



Unit: Ground Rules
Skill 26: Avoiding Stereotypes and Prejudices
Activity B: Pride and Prejudice

Activity Skills:

Discuss sensitive issues in large and small groups, writing, critical thinking, and brainstorming ideas.

Leadership Skills:

Understanding that stereotypes and prejudice are harmful, exposing the origins of prejudice and learning ways to show respect to all people.

Suggested Level:

Advanced

Time:

45 minutes

Supplies needed:

- Flip chart and markers
- Labels
- Pens and pencils to write

Do Ahead:

Create people labels with descriptions such as:

- African American /Female/ early 20's
- Hispanic/Male/ 40's
- White/Homosexual/ Female
- Asian/Female/90's
- Jewish/Male/Teenager
- Armenian /Male/ Paraplegic
- Native American/Male/30's

BACKGROUND:

It is essential that the facilitator is comfortable with the participants before beginning this activity and it is recommended that the participants are comfortable with each other. You may choose to create a list of ground rules prior to this activity. Be prepared to deal with some level of conflict, emotional response and/or disagreement.

Be familiar with these vocabulary words before you begin.

- **Stereotype**- An oversimplified standardized image or idea held by one person or group of another person or group.
- **Prejudice**- A preformed opinion, usually an unfavorable one, based on insufficient knowledge, irrational feelings, or inaccurate stereotypes.
- **Discrimination**- Unfair treatment of one person or group, usually because of prejudice about race, ethnic group, age group, religion, gender or any combination thereof.
- **Oppression**- To subject a person or a people to a harsh or cruel form of domination.

WHAT TO DO:

Ask the entire group:

- What is a stereotype?
- What is prejudice?

The stereotypes expressed in this activity are for the purpose of learning and to become aware of the prejudice that exists.

The "Everyday People" Game:

Stick a label on the back or forehead of each participant. Do NOT allow the participants to see the label. Allow participants to walk around and talk to each other for 10 minutes. The object of the game is to guess the "Everyday People" descriptions on your label. These descriptions can include race, age, gender, disability, and sexual orientation. Give clues to others by making assumptions about them based on the descriptors on their label. (Use the stereotypes you have heard about the people who have the characteristics on the label)

- How did you figure out the descriptors on your label?
- What stereotypes did you hear about your label?
- Why are these stereotypes harmful?
- What are the negative effects of prejudice?

Share examples that disprove some of the stereotypes expressed.

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<ul style="list-style-type: none">• Multiracial/Female/Child <p>Make enough labels for each participant.</p> <p>Prepare some examples in advanced that disprove stereotypes. These examples should be meaningful to the group.</p> <p>Source:</p> <p>Developed By: Andrea Grant AmeriCorps VISTA</p> <p>Based on: <i>Beyond Prejudice: Understanding Prejudicial Behavior</i> http://www.beyondprejudice.com/under_stand.html</p> <p>Notes:</p>	<p>These examples should be meaningful to the group.</p> <ul style="list-style-type: none">• Ask the entire group.• Why do stereotypes exist?• Where do prejudices come from? <p>Brainstorm all possibilities. Media, parents school, church, etc. Create an idea map from this list. Write the word “Prejudice” in the center of the paper and circle it. Draw lines from the center circle with the brainstormed words.</p> <p>Create work groups of 5-10 people.</p> <p>Brainstorm ways to prevent intolerance, harassment, and biases. In other words, how can we create an environment where all people are treated with dignity and respect? Allow 10-15 minutes for each group will make a list. The groups will then have an opportunity to share their ideas with the entire group.</p> <p>TALK IT OVER:</p> <p>Reflect:</p> <ul style="list-style-type: none">▪ How did it feel to stereotype people?▪ How did it feel to be stereotyped?▪ What is an example of unintentional prejudice?▪ How does this effect your ability to lead a diverse group of people? <p>Apply:</p> <ul style="list-style-type: none">▪ How would you teach a group of people about stereotypes and prejudice?▪ Why is it important for leaders to be aware of stereotypes?▪ What would you do to prepare for a meeting with a diverse group of people? <p>BEYOND THE BOX:</p> <p>Optional Homework:</p> <p>Keep a log of your television watching and record in it all instances you believe a character is being treated as a stereotype.</p> <p>Find at least 3 recent news articles that deal with examples of intolerance in our world.</p> <p>Listen for a message about oppression, racism, or tolerance in a song.</p>
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Resources and Web Links:

Understanding Prejudice: Exercises and Demonstrations

<http://www.understandingprejudice.org/demos/>

The Public Broadcast Service, *Sorting People*

http://www.pbs.org/race/002_SortingPeople/002_00-home.htm

Once Appalled by Race Profiling, Many Find Themselves Doing It, By Sam Howe Verhovek

The Psychology of Prejudice, Stereotyping, and Discrimination: An Overview, By Scott Plous

Beyond Prejudice: Understanding Prejudicial Behavior,

http://www.beyondprejudice.com/under_stand.html