目的：识别可能影响家庭/专业互动的跨文化刻板印象。

类型活动：大组和小组。可以是面对面或虚拟呈现。

总时间：40-60分钟，取决于小组大小。

材料：准备好的白纸或Google Docs来写想法。

本节可以作为文化多样性/竞争力培训的一部分，也可以作为隐性偏差训练和重新构建语言活动之后的单独团队建设会议。

刻板印象是内化的感情、态度、观点和假设。它们影响我们与人互动的方式。定义刻板印象后，然后进行小组活动和讨论。

定义刻板印象（10分钟）
按美国科学的说法，刻板印象是我们对一个人或一件事的看法，这种事会影响我们的决策。每天我们都会获得无数的信息，这些信息会将好的和不好的与某些人或群体联系起来。每当我们再次看到这些人、群体或事物时，这些关联会立即出现在我们的脑海里。

在这个工作坊中，重要的是要识别刻板印象为种族刻板印象。种族刻板印象是一个固定的一般性信念。种族刻板印象基于他们的种族而形成。种族刻板印象导致歧视和危险的行为，如果没有被检查。阻止歧视和危险的行为始于你意识到自己在感知黑人时使用刻板印象。

刻板印象伤害黑人生活和生计，但研究表明有改善的方法。《科学美国人》研究员Modupe Akinola解释了刻板印象如何伤害黑人美国人。Akinola教授走透了关于黑人的真实生活故事，有些故事是她自己遇到的。她也说明了“快速判断”在我们的日常生活中如何发生，以及自省和自我意识如何帮助我们停止并开始改变刻板印象行为。


下面的练习刻板印象和浪漫化是由多文化早期儿童团队在乔治敦大学设计的，材料由Krahn, G.L. (Ph.D.)。大学附属项目，俄勒冈卫生科学大学改编。

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ACTIVITY 2: STEREOTYPING AND ROMANTICIZING

**Purpose:** To identify stereotypes that can affect family/professional interactions across cultures.

**Type of activity:** Large and small group. Can be done in-person or virtual presentation.

**Time:** 20-30 mins depending on group size.

**Materials:** Prepared chart paper or Google Docs to write thoughts.

**Large group (5 min.):** Introduce the stereotyping exercise, reminding participants about the **reframing exercise** and stereotypes that underlie cross-cultural and family/professional interactions.

Begin the exercise by giving examples of groups with which people identify: region, birth order, ethnicity, religion, family size, for example. We all have many, visible and invisible. Provide an example from your personal experience with which individuals may identify-language, nationality, or occupation or demographic.

Have the participants list some of their own examples and list on chart paper. Summarize by acknowledging the many identities that we all carry. Indicate that we are all at this training because of our shared interest in families, professionals, and diversity, and we each have identities related to those topics.

Ask group to pick a break-out room according to one of their identities: parent, professional, individual with a disability or a member of a particular cultural group. Each group should be between 3-8 people. Everyone should have a group with which to identify.

**Share the following 3 questions:**

1. What are some stereotypes you have about your group?
2. What stereotypes do others hold about your group?
3. What is one thing you never want people to say about your group?

**Small group break out (10 min.):** The large group will then break up into their chosen smaller groups to discuss and answer the three questions listed on the chart paper.

**Large group discussion (15 min.):** Return to large group for reporting and to add any additions. Ask the group if there are common themes and discuss them. Ask if there are any surprises. Summarize with a brief review, calling the group’s attention to some similarities and differences.

**Transition:** Acknowledge how powerful their discussions have been and what they learned about each other throughout the activity. Suggest that now that we are more aware of stereotyping and its role in our lives, we can deepen our understanding of family/professional interaction and develop mutuality through dialogue.

* Activity adapted from: Krahn, G.L. (Ph.D.). University Affiliated Program, Oregon Health Sciences
Stereotyping and Romanticizing Group Exercise

Training Objective: To identify stereotypes that affect family/ professional interactions across cultures (10 mins)

Divide into self-identified small groups/breakout rooms (10 mins)
Each group chooses a recorder/reporter/timekeeper and discusses and answers the following questions:

1. What are some stereotypes you have about your group?
2. What stereotypes do others hold about your group?
3. What is one thing you never want people to say about your group?

Return to large group/room for reporting and discussing (15 mins)

Adapted from: Krahn, G.L. (Ph.D.). University Affiliated Program, Oregon Health Sciences University.