

Questions of identity and gender – Ambitions and obstacles, conformity versus individualism

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In dieser Einheit bearbeiten die Schülerinnen und Schüler einige Dimensionen des Zusammenhangs zwischen Geschlecht, Ethnizität und Identität. Anhand von Auszügen aus fiktionalen und nicht-fiktionalen Texten werden die Lernenden mit Darstellungen von unterschiedlichen Lebensbedingungen konfrontiert, die sie analysieren und kommentieren. Dabei wird auch thematisiert, dass unser digitales Zeitalter einen wesentlichen Einfluss auf unsere Persönlichkeit und Identität hat, wird auch dieser Zusammenhang thematisiert und schülergerecht bearbeitet.

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Competences and skills:

By engaging with the materials, students enhance their **reading skills**. Additionally, they improve their **speaking** proficiency through short presentations, speeches, and participating in discussions. Furthermore, students' **viewing skills** are trained as they watch two videos and answer corresponding questions. Lastly, their **writing competence** is strengthened by composing comments on presented topics within the context of the material.

Overview:

List of abbreviations:

A Analysis**C** Comment**D** Discussion/debate**G** Group work**LVC** Listening/Viewing comprehension**IN** Interview**PR** Presentation**RC** Reading comprehension**T** Working with a text**W** Writing

Topic	Material	Methods/Skills
1: Identity – What is it all about?	M1–M2	A, D, G, PR
2: Identity and gender	M3–M6	C, PR, RC, T, W
3: Identity and ethnicity	M7–M9	A, D, IN, LVC, RC, T
4: My digital identity	M10–M13	A, C, D, LVC, RC, T, W

Topic 1: Identity – What is it all about?

M1 Worksheet – Statements about identity

Working with the statements



1. In various spots in your classroom there are different statements about identity. Go to the statement that resonates with your personal experiences. Share your opinion and experiences with classmates who have also come to the same spot as you.



2. Present the outcomes of your group's discussion to the rest of the class through a brief presentation.



- a) Be yourself; everyone else is already taken.
- b) In the social jungle of human existence there is no feeling of being alive without a sense of identity. (Erik Erikson)
- c) I don't cover my face because I want to show my identity. (Malala Yousafzai)
- d) Memories are the architecture of our identity.
- e) Every scar I have makes me who I am.
- f) Identity is a prison you can never escape, but the way to redeem your past is not to run from it, but to try to understand it and use it as a foundation to grow. (Jay Z)
- g) When I discover who I am, I'll be free. (Ralph Ellison)
- h) Never be bullied into silence. Never allow yourself to be made a victim. Accept no one's definition of your life but define yourself. (Harvey Fierstein)
- i) Through others we become ourselves. (Lev S. Vygotsky)
- j) One of the greatest tragedies in life is to lose your own sense of self and accept the version of you that is expected by everyone else. (K.L. Toth)

Topic 3: Identity and Ethnicity

M7 Worksheet – Video: *Intersectionality: A Look At Race, Gender & Class*

Pre-viewing task



1. How do you assess the relation between ethnicity, gender, class and success in life?

While-viewing task



2. Watch the video *Intersectionality: A Look At Race, Gender & Class*: <https://raabe.click/intersectionality>. While watching, answer the questions. Take notes.



- a) In how far did the teachers react differently to Steve and Emma?
- b) What did the adolescent figures of the two young people look like?
- c) Which psychological problems the youngsters had were mentioned in the video?
- d) How does the police react to the two?
- e) What are the different paths taken by Steve and Emma in life?

Post-viewing task



3. In a group of three students, prepare an interview with Emma and Steve discussing their lives. Then, perform the interview in front of the class.
If you need help, use those questions to carry out the interview with Emma and Steve.



Can you tell me something about the most marking experiences in your life?

From what did/do you suffer the most?

What would you have expected the teachers and police to do?

Do you see any connection between success, ethnicity, gender and social class?

Did you ever have the desire to rebel against your fate?

What goes wrong in society?

Which serious negative consequences of prejudices do you see?

What do you expect from politicians to improve things?

Where do you see the responsibility of every individual to fight prejudices?

Topic 4: My digital identity

Worksheet – An opinion sheet on my digital self

Working with the opinion sheet

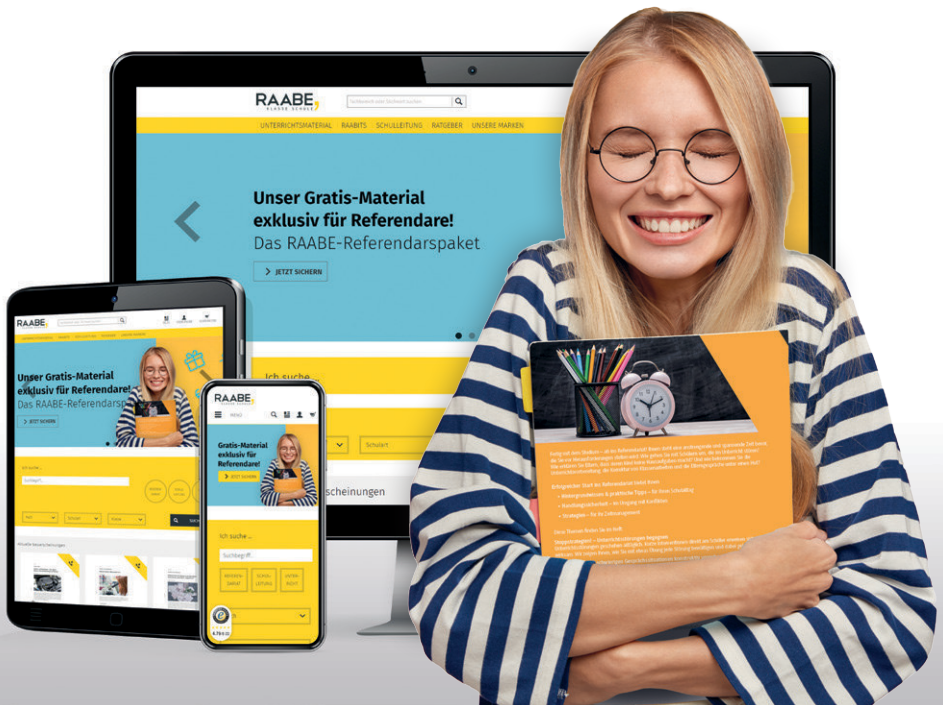
1. Respond to the opinion sheet. Then, get together with a classmate and talk about your ideas. Formulate a conclusion based on your discussion and share it with the rest of your class.
2. Compose a short text about people's digital identities using at least fifteen words from the provided vocabulary grid.



Statement	I agree	I disagree
a) I have created a digital identity for myself.		
b) My digital identity goes hand in hand with my identity in real life.		
c) My digital identity is an enhancement in my life.		
d) I feel that there is a great difference between my digital and my analogue self.		
e) I have never had any negative experiences on social media.		
f) My digital self supports me in my self-advertisement.		
g) I wish I would not have any digital identity at all.		

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