

Introduction:

This lesson plan will challenge participants to reflect on their identities beyond social groups and get to know others in the group. They will brainstorm words that describe their personal interests, skills, hobbies, etc. and then compare them with others.

There are six intercultural learning activities within this same tool. All tools share similar objectives, Intercultural Development Continuum Stages, but differ in terms of structure of identity reflection and sharing, time, group size, materials, AAC&U Intercultural Knowledge and Competence Goals, Other Skills, and Link to the activity.

Objectives:

As a result of this activity, participants will be able to:

1. Identify and describe personal identities.
2. Explore multiple identities.
3. Examine the stereotypes associated with different identities.

Intercultural Development Continuum Stages:

- Denial
- Polarization
- Minimization
- Acceptance

PERSONAL IDENTITY WHEEL

Personal Identity Wheel Background and Information:

Personal Identity Wheel was adapted for use by the Program on Intergroup Relations and the Spectrum Center at the University of Michigan. It is published by the LSA Inclusive Teaching Initiative, University of Michigan (see citation below).

Personal Identity Wheel Time:

50 minutes.

Personal Identity Wheel Group Size:

Entire Group.

Personal Identity Wheel Materials:

Copies of the Personal Identity Wheel Handout (in [Links](#)); pens/pencils; optional: Modified Personal Identity Wheel (in [Downloads](#)).

Personal Identity Wheel AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Curiosity:

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Personal Identity Wheel Other Skills:

Friendship.

Personal Identity Wheel Background and Information:

Personal Identity Wheel was adapted for use by the Program on Intergroup Relations and the Spectrum Center at the University of Michigan. It is published by the LSA Inclusive Teaching Initiative, University of Michigan (see citation below).

Personal Identity Wheel Link to Activity Instructions:

- [Personal Identity Wheel instructions on the LSA Inclusive Teaching website](#)

SOCIAL IDENTITY WHEEL

Social Identity Wheel Time:

1 hour.

Social Identity Wheel Group Size:

Entire group.

Social Identity Wheel Materials:

Copies of the Social Identity Wheel Graphic handout and the Social Identity Group Definitions handout (in [Links](#)), pens/pencils.

Social Identity Wheel AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Curiosity:

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Social Identity Wheel Other Skills:

Friendship; Diversity, Equity, & Inclusion.

Social Identity Wheel Link to Activity Instructions:

- <https://sites.lsa.umich.edu/inclusive-teaching/social-identity-wheel/>

IDENTITY CIRCLES

Identity Circles Time:

1 hour 30 minutes.

Identity Circles Group Size:

Pairs.

Identity Circles Materials:

Copies of the Identity Circles (p. 6 of instructions in [Links](#)); index cards or post-its; pens/pencils.

Identity Circles AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Verbal and Nonverbal Communication

- To articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings).
- To skillfully negotiate a shared understanding based on these differences.

Curiosity:

- To ask complex questions about other cultures.
- To seek out and articulate answers to these questions that reflect multiple cultural perspectives.

Identity Circles Other Skills:

Diversity, Equity, & Inclusion.

Identity Circles Link to Activity Instructions:

- <https://spu.edu/-/media/academics/school-of-education/Cultural-Diversity/The-Power-of-Identity.ashx>

THE PASEO (CIRCLES OF IDENTITY)

The Paseo (Circles of Identity) Time:

45 minutes.

The Paseo (Circles of Identity) Group Size:

Entire group.

The Paseo (Circles of Identity) Materials:

Paper, pens/pencils.

The Paseo (Circles of Identity) AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

The Paseo (Circles of Identity) Other Skills:

Diversity, Equity, & Inclusion.

The Paseo (Circles of Identity) Link to Activity Instructions:

- <https://www.schoolreforminitiative.org/download/the-paseo-or-circles-of-identity/>

CIRCLES OF MY MULTICULTURAL SELF

Circles of My Multicultural Self Time:

30 minutes.

Circles of My Multicultural Self Group Size:

Pairs.

Circles of My Multicultural Self Materials:

Copies of the Circles handout (see [Links](#) for Circles of My Multicultural Self instructions to view handout); pens/pencils.

Circles of My Multicultural Self AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Circles of My Multicultural Self Other Skills:

Diversity, Equity, & Inclusion.

Circles of My Multicultural Self Link to Activity Instructions:

- <http://www.edchange.org/multicultural/activities/circlesofself.html>

IDENTITY BEADS

Identity Beads Time:

40 minutes.

Identity Beads Group Size:

Entire group.

Identity Beads Materials:

Beads (wooden or plastic of different shapes and colors), strong thread.

Identity Beads AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Identity Beads Other Skills:

Friendship.

Identity Beads Link to Activity Instructions:

- https://www.mitost.org/wpcontent/uploads/2021/05/Diversity_dynamics_screen_2015.pdf

IDENTITY MOLECULE

Identity Molecule Time:

45 minutes.

Identity Molecule Group Size:

Entire group.

Identity Molecule Materials:

Poster with template, paper, pens.

Identity Molecule AAC&U Intercultural Knowledge and Competence Goals:

Cultural Self-Awareness:

- To articulate insights into own cultural rules and biases (e.g., seeking complexity; aware of how their experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).

Identity Molecule Other Skills:

Friendship.

Identity Molecule Link to Activity Instructions:

- https://www.mitost.org/wpcontent/uploads/2021/05/Diversity_dynamics_screen_2015.pdf