

## Social Identity Pie Chart Activity

### Video to Watch before Completing the Activity:

- Chimamanda Adichie - The Danger of A Single Story:
  - <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 who do not share their racial background.
- To discuss how identity characteristics may influence our beliefs, values, attitudes, perceptions, and 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 and in making a demonstrable change both at your children's school 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.

**Diversity:** The practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc.

**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.

**Neurodiversity** – The range of natural neurological variations in the human genome, including differences in sociability, learning, attention, mood and other mental functions that are sometimes related to disability or other health diagnoses. Usage most commonly refers to cognitive variations such as the autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), dyslexia, and anxiety.

**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.

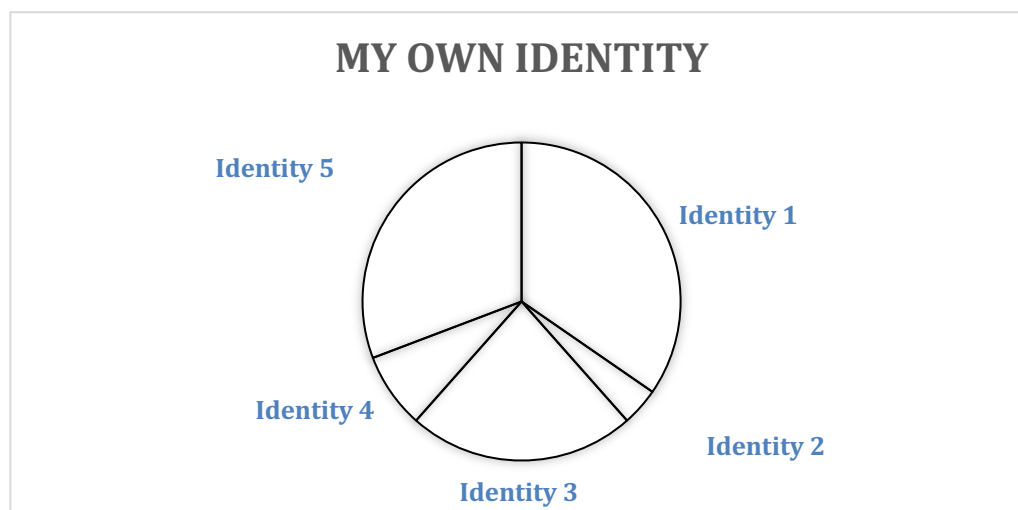
**Social identity:** The identity placed upon us by group belonging, often outside of our control. This can be identified by geographical characteristics like nationality or region, or it can be tied to religion, or it can be tied to race, class, gender, or sexuality. This is how people see us.

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

## Directions:

1. Each participant will create three lists of five aspects of their **identity**:
  1. The five aspects that are most important to their identity
    - For example, your gender, profession, parental status, nationality...
  2. The five aspects they *think* others will most likely perceive about them [social identity]
    - For example, your race, sexual orientation, disability, political affiliation...
  3. The five aspects they *want* others to perceive about them.
    - For example, your education, activism, culture, ethnicity, religion...
2. Participants 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.

An example of the first pie-chart:



**Questions to answer before Group Discussion:**

3. Pick any one of the pie charts that you are most willing to talk about, 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:
  1. How does this aspect of your identity impact how you speak with children about diversity and inclusion?
  2. How does this aspect of your identity inform:
    - whether you feel included in this community [with the school and PTO] or not?
    - how included others with different identities than yours feel?