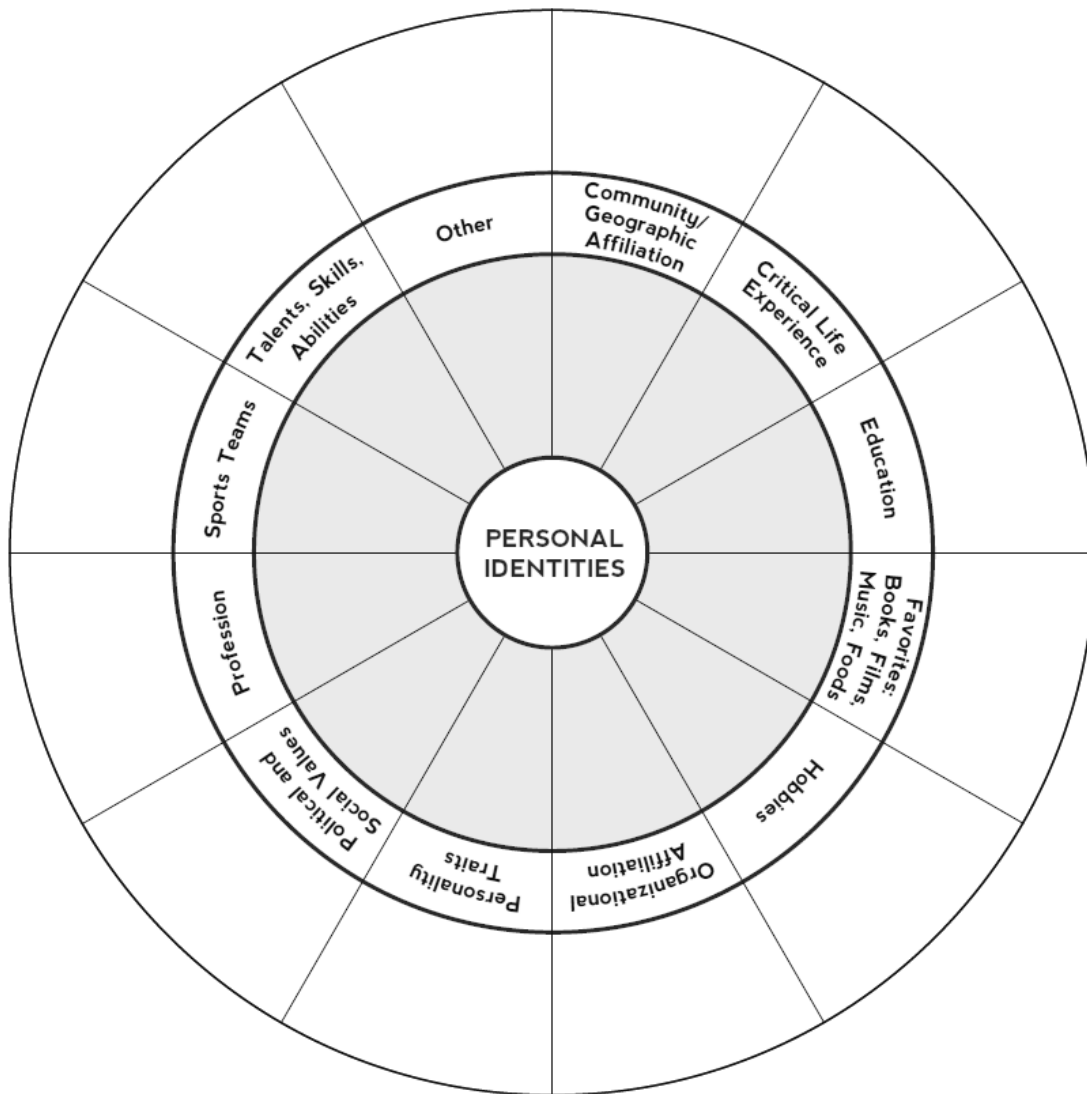


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### Activity 3: Personal Identity Wheel<sup>1</sup>

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Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



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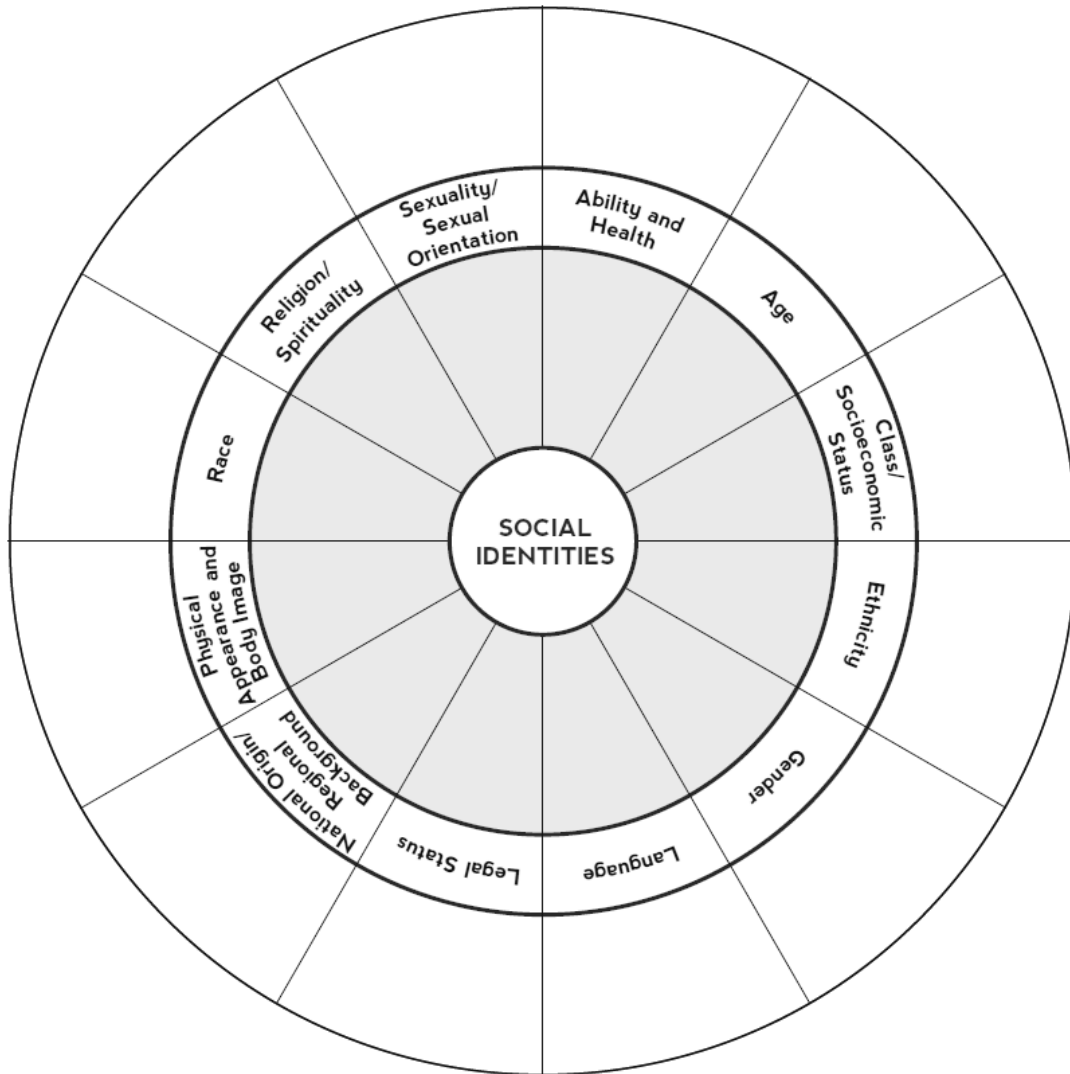
<sup>1</sup> Adapted from the American Association of University Women, *Diversion and Inclusion Toolkit* and *Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege* - USC.

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### Activity 3: Social Identity Wheel<sup>2</sup>

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Fill in your identity for each of the categories listed. In the inner circle, record the identities that are the most important or salient to you. In the outer circle, record the identities that are less important or salient to you.



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<sup>2</sup> Adapted from the American Association of University Women, *Diversion and Inclusion Toolkit* and *Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege* - USC.

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### Activity 3: Identity Wheel Reflection

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<i>Questions</i>	<i>Reflection</i>
List some of the personal and social identities that were most salient to you.	
Have these identities shaped how you approach classroom instructions?	
Why is it important to understand or be aware of our own identities as an educator?	
Is it important for faculty members to learn about student identities? Why?	

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### Activity 3: Funds of Knowledge

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<i>Questions</i>	<i>Reflection</i>
What cultural/racial/ethnic identities do your students possess?	
What funds of knowledge do you believe students can bring to learning based on these identities?	
What design could you implement to better learn about your student's funds of knowledge?	