

Skills For Dialogue, Sixth Form – Student Workshops

Workshop 6

IDENTITY & THE INFLUENCES ON DEVELOPMENT OF IDENTITY



**The
Faith
& Belief
Forum**



Aim of the workshops

- To allow students some space to think about the development of, and influences on, their own identities and how people may see them.
- Recognising that there are stereotypes that they and others use when meeting people and the impact that this may have on people.
- Raising awareness about prejudice, discrimination and diversity.

Resources needed

- PowerPoint 6
- Sample Cupboard
- Blank A4 sheets of paper
- Pens
- Picture of Matryoshka Dolls (if you have the nesting dolls you can use them to illustrate how they fit inside one another)
- Four sheets of paper with one of the following roles written on each:
 - Community
 - Friends
 - Household
 - Me (internal influences)

How to adapt workshop content

Identity Cupboard

- You can create your own identity cupboard along with the students and share what you have written, talking about your own feelings at each step. (It is powerful to share that it can be difficult at first to think of what to write in or on your cupboard, as we don't spend much time thinking about these things. Alternatively, it may be something that some people think a lot about, especially if they have distinguishing features about their own appearance or identity that may make someone feel like they 'stand out'.)
- To highlight the above point around the diversity of experiences, it can be helpful to ask other staff members or friends to create identity cupboards that you can share with your students (without identifying names). They may help to highlight the diversity of experiences and prejudice that some groups may face (e.g. a person wearing an outwardly religious article, may have faced discrimination which will affect the words that they have on or in their cupboards.)

Matryoshka Dolls

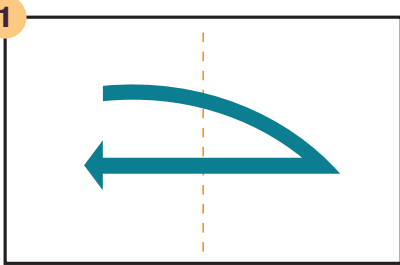
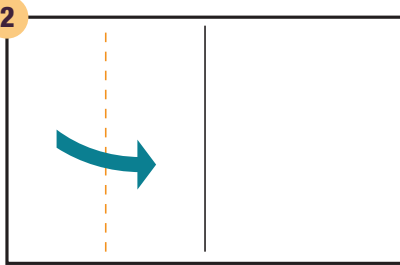
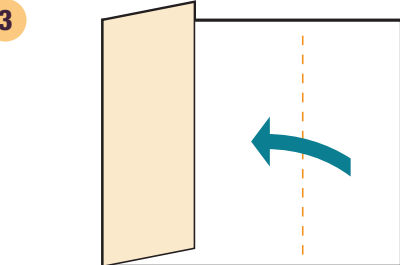
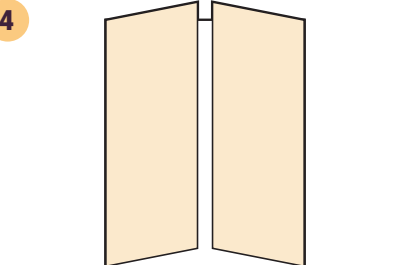
- If students are not as confident, you can allow those that volunteer to take on roles in the Matryoshka Dolls activity to think of their responses before they are asked. Alternatively, you can have some points / questions written on the back of each sheet to help prompt.

Running time

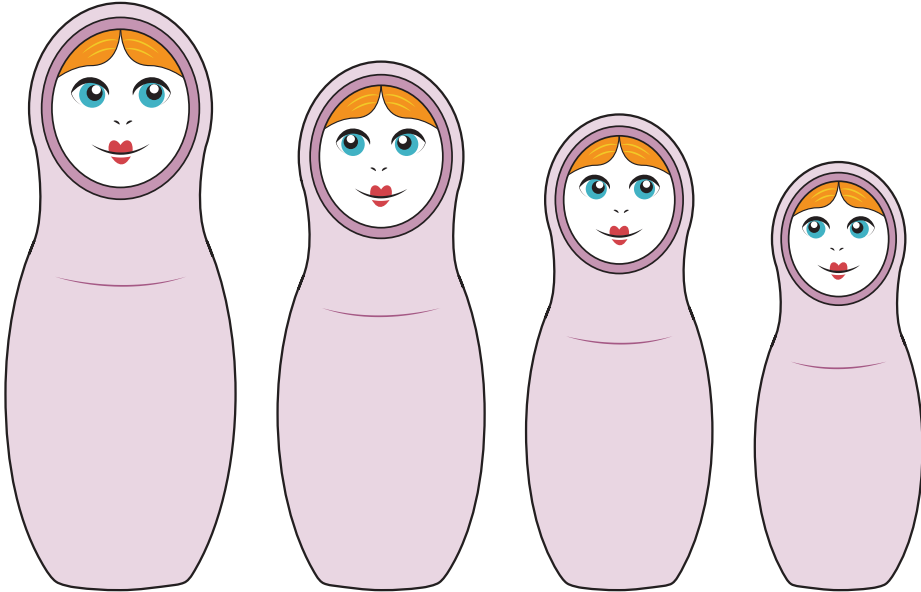
45 minutes

Workshop 6: Identity & the influences on development of identity

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
3 mins	Introduction	Talk through agenda outline.	
15 mins	Experience: Identity and diversity	<p>In this section we will think about identity and diversity.</p> <ul style="list-style-type: none"> • What influences our identity? Recognising diversity • Can identity impact how a person receives information / perceives a situation? <p>We will experience two activities and reflect:</p> <p>Identity Cupboard (How people perceive us and different levels of identity)</p> <p>Ask students to fold a cupboard from a single sheet of paper and label each section:</p>	<p>Blank A4 sheets of paper</p> <p>Pens</p> <p>Sample Cupboard</p>
	Identity Cupboard		

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<div> <div>  </div> <div>  </div> </div> <hr/> <div> <div>  </div> <div>  </div> </div> <ul style="list-style-type: none"> • Across front doors: ‘See me and you’ll learn’ • Left door (outside): Incorrect assumptions • Right door (outside): Correct assumptions 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Explain that here on the outside of the doors, you write / draw visible aspects of identity and what people learn / assume just from seeing you on the outside.</p> <p>Then ask students to open their cupboard doors and give the following instructions:</p> <ul style="list-style-type: none"> <p>Inside Shelves:</p> <p>‘Meet me and you’ll learn’</p> <p>Explain that here they will write / draw aspects of identity people could learn following a conversation.</p> <p>Inside Doors:</p> <p>‘Spend time with me and you’ll learn’</p> <p>Explain that here we put aspects of identity people could learn from spending lots of time with you.</p> 	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
15 mins	<p>Experience: What influences identity?</p> <p>Matryoshka dolls</p>	<p>Introduce the picture of the Matryoshka Dolls:</p>  <p>Ask for five volunteers to take part in some role play.</p> <p>Take one person (the 'focus') outside for a moment, and explain that they have one question to ask each person standing at the front: 'What ways do you influence my identity?'. Once they hear the answer, they move onto the next person.</p>	<p>Picture of Matryoshka Dolls (if you have nesting dolls, you can use them to illustrate how they fit inside one another)</p> <p>Four sheets of paper one of the following roles written on each:</p> <ul style="list-style-type: none"> • Community • Friends • Household • Me (internal influences)

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
		<p>Once back in the room, hand the other four volunteers a piece of paper with one of the following on each:</p> <ul style="list-style-type: none"> • Community • Friends • Household • Me (internal influences) <p>Explain that each person will be asked a question and will have to answer this in relation to the role that they have been given.</p> <p>Reflection</p> <p>Ask the individual who is asking the question (the ‘focus’) how they felt when hearing about the ways in which each person influenced them? Did they agree? Did they have a say? Would they change anything? Did power play a part in the influences?</p> <p>Ask students that are observing whether they would add anything / was anything missing from the answers that were given? Did power play a part in the influences?</p>	

TIMINGS	NAME & AIM	ACTIVITY	RESOURCES
10 mins	Reflection	<p>Ask student the following questions and record answers / key points on the board:</p> <ul style="list-style-type: none"> • What do you think both activities were about? • Can these influences and identities change over time? If you were to do them again in five years' time, would they look different? (Pull out that identity is complex and we are never just one thing – identities are fluid and change.) • Why is it important to understand identity development and influences? • What other things influence our identity? 	Flip chart / white board
3 mins	Summary & close		