What’s in a name?
Most people have a family name and a given name. Parents choose a given name for each of their children. In many societies the name is carefully chosen because it has a special meaning. For example, in the Luganda language spoken in Uganda, Africa, the name Dembe is popular for both boys and girls. It means ‘peace’.

Names in Muslim families have spiritual meaning and they often honour older family members. Many names are derived from Arabic words for positive characteristics. Names are an important part of Islamic and Arabic identity and people are often very proud of them.

The family name is important because it shows that a person is part of the family.

Some societies also have tribal and clan names. A tribe is a social group in a traditional society. A clan is a group within a tribe. The clan members are all descendants of a common ancestor from the distant past. The tribal or clan name is often seen as being of greater importance than the family name.

Tribes and clans are important in many places around the world, including Central and South America, Scotland, Africa and the Middle East.

Activities
1. In your own words, define self-identity and social identity.
2. Look at the diagram on page 10. Make an identity chart for yourself using as many of these headings as you can. Only write things you are happy to share with other people in the class.
3. Work in a small group. Take turns to explain which of the different parts of your identity are most important to you. Discuss each of your choices.
4. Think about where you live. What names do parents give to boys and to girls? What do the names mean? Are family and clan names important?
What is self-esteem?

Learning objectives
• Describe self-esteem.
• Know the processes that contribute to self-esteem.
• Analyse the effects of negative thinking on self-esteem.
• Identify the effects of self-esteem on decision-making and community involvement.

If we have high esteem for something, we respect, value and admire it a great deal. If we have low esteem for something, we do not respect or value or admire it.

Self-esteem means valuing ourselves. It means feeling confident about all aspects of ourselves. These aspects include our emotions, appearance, physical abilities, intellectual abilities and behaviour. The judgments we make about ourselves can be negative, positive or neutral.

When do we develop self-esteem? What influences our self-esteem? What impact does self-esteem have on our lives?

When do we develop self-esteem?
As young children, we begin to develop our sense of identity. At this age, our identity is based mostly on physical characteristics such as hair colour and height. As we get older, our identity develops as we become aware of other characteristics such as our personality, attitudes and how we interact with other people. We become more able to identify and talk about our desirable and not-so-desirable qualities.

We assess our characteristics by comparing ourselves to other people, such as our peers, people in our family and other people in the community. We begin to see ourselves as more capable or less capable than other people in particular areas. For example, we might compare our reading ability, our physical appearance, or how we treat people.

Our self-esteem can vary in different aspects of our identity and different areas of our lives.

What influences self-esteem?

Our self-esteem rises when we can see all our strengths and positive qualities, when we feel we have potential, and when we think we have lots to offer.

Self-esteem falls when we focus on weaknesses and failures and when we feel we have little to offer.

Self-esteem is typically based on how much of the following we think we have:
• intelligence
• pleasing physical characteristics
• feeling likeable and loveable
• feeling valued and worthy of respect

The influences on self-esteem change over time. Young children focus on feeling liked and loved. They value feedback from parents and other adults such as teachers. As children reach adolescence they become more concerned about approval and acceptance from their peers.

Self-esteem is influenced by many different experiences.

As people move towards becoming adults, their own values, standards and expectations become more important to how they see themselves.

Self-esteem grows when people take on new challenges and master new skills. People with positive experiences feel a sense of accomplishment and pride. They feel that they are making a difference and have value.
How does negative thinking affect self-esteem?
Many people have negative feelings about themselves. These negative feelings can start when people are quite young. They are created by hearing negative things from other people and even the media. People begin to accept and believe the negative judgments that they hear. Sometimes people also add their own negative thoughts.

To combat negative thoughts, a person should try to have positive thoughts instead.

How does self-esteem affect our lives?
Our level of self-esteem affects many areas of our lives, particularly our relationships, our ability to make decisions, and our involvement in the community.

How does self-esteem affect relationships?
We usually think that other people see us the way we see ourselves.
• People with high self-esteem see themselves in a positive way. They think other people will see them in the same way and will like them.
• People with low self-esteem think the opposite. They believe that other people share the negative view that they have of themselves.

We relate to other people based on how we think they see us. If we think people like us we find forming relationships easy. If we have low self-esteem and think that people do not like us, we struggle to form relationships.

Relationships are the basis for a happy and fulfilled life and are also important for a strong and stable society.

How does self-esteem affect decision-making?
People with low self-esteem do not always value their own opinion. They do not like the idea of making a bad decision so they let other people make decisions for them.

People with higher self-esteem are more confident that they can make good decisions or cope with the results of bad ones.

Life is full of decision-making. Some decisions are about accepting or avoiding a challenge. Low self-esteem can lead people to avoid challenges such as trying a sport, speaking in class or joining a club. Overcoming challenges is an important way of increasing self-esteem.

How does self-esteem affect involvement in the community?
The different ways in which people are actively involved in their community and society are known as civic engagement. People can become actively involved by joining local groups and volunteering in the community.

Being involved in community and social groups has many benefits for individuals. Members of groups are often healthier and have improved feelings of well-being. Young people who are actively engaged are less likely to take part in negative behaviour. They are more likely to have higher self-esteem and more positive relationships.

The benefits extend to wider society. Neighbourhoods with high levels of civic engagement have a greater sense of community and lower rates of crime and socially unacceptable behaviour.

Low self-esteem can mean people lack the confidence to join groups and feel that they have little to offer anyway. This can mean people with low self-esteem are less likely to be involved and less likely to enjoy the benefits that come from civic engagement.

Activities
1 Write down two things that create feelings of high self-esteem. Write down two things that create feelings of low self-esteem.
2 Everyone’s level of self-esteem changes depending on their mood and other circumstances. Write down:
   a how confident you feel about making decisions
   b how you feel about meeting people and making new friends
   c the ways you engage with your community, for example groups and clubs.
3 Work in a group. Discuss how you can help to increase other people’s self-esteem. What words should you use? What behaviour should you show? Role-play some situations and make a video of your role play.
1.3 Values, morals and principles

Learning objectives

- Identify values, morals and principles.
- Explore how values, morals and principles are formed.
- Examine the role of values, morals and principles for individuals, businesses and society.

Every person develops their own set of values, morals and principles. They are important parts of a person's identity. They are also important for groups and communities. Societies rely on people accepting common values, morals and principles. What are values, morals and principles? How are they related? Why are they important to individuals and to society?

What are values, morals and principles?

Values, morals and principles are closely linked.

**Values:** These tell us what is important in a person's life. People value different things such as their family, making money or working hard. Our values indicate what we want to achieve in life. For example, if someone values honesty, they will try hard to be an honest person. They will also encourage other people and organisations to be honest.

**Morals:** These are ideas about what is right and wrong. Morals can constrain the way people behave because they help people know when behaviour is acceptable or unacceptable.

**Principles:** These are rules that are based on our values. Principles guide our behaviour and the way we live. They are permanent and do not change. For example, a person who values honesty has the principle that it is always wrong to lie. When a society agrees on its shared principles, these principles often become established rules or laws.

Values are different from morals because values do not depend on being ‘right’ or ‘wrong’. For example, we may value creativity. But we would not say that a person who is not creative is morally wrong.

How do values affect behaviour?

Positive values lead to a more positive outlook on life and a desire to have a positive influence on the world. People with positive values are usually optimistic. Optimistic people believe that the outcomes of their actions and of other events will be positive. Optimistic people believe that they can make a difference and that they can overcome difficult challenges.

People with positive values and a positive outlook believe they can make a difference in many situations.

If people have negative values, their view of the world is also more likely to be negative. They might feel that the world is a harsh, cruel place and that people are generally untrustworthy and unloving. They might feel that they have no power to change their own situation or the challenges facing the world.

Living by our moral code

A moral code is a set of rules and guidelines based on our morality. Our moral code helps us to identify what is right and wrong and how we should behave in different situations. A moral code only has value if our behaviour reflects it. It is sometimes challenging to match our actions to our morals. For example, when we are upset or angry, we can sometimes forget how we should behave.

What influence does the family have?

The family has perhaps the most important influence on children. Families teach their children about values, morals and principles in all areas of life. The older generations pass down the values, morals and principles to the younger generations.
Where do family values come from?
Families are part of a wider culture, so the people in a family have cultural traditions, practices and beliefs. These are the basis for the family's values, morals and principles. Family values do not always stay the same. They can vary depending on circumstances. The family can also be influenced by ideas from cultures different to their own. These ideas may introduce new and different values. Some values within a culture may change to accommodate some views of modern society.

What role do values have in business?
Many companies have values that guide the way they run their business. A company may try to provide good conditions for all of its workers or to deal honestly with all of its customers. Many companies today are committed to sustainability – they try to make sure that their business is environmentally friendly. A company may also have values that extend beyond the company itself. Many companies use some of their profits to help other people. In Arab nations this commitment is governed by Sharia law.

Values in society
Values influence the way a society operates and how people behave. Societies value different things and behaviour develops to reflect these values. For example if society values personal property, one person should not steal property from another.

Folkways: These include common, unwritten rules regarding many interactions between people, including greetings and manners. If these rules are broken, there may be mild disapproval or disappointment.

Mores: More serious norms are called mores. These reflect a society’s morality. In some societies, mores become written laws. Breaking these mores or laws results in serious sanctions or punishments.

Taboos: These are the most serious norms and are things that are completely forbidden. Words, objects, actions and even groups of people can be considered taboo. Some norms, such as accepted social relationships, help society to remain stable.

Case study

Corporate social responsibility
When a company tries to include social and environmental values in its business, this is called corporate social responsibility (CSR). Abdul Latif Jameel Co Ltd is a business based in Saudi Arabia. It operates in over 30 countries, focusing on the Middle East, North Africa and Turkey. The business is involved in many areas, including automobile sales and manufacturing, power generation and environmental services.

Abdul Latif Jameel Community Initiatives (ALJCI) was established in 2003 to promote positive social change. Now known as ‘Community Jameel’, it supports many programmes that address unemployment issues, research ways to reduce global poverty, and provide education and training opportunities across the Arab world. Community Jameel also supports the development of arts and culture in many countries.

Activities
1. Write three of your own values. Then write your answers to these questions.
   a. Why do you think you have developed these values?
   b. Give some examples of how these values affect your behaviour.
2. Work in a group. Discuss folkways and mores in your society.
3. Work in a group. Research corporate social responsibility (CSR) in your country.
   a. Write about three companies that have CSR programmes.
   b. Describe two CSR programmes that focus on different issues (for example job creation, environmental protection, education and training, etc.).

Shaking hands is a folkway and is a common form of greeting around the world.
What motivates us?

**Learning objectives**
- Identify human motivations.
- Examine the ‘hierarchy of human needs’.
- Explain the relationship between human motivation and civic participation.

People behave in different ways, take different courses of action, and strive to achieve different goals. What is the force behind all these actions? What are the different goals we have as human beings? What can make us behave in ways that benefit others?

**What is motivation?**
As human beings, we need many things to keep us happy and healthy. There are also things that we want but don’t necessarily need. Motivation is the force that makes us act in order to meet our needs and get the things we want. What are some of the human needs?

**Biological needs:** These are to do with keeping our bodies healthy.

**Social needs:** Forming relationships with other people is important for our emotional and mental well-being. Meeting our social needs is the motivation for forming these relationships.

**Emotional needs:** These include the need to feel good about ourselves. Emotional needs motivate us to look after ourselves, perhaps by exercising or by reflecting.

**Cognitive needs:** These include the need to gain knowledge and understanding. Cognitive needs motivate us to explore and learn.

**The hierarchy of human needs**
There are many theories about human motivation. In 1943, a psychologist called Abraham Maslow devised a theory called the ‘Hierarchy of Human Needs’. Maslow thought that all people had basic needs that must be met and an in-built desire to be the best they could be.

Maslow’s ideas are often shown as a pyramid of needs because he believed that people meet their needs one level at a time.

- **Level 1 needs** are physiological and about survival. Maslow thought that people who had to spend a lot of time meeting these needs would not have time to meet other ‘higher’ needs.
- **Level 2 needs** are about feeling secure in terms of physical safety, health, finances and employment.
- **Level 3 needs** are about having a sense of belonging, experiencing affection and giving and receiving love.
- **Level 4 needs** are to do with esteem. Self-esteem improves when people feel valued and that their existence matters.
- **Level 5 needs** are to do with feeling self-fulfilled. Maslow used the term ‘self-actualised’. Self-fulfilled people have feelings of being complete and they experience joy in being alive.

Within Maslow’s hierarchy, the lower-level needs address a lack of something such as food, warmth or love. The higher-level needs address the desire to grow as a person.

Not all psychologists agree with all of Maslow’s ideas. They think that Maslow’s hierarchy is too simplistic. They argue that feeling fulfilled, loved and accepted are important even for people whose basic needs are not being met.
Why are we motivated to help other people?
When we become aware of people who are in need, we often want to do something to help. This is true even when the people in need of help cannot give us anything in return. We still want to take action to improve other people’s welfare.

Taking action to improve other people’s welfare without thinking about the cost to ourselves is called altruism. When people are altruistic they do things simply because they want to help. They do not expect anything in return. Altruism is the opposite of selfishness.

Acts of altruism can include:
• making another person’s situation better
• preventing people from being harmed
• avoiding causing harm to other people.

Altruism and the community
People are social, which means they live in groups and communities. All these groups of individual people make up the wider society. Becoming a fully developed human being involves playing an active part in these groups. Being part of groups brings us benefits such as a sense of belonging. Sometimes we may feel motivated to help other people. We may try to develop qualities that help us to be responsible members of the groups and communities to which we belong.

Activities
1 Write two or three short sentences that explain something you want to achieve and how this motivates you to certain actions.
2 In a group, discuss these questions.
   a How are your basic needs for food, water, shelter and warmth met?
   b How do you try to make others feel safe? Who helps you to feel safe?
   c Who helps you to feel accepted and loved? Which social groups do you belong to and how do these help you feel accepted?
   d What helps you to have high self-esteem?
   e What do you hope to achieve in the future?
3 Draw your own hierarchy of needs, adding details from your discussion in Activity 2.
4 Write a school magazine article that encourages people to work together for the good of their community. Give examples in the article based on your experiences in school, in groups you belong to or in wider society.
How do we choose a course of action?

Learning objectives

• Identify the different parts of a decision-making process.
• Examine the motivations for decision-making.
• Explain how ethics influence decision-making.

Life is full of decisions. Some of these are not important and the consequences do not matter a great deal. Other decisions, such as making an expensive purchase or choosing a career, are much more serious. How do we make decisions? What are the different influences on our decision-making? How does decision-making impact society?

What is decision-making?

We make a decision when we choose between two or more options or alternatives. We evaluate the options and decide which one to choose. To be a real decision, all the alternatives have to be attractive. If the choice is between something we really want and something we really do not want, this is not a real decision.

To make a decision, we use our capacity for thinking. We use skills of analysis and judgment.

What decisions do people make?

We are presented with choices in many situations and we make decisions all the time.

We make decisions about how we behave in different situations and how we relate to others. There are rules at home, at school and in the community, and hopefully people decide to follow these rules. Adults decide how they will earn a living. People decide what to do with their money. We decide what we can do to make our communities better places. For example, we can make decisions about recycling and reducing the waste we produce.

The easiest decisions to make are those with consequences that are not serious. An example of this is choosing between two drinks with different flavours. Decisions become more difficult as choices become more complicated and the consequences become more serious.

How do we make complicated decisions?

In many cases we have to choose between several options. Sometimes, none of the alternatives have all the best features that we are looking for. We often have to compromise on one or more features.

These types of decisions are known as preferential choice decisions. We often make these decisions by gathering information and evaluating different alternatives.

What factors do we consider when making decisions?

A simple illustration of decision-making is choosing a house. A person is looking for a new home and they want their home to have all of the following features:

Within budget, a large kitchen, enough bedrooms for all the family, plus a guest room, a garden with space for sitting and growing plants, a journey time to work of no more than 40 minutes, space for parking two cars, schools nearby, close to shopping facilities

Writing a long list of desired features will make it more likely for this person to find a house that is right for them. However, having more features to evaluate makes the process more complicated.

The decision-making process will involve trying to find a house with the maximum number of desired features. But the person might have to make compromises. For example, they might be willing to travel for more than 40 minutes to work if the house offers more of the other desired features.

Other factors might also play a role in the final decision if there is not an obvious best choice. For example, the person may choose a house because it is in an area where members of their family already live.
Values and morals in decision-making

People's values are often a part of decision-making. For example, a person who values their relationships with family members is more likely to make choices that will promote family relationships. Some decisions also have a moral aspect. This means they concern choices based on what is right or wrong. When this is the case, decision-making is said to be based on ethics.

What are ethics?

Ethics are moral principles that help determine what is good for an individual and for society. A person's ethics are the moral principles they use to guide their personal behaviour. Ethics have a role in determining how we expect individuals, professionals, businesses and governments to behave.

What role do ethics have in decision-making?

Applying ethics to decision-making helps to remove confusion and makes any issues clear. However, ethics do not always provide one 'right' answer because in many cases there is no such thing. Instead, there are several answers that are all right in different ways. An individual still has to make a final decision.

A major debate about ethics and decision-making concerns duty-based ethics and consequentialist ethics.

Duty-based ethics: These are concerned with people's actions and not with the consequences of those actions. Duty-based ethics say that people should do the right thing simply because it is the right thing to do. For example, it is always right to tell the truth and wrong to tell a lie.

Consequentialist ethics: These work in the opposite way to duty-based ethics. Consequentialist ethics do not consider actions to be either good or bad. Whether an action is good or bad depends on the consequences of that action. A good action is one that produces good consequences. The greater the number of positive consequences that result from an action, the 'more right' that action is. For example, people will not lie because, in general, lying leads to bad consequences. They will consider a person who lies to be untrustworthy.

What are applied ethics?

Applied ethics are what happens when people apply their ideas about ethics to a particular situation. Applied ethics are an important consideration in many areas of science and medicine. Two other areas of applied ethics that are important today are development ethics and environmental ethics.

Development ethics: These are concerned with how countries develop. Sometimes richer countries get involved in helping poorer countries to develop. Governments can apply ethics to help them decide why, how and when they become involved. For example, they have to consider the ways in which development leads to increased use of resources. They might also have to consider human rights and poverty reduction.

Environmental ethics: These are concerned with human interactions with the world. Areas where ethics apply include sustainable development, climate change and environmental management. All of these areas involve making choices today that will have consequences for future generations.

Activities

1. In your own words, define duty-based ethics and consequentialist ethics.
2. Saif wants to go into town. He can travel in his own vehicle or take public transport.
   a. Make a list of the different factors he might consider when making his decision.
   b. Work in a small group. Discuss the effects Saif's decision might have on other people. Can you identify any ethical issues?
3. Carry out some research and write a report on the United Nations 2030 Agenda for Sustainable Development. Work in a group to identify:
   a. what the agenda hopes to achieve
   b. the development and environmental ethics that are involved.
Identity and culture

1.6 What is culture?

Learning objectives

• Understand the term ‘culture’.
• Explore ways in which people express their culture.
• Examine ways in which cultural ideas are spread.

A simple definition of culture is ‘the unique way of life of a particular group of people’. What does ‘way of life’ mean? How does a culture survive and spread? What impact does culture have on individuals and on society?

What is a way of life?
The way of life of a group of people includes the customs, traditions and everyday activities of the group. The group’s way of life is guided by their values and morals, which may be based on a system of religious beliefs.

An important part of a group’s way of life is the norms that the group develops. Norms are expectations about how people should behave based on the group’s values and morals. Some norms become established rules and some rules become laws. People obey laws if they do not want to be in trouble with the police and courts.

Groups also develop social institutions. These are features of a society that provide a structure for relationships and interactions between people. An example of a social institution is marriage. The institution of marriage reinforces a society’s values regarding relationships.

Groups of people express their way of life through aspects such as their language, food, clothing, architecture and art. Some of these are influenced by norms and beliefs. For example, many groups have laws that forbid eating certain foods.

How does a culture survive and spread?
We learn our culture – the customs, norms, values, attitudes, beliefs, etc. of our society – through the process of socialisation.

Traditionally, socialisation happens within the family and community groups. Culture is passed down from one generation to the next. Older members of the group pass down their knowledge, language and customs to the younger members. In many societies other institutions, such as schools, also play a role in socialisation.

What is material and non-material heritage?

According to the United Nations Educational, Scientific and Cultural Organisation (UNESCO), material heritage (also known as tangible culture) includes buildings and historic places, monuments and artefacts which are important and need to be preserved for the future. These objects are often examples of the archaeology, architecture, science or technology of a specific culture.

Non-material heritage (also known as intangible culture) includes the values, traditions and expressions of culture that are passed on from one generation to the next. Non-material heritage includes oral traditions (such as story-telling), performing arts (such as singing and dancing), social practices and festivals, as well as the knowledge and skills needed to produce traditional crafts.

Case study

Al Sadu
Al Sadu is an example of non-material heritage. It is a traditional form of weaving done by women in rural Bedouin communities. They produce fine furniture and decorations for the camels and horses. Wool from sheep, camels and goats is dyed in traditional colours including black, white, brown, beige and red. The women use a floor loom to weave the wool into fabric with colourful geometric patterns.

The weavers gather in small groups and talk about family and community. Sometimes they sing or recite poems. Girls learn the traditional craft of weaving by watching the older women.

UNESCO has a list of ‘Intangible Heritage in Need of Urgent Safeguarding’. In November 2011, UNESCO placed Al Sadu in the United Arab Emirates on this list. The list raises awareness of how important non-material heritage is.
Identity and culture

We use clues to help us identify different cultures. The clues include clothing, writing, food, architecture and art.

**Clothing**

All these images represent different aspects of the culture of a particular country. Can you use the clues in these pictures to guess which country it is?

The visible signs of a culture often reflect intangible ideas, values and beliefs. For example, people wear clothing that suits the climate where they live. They also often choose clothing that reflects important ideas in the culture, such as modesty. Distinctive clothing can sometimes identify a person as belonging to a particular group.

Creative writing that is of high quality is called literature. Literature can be imaginative or factual. People often write to explore important ideas from their culture.

Architecture often reflects cultural ideas and values. For example, people often take great care and spend a lot of money to create buildings associated with religion, education or art. This shows that these are highly valued aspects of their culture.

Food provides clues to values and beliefs. For example, many cultures have strict food laws which forbid eating certain meats or even any meat at all. People often use art to celebrate aspects of their culture that are highly valued, such as landscapes, leaders and religious beliefs.

**How do cultural ideas spread?**

Distinct cultures developed in different parts of the world because groups of people lived in separate community groups. Each group had different experiences of life. Their cultures were influenced by the environment they lived in, by their growing knowledge and by how they understood the world.

**Cultural diffusion:** Since the earliest times, people have migrated from one area to another, taking cultural ideas with them. When people from different cultures meet, there is often an exchange of cultural ideas. The spreading of cultural features is called cultural diffusion.

**Cultural assimilation:** Today, many aspects of culture can be transferred without the physical movement of people. Ideas are transmitted by radio, television and the internet. Through cultural diffusion, one culture may absorb aspects of another culture. When this happens, it is called cultural assimilation.

**Cultural penetration:** One culture can become more powerful or dominant than others. Ideas from this powerful culture can influence the culture of a smaller or less powerful culture. When this happens, it is called cultural penetration.

A concern for many people in different parts of the world is the threat posed to their own culture by powerful cultural influences from elsewhere.

**Activities**

1. Write down two examples of material heritage and two examples of non-material heritage from your country.

2. ‘Heritage is our legacy from the past, what we live with today and what we pass on to future generations.’ Work in a group to discuss this statement from the UNESCO World Heritage Commission. Make a list of cultural features in your country that:
   a. have been passed down from earlier times
   b. are part of today’s culture
   c. you think will be passed on to future generations.

3. Discuss, in a group, ways in which you have been socialised.
   - Which aspects of the culture you were born into have you been taught?
   - Who were the main people involved in your socialisation?

Today there are many global brands that sell products from a particular culture in countries all around the world. Products can be adapted to suit local cultures, which is known as ‘glocalisation’.

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Identity and culture

What are common cultural experiences?

Learning objectives
• Identify common cultural experiences.
• Compare and contrast cultural experiences.

All cultures are different but they all have things in common. This is because cultures develop in response to life experiences and some life experiences are the same across all groups of people. Which common experiences do all people share?

Cultural values and beliefs
All cultures are based around values and beliefs, but these are different depending on the culture.

Many cultures place a high value on:
• the family – especially loyalty, honour and respect among family members
• hospitality – being generous to both friends and strangers
• modesty – especially dress codes and customs.

Family and child-rearing
The family is a key social unit in many cultures. The bonds between family members are some of the strongest bonds in a person's life.

Family sizes and living arrangements vary between cultures. In some cultures people live in extended families, which include parents, brothers, sisters, aunts, uncles, cousins and grandparents. All family members take part in rearing children. In other cultures people live in families that include only the parents and their children.

Celebrations, festivals and rituals
Many cultures mark important stages of life with a special ceremony or ritual. Important life stages that most cultures celebrate in this way include birth, coming of age and marriage. Many cultures also have festivals to celebrate events that are important to the community or to the whole society. Festivals and celebrations often have special foods, clothing and rituals. There may be special songs or performances.

Language, writing and art
Language is an important feature of a culture. Some languages are only spoken by a small group of people, perhaps even a single tribe. Other languages are spoken across large areas of the world and in different countries.

Written language is important in many cultures, especially when used to create literature. Literature is writing that is considered to be of high artistic quality.

Arts and crafts
People often express their cultural ideas through distinctive arts and crafts. Different cultures develop their own traditional styles of painting, woodwork, pottery, jewellery-making and weaving. The techniques, styles and patterns make each culture's craft items distinctive.

Appearance
Different cultures have different ideas about qualities such as beauty and strength. For example, in some cultures people wear special jewellery that has a particular meaning. In some cultures, people's clothing or hairstyles have special meanings.

Case study
Calligraphy
A common feature of culture across the Arab world is the Arabic language. The written language of Modern Standard Arabic is derived from Classical Arabic. Arabic is one of the most widely-used languages in the world – over 290 million people speak Arabic. Each year UNESCO organises events to mark World Arabic Language Day. Literary Arabic is the official language in 26 countries and is the sacred language of Islam.

Calligraphy is an artistic form of handwriting. It is used in Arab cultures and is especially associated with texts from the Qur'an. Calligraphy is one of the main forms of artistic expression in Islamic cultures throughout the Arab world.
FACT FILE  Cultural expressions of the Maasai

Where do the Maasai live?
The Maasai are nomadic, which means they do not live permanently in one place. They move with their herds of cows and goats to find water and grass for the animals. Their houses are made from sticks and grass, which are tied together and covered with a mixture of mud and cow dung. The houses are built next to each other in a circle. This makes up a semi-permanent Maasai village, called an enkang.

Language
The Maasai language is one of a group of languages called Maa. Over one million people from different groups in Kenya and Tanzania speak the Maa group of languages.

Social structure
Maasai society is made up of large tribes which are divided into smaller clans following the male family line. Maasai society is patriarchal. The father is head of a family and makes all the decisions. Male elders make decisions for the village and arrange marriages.

Maasai and cattle
The Maasai drink the cows’ milk and sometimes eat the meat. When a cow dies, the Maasai use its hide to make shoes, clothing, bed coverings and rope. They use its horns to make containers and its hooves and bones become ornaments.

Wealth in Maasai culture
A man’s wealth is measured by the number of cattle he owns. A poor man may have only 50 cattle, while a rich man may have 1000 or more. The man owns the cattle, but the wealth from the cattle belongs to his whole family.

Roles in Maasai society
The men are responsible for looking after the cattle. The men also hunt animals to feed their families. Maasai women build the houses and do the housework. The women also make clothing and bead jewellery. Women can become elders of the village.

As children get older, they spend time with the adults to learn the life skills they need. Traditionally, boys learn to become warriors and cattle herders, while girls learn about caring for a family and managing a household. The boys go through a series of rituals and ceremonies as part of becoming a warrior. Being a warrior is a great source of pride in the Maasai culture.

Appearance
Maasai women and children shave their heads. The Maasai pierce their ear lobes and wear heavy earrings that stretch the lobes. They wear a lot of beaded jewellery. The Maasai have traditional clothing, which is often red.

Ceremonies and rituals
Special dances are an important part of Maasai culture. Young men perform a jumping dance called adumu when they come of age. Both men and women perform other dances as blessings for cattle and to mark celebrations such as weddings. Marriages usually join together two people from different clans.

The Maasai think that death is the end of a person’s journey. Traditionally, when a Maasai person dies, the body is taken away from the village and left in the open to be eaten by wild animals. The person is never mentioned again.

Activities
1. Write down three examples of events that are common life experiences across many different cultures.
2. Produce a fact file or poster describing how people express common cultural experiences in your country. Use the structure and headings from the Maasai fact file to help you.
3. Work in a group to discuss similarities and differences between the cultural experiences of people in your country and the Maasai. Prepare a presentation to give to the class that describes these similarities and differences.
Test questions

1. Culture is:
   a. the style of clothes that people wear
   b. the types of food that people eat
   c. the way of life of people in a group
   d. the education of children in schools

2. One thing that affects our identity that we do not control is:
   a. the groups we choose to join
   b. the things we like to do
   c. the profession that we choose
   d. the family we are born into

3. Our mental image of ourselves is called our:
   a. self-identity
   b. self-control
   c. selfishness
   d. self-confidence

4. People with a positive self-image will probably have:
   a. low self-esteem
   b. high self-esteem
   c. no self-esteem

5. Our values help us know:
   a. how expensive things are
   b. what is right and wrong
   c. what we think is important in life
   d. which generation we belong to

6. Motivation is the force that:
   a. drives us to get the things we need and want
   b. helps us move from one place to another
   c. helps us get to sleep
   d. teaches us the difference between right and wrong

7. Being motivated to help other people with no thought of reward is called:
   a. altruism
   b. optimism
   c. individualism
   d. criticism

8. When one powerful outside culture dominates a smaller traditional culture, this is called:
   a. cultural infusion
   b. cultural tradition
   c. cultural penetration
   d. cultural assimilation

9. The process of teaching children about their culture and about acceptable behaviour is called:
   a. indoctrination
   b. cultural diffusion
   c. co-operation
   d. socialisation

10. Which of the following is the best example of a common cultural experience?
    a. working in an office
    b. marriage
    c. scuba diving
    d. playing a musical instrument

Assessment activities

1. Design a poster. Your poster should present a new community initiative to keep a local public space (such as a park or beach) clean. The poster should briefly explain what needs to be done, how the initiative will strengthen a sense of local identity and how taking part will help to improve people’s self-esteem.

2. Imagine you are a member of the school student council. You have been asked to speak at the next meeting about promoting values within the school. Write the script for your speech which should:
   • outline the values you think should be promoted
   • describe the behaviour that will reinforce these values
   • suggest ways in which this type of behaviour can be encouraged.

3. Use a computer to prepare a teaching presentation that explains what is involved in the process of socialisation, who is involved and why it is important.

4. Create a table or chart that shows similarities and differences between families in different cultures and communities. You should include family size, roles within the family and authority within the family.

5. Research information to create a brochure or website explaining the ethical issues concerning the production of palm oil.