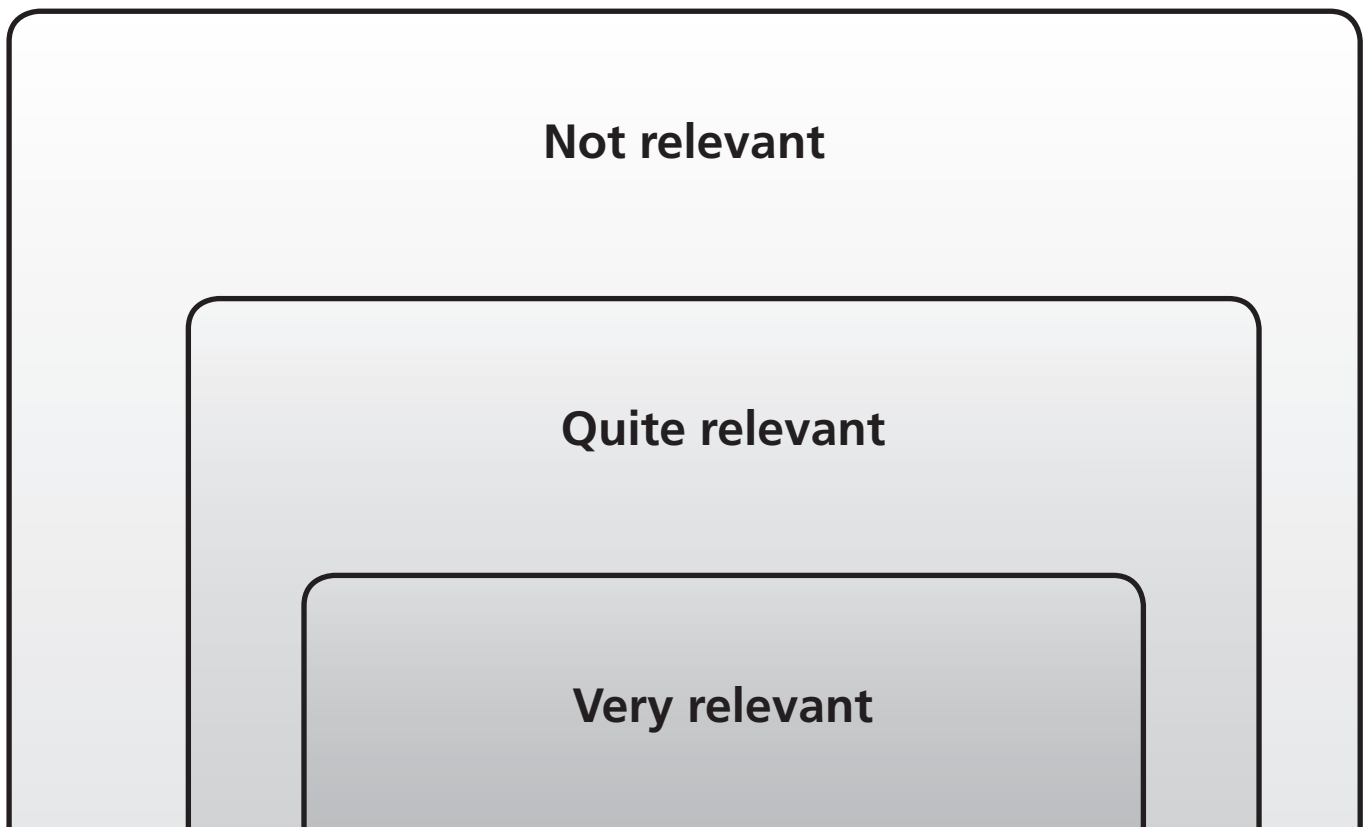


Worksheet 1.6b: How do we define identity in different situations?

- In small groups, read scenarios A–E below. For each scenario, decide how relevant the key concepts from 1:6a might be. Choose two key concepts that are probably 'very relevant', two that are probably 'quite relevant' and two that are probably 'not relevant'. Write your chosen key concepts in the boxes (add the relevant scenario letters in brackets).
- The aim of this activity is to get you thinking about whether different parts of our identity are more relevant than other parts, depending on the situation we're in. There are no right answers – what matters is the group discussion that you have about your answers.
- An example for Rukhsana is that FRIENDS and SOCIAL GROUP are very relevant (her aim is to make new friends, having moved to England). PLACE OF BIRTH and NATIONALITY might be quite relevant (she'll probably explain to potential new friends about not being Welsh and why she's just joined the college). FINANCES and JOB might not be relevant (due to the fact that she's 16 and at college, these factors might be more relevant once she leaves home and/or leaves college).



- A. Rukhsana** is sixteen. Yesterday, she moved with her parents from Leeds to Abergavenny. She's at her new college's prom and wants to make some friends.
- B. Maya** is 52. She's been arrested and accused of a crime she didn't commit. She's Russian and runs a restaurant with her daughter. She speaks a little English.
- C. Ajay** is 49. He's filling in an application form for his dream job as a data analyst for a Premier League team. He's a wheelchair user.
- D. Garret** is 18. He's trying to decide whether to go to university in Northern Ireland, where he's from, or to study in another country.
- E. Kyle** is four. His social worker has explained that he needs to leave home and go to live with a foster family for a few months.