

Objective: For participants to understand how each others' identities impact each other differently. It also serves to describe how those with privileged identities do not have to think about their privilege if they do not want to.

Time: 30-60 minutes

Materials: Paper, pens, tape for identity signs

Trust: Medium

Activity:

Hang up signs with different identities on them around the room (we suggest: race, class, gender, religion, immigration status, sexuality, ability) – ideally before the workshop begins so they are simply part of the space from the very beginning. If you think they'll be a distraction hang another piece of paper in front of each one. Gather participants and tell them that you will read a series of questions. Tell them that they should choose an identity that best answers the question and stand next to the sign.

Prompts:

- The part of my identity that I am most aware of on a daily basis is _____.
- The part of my identity that I am the least aware of on a daily basis is _____.
- The part of my identity that was most emphasized or important in my family growing up was _____.
- The part of my identity that provides me the most privilege is _____.
- The part of my identity that I believe is the most misunderstood by others is _____.
- The part of my identity that I feel is difficult to discuss with others who identify differently _____.
- I experience microaggressions because of this part of my identity.

Debrief:

You can either debrief each question or wait to debrief the entire activity at once. Start with a broad question: "Did anything surprise you during this activity?" Then you can go deeper into conversations about how people were distributed amongst the identities and how that relates to power and privilege.

Adapted from Meg Bolger at The Social Justice Toolbox (www.socialjusticetoolbox.com)