



In Class (Instructor)

In Class (Students)

Begin Here.

5-10 min

The instructor presents different identity descriptors (i.e. race, class, gender, sexuality etc.) to the class, asking students what their previous knowledge about them is. The instructor then gives out a pre-prepared sheet with the descriptors.



20 min

As a class, students use the list of the identity descriptors to discuss their meaning and the differences between them (i.e gender and sexuality).



5 min

Individually, students use the identity descriptor list to write a few words for how they fit into each category (i.e. sexuality: bisexual, gay straight etc.).



As students work, the instructor sets up on the wall a bigger version of the grid they gave to students

The instructor gives every student 6 stickers, 3 of one color (i.e. blue) and 3 of another (i.e.orange). They also highlight that participation is not compulsory - students should put up a stickers only if they want to and feel comfortable doing so.

5 min

Students, if comfortable, go up to the grid and place 3 stickers of one color on the 3 identity categories that they believe are most important to their sense of self.



10 min

As a class, students briefly discuss the reason behind their choices.



5 min

Students, if comfortable, go up to the grid and place 3 stickers (of another color) on the 3 categories of their identity that they believe are most important to others when others interact with them.



10 min

As a class, students discuss the reason behind their choices and how the difference between their "visible" (identities others would attribute to them) and "invisible" (the ones they identify with) identities can impact how they interact with others and others with them. Students also explore the assumptions they might hold based on others' "visible" identities and how these could impact how they will do interviews (their following project). For example:

- What are the assumptions they make based on other visible identities?
- How do these impact their actions?
- How might what they consider important about the interviewee different from what the interviewee considers important about themselves? What assumptions may the hold when going into the interview?



10 min

Students write a brief reflection on:

- How they felt during the exercise
- Why they think they did this exercise in class and its relation to the interviews they'll be conducting



	Individual Work
	Whole Class
	Writing
	Discussion
	Instruction
	Create