

# Identity Map Guide

**Objective:** Our identities affect how we show up and lead. Developing a greater understanding of others' identities can help students learn how to discuss privilege productively and challenge oppression.

## Roles

- Facilitators guide discussion using the questions provided as a starting point.
- Junior facilitators will assist facilitators in guiding discussion.
- Team alumni will enforce the small group's ground rules for discussion to avoid trauma and other negative experiences.

## Instructions

1. **[20 minutes]:** We will provide students an overview of how components of their identity may shape how they show up. Then we'll provide time in plenary to complete their [Identity Map](#) handout and project a chart of social identities on the following page. While our explanations to the group will focus on social identities, experiences may be an important component of who they are and how they see the world. We encourage them to add those to their map, too.
2. **[5 minutes]:** Once we dismiss into small groups, find an open, relatively private area for your group to sit in the Science Complex. They may need a few additional minutes to reflect.
3. **[25 minutes]:** Use the small group discussion questions to help guide discussion. If your group is amenable, you could give each person the opportunity to share two or three things that they want the group to know about them. Facilitators can go first to set the tone and demonstrate trust.
4. **[5 minutes]:** Return to the auditorium.
5. **[35 minutes]:** Large group debrief in plenary.

## Small Group Discussion Questions

- How can we productively discuss identity when some of us have more or less privilege than others?
  - Start with this question to propose rules for the following discussion to avoid tokenism, trauma, and other negative experiences.
- Is there something you discovered about yourself that you would like to share?
- What are some of the ways we differ from each other? In what ways are we similar?
- Does anyone want to share a time when you felt included or excluded based on some aspect of your identity?

- What do you think triggered the initial feeling of inclusion or exclusion (e.g., assumptions, fear, pride)?
  - How did you feel (e.g., hopeless, optimistic)?
  - How did you handle that situation?
  - What did you learn as a result?
  - How could you help someone in a similar situation?
- How does discussing identity affect how we treat other people with similar or dissimilar identities?
  - Does it lead us to empathize with others more?
  - Why is learning about each other in this way important as leaders?
- Is there a part of your identity that you are particularly proud of or passionate about?
  - How does that piece of your identity inform how you lead?
- Should a person with privileged identities be expected to advocate for people with marginalized identities? Why or why not?
- Should a person with marginalized identities be expected to advocate for people with marginalized identities? Why or why not?

Construct	Privileged Groups	Marginalized Groups
Race and ethnicity	White, European-American	Black, African American, Native American, Indigenous, Hispanic, Latine, Asian, Hawaiian, other Pacific Islander, mixed race
Citizenship	Citizen	Immigrant, legal resident, visa holder, asylee
Language	English	Non-English
Gender	Cis-male	Cis-female, transgender, intersex, non-binary, gender queer, gender fluid, gender non-conforming, two-spirit, muxe
Sexual orientation	Heterosexual	Lesbian, bisexual, gay, pansexual, queer, asexual, demisexual
Ability	Able-bodied, neurotypical	Disabled, neurodivergent
Religion	Christian, Catholic	Muslim, Jewish, Atheist, Agnostic, Buddhist, Hindu
Age	Adults	Children, adolescents, teenagers, young adults, elderly
Education	University education or higher	High school diploma, high school dropout, GED, community college
Socioeconomic status	Upper-middle class, upper class, rich	Lower class, lower-middle class, working class, poor/impoverished
Body size/type	Feminine: skinny, big butt, small waist Masculine: muscular, athletic, 6-pack abs	Fat, obese, overweight, mid-sized, cellulite, sagging skin, stretch marks, scars, wrinkles
Experiences	Highly supportive family and friends, travel, mentorship	Divorced parents, single parent, death of a close family or friend, access to resources, foster child, accidents, assault, bullying, etc.

***These identities are categorized by privilege and oppression in American society. In other countries, there may be different societal dynamics at play.***