

Activity 1: Defining and Sharing Experiences of Identity - 55 m. – LO 1,3

Students' activity	Timing	Teacher's Actions	Students' Actions	Related to Session's ILO
<p>1. Defining and Sharing Experiences of Identity</p>	<p>55m</p>	<p>The instructor welcomes learners to the session and does a debrief on the online discussion.</p> <ul style="list-style-type: none"> -Which experiences do we recognize as having affected our identity? -Which roots are rejected, hidden, embraced? -What are new experiences influencing our beliefs and actions? (5 minutes) <p>The instructor brainstorms with the students' definitions of identity and culture (10 minutes)</p> <p>Students then do a simple 'defining experiences' diagram individually. Using paper or a white board app, each student draws a diagram with a circle in the middle representing them, and spokes coming out representing different cultural influences that have shaped their identity, values and behaviors</p>	<p>Students are briefly share in the large group their responses to the discussion question answered before class and listen to the responses of their peers.</p> <p>Students participate in the brainstorm. (This can take place verbally or using a white board app.)</p> <p>Within the groups, students follow the instructions of the educator, complete the tasks and present the results.</p> <p>Students reflect on their group experience.</p>	<p>1,3</p>



		<p>(10 minutes). Students share their diagram with other students in small groups. (15 minutes)</p> <p>The instructor asks students to reflect on the activity and any observations or insights they have, based on their sharing of 'defining influences' diagram. (5 minutes)</p> <p>The instructor then lectures on the following:</p> <ul style="list-style-type: none"> -the socio-psychological influences on identity. - the complexity of collective identities, composed of <u>multiple group associations</u> each with different aspects and sub-identities. - the mapping of roughly 22 different elements that distinguish identities by scholars including their level of relative importance, certainty, salience, positivity, active involvement, emotional attachment, choice or imposition, and so on. - some aspects of our identities are consistent over our lives 	<p>Students actively listen to the presentation and make connections based on their previous group work.</p>	
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		<ul style="list-style-type: none"> - other aspects of identity change as we gain skills and have different roles in life. - some aspects of our identities feel very central to who we are no matter where we are; others might feel more like background or depend on the situation. - some identities are labels that others put on us: while others see us as having that identity, we don't. (15 minutes) 		
Preparatory tasks for Students (if needed):	Responses to the discussion question before class (either on paper or in an online discussion group).			
Teacher's preparatory actions:	<p>For an online session, the instructor can set up a white board app for student brainstorming on definitions of culture and identity.</p> <p>A platform with a possibility for breakout rooms should be used for the small group sharing. The instructor can set up a white board app (http://jamboard.google.com/ for ex.) with one page for each person to develop their 'defining experiences' diagram. This will facilitate small group sharing.</p>			
Notes:	This activity is best carried out by students doing free-hand drawings, but it is possible to carry it out successfully in an online learning environment.			

