

Cycle Theme: Identity

Kick-off Activity

Length of Time: 30-45 minutes

Where Do I Stand?

An Identity Group Game

Objectives:

- To introduce students to our theme of identity.
- To help students understand there are many intersectional identities that we may or may not share with our peers.
- To provide an avenue for students to explore the first gateway, yearning for deep connections.

Materials:

- Wide tape that can be applied to (and removed from the floor.)
- Board to display the activity.
- A deck of opposite cards in five each in the following three categories:
 - 1) *I like*; example-- mountains vs. beach
 - 2) *I am*; example--noisy vs quiet
 - 3) *I believe*; example--rule-follower vs. rule breaker (when appropriate)

Procedures

Setup

Place a length of tape on the floor long enough for each student to stand on the tape shoulder to shoulder. Cards (opposites) should be on each side of the tape.

Guiding questions for discussion before activity

- 1) What are some assumptions that people make about who are? (pair share)
- 2) In what ways are you like the other students in the room? Different? (pair share)
- 3) What are the characteristics of our class that make us similar? Different? (whole group)

Activity

Step 1

Take one set of cards from the “I like” deck. (There should be two cards in every set, 5 sets total in each category.) One card is the opposite of the other.

Place one card on one end of the tape and its opposite on the other end. For example, one set of cards may say “beach” and “mountains;” beach will be placed on one end of the tape, and mountains on the other end.

Step 2

On a signal, students should place themselves on the continuum of the tape, based on their opinion of the opposing topics. For example, some students may stand close to the beach if they like it more than the mountains.

Step 3

Students should observe who is standing near them, and who is not.

Step 4

Repeat the activity with the remaining set of cards in the category.

Step 5

Use guiding questions to reflect on student movement and developing “identities.”

Guiding questions for discussion after activity

- In what ways are you like the other students in the room? Different?
- What aspects of this activity were surprising and what aspects were comforting?
- Reflecting on this activity, how would you define identity?
- If we are to form connections in our community, what does this mean for us as a community of scholars?

Variation

- Students can partner with a person they have not been standing close to during this activity (this is someone who has very different views). Students will repeat the same activity, but must agree on where to stand on the continuum through discussion with their partner.
- Repeat the last guiding question for reflection.