

Identity Wheel Instructions

An Identity Wheel helps girl scouts to identify and reflect on the various ways they identify, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The two identity wheels to follow can encourage them to reflect on the relationships and dissonances between their personal and social identities. The wheels can be used as a prompt for small or large group discussion or reflective writing on identity.

Goal

- To encourage girl scouts to consider their identities and how identities are more or less strongly felt in different social contexts.
- To illuminate how privilege operates to normalize some identities over others.
- To sensitize girl scouts to their shared identities and the diversity of identities within the troop, building community and encouraging empathy.

Personal Identity Wheel

The Personal Identity Wheel is a worksheet activity that encourages girl scouts to reflect on how they identify outside of social identifiers. The worksheet prompts them to list adjectives they would use to describe themselves, skills they have, favorite books, hobbies, etc. Unlike the Social Identity Wheel, this worksheet does not emphasize perception or context. It is best used as an icebreaker activity or in conjunction with the Social Identity Wheel in order to encourage reflection on the relationships and dissonances between their personal and social identities. The wheels can be used as a prompt for small or large group discussion or reflective writing on identity by using the Spectrum Activity Questions on Identity.

Social Identity Wheel

The Social Identity Wheel worksheet is an activity that encourages girl scouts to identify and reflect on the various ways they identify socially, how those identities become visible or more keenly felt at different times, and how those identities impact the ways others perceive or treat them. The worksheet prompts them to fill in various social identities (such as race, gender, sex, ability disability, sexual orientation, etc.) and further categorize those identities based on which matter most in their self-perception and which matter most in others' perception of them. The Social Identity Wheel can be used in conjunction with the Personal Identity Wheel to encourage students to reflect on the relationships and dissonances between their personal and social identities.

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Discussion Points

The wheels can be used as a prompt for small or large group discussion or reflective writing on identity by using the Spectrum Activity Questions on Identity.

- What part of your identity do you think people first notice about you?
- What part of your identity are you most comfortable sharing with other people?
- What part of your identity are you least comfortable sharing with other people?
- What part of your identity are you most proud of?
- What part of your identity do you struggle the most with?
- What part of your identity is the most important to you?
- What part of your identity is least important to you?
- What part of other people's identities do you notice first?
- For what part of your identity do you feel you face oppression for most often?
- For what part of your identity do you feel you receive privilege for most often?
- For what part of your identity do you feel least comfortable with at Girl Scouts?
- Which of your own identities would you like to learn more about?
- Which identities have the strongest effect on how you see yourself as a person?
- What part of your identity do you see having the most effect on your interactions with other girl scouts?
- What part of others' identities do you most often see effecting their interactions with you?
- What part of your identity do you see having the most effect on your interactions with others?

If the wheel is used as a discussion prompt or if the girl scouts are in close quarters and are able to see what their peers have written on their worksheets, this exercise may feel especially vulnerable to those with invisible identities that they may not want to disclose. Disclosure in verbal or written form should be voluntary and discussion questions should be broad enough that they can opt to not talk about more vulnerable aspects of their identities while still leaving space for them to share if they wish.

An example of how privilege operates to normalize some identities over others would be someone who speaks English as their first language. They rarely need to think about their language as an aspect of their identity, where some of their peers may feel it is an important aspect.