



# Identities

How do you see yourself? When you look in the mirror, who do you see? This chapter explores the theme of identity, asking you to think about how you define yourself and how others influence your self-image.

## In this Chapter

- In Unit 1.1, you will explore how our individual identities are shaped by the diverse cultures in which we're raised.
- In Unit 1.2, you will discuss how your identity is shaped by your beliefs.
- In Unit 1.3, you will study how the media and the advertising industry shape people's definition of 'beauty' and impact their sense of self-esteem.

## Chapter 1

# Unit 1.1

## Citizens of the world

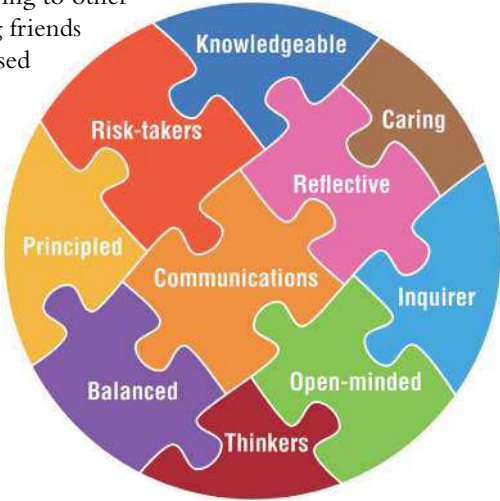
Guiding questions	Learning objectives
<ul style="list-style-type: none"><li>What does it mean to be a ‘citizen of the world’?</li><li>How do you develop your sense of identity in a globalised world?</li><li>What kinds of experiences have contributed to your sense of identity?</li></ul>	<ul style="list-style-type: none"><li>Develop an understanding of international-mindedness.</li><li>To use language effectively to explore the topic of globalisation.</li><li>To develop appropriate language skills to discuss and express your identity.</li></ul>

**LEARNER PROFILE**

The first part of the IB mission statement reads: ‘The International Baccalaureate aims to develop *inquiring, knowledgeable and caring* young people who help to create a better and more peaceful world through intercultural understanding and respect.’ Two traits of from the learner profile have been written in *italics*. Being an inquirer is also mentioned. What other character traits should you have if you’re going to make the world a better place? Make a list as a class.

Have you ever met someone who finds it hard to answer the question: ‘Where are you from?’ Perhaps you are one of them. Defining who we are in a **multicultural** and mobile world is becoming more and more challenging. You might live in a place where you were not born. Your parents might speak a language that is not your own. Your culture might not be the same as your neighbour’s. Thanks to **globalisation** people are moving to other countries, doing business across borders and making friends online. Trying to figure out who we are in a globalised world is not easy.

This unit asks you to think about who you are in the context of where you are from, where you have been and where you are going. You will read several texts about people who have come to understand themselves better by travelling and getting to know other cultures. You could say that these people are more ‘citizens of the world’ than citizens of any one nation. Through their stories, you might see the value of being a **worldly** person. You might come to understand the ethos of the International Baccalaureate a little better.



### Getting started

- 1.1** For each of the questions below, you are asked to name a country. Without showing your classmates, write your answers on a piece of paper and give them to your teacher.
- a** In which country were you born?
  - b** Where are your parents from?
  - c** During international sporting events, such as the Olympic games or the World Cup (football), which country are you most likely to support?
  - d** If you could visit any country in the world, which would it be?
  - e** Is there any other country that you feel close to? Which one?

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**1.2** Your teacher will make one alphabetical list of the countries from your class’ answers to the previous activity, and then read the list aloud.

After each country is read aloud, take a few seconds to write down the first **association** that comes to mind. You might use words and phrases such as ‘home’, ‘warmth’, ‘power’, ‘poverty’ or even ‘fish and chips’. There are no right or wrong answers!

**1.3** Make a list of everyone’s associations with the countries that were mentioned in the previous activity. Everyone could write their associations on the whiteboard, or place sticky notes on a large map. Whichever you choose, display everyone’s answers so they are visible to all. Discuss the following questions:

- a** How **diverse** is your class?
- b** Why do you have these associations with these countries? If these are **stereotypes**, ask yourself where they come from.
- c** Were some of the associations very different or was everyone in agreement?
- d** Why do such perceived differences exist?
- e** How does it make you feel when others view your home country differently from how you view it?

EXTRA

- a** Do an online search for ‘maps of stereotypes’. You may want to check those of Yanko Tsvetkov, also known as ‘Alphadesigner’.
- b** Hold a classroom discussion about these stereotypes. Ask yourself why there are different views on countries.
- c** How do you think stereotypes originate?



Word bank

- multicultural
- globalisation
- worldly
- association
- diverse
- stereotypes
- identity
- race
- ritual
- customs
- values
- abroad
- habits
- foreign
- heritage
- roots
- third culture kid
- nomad
- repatriation
- culture clash
- communication
- appearances

CAS

CAS stands for Creativity, Activity and Service. As you meet your CAS requirements, you will have experiences that help you grow as a person. What’s more, you are encouraged to have experiences across different cultures and communities. As you read this unit, think about how you can come into contact with people from other cultures and communities to ensure that you grow as a person.

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Identities

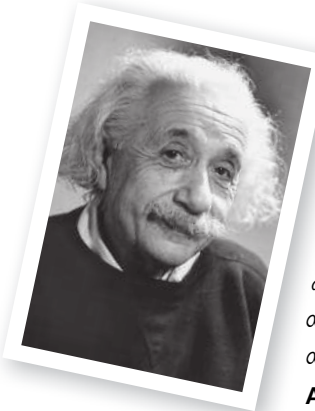
- 1.4** Read the captions to the images below (a-d), which are quotations from famous people. Then answer the following questions:
- a** As a class, create a mind map with the word ‘**identity**’ in the middle. What factors contribute to our identity? Where do you see evidence of this in the four quotations?
  - b** What do you already know about these historical figures? Share your knowledge with your classmates.
  - c** Based on each quotation, how closely does each person identify with the country in which he or she was born? What part of the quotation leads you to believe this?
  - d** Looking back at the list of countries from Activities 1.1–1.3, can you name some famous people from these countries? What did these people do for their country? How have they helped to make the world a better place?



**A**

I am an Albanian by birth. Now I am a Catholic citizen of India. I am also a Catholic nun. In my work, I belong to the whole world. But in my heart I belong to Christ.

**Mother Teresa**



**B**

If the Theory of relativity is confirmed, the Germans will say that I am a German, and the French that I am a citizen of the world; but if my theory is disproved, the French will declare me a German and the Germans – a Jew.

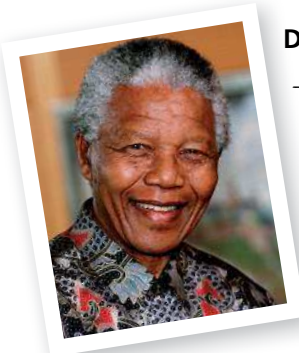
**Albert Einstein**



**C**

My identity might begin with the fact of my **race**, but it didn't, couldn't end there. At least that's what I would choose to believe.

**Barack Obama**



**D**

To be an African in South Africa means that one is politicized from the moment of one's birth, whether one acknowledges it or not.

**Nelson Mandela**

Watch and listen  

- 1.5** Go to TED.com and search for ‘Taiye Selasi: Don’t ask where I’m from, ask where I’m a local.’ Before you watch her presentation, read the words and phrases in the box and list (a–i) at the top of the next page, which will be used in Selasi’s talk. Try to match the words and phrases from the box with their synonyms in the list.

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to look like  
it's quicker to say  
familiar  
to not quite work  
milieu  
the penny finally dropped  
remove  
a constant  
layers that merge together

- a take away from
- b to belie
- c it hit me
- d fixed point in place and time
- e using a short hand
- f overlap
- g at home
- h to pass as
- i environment

Taiye Selasi

1.6

- a Selasi explains that there is a difference between the questions: 'Where are you from' and 'Where are you a local?' How are these questions different in her mind? What would be your own answers to these questions?
- b Selasi suggests that we are defined by our **rituals**. What are some of your daily rituals and how do they define the culture you come from?
- c Selasi also says that we are defined by our relationships. If you think about the people you connect with on a weekly basis, where do these connections take place, literally? Consider both your online and physical settings? How do these people and places define you?
- d Lastly, Selasi claims that people's identities are often defined by the restrictions they experience. What kinds of restrictions is she referring to? Do you experience such restrictions in your life? How do these restrictions define who you are?

**1.7** After you have discussed the questions from the previous activity, copy the table below. Interview a classmate and ask him or her how these things define who they are. Use their responses to complete the table. Then ask your classmate to use the table to interview you. Use your completed tables to introduce each other to your classmates.

Rituals	Relationships	Restrictions

**1.8** Discuss your answers to the following questions before listening to Audio track 1.

- a What is 'globalisation' exactly? As a class, can you come up with one definition?
- b What do you think are *three* main problems in the world today?
- c Do you think that globalisation forces people to give up their identity?
- d What are the differences between '**customs**' and '**values**'?

TOK

In TOK we ask the question: 'How do we know what we know?' Much of what you know may be defined by where you come from and what kinds of experiences you have had. In her TED Talk, Selasi uses the following logic to persuade the audience:

- All experience is local (Or: our experience is where we're from) (premise 1).
- All identity is experience (premise 2).
- Therefore my identity is defined by where I have been (conclusion).

This form of reasoning, when starting from general premises to a specific conclusion, is known as **deductive reasoning**. Do you agree with Selasi's reasoning?


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**1.9** In the box below is a selection of words that you will hear in Audio track 1. Look up the meaning of any unfamiliar words and then use them to complete the sentences below. Check your answers with fellow classmates and your teacher before listening to Audio track 1.

adopt	commence	privilege	adapt	esteemed
	possess	boundaries	aspiration	sacrifice

- a** After they moved to a different country, he had to ... to a different culture.
- b** After the opening ceremony, the games will ....
- c** She had the ... of speaking to the students on the first day of school.
- d** They could not have children so they decided to ... a young girl.
- e** The war spilled over the ... of the country.
- f** It was her ... to become a leader in parliament.
- g** The IB Learner Profile encourages students to ... certain character traits.
- h** He had to ... his Saturday in order to help at the shelter.
- i** The school had an excellent reputation. It was one of the most ... schools in the region.

**1.10** As you listen to  Audio track 1, listen for answers to the following questions. After listening, check your answers with a classmate and then with your teacher.

- a** Fill in the gap. The speaker refers to the students of this international school as young and ‘...’
- b** What has the speaker been asked to talk about?
- c** Fill in the gap. Rather than referring to himself as a ‘...’, the speaker would like to think of himself as a ‘citizen of the world’.
- d** Fill in the gap. The speaker thinks the world would be a better place with more ‘...’ citizens.
- e** The speaker mentions three main problems that this generation faces. Name one of them.
- f** Fill in the gap. Globalisation is a reality which people will have to ‘...’
- g** Fill in the gap. People have different customs and ‘...’
- h** Name one of the two international organisations that the speaker mentions.
- i** Fill in the gap. The speaker asks if people have to sacrifice their ‘...’ to make the world a better place.

**1.11** Try to make one long, meaningful sentence that includes as many answers as possible from Activity 1.10. Share your sentence with your classmates. Who has included the most words? Does their sentence make much sense? Try to use punctuation accurately.

Exploring texts

**1.12** Imagine you were to move abroad and live abroad for over 10 years. How might that affect you? How might that change your perspective on life? What kinds of lessons might you learn? Discuss your answers to these questions with your classmates. If you have anyone in your class who has spent a significant amount of time living abroad, ask them to answer these questions.

**TIP**

For your Paper 2 exam, you will do several text-handling exercises. The ‘Exploring texts’ sections in Chapters 1–5 should help you prepare for this part of your exam. Notice how the activities in this coursebook ask you to predict what the texts will be about before you read them. During your Paper 2 exam, make predictions based on the text titles. This strategy will help you engage with the texts and to understand them, as you read them.

Unit 1.1 Citizens of the world

**1.13** The title and the paragraph headings have been removed from Text 1.1. Read through Text 1.1 and find where these lines fit into the text appropriately.

- a** The life of a new immigrant
- b** We're all just human
- c** Adventures in fitting in
- d** The inevitable pep talk
- e** Questions of belonging
- f** 10 years of living abroad: How moving to Australia changed by my life.
- g** Finding myself

READING STRATEGY

Activity 1.13 asks you to read the headings that have been removed from the original text (Text 1.1) and match them with their corresponding paragraphs. When you are faced with a text with lots of sub-headings, it is useful to read these sub-headings *before* reading the whole text. This way you can predict more accurately what the text will be about.

Text 1.1

**1...** 10 years ago today, I moved abroad for the first time.

I packed two (very heavy) bags and left behind the only home I had known until that point in my life – Calcutta, India.

I came to the Gold Coast in Australia to get a Master's degree and planned to move back to familiarity as soon as I was done.

Little did I know then, that I was taking a step that would go on to be one of the biggest turning points of my life.



**2...** During my first year in Australia, I hated it. I found it beautiful, but superficial and the people friendly, but distant. I missed my family, my friends, the food and the overfamiliar warmth of India.

I was also terrified of how polite everyone was. Every sentence seemed to be punctuated with a please or a thank you. If you come from a non-Anglo culture, you'll know exactly what I mean.

It wasn't an English language problem because I have spoken English my whole life; but communication in India is a lot more direct.

In Australia however, I realised I had to embellish my sentences with "Would you mind..." or "Could you please..." before even getting around to the actual point. I lived in mortal fear of losing friends because I hadn't said the right amount of pleases and thank yous.

I make it sound like we're so rude in India. We're not, I promise.

Our politeness is just more centred around gestures and body language (head nods, anyone?) and not so much around minding our Ps and Qs. It's complicated, but if you've ever spent time with anyone from an Asian culture, you'll know what I mean.

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Of course when I wasn't terrified of politeness, I spent my time worrying about accents. Back in 2007, I was ridiculously shy and hated having to repeat myself or worse, asking people to repeat themselves.

I struggled a bit with the nasal Queenslander Aussie accents and jargon and in return, I got my share of strange looks for my accent or choice of words that aren't commonly heard in Australia.

- 3... And of course, despite the majority of people I met, being amazingly nice, I also dealt with my share of racists and bigots. People made fun of my accent, or made me feel like I didn't belong because of skin colour or my ethnicity.

But, through all the ups and downs of immigrant life and adjusting to life abroad, somehow I managed to fall in love with Australia.

At some point, I realised that "fitting in" wasn't up to anyone else but me. If I wanted Australia to embrace me, I was going to have to embrace it first.

I met some incredible people, who I am proud to call my friends today.

I found a job that not only taught me so much about digital marketing, but also about Aussie workplace culture and it gave me a whole new group of friends.

And of course, somewhere in between all my fitting-in, I also met Johnny.

- 4... Fast forward to 27th February, 2017 and Australia is now my home. I will always be Indian, but I am also very proudly Australian.

Over the years, I have had many variants of "go back to where you come from" or "... in Australia we do it like this" thrown at me.

It used to upset me because it made feel like I didn't belong but now I honestly just laugh at the ignorance of people who say stupid stuff like that.

Moving to and living in Australia taught me a lot about Australia (obviously) but also a lot about myself. I am still an introvert but I am a much more confident introvert.

10 years of living outside the country of my birth has made me a much more empathetic person. But most importantly, it has taught me that my identity is more than my skin colour, my ethnicity or my accent.

I belong in Australia just as much as the ignorant idiots.

But, I am also proud of not belonging entirely.

I am no longer insecure about that. I embrace it and thrive in it.

I had the courage to give up the familiar and unlike many racists and bigots, I now not only have a deeper understanding of my own culture, but of my adopted country as well.

- 5... Today, I have embraced "not belonging" on a whole new level.

Packing up my life to go live abroad in a brand new city every few months, is now normal for me. I love the thrill of travel and heading off to an unknown place.

Many people go off to travel as a way to find themselves. It makes you want to roll your eyes but there is a grain of truth to it. When you travel outside your home country, you learn things about yourself and see yourself in a completely new light.

Moving to Australia taught me that if I could give up everything that is familiar and create a brand new life when I was 22 – I was capable of a lot more than I gave myself credit for.

It also made me want to learn about different ways of life around the world because travelling and living abroad can teach you much more about the world and people than any school ever could.

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So in 2013, when we gave up our life in Australia in exchange for a life of travel – I was nervous as hell but also excited for what lay in store and what we could potentially learn from other countries, other cultures.

**6...** A very wise man (my dad) once told me that underneath all our differences, we're all the same and want the same basic things from our lives. We're human.

Having lived in many different countries in the past few years, I cannot help but say my dad is right. If you relate to people on a human level, and stop comparing who's better (or worse) – you will come out with brand new friends and develop a much richer understanding of the world.

I've never liked being put into a box. I refuse to be limited by definition of my nationality or ethnicity alone.

There's more to me than that.

I have left a piece of my heart in every place we've been to and I carry a piece of them in me.

Today, I am part Indian, part Australian but also part Colombian, part Mexican, part Thai & much more — all of which combine to make me wholly global — fitting in everywhere yet not belonging anywhere.

And I love that.

**7...** I'll just end with this: I moved to Australia to study and with a plan to take on the world of journalism. But instead, I ended up with a brand new, completely different life. I will forever be grateful for that.

Have the courage to give up the familiar. Have the courage to grow.

Have the courage to willingly put yourself in situations that make you uncomfortable.

Good things never came out of comfort zones.

Travel. Go see the world. Leave the comforts of your home behind and go live abroad if you can.

It can be scary as hell but NOTHING else can change you the way travel and living abroad can. It's not all rainbows and unicorns (real life doesn't work that way.) It will be tough and uncomfortable but you will never, ever regret it.

Oh and P.S.: Be nice to immigrants. We're all fighting battles – internally and externally and a little kindness goes a long way.

[www.fulltimenomad.com](http://www.fulltimenomad.com)

**1.14** Can you find synonyms from Text 1.1 for the following words? They appear in the same order as they do in the text.

- |                        |                        |
|------------------------|------------------------|
| <b>a</b> insincere     | <b>b</b> detached      |
| <b>c</b> well-mannered | <b>d</b> adorn         |
| <b>e</b> timid         | <b>f</b> slang         |
| <b>g</b> extremists    | <b>h</b> obliviousness |
| <b>i</b> compassionate | <b>j</b> excitement    |
| <b>k</b> evidently     | <b>l</b> worry about   |
| <b>m</b> bravery       |                        |

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- 1.15** What does the author of Text 1.1 mean by the following phrases?
- a** to mind your Ps and Qs
  - b** all the ups and downs
  - c** to roll your eyes
  - d** to be put into a box
  - e** its' not all rainbows and unicorns
  - f** good things never came out of comfort zones

**1.16** What has the author of Text 1.1 learned from her experiences living abroad? Return to your answers from Activity 1.12 and compare her experiences to you answers. What does living abroad teach you? Find references from the text to support your answers.

Form and meaning

**1.17** Read Text 1.2, below about an American-born Chinese (ABC) woman, who lives in Beijing. She writes about her life and her daily activities. Here are two groups of sentences taken from Text 1.2. For each group of sentences explain why the particular verb tense (underlined) has been used.

- 1** When do you use 'to be' with '-ing' (the present continuous verb tense)?
- a** My friends are constantly asking me ...
  - b** But I don't feel like I'm missing out.
  - c** ... we're living abroad.
  - d** It would've been very different from what I'm experiencing now.
  - e** I'm just enjoying my life.
- 2** When do you use the present simple verb tense?
- a** I believe that the term applies to me.
  - b** We always have a home to go back to.
  - c** The culture doesn't make sense sometimes.
  - d** I have no idea what my future holds.
  - e** I don't like the thought of settling.

**1.18** Do you need help describing the difference between the present simple and the present continuous verb tenses? Look at the sentences in Activity 1.17 again. Make a copy of the table below, and decide which of the descriptions (a–g) go in the 'present simple' column and which in the 'present continuous' column.

- a** General statement

**c** Something happening right now

**e** Something annoying

**g** Something that happens again and again
- b** Something temporary

**d** A state of being

**f** Something permanent

Present simple	Present continuous