

STEREOTYPES

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.

Total Time: 40-60 mins depending on group size.

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

This section can be conducted as part of a cultural diversity/competence training or as a stand-alone team building session after Implicit Bias Training and Reframing Language activity.

Stereotypes are the internalized feelings, attitudes, opinions and assumptions that people hold. They color the way we interact. Define stereotypes then move to group activity and discussion

Definition of Stereotypes (10mins)

According to American Scientific, a stereotype is a snap judgment we make about a person or about a thing that can influence our decision-making. Every day we get millions and millions of bits of information in our head that associate good and bad with certain people or groups or things. And anytime we then see those people, groups or things, that association comes immediately to our mind.

For this work, it is important to identify stereotypes as racial stereotypes. Racial stereotyping is a fixed overgeneralized belief about a particular group of people based on their race. Racial stereotyping has led to discriminatory and dangerous behaviors when left unchecked. Preventing discriminatory and dangerous behaviors begins with your awareness of using stereotypes in your perception of Black People. Being Aware and acknowledging that you may be using stereotypes is the first step to eliminating such behaviors.

Stereotypes harm Black lives and livelihoods, but research suggests ways to improve things. Scientific American Management Researcher Modupe Akinola explains on how stereotypes hurt Black Americans. Professor Akinola walks through some powerful real-life stories, some that she herself has encountered. She also illustrates how “snap judgements” happen in our everyday lives and how self-reflection and self-awareness can help us stop and begin changing stereotypical behavior.

<https://www.scientificamerican.com/article/stereotypes-harm-black-lives-and-livelihoods-but-research-suggests-ways-to-improve-things/>

The following exercise Stereotyping and Romanticizing was designed by the Multicultural Early Childhood Team at Georgetown University with materials adapted from: Krahn, G.L. (Ph.D.). University Affiliated Program, Oregon Health Sciences.

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 (15mins)

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