

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 at UConn with others 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 terms you will come across in today's activity. It is a starting point in empowering you to articulate your experiences at UConn and in making a demonstrable change 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.

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 words we use to describe ourselves and our relationship to the world via unique characteristics, traits, or personal beliefs. This often determines one's sense of belonging. This is how we see ourselves.

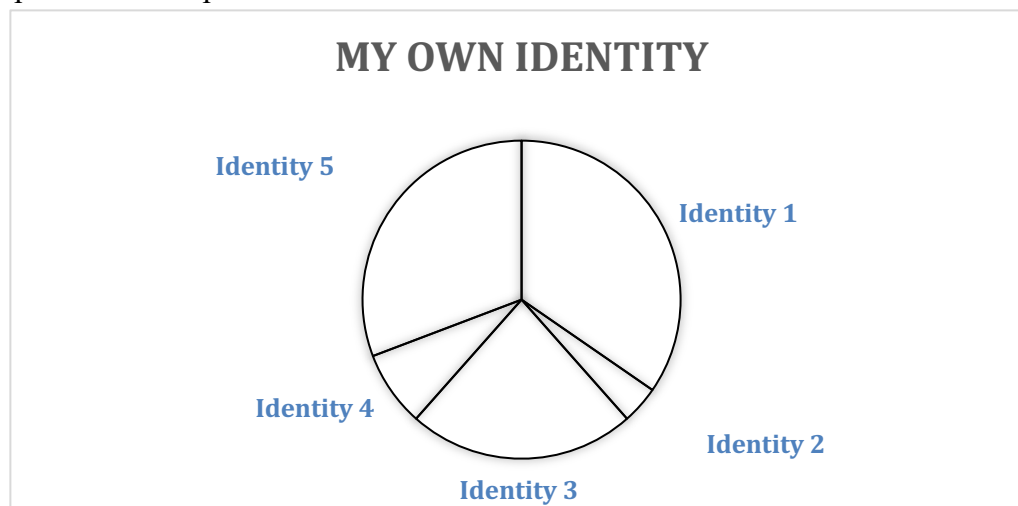
Social identity: The identity placed upon us by group belonging, often outside of our control. This can be tied to geographical characteristics like nationality or region, or it can be tied to religion, race, class, gender, or sexuality. This is how other people see us.

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 characteristics of their **identity**:
 1. The five characteristics that are most important to their self-identity
 - For example, your gender, profession, parental status, nationality...
 2. The five characteristics they *think* others will most likely perceive about them [social identity]
 - For example, your race, sexual orientation, disability, political affiliation...
 3. The five characteristics they *want* others to perceive about them.
 - For example, your education, activism, culture, ethnicity, religion...
- Participants will then create a pie chart for each of these sets of characteristics showing how important each characteristic is in relation to their identity – the more important the characteristic, the larger the slice.

An example of the first pie-chart:



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 slice 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 do you think this characteristic will impact your engagement at UConn?
 2. How might it impact your experiences in the classroom?
 3. How might it impact your experiences when in other campus spaces?
 4. How might it impact your social experiences?
- Are there any two or three characteristics 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 for later:

- 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 UConn student to broaden your understanding of social identities? This can include taking classes, joining clubs or organizations, or getting involved in campus drives or initiatives. 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 for 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/>