

Race and Ethnicity Requirement Sample Activities

Identity Circle:

Description: Ask students to make a list of their identities (student, leader, aspiring healthcare professional, daughter, sister, African American, volunteer at a homeless sheltered), around 10 or 12 of them. Then have the students place them in numerical order. Have the students come together and talk about how they determined which identities were higher up in their lists.

Purpose: This activity is supposed to start a conversation about how no one is just one aspect of their lives, and how we are all more than our exteriors.

Implementation: This usually works best in an in person/synchronous class setting, and can be preceded by a conversation about culture or anthropology.

Example Document:

Create a list of all of the roles you play, and identities you hold. This should be in no particular order. After you have created your list, go back and rank them in terms of importance to you.

Examples: Student, Volunteer, Sister, American, etc.

Identity	Rank (1-10)

Note: This activity does not have to be done as a list, and can be ranked by grouping as in the following links.

[Social Identity Wheel](#)

[Rank by Grouping](#)

Questions to Facilitate Discussion:

- What was the most important identity to you and why?
- What was the least important identity to you and why? If a friend or family member were to restructure you list what do you think they would put first?
- If a stranger were to restructure you list what do you think they would put first?
- How do you think your identities impact how you are perceived by other people?
- How do you think the identities of others impact how you perceive them?

Re-Interpreting Microaggressions:

Description: Present students with a variety of microaggressions, and ask them to discuss the ways in which they may be harmful. These microaggressions can be specific to the class or department. A list of potential microaggressions will be in the examples section.

Purpose: This is done to give perspective to the way students interact with those different from one another, and start a discussion about kinder and more conducive way of interacting with their peers.

Implementation: Presenting these microaggressions can be in list form, randomly selected from a bag, etc. After the students have been presented with the microaggressions, there should be a discussion about the ways each of them can be interpreted, and more productive ways to get that same point across. This could be a synchronous class activity or canvas discussion. This activity works best when coupled with more introductory activities like the privilege walk or Identity circle.

Examples: Note: Some of these examples can be a little comedic, but display the essence of the types of conversations this activity is aimed at creating.

[Things not to say to young Black men,](#)

[Things not to say to East Asians](#)

List of Microaggressions: [microaggressions and their explanations](#)

[How to respond to Microaggressions](#)

NOTE: For STEM fields, you could include an activity where students read about different scientific findings by minority scientists that have been undermined. For example, black/women scientists whose findings have not been known until recently and/or indigenous knowledge.

The Privilege Walk Exercise

Description: Participants start the game from the same place by forming a straight line across the room. They have to listen to the statements that follow. If it applies to them, they must take a step forward, and if it does not apply to them, they must stand still and stay in the same place. This activity should be completed in silence.

Purpose: This activity is meant to help college students understand what privilege is and what forms it may appear in their lives. This exercise highlights the fact that most people have SOME privilege. By being able to recognize this, it will help students be more open minded and understand why we need to advocate, educate, and celebrate diversity.

Implementation: After the activity is done, having a discussion in order for students to process what happened would work best. You can ask questions like “how did it feel to be one of the students in the ‘back’/‘front’ side?” or “did anyone think that before this activity they experienced more or less privilege?”

Examples: Here are some links with how this exercise can be completed and what type of statements can be used.

Video: <https://www.youtube.com/watch?v=4K5fbQ1-zps>

[List of Statements](#)