

## FAST FACTS



7+  
People



45 – 60  
Minutes



\$0



Medium/  
High Risk  
Level

## Identity Circle

**Purpose of Activity:** This activity allows participants to explore the concept of identity, and the diversity of identities represented amongst them.

### Objectives/Learning Outcomes:

By actively participating in this activity, participants will:

- Connect with their own diverse identities
- Recognize the diversity of identities in other participants
- Utilize this knowledge of people’s backgrounds into the building of genuine relationships with other participants

### Materials Needed:

- Open space – large enough for everyone to be in a circle

### Ground Rules:

- Be fully present and participate at your own comfort level – challenge by choice.
  - Follow up - What does it mean to be “fully present”?
  - Follow up - What does “challenge by choice” mean?
- Push yourself outside of your comfort zone – the most learning happens when we are a little bit uncomfortable.
- Listen respectfully, share air time, and encourage others to participate.
- It’s ok for us all to be at different places with the things we discuss today.
- Show respect for one another’s beliefs, values, and experiences.
- Respect and maintain privacy.

### Disclaimer:

- Be sure to say the words “move into the circle” rather than “step into the circle” to remove ableist language.
- If you have a participant whose mobility would make it difficult to move into the circle, you can do the activity seated in a circle and have people raise hands.
- While processing, do not call on certain participants to get the “perspective” of a certain identity (ex: you know one of your residents is bisexual, or is disabled). Be sure not to single participants out for a certain opinion, stare at them to judge their reaction, or basically put them on the spot. They should be treated like every other student, and invite everyone to share/participate as much as she/he/ze is comfortable.

### Facilitation Guide:

- Explain that you will now be doing an activity to explore the concept of identity, and will be asking the participants to reflect on their own identities.

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- Some of them may have done this activity before. Remind them that they have never done it with this group, in this time and place. Ask for their full presence.
- Ask participants to move to make a large circle in the middle of the room. The facilitator should read a list of identities – one at a time. Participants move into the circle a few feet if the identity applies to her/hir/him. Important to note: moving into the circle is challenge by choice. Participants should not “call one another out” if someone does not move into the circle for a group with which they identify.
- Once participants move into the circle, facilitator reads “Notice who’s in, notice who’s not. Thank you.” Important to do after every single identity, even if no one has moved into the circle.
  - Note to participants that this activity is completely non-verbal. They alone determine if the identities read apply to hir/him/her.

### Statements:

Read each identity, in the below order:

- Please move *in to the circle if you identify as...*
  - A UA Wildcat!
  - Non-traditional college age
  - Oldest child
  - Youngest child
  - Only child
  - Middle child
  - Child of divorce
  - Adopted
  - Child from the foster care system
  - Buddhist
  - Muslim
  - Hindu
  - Jewish
  - Christian
  - Participating in a faith community not listed here
  - Agnostic: questioning the existence of a higher power
  - Atheist: believe there is no higher power
  - Identify as more spiritual than religious
  - Female
  - Male
  - Transgender/outside the gender binary
  - Black or African American
  - Latino/a
  - Asian Pacific Islander
  - Native American
  - White

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- Middle Eastern
  - Bi/multiracial
  - If your family has more than enough financial resources to get by
  - If your family has enough financial resources to get by
  - If your family does/did not have enough financial resources to get by
  - Having hidden disabilities (learning, emotional, etc)
  - Being physically disabled
  - Gay/Lesbian/Bisexual/Pansexual/Queer
  - Heterosexual
  - Asexual
  - Questioning your sexual orientation
  - From a Two parent family
  - From a Single parent family
  - From a military family
  - Child of LGBTQ parents
  - Child of an alcohol or drug abuser
  - Born outside the US
  - Native English language speaker
  - Speaking more than one language
  - Veteran/member of the armed forces
  - Having negative body image
  - Suffering from (past or present) an eating disorder
  - Ever feeling like you didn't belong
  - Feeling proud of who you are!
- Now, ask the participants if there are any identities they would like to put out to the group that were not read. They are only allowed to say an identity to which he/she/ze belongs. Continue as long as there is time.
    - Be sure to wait a full 10 seconds for anyone to share an identity.
    - Feel free to share an identity to get the participants thinking (ex: feminist, politically conservative, vegetarian, etc.)

### Discussion Questions:

- How are you feeling right now?
- What did you notice about how you/others participated in this activity? (ie. size of steps, confusion, could step in for multiple identities w/i a category, etc.)
- What feelings/thoughts did you have when you moved into the circle for an identity?
- What did it feel like to move in to the circle by yourself, or watch other people move in by themselves?
- Were there any identities that you could have moved in for, but didn't? Why?
- How does this activity relate to us living in a community?



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- How do we connect with students and create community when they are “the only one?”
- What things can we do so that everyone can step in for the last statement – “feeling proud of who you are?”