



## 1.3 Intersectional Identities

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**Suggested Grade Level:** 9-12

**Time:** 20 minutes

**Subject Area:** Intersectionality, identity, community building

### Overview:

The first and last GSA meetings of the year are really important both for community building and sustaining. This activity is designed to assist in those capacities and is a good introduction for students to understand the multifaceted aspect of their identities. Various identities will be written on large sheets of paper and hung up around the room. Participants will then be asked a series of questions regarding their identities and to go to the one that best fits the statement or question. After the activity is done, allow time for a discussion on the participants' experiences.

### Goals:

- The group will begin to explore the multiple sides of their identity
- Beginning building community within the GSA

### Materials:

- Several larger sheets of paper
- Markers
- A space the size of a classroom

### Procedure:

#### Step One:

In order to allow access for students with physical disabilities, make sure the room where the GSA meets has all furniture set aside so there is a large space to create ease of movement.

Around the room, place signs with the following identities:

- Socio-Economic Class
- Religion/Spirituality
- Ethnicity/Race
- Citizenship Status
- Gender Identity/Expression
- Sexual/Romantic Orientation

- Mental and Physical Abilities

*This is not an exhaustive list of identities, but is designed to help start conversations. If there are other salient identities wanting to be discussed, please do not hesitate to include them.*

### **Step Two:**

Have students stand in the center of the room, then ask them to go to the identity that best describes the following statements:

- Go to the identity that is important to you.
- What is the identity others see you as first?
- What identity gives you the most privilege?
- What identity gives you the least privilege?
- What identity do you want to learn more about?
- In what identity are you most comfortable in?
- In what identity are you least comfortable?

Add as many more questions that feel pertinent.

### **Step Three:**

After the activity is over, ask the participants to come back to the middle of the room. Discuss how the students felt, any new experiences they had during the activity, and what they learned from the activity.

#### **Discussion Questions**

- What were some new things you learned about yourself during this activity?
- Were you surprised by which identities you chose?
- What question was hard for you to answer?