







Erasmus University Rotterdam



# Reflecting on your own identity

Thinking about what is important for you (for example: norms, values, beliefs) and being able to put this into perspective with regards to other's view. Being aware of your responsibilities in society.

#### **Description**

Reflecting on your own identity means reflecting on what is important to you. On the one hand, you are aware of your own values (meanings), norms (rules) and talents, but you are also open to and respectful towards the perspectives and views of your fellow human beings with a different (cultural) background. You are able to empathize with the other person's perspective.

Because society is becoming increasingly diverse and you come into contact with many different people, it is important to continually reflect on your own identity. This way you can better assess different (cultural) situations, respond appropriately and cooperate well with your fellow human.







Or click <u>HERE</u> to go to <u>YouTube</u>

#### Tips

To be able to better reflect on your identity, it helps to:

- Be aware of your own values, norms and talents, and find out where they are coming from.
- Ask questions in new situations to understand other views or behaviours. Defer judgment.
- Set realistic and achievable goals.

Assignments Self-reflection 2

ate that feeling and explain why you gave that score.	Score:
<b>Step 2</b> : Now answer the following questions about the situation.  What went well?	
Vhat could be improved?	
What am I going to do differently from now on?	
s this feasible? Why or why not?	



## **Assignment 1.2** *Identifying*

Make a log and chart your thoughts, feelings, behaviours and consequences of these to gain insight into your identity in relation to others.

One way to practice the skill of reflection is to keep a logbook or journal in which you write down your actions, thoughts and emotions and reflect on them in an orderly manner. A log also allows you to recognize patterns and/or changes in your reflections over time.

<b>2</b> : Discuss the diagram below with a person who was involved in the situation.			
	Questions about you		Questions about the other person
Thought	What did you think?		What did they think?
Emotion	How did you feel?		How did they feel?
Behaviour	What did you do?		What did they do?
onsequences	What were the consequences?		What were the consequence
• Paflect on the si	milarities and differences.	Ī	

**Step 1**: Read the text.

An old Cherokee chief teaches his grandson about life:

He says to the boy, "There is a fight raging within me. A terrible fight between two wolves.

One is bad: he is anger, envy, sadness, regret, greed, self-pity, arrogance, guilt, resentment, inferiority, lies, false pride, superiority, lack of self-confidence and ego.

The other wolf is good: he is joy, peace, love, hope, serenity, truth, humility, kindness, benevolence, empathy, generosity, compassion and trust. That same battle rages in you and in every other human being."

The grandson thinks about this for a moment and then asks his grandfather, "Which wolf wins?"

The old chief replies, "The one you feed."

(from the Dutch reflection website: Welke wolf voed jij?

Step 2: Answer this question.

Which wolf do you feed? And why?

Assignments Self-reflection \_\_\_\_\_\_\_ 5

### Literature

- 1 Wilson-Strydom, M. (2016). A capabilities list for equitable transitions to university: A top-down and bottom-up approach. *Journal of Human Development and Capabilities*, 17(2), 145-160.
- 2 SLO. (2018). Concept-leerlijnen voor 21e eeuwse vaardigheden. Kijkwijzers voor het volgen van ontwikkeling. Geraadpleegd op 8 april 2021, van slo-2018-21e-eeuwse-vaardigheden-kijkwijzers-enleerlijnen-concept (5).pdf
- 3 Curriculum.nu & SLO (2018). *Handreiking brede vaardigheden*. Geraadpleegd op 10 mei 2021, van http://www.fi.uu.nl/publicaties/literatuur/2018\_Rapport-Handreiking-brede-vaardigheden.pdf

