

SESSION 3

THINKING ABOUT IDENTITIES

Objectives

- To consider some of the many factors that shape who we are as individuals and as communities.
- To be aware that different identities can affect how climate change impacts an individual or community.
- To develop understanding of the concept of climate justice.

Time

- 40 minutes

What you need

- No specific resources required

Prior learning

Information and advice for talking about intersectionality and interconnectedness with young people are provided in the teacher guide.

The following activity is adapted from a teaching strategy ([Identity Charts](#)) published by the charity Facing History and Ourselves.

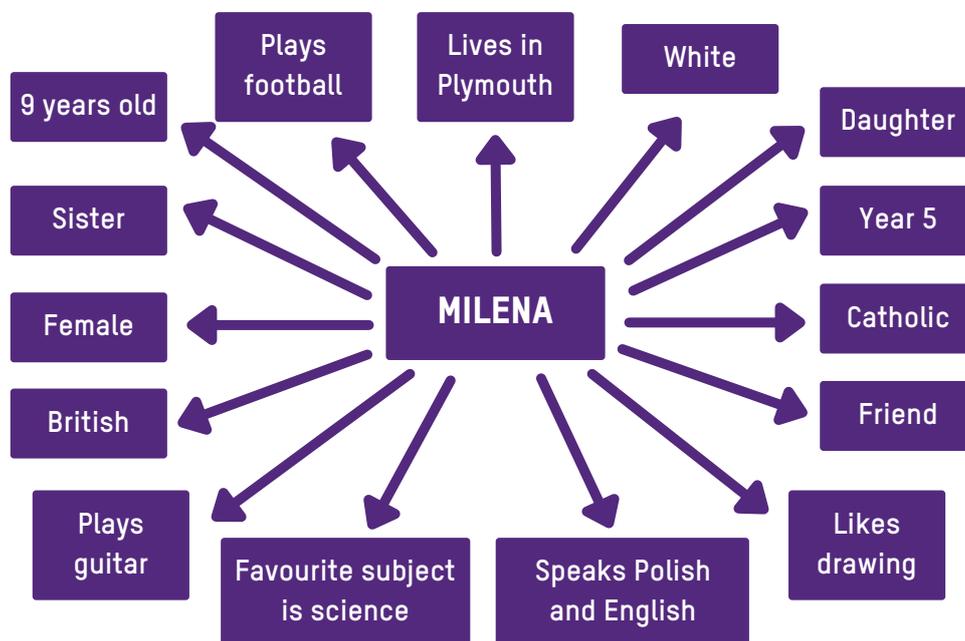
Starter

1. Work in groups or as a whole class to come up with a list of possible categories we might think about when considering the question 'Who am I?'. For example, family relationships (such as daughter or sister), where we live, age, role at school (or what job someone does), gender, skin colour, nationality, religion, the languages we speak, and our hobbies and interests.
2. Use discussion to draw out the following points:
 - Some aspects of our identities stay the same throughout our lives; others change as we grow older, learn new skills and take on different roles.
 - Some aspects of our identities might feel more important to us than others. Different people may have different opinions about how important a particular identity is.
 - Some identities are 'labels' that other people give us; we might not always agree with these views.
 - These identities are interconnected and together shape who we are.

Main activity

1. Ask learners to create a spider diagram to show the identities they have. A fictional example is provided below and on slide 9.

2. Learners could be invited to share and discuss their spider diagrams with others. If you intend to do this, it is important to let learners know in advance. Any learners who feel uncomfortable sharing with others should be given the option to opt out. Alternatively, learners could share just one or two aspects of their identity but keep their spider diagrams private.



Make it more difficult

Older and more able learners could be challenged to choose two or more overlapping identities and give an example of how they might lead to someone being treated differently.

Follow-up discussion

1. Recap different categories that could be used when thinking about the identities someone has. Remind learners that each one of us is made up of multiple identities which interconnect to make us who we are.
2. Say that the overlapping of some of these identities can affect how we are treated and how we treat others. For example, aspects such as gender, nationality, where you live, age and your skin colour. We all have the same human rights, such as to food, to education and to express our views and be listened to. However, our overlapping identities and experiences mean that some people face more barriers in accessing their rights than others. These identities may also affect how much someone is listened to and how much of a say they have in decisions that affect them.
3. Ask learners to choose one of these identities and think of an example where this has led to someone being treated differently from somebody else.
4. Finish by explaining that some of these identities may also interconnect to shape how an individual or community is affected by climate change. Learners will investigate some of these unequal impacts of the climate crisis in Sessions 4 and 5.

Additional activity idea - Reducing inequalities: exploring race and power

This [resource from Connecting Classrooms through Global Learning](#) could be used to further develop learners' understanding about intersectionality, with a focus on racial and ethnic inequality.