

Please complete Part A, B & C of this worksheet individually, prior to the workshop. This will help you complete Part D during the workshop, but feel free to fill it out all in advance if you need more time to do so.

Your responses on this worksheet are private. You will not be sharing this worksheet with anyone else, although you will discuss reflections generated by this activity during the workshop.

Part A: Place-Based Identities

Place-based identities are aspects of who we are that are tied to the land and places we find ourselves on. This can involve drawing back to the lands of our ancestors, thinking about how the places we have experienced have shaped us, and reflecting about what it means to be on the ancestral land(s) that we are currently on. Our individual identities do not exist independently from the places that we have and continue to find ourselves on. Essentially, in exploring *who* we are, we also need to reflect on *where* we are and *where* we've been. The questions below can help you further explore your place-based identities:

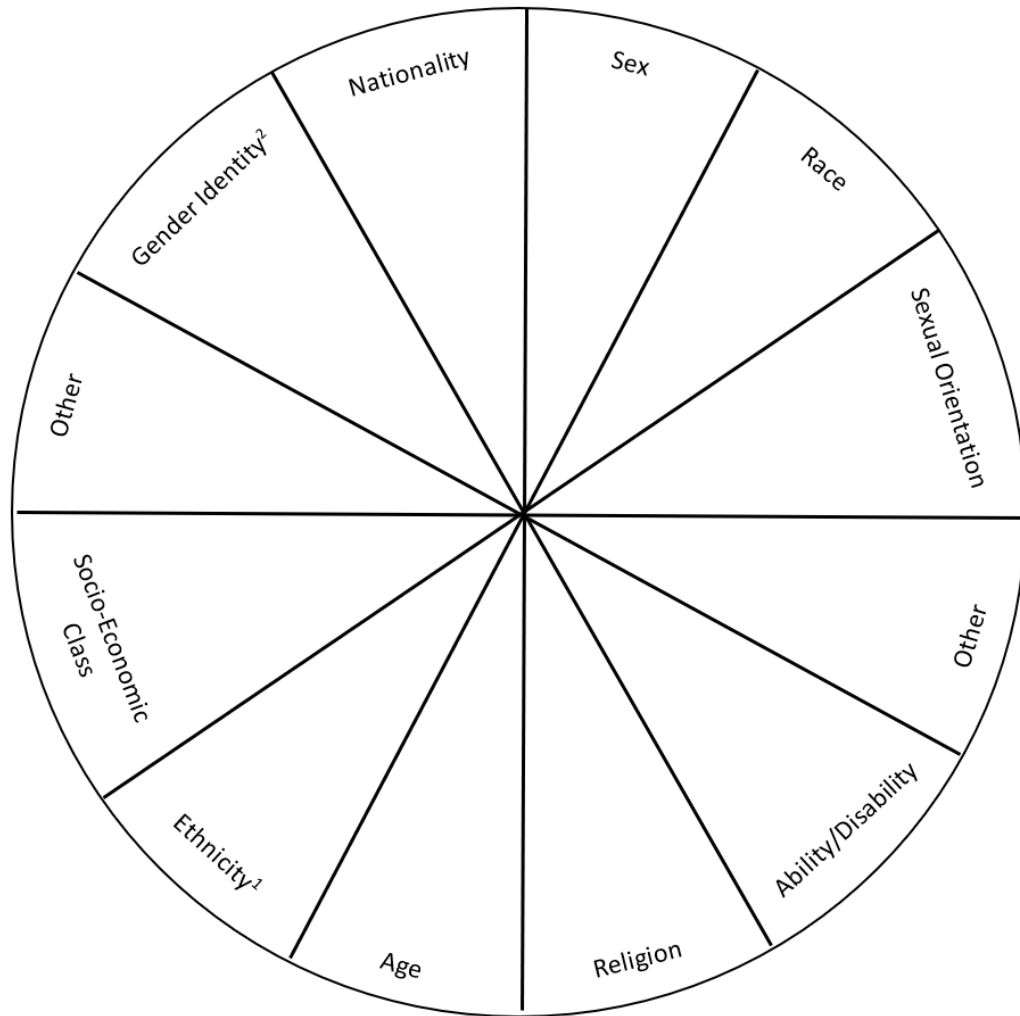
What places in your life have helped shape who you are? How have they impacted you?

What kind of relationship do you have with the land(s) you have come from and the land(s) you are currently on?

Part B: Social Identities

Social identities are group identities. Beyond our personal identities, we understand ourselves and others as belonging to social groups. Membership in social identity groups (e.g., religion, ethnicity, gender) are shaped in shared histories and experiences. They are further influenced by external forces such as legal decisions and historical factors and day-to-day interactions. Social identities intersect with our personal identities to shape who we are.

Fill out the diagram below by identifying your social identity within each social identity group (e.g., race, sex, ability, sexual orientation, etc.). If there are sections which you are unsure about or would prefer not to answer, please leave them blank (the answers are to support you in exploring your own identities and are just for you).



Looking for definitions on race and/or ethnicity? See this online glossary of terms: <https://www.racialequitytools.org/glossary>

² Looking for definitions on sex, gender identity and/or sexual orientation? See this online glossary of terms:

<https://equity.ubc.ca/resources/positive-space/positive-space-language/>

Part C: Personal Identities

Personal identities are individual traits that make up who you are, including your hobbies, interests, experiences, and personal choices. Many personal identities are things that you get to choose and that you can shape for yourself.

Fill out this part of the worksheet by listing examples of ways you would describe yourself to others. You don't need to fill in each category—choose the examples that resonate for how you would describe yourself to others in various contexts.

What do you enjoy spending your time doing?

How would close family and friends describe you?

What values and beliefs shape the way you see the world?

What critical life experiences are integral to the way you carry yourself?

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Part D: Positionality Statement (to be completed *during* the workshop)

During this free write, write as much as possible. This will be a first draft.

Tip: Don't censor yourself, just write! Write first, revise later!

1. **Your context or social location:** Write down the personal, place-based and social identities that are important for you to describe in this statement. (*Asked another way, which of these identities do you think is important for you to acknowledge?*)

2. **Why your context matters:** Write why acknowledging these aspects of yourself are important. What are the experiences you have that you feel are important to acknowledge? What and with whom do you feel in solidarity with?

3. **Your beliefs and commitment:** What do you personally believe, value, or commit to in regard to anti-racism and anti-oppression (and based on the identities you described above)? What are you working on or engaged in that supports systemic or institutional change?

This worksheet was adapted from the [Diversity and Inclusion Tool Kit](#) (by the American Association of University Women) and the [Power, Privilege, & Bias module](#) (by UBC and Queen's University).