



**GENERATION
GLOBAL**

ESSENTIALS OF DIALOGUE: IDENTITY PREPARATION GUIDANCE

Objective: Students share and enquire together how they see themselves and how they think others see them. There will be space to explore together what students feel most proud about their identities and what challenges them about their identities.

Note: All students taking part in these dialogues should have done the activities in the Identity & Respect lesson including the Identity wheel

Find out more at:

generation.global

Sharing

Students to think about three words that they think sums up their identity best. These words could then be the launch pad for responses to what students have heard from one another.

Enquiry

Encourage students to share and enquire together what makes them proud about their identity and what challenges them the most (this could be one and the same thing). Students should have thought about how they see themselves belonging to a local community, a national group and globally.

The enquiry in the VC dialogue should be driven by the students, but here are some questions they could have thought about prior to the dialogue

- What's one thing that makes you proud about being..?
- What's hard about being..?
- What do you think others think about x?
- Are there any facets of your identity that are more hidden than others?
- What does it mean to be identified as a 'child' or 'minor' in your community? How does this make you feel?
- Is there a community that you belong to that you share a specific identity with?
- How free, or not, are you to express your identity?

Encouraging challenge and critical thinking

- Is your identity a fluid thing?
- What does it mean to be identified as a 'child' or 'minor' in your community? How does this make you feel?
- How much of your identity do you define yourself and how much is defined by others?

Reflection

Encourage your students to be aware of and open to shifting opinions. Are they seeing the issue of identity differently? Have students focus on a self analysis of their dialogue skills and also how they feel about the dialogue (dialogue is, after all, an emotional experience).