

# Identity & Worldview Assignment

## Part 1:

Pick 3 Ted Talks related to Identity or Worldview and complete an analysis form for each. There are many, many talks that touch on these topics, you can pick whichever ones you connect with. If you have other sources that you would like to reference and reflect on, please use them. I have previewed some Ted Talks and suggest that you consider the following:

1. Brian Little – Who are you really the puzzle of personality
2. Chimamanda Ngozi Adichie- The danger of a single story.
3. Marshall Shepherd – 3 Kinds of bias that shape your worldviews.
4. Marcu Lyon- Is your identity given or created?
5. Cedrice Webber- Tell me about your identity crisis.
6. Emerald UnRuh- “All my relations” Metis worldviews.
7. America Ferrera- Identity is a superpower—not an obstacle.
8. Zahra Dry – Reshaping how we see identity
9. Jeannie Woller – How I lost my identity but found my worth.
10. Ali Michael – How can I have a positive racial identity? I’m white!

## Part 2:

Reflect on how you would like to present your identity & worldview statement during your capstone. Consider the following options:

- Have a slide with a variety of photos representing different facets – then talk to each.
- Bring in an object, maybe a family heirloom or a piece of clothing – then talk to what it represents.
- Write a poem and read it to the capstone panel.
- Create an image that illustrates your relationship to different facets of identity.

Hand in a statement (think short, one page maximum) that summarizes what you would like to say during your capstone. If you want to include a photo for reference, please do so.

## Assessment

### Curricular connections - Identity and Worldview

#### ***Understanding relationships and cultural contexts – Personal Awareness & Responsibility***

*“Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.”*

BC Ministry of Education, 2021

Whether you write a paragraph, create a piece of art or bring in an artifact it will be important that you can speak to the multifaceted nature of identity. It isn't necessary to speak to all the different facets but consider addressing 3 or 4 and provide a deeper dive into one that you see as particularly important to you.

Identity Statement Part 2			
Emerging (2.5-3)	Development (3 – 3.5)	Proficient (3.5 - 4.5)	Extending (5)
The student is able to explain their interests and what makes them unique.	Student lists facts that relate to who they are as people. Some of these facts align with the facets of identity.	Student provides a refined summary that addresses a few facets of identity.  Some level of connection and depth are evident.	Student provides a refined summary that incorporates several facets while also elaborating on which facet, they are most connected to.  Critical analysis and reflection are evidenced through the depth of connection that the student makes to their personal story.

*\*\*Key facets: ethnicity, nationality, language, abilities, sexual orientation, gender identity, age, geographic region, religion or spiritual beliefs.\*\**

Reflection Forms Part 1			
Emerging (2.5-3)	Development (3 – 3.5)	Proficient (3.5 - 4.5)	Extending (5)
<p>Student summarizes content or provides personal thoughts about it.</p> <p>Answers are short &amp; demonstrate that the student has watched the video.</p>	<p>Student references lecture content and provides some personal thoughts.</p> <p>Brief answers relate to the content of the video.</p>	<p>Some connections are made between lecture content and personal experience.</p> <p>Answers include some depth &amp; detail (at least 3 sentences &amp; specific reference to topics from within lecture).</p>	<p>Connections are made between the lecture and the students' own experiences.</p> <p>The depth &amp; detail of responses demonstrates engagement and understanding (at least 4 sentences, with multiple specific reference to topics from within the lecture).</p>