

Personal Identity Wheel

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| <p>Overview</p> | <p>The Personal Identity Wheel is a worksheet activity that encourages students to reflect on how they identify outside of social identifiers. The worksheet prompts students to list adjectives they would use to describe themselves, skills they have, favorite books, hobbies, etc. Unlike the Social Identity Wheel, this worksheet does not emphasize perception or context. It is best used as an icebreaker activity or in conjunction with the Social Identity Wheel in order to encourage students to reflect on the relationships and dissonances between their personal and social identities. The wheels can be used as a prompt for small or large group discussion or reflective writing on identity by using the Spectrum Activity Questions on Identity.</p> |
| <p>Goals</p> | <ol style="list-style-type: none"> 1) When used as an icebreaker, this activity can be used to help students find common ground with their peers and learn more about one another, helping students build community. 2) When used in conjunction with the Social Identity Wheel, the Personal Identity Wheel can be further interrogated to consider how students' identities are or aren't informed by their social identities. |
| <p>Implementation</p> | <ol style="list-style-type: none"> 1) View this video to see how to facilitate this activity in your classroom. 2) There are two ways you can approach this activity: <ol style="list-style-type: none"> a. Option A: You can just focus on the Personal Identity Wheel for the activity. b. Option B: You can complete both the Personal Identity Wheel and the Social Identity Wheel. |
| <p>Challenges</p> | <ol style="list-style-type: none"> 1) The students may not perceive the activity as relevant to the course and thus may exhibit resistance. |
| <p>Materials</p> | <ol style="list-style-type: none"> 1) Personal Identity Wheel Handout 2) If doing Option B: Social Identity Wheel Handout |
| <p>Citations</p> | <p>Adapted for use by the Program on Intergroup Relations and the Spectrum Center, University of Michigan.</p> |

Option A Session Sequence

| Lesson Structure | Time <i>(Estimated amount of time for each component)</i> | Activity Content and Instructions |
|--------------------------------|---|--|
| Introduction | 3 mins | The instructor welcomes the class and provides an overview of the activity: students will critically consider their identities and share them with classmates. |
| Personal Identity Wheel | 20-25 mins | <ol style="list-style-type: none"> 1) Distribute the personal identity wheel handout. <ol style="list-style-type: none"> a. Give students 5-10 minutes to fill it out. 2) In pairs or small groups, have students share their personal identity wheels. <ol style="list-style-type: none"> a. Give students 5-10 minutes to share. b. If in small groups and if time permits, mix up groups for different rounds of sharing. |
| Large Group Debrief | 10 mins | Some possible debrief questions to ask: <ol style="list-style-type: none"> 1) Which components of your personal identity were harder to share out? 2) Which, if any, personal identities are informed by your social identities (age, race, gender, sex, etc.) 3) Can anyone share their skill they are proud of? 4) Who would like to share the three adjectives they used to describe themselves? 5) Can anyone share their personal motto? 6) What were some things people found in common with each other? |

Option B Session Sequence

| Lesson Structure | Time <i>(Estimated amount of time for each component)</i> | Activity Content and Instructions |
|---|--|--|
| Introduction | 3 mins | The instructor welcomes the class and provides an overview of the activity: students will critically consider their personal and social identities, reflecting on how they shape and inform their lives. |
| Personal Identity Wheel, Social Identity Wheel, and Social Identity Groups | 30-35 mins | <ol style="list-style-type: none"> 1) Distribute the personal identity wheel handout. <ol style="list-style-type: none"> a. Give students 5-10 minutes to fill it out. 2) In pairs or small groups, have students share their personal identity wheels. <ol style="list-style-type: none"> a. Give students 5-10 minutes to share. 3) Distribute the social identity wheel handout. 4) Review “Social Identity Groups” as a class, noting additional examples of the different identities presented. 5) Give students time to answer the five questions on the front and to review “Social Identity Groups” on the back of the page. |
| Large Group Debrief | 15 mins | <p>Lead the class in a debrief of the activity.</p> <p>Some possible debrief questions:</p> <ol style="list-style-type: none"> 1) Go through the five questions on the handout: <ol style="list-style-type: none"> a. What identities do you think about most often? b. What identities do you think about least often? c. What identities would you like to learn more about? d. What identities have the strongest effect on how you perceive yourself? e. What identities have the greatest effect on how others perceive you? 2) Which components of the personal identity wheel were hard to fill out? 3) Which components of your personal identity were harder to share out? 4) Which personal identities, if any, are informed by your social identities? 5) Why is it important to critically reflect on our identities? 6) What is the value in completing activities like this in our class? |