



# What Makes Me Who I Am



## Goals of this seminar:

- Members see a new element of their sisters' identities and evolve their view of how those make up their chapter experience.
- Members feel their personal identities are welcomed and celebrated in their chapter.
- Members are exposed to a new perspective or culture and practice how to be other-centered.

## Fraternity Values:

- Honor and Respect
- Personal and Intellectual Growth
- Sincere Friendship

## Suggested Facilitator:

- Vice President Member Experience
- Director Lifelong Membership

- Director Diversity and Inclusion

## **Room setup/materials needed:**

- In advance of the seminar, communicate to your members that they need to bring an item/artifact or physical/visual representation of something that has influenced or made them proud of an identity they hold.
- Set up the space so there is enough room and flexibility for members to gather in small groups and move from group to group as needed.
- Create a plan for dividing your chapter into small groups of about 5-7 members. This program is most impactful when members can interact with the sisters they see least often. If facilitating the program virtually, be prepared to use Zoom to utilize the breakout room option.
- You'll need flip chart paper or regular paper and a marker for each small group.
- Make sure you have campus or community resources readily available in the event a member needs the support of a professional to process an emotion as a result of this program.

## **Getting started:**

- The facilitator should walk through this seminar prior to presenting it to make sure they're comfortable with the material.
- Talking points are indicated with normal font and with quotation marks. Please use these as speaking guidelines but be sure to make the presentation your own.
- Facilitation instructions are indicated with italicized font. These are hints you might find helpful when administering the material. Most importantly, have fun! The more excited and engaged you are, the more participants will be.
- If you are holding this workshop during a chapter meeting, or another time where cell phones aren't usually allowed, let participants know they will need them for this activity.

≡ Introduction: What Makes Me Who I Am

≡ Part 1: What Makes Me Who I Am

≡ Part 2: What Makes Me Who I Am

≡ Conclusion: What Makes Me Who I Am

≡ Participant Activities

# Introduction: What Makes Me Who I Am

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## Identities

“ Today’s Leading with Values seminar is about understanding and appreciating others from different backgrounds. In our communities, on our campuses and in Pi Phi, we all come from different backgrounds and have our own unique identities. What has brought us here today is a result of the individual experiences we’ve had and the identities we hold.

In our Pi Phi chapter, we strive to have an inclusive sisterhood where every member feels welcome, is supported, and knows she belongs. Pi Beta Phi defines inclusion as being welcomed and truly valued for what you contribute. Pi Phi hopes to create an environment where all members feel they have a voice, are valued, feel validated and can fully participate. By doing so, we not only benefit from a positive member experience, but we practice important skills needed to live and work alongside people with different backgrounds throughout our lives.

Today, we’ll share our identities with each other so we can model what inclusivity and cultural appreciation looks like in action. Before we do, I want to acknowledge that sometimes thinking about our identities and experiences can be emotionally activating and even trigger traumatic experiences. This is a supportive space with sisters by your side. Do what you need to do to take care of yourself during this time. If you need to step away or excuse yourself, that’s okay!

Understanding and appreciating others starts with a basic understanding of identity. Identities are the formal ways we categorize our backgrounds. Pi Phi defines identity as how we define ourselves as individuals that makes us unique and different from other individuals. ”

**OPTION 1: SMALL GROUPS BRAINS...**

**OPTION 2: PARTNER BRAINSTORM**

*This option is better for a small- to medium-sized chapter with space to move around the room. However, any chapter can use this option if conducting virtually.*

“ For today’s seminar, you’ll be in small groups. Let’s get into these small groups now for our first activity. ”

*Place your members into small groups of 5-7 members. Be sure each group has a marker and a sheet of paper, preferably flip chart size. If you are conducting the program virtually, use Zoom to assign members to breakout rooms. Before they go to those rooms, ask each group to assign a person to write down their ideas during the activity.*

“ In your small groups, you’ll have exactly 60 seconds to brainstorm all the different types of identities you can think of. I’ll get you started — religious affiliation can be the first identity you list. And go! ”

*Use a timer to allow 60 seconds for brainstorming. If facilitating virtually, use the breakout room announcement feature to indicate when groups should begin and end their brainstorm.*

“ Time’s up! Count how many identities your group came up with. ”

*Give the groups a few seconds to count their list.*

“ Let’s see how you all did. How many of your groups had at least five identity types on your list? What about 10? 15? ”

*You can continue to increase or decrease the number until you see who has the highest number of identities listed.*

“ Nice! Still, it’s possible none of us thought of all the different ways people can identify. By the end of this seminar, we’ll learn more about the ways members of this chapter identify. ”

**OPTION 1: SMALL GROUPS BRAINS...**

**OPTION 2: PARTNER BRAINSTORM**

*This option is better for medium- to large-sized chapters with little to no space to move around the room.*

“ For our first activity, you can use paper or your phone to take notes with your partner.

Find a person next to you to be your partner for this activity. You’ll have exactly 60 seconds to brainstorm all the different types of identities you can think of. I’ll get you started — religious affiliation can be the

first identity you list. And go! ”

*Use a timer to allow 60 seconds for brainstorming.*

“ Time's up! Count how many you came up with. ”

*Give the groups a few seconds to count their list.*

“ Let's see how you all did. How many of you had at least five identity types on your list? What about 10? 15? ”

*You can continue to increase or decrease the number until you see who has the highest number of identities listed.*

“ Nice! Still, it's possible none of us thought of all the different ways people can identify. By the end of this seminar, we'll learn more about the ways members of this chapter identify. ”

**CONTINUE**

# Part 1: What Makes Me Who I Am

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## Appreciating vs. Appropriating

“ Let’s start by defining the difference between cultural appreciation and cultural appropriation. You’ve probably heard both terms in the past, and have possibly learned about them.

**Cultural appreciation** involves learning about another culture with respect and courtesy by taking the time to gather information about it, interact with people among the culture and truly understand it.

**Cultural appropriation** is the unauthorized taking of cultural elements for one’s own use or benefit — including symbols, art, language, customs, etc. — often without understanding, acknowledgement or respect for their value in the original culture.

Today, we’re practicing the skills necessary to show cultural appreciation, but we should also examine instances in our daily lives when cultural appropriation is present. With a partner, look at each of the questions in the module and discuss how you’ve seen this apply to an example of cultural appreciation or cultural appropriation. An example of cultural appreciation might be celebrating Native American Heritage Month attending a Powwow where community members are invited to respectfully participate. An example of cultural appropriation is choosing a Halloween costume depicting a stereotypical image of Indigenous Americans from the past. Think about other times when you’ve seen, experienced or been a part of something that fit into both buckets. ”

## Instructions

*Give the pairs about 5-10 minutes to discuss each of the questions and share examples of cultural appreciation or cultural appropriation that relate to the questions. Members will use the online Leading with Values module to swipe through each question. Send them the link to this seminar and direct them to the "Participant Activities" tab on the left side. There, they will find the questions below.*



## **Appreciation vs. Appropriation**

Choose an example of appreciation vs. appropriation, then take a look at these questions with a partner and discuss how you think it applies.

Step 1

## Question 1

Are the people/the culture of this custom/object benefitting from its use?

## Step 2

### Question 2

Has this been purchased directly from a person or community within this culture?

### Step 3

## Question 3

Have the people/culture extended an invitation to share in the tradition or use of this object?

## Question 4

Is it an everyday object or is it sacred?

Step 5

## Question 5

Does the current use represent the original meaning or purpose of the item in the context it was intended?

## Question 6

Is the use of the item satisfying a personal need for self-expression?

## Question 7

Is the custom/object portrayed in an accurate way or is it shown in a trendy, cartoonish or mocking style?



Step 8

## Question 8

How is the user of the culture benefitting or gaining power from this use?

## Debrief

“ After going through these questions, does anyone have more clarity on why cultural appropriation is problematic? ”

*If possible, take comments from 2-3 members. If the setup and/or size of the group does not allow for this, skip a large group share.*

“ A common theme throughout these questions is that cultural appropriation results in a benefit for the individual consuming the culture in an unauthorized way. Instead of creating a situation where all people are welcomed and truly valued for what they contribute, cultural appropriation takes from some groups who are part of a marginalized identity to benefit others in a dominant identity group. ”

**CONTINUE**

## Part 2: What Makes Me Who I Am

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### Sharing and Celebrating Our Identities

“ Before this seminar, you were asked to bring with you a representation of something that has influenced an identity or identities you hold or made you proud of your background. Please be sure you have that item ready to share. ”

OPTION 1: LARGE GROUP SHARE

OPTION 2: SMALL GROUP SHARE

*This option is better for chapters with time constraints that need to stick to a strict schedule.*

*In your small groups, each sister will have about one minute to share their identity item. During your turn, quickly describe what the item is and how it represents your background and has shaped the identities you hold. Practice being an active listener as your sisters disclose this important part of who they are and take note of the emotions they display when describing their item. Recognize that your sisters are inviting you to engage with their background or culture in a respectful way. Give each individual their own dedicated time to share.*

*If you are facilitating this seminar virtually, send participants to breakout rooms of 5-7 randomly assigned members. Allow for about 10 minutes of sharing in small groups before returning to the group group for discussion.*

OPTION 1: LARGE GROUP SHARE

OPTION 2: SMALL GROUP SHARE

*This option is better for chapters that would like to take more time sharing and celebrating identities by decreasing the number of people in each small group allowing each participant more time to talk.*

*In your small groups, each sister will have about 3-4 minutes to share their identity item. During your turn, describe what the item is and how it represents your background and has shaped the identities you hold. Practice being an active listener as your sisters disclose this important part of who they are and take note of the emotions they display when describing their item. Recognize that your sisters are inviting you to engage with their background or culture in a respectful way. Give each individual their own dedicated time to share.*

*If you are facilitating this seminar virtually, send participants to breakout rooms of 3-4 randomly assigned members. Please keep in mind, Zoom limits the number of breakout rooms, so depending on your chapter size, this option may not work for you. Allow for about 10-12 minutes of sharing in small groups before returning to the large group for discussion.*

**CONTINUE**

# Conclusion: What Makes Me Who I Am

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## OPTION 1: GROUP REFLECTION

## OPTION 2: PARTNER REFLECTION

*This option is better for small- to medium-sized chapters.*

“ Let’s come back together as a group to discuss everything we experienced in today’s seminar. ”

- “ What feelings did you experience as you listened to your sisters and shared your own? ”
- Within your group and our chapter, we do not hold all possible identities. What are some tangible skills we practiced today that can apply when we are engaging with people from different cultures outside our chapter?
- What is something you recognized as cultural appropriation today that you hadn’t before, and how do you plan to handle it?
- How can we appreciate/celebrate cultures in our chapter? ”

*If you are facilitating this seminar virtually, use breakout rooms for paired debrief or ask members to use the “raise hand” feature in the platform to indicate they want to share their thoughts.*

## OPTION 1: GROUP REFLECTION

## OPTION 2: PARTNER REFLECTION

*This option is better for medium- to large-sized chapters.*

“ Now, with a partner, I want you to refer to the questions in the module to discuss everything we experienced in today's seminar. ”

*Members will use the online Leading with Values module to swipe through each question. Send them the link to this seminar and direct them to the "Participant Activities" tab on the left side. There, they will find the questions below.*

*Give the group a few minutes to discuss in pairs. Then, walk through the list in the large group, asking one to two members to share their reflections on each question.*

## **Option 2 Questions**

This is meant for chapters choosing option 2 in the conclusion of this seminar.

Step 1

## Question 1

What feelings did you experience as you listened to your sisters and shared your own?



## Step 2

### Question 2

Within your group and our chapter, we do not hold all possible identities. What are some tangible skills we practiced today that can apply when we are engaging with people from different cultures outside our chapter?

### Step 3

## Question 3

What is something you recognized as cultural appropriation today that you hadn't before and how do you plan to handle that?

Step 4

## Question 4

How can we appreciate/celebrate cultures in our chapter?

## Reflection

Be prepared to reflect on these questions with the larger group.

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**“ Today, we learned from each other in ways that allow us to be better friends, leaders and community members.**

**Thank you for engaging and participating! ”**

### Survey

Provide the following link to four members of your chapter, one from each class. You and those four members will complete the Leading with Values seminar survey to provide feedback to Pi Beta Phi.

[pibetaphi.org/lwvfeedback](http://pibetaphi.org/lwvfeedback)

## References

AORTA (<http://aorta.coop/wp-content/uploads/2017/12/Cultural-Appropriation-Resource-Sheet-April-2015.pdf>)

**FINISH**

# Participant Activities

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## Part 1 Activity

## **Appreciation vs. Appropriation**

Choose an example of appreciation vs. appropriation, then take a look at these questions with a partner and discuss how you think it applies.

Step 1

## Question 1

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Step 2

## Question 2

Has this been purchased directly from a person or community within this culture?

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## Question 3

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## Question 5

Does the current use represent the original meaning or purpose of the item in the context it was intended?

## Question 6

Is the use of the item satisfying a personal need for self-expression?

## Question 7

Is the custom/object portrayed in an accurate way or is it shown in a trendy, cartoonish or mocking style?

Step 8

## Question 8

How is the user of the culture benefitting or gaining power from this use?

## Conclusion Activity: Option 2



## **Option 2 Questions**

This is meant for chapters choosing option 2 in the conclusion of this seminar.

Step 1

## Question 1

What feelings did you experience as you listened to your sisters and shared your own?

## Step 2

### Question 2

Within your group and our chapter, we do not hold all possible identities. What are some tangible skills we practiced today that can apply when we are engaging with people from different cultures outside our chapter?

### Step 3

## Question 3

What is something you recognized as cultural appropriation today that you hadn't before and how do you plan to handle that?

Step 4

## Question 4

How can we appreciate/celebrate cultures in our chapter?

## Reflection

Be prepared to reflect on these questions with the larger group.

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Thank you for engaging in this seminar, today! Please fill out this survey to give feedback on this *Leading with Values* seminar: What Makes Me Who I Am.

[Complete the Leading with Values survey.](#)

**FINISH**