# Lesson Element

# Identity and hybrid identity

## Aims and Objectives

* To understand what is meant by identity and group identity
* To understand that identity is made up of many different parts, some of which are ascribed and some of which are achieved
* To begin to understand theoretical perspectives on identity, structure and agency
* To explore the relationship between identity and culture.
* To understand what is meant by hybrid identity and explore the relevance of hybrid identity in the context of postmodern society.

## Task 1 – Defining identity

In small groups discuss the following questions:

* What do you think is meant by the word identity?
* What influences a person’s identity?
* How is identity related to culture?

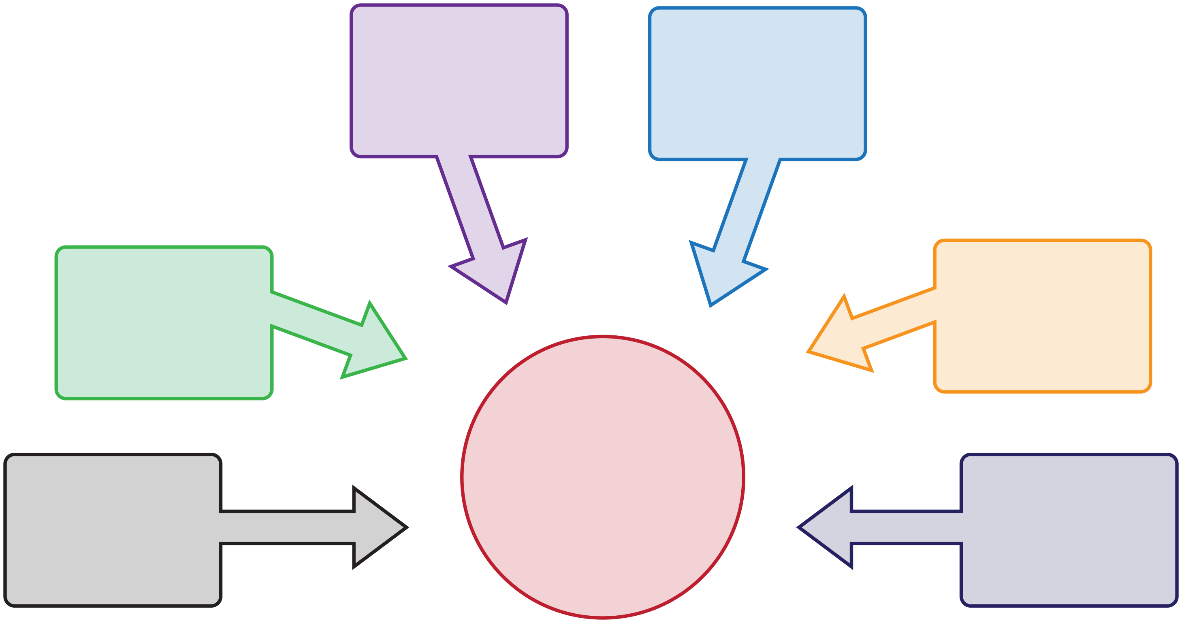
Definition of identity:

Two types of identity:

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## Task 2 – What factors shape a person’s identity?

Look at the first diagram below. Explain each box and then think about what factors informs your own identity



**Identity**

**Location**

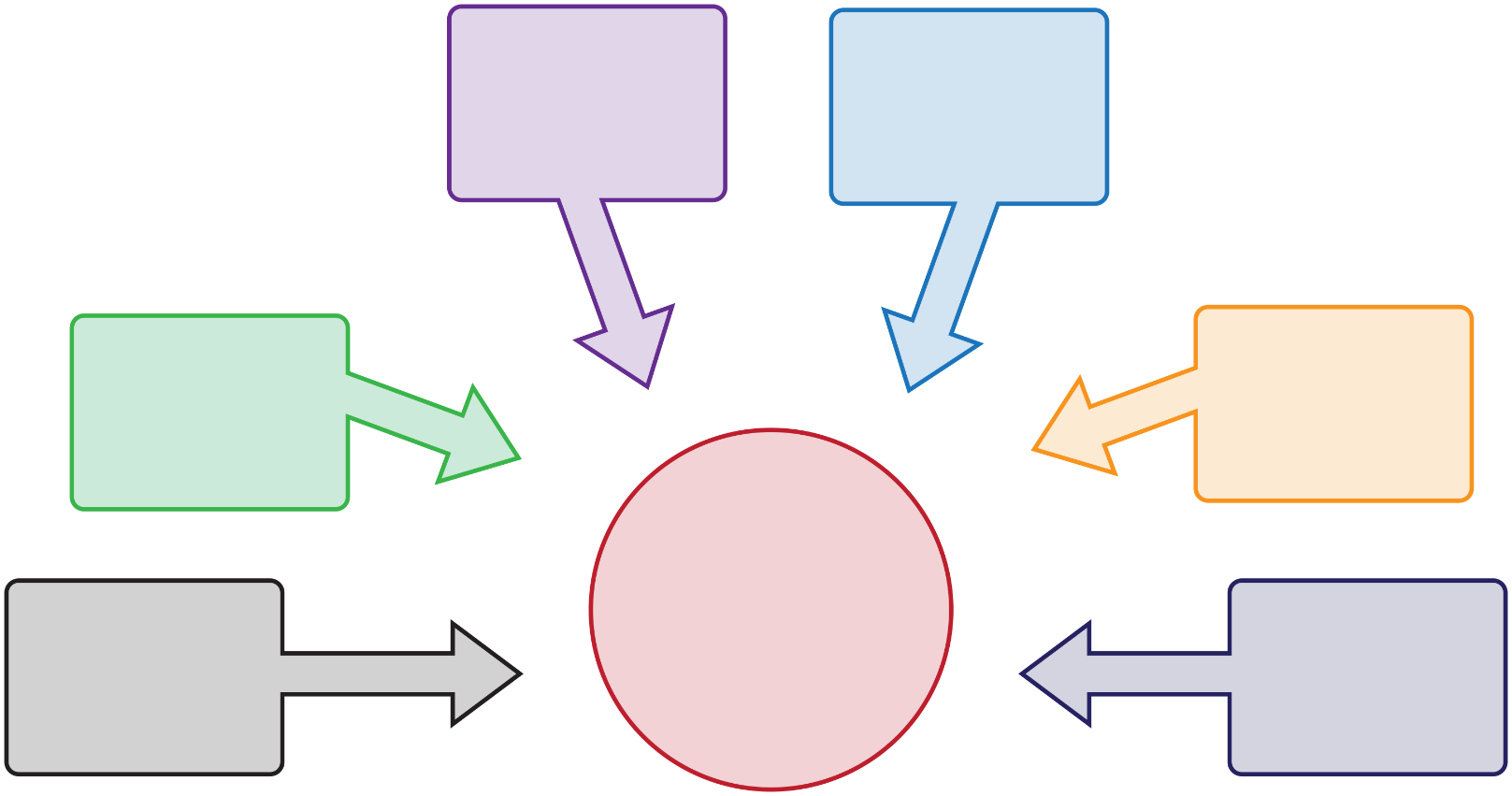
**Sexuality**

**Ethnicity**

**Nationality**

**Class**

**Gender**



**My Identity**

### Task 3 – Types of identity

| **Description** | **Type of identity** |
| --- | --- |
| The choices a person makes about how to spend their free time which shape their sense of who they are. |  |
| Socioeconomic position, according to Marx, the most significant part of your identity that is ascribed. |  |
| How people express their identity through their choices of relationships. |  |
| The idea that the country belongs to plays a significant part in defining who they are as a person. |  |
| Where a person lives determines their identity. |  |
| A shared sense of identity deriving from dress, language or beliefs for example. |  |
| How peoples employment patterns shape their identity. |  |
| Expressing identity through patterns in buying certain products or services. |  |
| Specific ideas about what it means to be a man or a woman shape a person’s identity. |  |
| The way that identity is dependent upon the life stage a person is at. |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Social class** | **Gender** | **Sexuality** | **Location** |
| **Nationality** | **Consumption** | **Leisure based identity** | **Work related identity** |
|  | **Age** | **Ethnicity** |  |

## Task 4 – How does a person acquire an identity?

Ascribed identity:

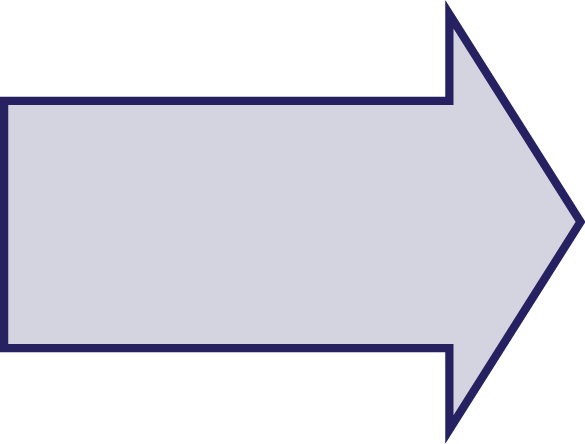
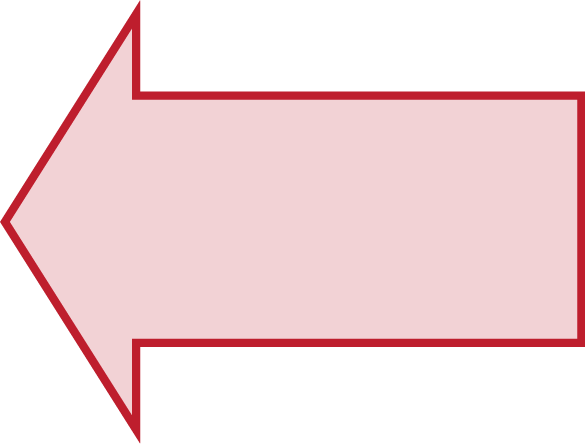
Achieved identity:

| **Examples of ascribed identity** | **Examples of achieved identity** |
| --- | --- |
|  |  |

**Stretch and challenge:**

Which of the above are possible to change and which might not be? Why?

## Task 5 – Sociological theoretical perspectives on identity



**Structure**

The idea that identity is ascribed, individuals are passive and cannot change their identity, eg Marxism

**Agency**

The idea that individuals and groups can and will change aspects of their identity, eg Neo Marxism

Marxism:

Neo Marxism:

Summarise the postmodern perspective of identity.

In your own words, using the PowerPoint slide, describe the difference between identity in a modern era with identity in a postmodern era:

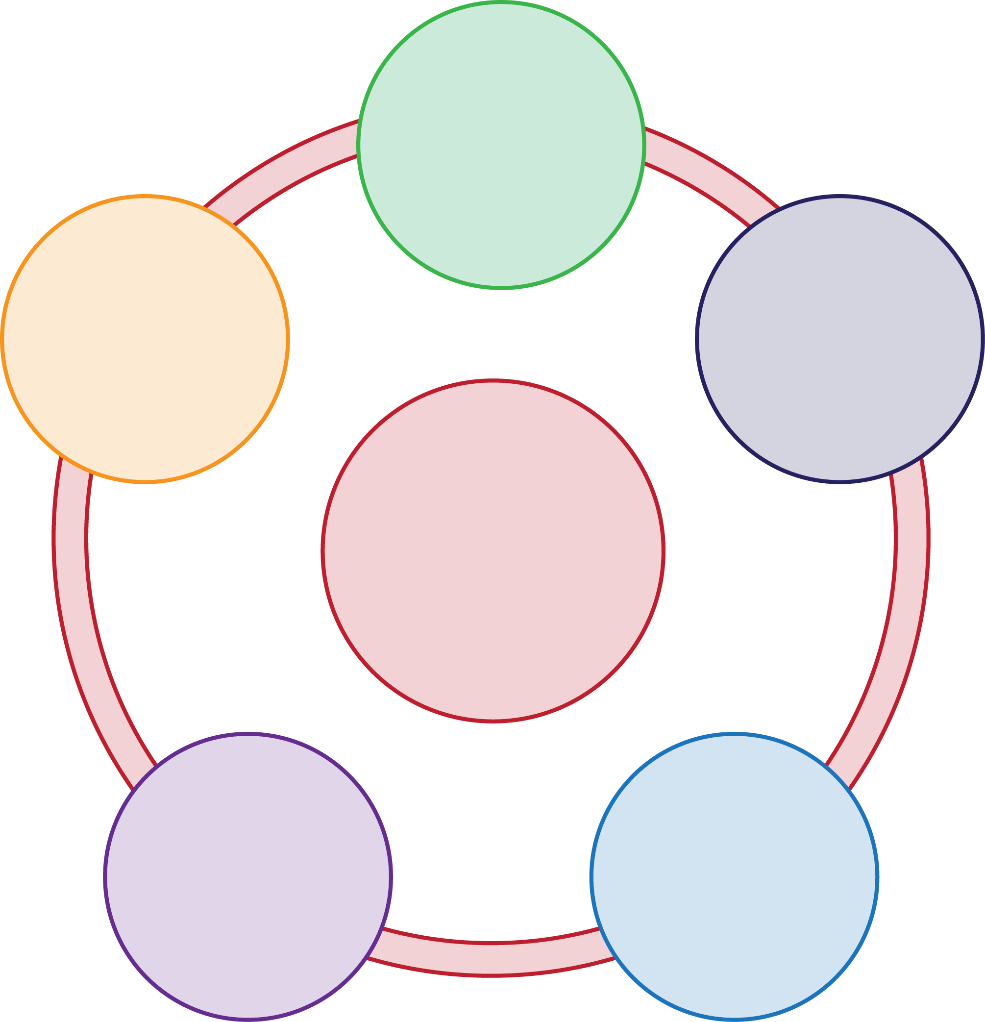
What is the relationship between culture and identity?

What is hybrid identity?

In your own words summarise the key reasons why hybrid identities form:

**Hybrid identity:**

Examples:



**Hybrid Identity**

**Increasing population movement**

**Postmodernism**

**Mass media**

**Globalisation**

**Agency**

In your own words, explain how each concept relates to the idea of hybrid identity, giving examples.

## Task 6 – Card sorting activity

Using the diagram below, link the correct concepts and ideas to the correct image.

**Image 1** **Image 2**

| **Concepts and ideas** | **Image 1 or 2?** |
| --- | --- |
| Working class |  |
| Fragmented identity |  |
| Fluid identity |  |
| Hybrid identity |  |
| Social class is important |  |
| Gender identity as fluid |  |
| 1980’s–today |  |
| Modernity |  |

| **Concepts and ideas** | **Image 1 or 2?** |
| --- | --- |
| Agency |  |
| Marxism |  |
| 1950’s–1980’s |  |
| Gender identity as fixed |  |
| Sexuality as a key part of identity |  |
| Globalisation |  |
| Post modernity |  |
| Identity stable |  |
| Structure |  |
| Ascribed identity |  |
| Increasing movement of people |  |
| Nationalism |  |
| Achieved identity |  |
| Neo Marxism |  |
| Mass media |  |

## Task 6 – Card sorting activity

Using the diagram below, link the correct concepts and ideas to the correct image.

**Image 1** **Image 2**

|  |  |  |  |
| --- | --- | --- | --- |
| Working class | 1980’s–today | Sexuality as a key part of identity | Increasing movement of people |
| Fragmented identity | Modernity | Globalisation | Nationalism |
| Fluid identity | Agency | Post modernity | Achieved identity |
| Hybrid identity | Marxism | Identity stable | Neo Marxism |
| Social class is important | 1950’s–1980’s | Structure | Mass media |
| Gender identity as fluid | Gender identity as fixed | Ascribed identity |  |