

Social Identity Pie Chart Activity

Video to Watch before Completing the Activity:

- Adichie: <https://www.npr.org/2013/09/20/186303292/what-are-the-dangers-of-a-single-story#:~:text=About%20Chimamanda%20Adichie%27s%20TEDTalk,we%20risk%20a%20critical%20misunderstanding>

Objectives:

- To help participants gain self-awareness regarding their social identities and how their personal identity characteristics may influence interactions with others at UConn who do not share their racial background.
- To discuss how identity characteristics may influence our beliefs, values, attitudes, perceptions, and interactions.
- To highlight the influence of power in intercultural interactions.

Glossary of Terms:

This is a partial list of some terms you will come across in today's activity and discussion, a starting point in empowering you to articulate your experiences at UConn and in making a demonstrable change both on campus and in your community. You can find a more expansive list at <https://diversity.uconn.edu/glossary/>

Activism: Using vigorous campaigning to bring about political or social change.

Intersectionality: Coined by legal scholar Kimberlé Crenshaw in 1989, this concept describes the ways in which multiple identities intersect and cannot be disentangled. It also posits that oppressive institutions, such as sexism and racism, work in tandem; as such, these forces should be analyzed together.

Race: A social construct that artificially divides people into distinct groups based on characteristics such as physical appearance, ancestral heritage, cultural affiliation or history, ethnic classification, and the political needs of a society at a given time period.

Self-identity: The identity one chooses to express their relationship with the world. This is how one chooses to define themselves.

Social identity: The identity placed upon us by group belonging, often outside of our control. This can be identified by geographical characteristics like nationality or region, or it can be tied to religion, or it can be tied to race, class, gender, or sexuality. This is how people see us.

Stereotype: A positive or negative set of beliefs held by an individual about the characteristics of a certain group.

Directions:

- Each participant will create three lists of five aspects of their identity:
 - The five aspects that are most important to their identity
 - The five aspects they *think* others will most likely perceive about them
 - The five aspects they *want* others to perceive about them.
- Students will then create a pie chart for each of these three sets of five aspects showing how important each aspect is in relation to their identity – the more important the aspect, the larger the slice.

Social Identity Pie Charts

- **To create a Social Identity Pie Chart:**

- ❖ List 5 aspects of your identity that are most important to you.
- ❖ Draw each slice in proportion to how important each aspect of your identity is.
- ❖ Choose one identity as your most important identity.
- ❖ Think of an example of how that aspect of your identity influences your work at your institution.



Questions to answer before Group Discussion:

- Pick any one of the pie charts that you are most willing to talk about today, and identify the one aspect in that chart that you feel is most important to your identity (in theory, this is your largest slice). Write a few sentences answering these questions:
 - How do you think this characteristic will impact your engagement at UConn?
 - How might it impact your experiences in the classroom?
 - How might it impact your experiences when on campus?
 - How might it impact your social experiences?

- Are there any two or three aspects of your identity that form an intersection? For example, you may have identified a race and a gender; what happens if you think of being both a race AND a gender? Does that change how you define yourself or which to be defined? Does it change your interactions with other people?
- What impact do you think self and social identity can have on mental health, both positive and negative?

Reflection Questions:

- Think about the ways and purposes you engage social media. What are two things you can do on your social media (for yourself and/or for your audience) to make it a space of education, engagement, and reflection regarding different identities?
- What are some steps you can take as a student at UConn to broaden your understanding of social identities? This can include taking classes or joining certain student clubs or organizations. Give two examples.

Suggested videos to watch:

- Crenshaw: https://www.youtube.com/watch?v=akOe5-UsQ2o&feature=emb_rel_pause
- Hobson: https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave?language=en#t-827895

Resources for Further Help and Information:

Anti-Racism Resources: UConn’s Office of Diversity and Inclusion has several resources from both within and outside of the University to help you learn more about, discuss, and deal with racism. <https://diversity.uconn.edu/racial-justice-resources/>

SHaW Mental Health Services: The mission of SHaW Mental Health is to provide the highest quality clinical services to promote the emotional, relational, and academic potential of all students. We are committed to the core values of respect, responsiveness, innovation, and quality to enhance the unique experience of each individual at the University of Connecticut. We are committed to creating a safe and welcoming environment for the UConn community. We celebrate and honor the uniqueness and diversity of all individuals. We promote social justice and inclusivity throughout UConn and the broader global community through our clinical, outreach, and training services. <https://counseling.uconn.edu/>

UConn Cultural Centers: The Cultural Centers at UConn serve as vital resources in support of the social, behavioral, and cultural needs of students. They also provide an important resource to the broader UConn community as a central point of reference for issues and historical context related to the particular demographic group represented by the center. The Cultural Centers also work collaboratively to bring light to issues that face the community of underrepresented populations at UConn. <https://diversity.uconn.edu/cultural-centers/>

UConn Cultural Institutes:

- Africana Studies Institute - <https://africana.uconn.edu/>
- Asian and Asian American Studies Institute <https://asianamerican.uconn.edu/>
- El Instituto: Institute of Latina/o, Caribbean, and Latin American Studies <https://elin.uconn.edu/>
- Women’s Gender and Sexuality Studies <https://wgss.uconn.edu/>