



SECTION

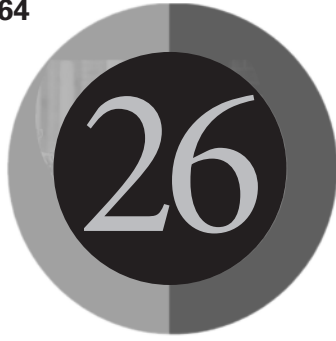
## Hate Crimes



# Diversity and Bias Awareness

## A Look at Stereotypes

Overview of Lesson	National Standards for Civics and Government	National Standards for English	National Standards for Health
<p>Students examine the effects of stereotyping and prejudice and rehearse ways to object to the practice.</p>	<ul style="list-style-type: none"> <li>• Diversity in American society (NSCG II.B.4)</li> <li>• Dispositions that foster respect for individual worth and human dignity (NSCG V.D.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes. (ELA 4)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate the ability to use interpersonal communication skills to enhance health. (NHES 5)</li> </ul>



## SESSION

### DIVERSITY AND BIAS AWARENESS

#### A LOOK AT STEREOTYPES

In this session, teens will focus on diversity and bias awareness. They will start by discussing the positive aspects of diversity, then look at themselves and the many labels that could be used to describe them. They will examine stereotyping and prejudice and consider what it feels like to be on both the sending and receiving ends of stereotypes. Finally, they will practice objecting to a stereotype.

#### TEENS WILL LEARN

- To define diversity, stereotype, prejudice, and discrimination
- To recognize that each of them has many labels that help describe who they are
- To recognize stereotyping and see its impact
- To understand their roles as both perpetrators and victims of stereotyping
- To object to negative stereotypes

### TEACHING STRATEGIES

These teaching strategies are included in this session:

- Self-assessment
- Small-group Discussion
- Brainstorming
- Learning Stations
- Role-play
- Journal Writing

### MATERIALS NEEDED

- Newsprint and markers
- Handout 1: *Layers of Diversity*
- Handout 2: *Identity Web*
- Handout 3: *Stereotyping Scenarios*
- *Handling Difficult Situations* poster from the *Community Works* kit
- Pens or pencils and paper for each teen
- Self-adhesive notes
- Masking tape
- Journal for Session 26



Consider inviting representatives of local organizations working to end discrimination and promote racial and ethnic harmony. These organizations could include such groups as the National Association for the Advancement of Colored People, B'nai B'rith, the Anti-Defamation League, and the American Civil Liberties Union.

### SUMMARY OF STEPS

#### PART 1

Step A. Warm-up

Step B. Who Are We? Diversity Circles



50 Minutes

#### PART 2

Step C. Identifying Stereotypes

Step D. Stereotypes—What Can We Do?

Step E. Reflection



50 Minutes

### BEFORE THE SESSION

**Note:** It's a good idea to plan to do both sessions on hate crimes, Sessions 26 and 27, because they are designed to work in tandem. Also, review the triggers activity in Session 7: *Your Conflict Choices*. Be aware that derogatory words may come up in Step C, "Identifying Stereotypes," and that these words may act as triggers for your group. Be ready to help teens understand that these words can trigger anger, and facilitate a discussion of what they can do if this occurs.

1. Read the session plan.
2. Decide how you will involve teens in the session as helpers, leaders, readers, or poster designers. For more information about facilitating teen involvement, consult the Introduction in Volume One.
3. Make copies for each teen of Handout 1: *Layers of Diversity*, Handout 2: *Identity Web*, and Handout 3: *Stereotyping Scenarios*.
4. Label newspaper according to instructions in Step C, #2. Consider writing the definitions of the words “stereotype,” “prejudice,” and “discrimination” from Step C, #1, on slips of paper for teens to read aloud.
5. Make copies for all teens of the journal for this session.
6. Post teen-created guidelines from Session 1 in the room.
7. Hang up the *Handling Difficult Situations* poster.
8. Gather the materials you will need.
9. For additional background information about diversity and bias awareness, consult the following:
  - Southern Poverty Law Center: [www.splcenter.org](http://www.splcenter.org)
  - Alliance for Justice: [www.afj.org/](http://www.afj.org/)
  - American Civil Liberties Union: [www.aclu.org/](http://www.aclu.org/)
  - Leadership Conference on Civil Rights: [www.civilrights.org/](http://www.civilrights.org/)

## P A R T

## 1

## STEP A

## TEACHING STRATEGY

- Icebreaker



10 MINUTES

## Warm-up

1. Review the purpose of *Community Works*.
  - Ask teens to think for a minute about the purpose of *Community Works*. Ask them to tell what they remember.
  - Ask the group members to update newcomers and those who missed earlier sessions. Assign this task to teens on a rotating basis. Explain that it helps build public-speaking skills.
  - Remind teens that these sessions will provide them with information and skills to avoid being the victims of crime and to help others and their communities become safer.
  - Return journals with your comments from last session.
2. Explain the purpose of this session. Tell teens that they will focus on bias awareness. They will start by looking at themselves and the many labels that

- could be used to describe them. They will then examine stereotyping and prejudice, and consider what it feels like to be on both the sending and the receiving end of stereotypes. Finally, they will practice objecting to negative stereotypes.
3. Remind teens of the guidelines they developed for these sessions. Be sure their list is posted on the wall. One way to increase teens' involvement and give them ownership of the session is to have them volunteer to go over the group guidelines at the start and recap the activities from the last session.
    - Emphasize the ground rules and guidelines for respecting others' feelings and the right to express opinions, since mutual respect is essential to an open and honest discussion of labels and stereotypes.
    - Remind them that discussions about stereotyping are sensitive. Sometimes negative perceptions about people can lead to bullying and intimidation; note that this kind of interaction will not be tolerated and teens will be expected to treat one another with respect.
  4. To warm up the group, choose an icebreaker (optional) from the Introduction in Volume One. (Allow additional time for this activity.)

## STEP B

### TEACHING STRATEGIES

- Self-assessment
- Small-group Discussion



40 MINUTES

### Who Are We? Diversity Circles

1. Ask teens to write out their definition of the word “diversity.” Have teens’ share their definitions and compare their thoughts about diversity.
  - *Diversity refers to differences between people in their attributes or characteristics.* These differences can be things you are born with (such as your race or sex) or things you earn or acquire (such as religion or education). Disabilities can be differences, as well. A group of people can be called diverse when it includes people of different ethnicities, religious backgrounds, sexual orientation, physical qualities, and so forth.
  - Ask teens how diversity can be a positive thing in our society. Possible answers might include
    - We can learn from other people’s experiences and ideas.
    - It makes life more interesting.
    - It keeps us from limiting ourselves to our own perspective.
    - When we appreciate diversity, we *include* people rather than *exclude* them. We need everyone’s help to make the world a better place.
2. Tell teens that they will do an activity to look at themselves through different filters and choose their own descriptive labels. Distribute copies of Handout 1: *Layers of Diversity* to each teen.
3. Tell teens you will explain the three layers of diversity: the Core, the Inner Layer, and the Outer Layer.
  - *Core:* Our *personality* is our unique core. These are the core elements that make us unique as individuals.
  - *Inner Layer:* Tell teens that our next layer is made up of characteristics we’re *born with*. These can have a powerful influence on our behavior and on the attitudes of others—but they are *not* within our control. We cannot change our age, race, gender, etc. The inner layer characteristics help shape our expectations, assumptions, and opportunities. Though we cannot control

the characteristics in our inner layer, people often make assumptions and have expectations of us based on these characteristics. They may make judgments about interests, tastes, lifestyles, strengths, and weaknesses. These characteristics can affect how others treat us and how we treat others. For example, a child who is big for her or his age may be expected to be more mature and able to take on more responsibility; a Native American may be expected to be more “spiritual”; a young woman may be expected to know how to cook; and a young man may be expected to know about cars. Some people assume that all young people who are tall must be good basketball players.

The characteristics in our inner layer are

- *Age*: How old we are
  - *Ethnicity/Race*: An ethnic group is a distinctive group of people with common origins. Members share a cultural heritage, holidays, language, and certain behaviors
  - *Sexual Orientation*: Whether we are heterosexual, homosexual, bisexual, asexual, or transgender
  - *Physical Qualities*: Our physical abilities and limitations such as using a cane or wheelchair, being colorblind, being deaf, etc.
  - *Sex*: Whether we are female or male
- *Outer Layer*: Tell teens that the last layer is made up of influences such as social factors and life experiences that impact our way of thinking and acting. These characteristics also shape the way we see things and the ways that other people see us. They can affect how we are treated and how we treat others.
- *Religion*: Islam, Christianity, Judaism, Hindi, Buddhism, atheism, etc.
  - *School*: The education we receive
  - *Family Income*: The amount of money our family earns
  - *Where I Live*: The town, village, city, or country we live in
  - *Personal Habits*: Habits such as smoking, drinking, or exercising
  - *Groups I Spend Time With*: The groups we belong to or hang out with
  - *Appearance*: How we look, dress, and carry ourselves
  - *Jobs*: The volunteer or paid jobs we have had, and the kind of jobs we want

Be sure that teens understand the three layers.

4. Distribute a copy of Handout 2: *Identity Web* to each teen and explain how to fill it out.
  - Now that teens are familiar with the inner layer and the outer layer, ask them to think about how they would like to describe themselves to other people using some of the categories (such as ethnicity, jobs, where we live, religion, sex, etc.).
  - Tell teens to fill in the circles on Handout 2: *Identity Web* based on their lives and experiences.
  - Remind teens that they don’t have to do all the categories, just enough to fill in all the circles on the handout, a total of eight characteristics.
  - Emphasize that this is an opportunity for them to provide their own labels and descriptions.

- On newsprint, complete an *Identity Web* description of yourself as an example. Select whatever aspects of your identity you want to share with teens. (One example: “I am 35 years old, female, Latina, Catholic, middle class, teacher, non-smoker, live in Houston, Texas.”)
  - Give teens some time to fill out their *Identity Webs*.
5. Organize the teens into small groups, and have them introduce themselves to each other using their *Identity Web* characteristics. Give them about ten minutes to complete this activity. (For a variation, read several *Identity Webs* and have teens try to guess who is being described.)
  6. Bring teens back together and debrief this activity using the following questions:
    - What did you learn about each other?
    - Were there differences? Similarities?
    - Were there any surprises?

Ask the group to consider what groups of people are *not* represented? (For example, what races, religions, ethnic groups are not represented in this group? Are there people with disabilities? People who describe themselves as gay or lesbian?)

### Wrap-up for Part 1

Ask students to brainstorm a list of things they have learned from doing this exercise. Does the *Identity Web* make them think of any special service-learning projects? In the next part of this session, teens will move from understanding themselves to reaching out to understand others.

## PART

# 2

Begin this part by reviewing the previous session. Be sure to remind teens about the objectives for these sessions and give them an overview of what will be accomplished during this session. (Use the objectives set out at the beginning of this session.)

### STEP C

#### TEACHING STRATEGIES

- Brainstorming
- Learning Stations



20 MINUTES

#### Identifying Stereotypes

1. Ask teens to brainstorm associations that come to their minds when they hear or see the word “stereotype.”
  - Write their associations on newsprint.
  - Tell teens that one definition of *stereotype* is *a negative or limiting preconceived belief about a certain type of person that is applied to everyone in that group*.
  - Point out that we all have stereotypes about others based on the prejudices we hear and see around us as we grow up.
  - Tell them that *prejudice* is defined as *making assumptions about individuals based on stereotypes about the group(s) to which they belong*.

**Tip**

Write these definitions on pieces of paper and give them to three teens to read aloud. Include the definition of *discrimination* provided in #4 below.

- Tell teens, “The goal of this activity is to get these stereotypes out in the open. Writing them down will not mean we think they are right—it just means we know they are there.”
2. Tell teens, “There are different categories of people listed at the top of pieces of newsprint and hung around the room. You are to walk around and write down stereotypes you hold or stereotypes you know that other people hold about these groups of people.”
    - Use the newsprint sheets you labeled before the session (each of which lists one category at the top). Possible categories:
      - Females
      - Males
      - Blacks/African Americans
      - Whites/European Americans
      - Hispanics/Latinos
      - Asians
      - Native Americans
      - Gays/Lesbians/Bisexual
      - People with physical disabilities
      - Middle Easterners
      - Catholics
      - Jews
      - Muslims
      - Bi/multiracial people
      - Elderly people
      - Adults
      - Teens
    - Have teens look at these categories and, using adhesive notes, write down stereotypes they hold or stereotypes they know other people hold about these groups of people.
    - Ask teens not to write their names on the notes.
    - Give teens about ten minutes to write and post the notes under the appropriate categories.
  3. When everyone is finished, give teens time to look at what is written on all the sheets of newsprint. Use the questions below to have teens discuss what they see.
    - If you belong to any of these groups, how does it feel to see these stereotypes?
    - If you belong to any of these groups, what would you want people to know about your group?
  4. The key point here is that, while we all have prejudices and stereotypes, we *choose* whether to discriminate or translate stereotypes into action.
    - Tell teens that *discrimination* is *taking action against a person based on prejudice or negative stereotypes*.



- Ask the group for examples of discrimination. Write these on newsprint. (Possible answers include name-calling; making ethnic slurs and telling ethnic jokes; not renting to, hiring, or promoting people based on prejudice or negative stereotypes; and excluding people from membership in clubs, schools, etc., based on prejudice or negative stereotypes.)

**STEP D****TEACHING STRATEGIES**

- Self-assessment
- Role-play



20 MINUTES

**Stereotypes—What Can We Do?**

1. Ask teens to think of a time when they were on the receiving end of a stereotype because they belong to one of the categories noted in Handout 1: *Layers of Diversity*.

- Have teens pair up to discuss their experiences.
- Give each teen about two minutes each to tell about his or her experience.
- Bring teens back together again and debrief this activity with these questions:
  - What does it feel like to be on the receiving end of stereotypes?
  - What would you like the person to know who held a stereotype about you?
  - What would you like other people to learn from your experience?

**Note:** An additional method for this listening strategy is the TLC model. Write TLC on newsprint and explain that this is an opportunity to practice listening skills. The rules for this model are T= Time that must be shared equally; L= 100 percent Listening (teens really have to tune in and listen); and C= Confidentiality (everything said during that person's turn must remain confidential forever). Additional rules include no interrupting, no questions, and silent listening. Each pair has two uninterrupted minutes. Then debrief the experience.

2. Tell teens that a stereotype is a label created by people outside the group. Explain that it's easy to think of people of our own racial, ethnic, religious or other group as *we* or *us* and to think of everyone else as *them*. From there it is a small step to assuming *they* are not only different, but inferior as well.
3. Ask teens to think of a time when they saw or heard someone express a stereotype about someone else—a racist remark or a sexist comment, perhaps.
- Ask teens: “What were you thinking?” “How did you react?” “How did the other people around you act?”
  - Ask teens if they have been in a situation where they witnessed an instance of stereotyping another person or group and they didn't say or do anything but wished they had. What were they thinking? How were they feeling?
  - Explain to teens that there are things they can do as individuals to help prevent negative stereotyping.
4. Tell teens that they are going to practice telling another person that they don't agree with a stereotype.
- Make sure that teens understand that this is a difficult skill and takes practice. Assure them that many adults have difficulty doing this. The more they use the skills and practice, the easier it will become.
  - Have teens recap the skills using the *Handling Difficult Situations* poster.

5. Have teens focus on how they can respond to offensive comments.
  - Ask teens to think about what they could say or do if they heard someone make an offensive comment about someone’s race, gender, physical qualities, sexual orientation, religion, age, family income, etc.
  - Write their suggestions under the heading “Negative Stereotypes: Things We Can Say Or Do.”
  - The key is to focus on comments that involve bias and stereotyping based on the groups discussed in the layers of diversity.
  - The point here is to get teens to think of realistic and doable solutions they would use.
  - Suggestions include
    - Stay calm.
    - Tell the person what’s on your mind.
    - Say, “That’s not funny.”
    - Say, “I’d rather that you not say that, it’s hurting someone.”

And if it’s really bad:

  - Get out of the situation
  - Get help from a trusted adult.
6. Have teens practice the skill of objecting.
  - Divide teens into pairs.
  - Give each pair one copy of Handout 3: *Stereotyping Scenarios*.
  - Ask teens to pick three or four of the scenarios and act them out. After each scenario, have them reverse roles.
  - If necessary, ask a teen volunteer to do one role-play with you for the as an example. If teens are uncomfortable, be sure that you play the person who makes the offensive comment.
  - Encourage teens to make up their own scenarios.
7. Circulate among teens, providing feedback and guidance and keeping them on track.
  - As teens do the role-play, coach them as needed by whispering reminders, pointing out a skill, encouraging, and praising.
  - After teens are done—if you have time—ask a pair who did a particularly good job to perform their role-play for the group.
8. Debrief the activity by asking the following questions:
  - What did it feel like to tell someone how you felt about a stereotype?
  - Which strategies do you think worked? Why?
  - Which strategies did not work? Why?
  - What was hard and what was easy about the role-play?
  - What can you use from this role-play in your life? What wouldn’t you use?
9. Remind teens that picking your battles is a smart way to survive. Tell teens that they will have to use their best judgment to determine when to object and when to remain silent.

10. Add any new solutions teens came up with during the role-plays to the newsprint you labeled “Negative Stereotypes: Things We Can Say Or Do.”
  - Tell teens that you will keep the newsprint up on the wall for the rest of the sessions.
  - Encourage teens to continue adding their suggestions for objecting to a stereotype or offensive comment, as they think of them in the coming weeks.
  - Add a section at the bottom with the heading “Our Experiences.”
  - Ask teens to document their experiences with objecting to stereotypes in the coming sessions. Have them describe what worked and what didn’t, what they might do next time, etc.
11. Congratulate teens on their efforts to reduce stereotyping.

## STEP E

### TEACHING STRATEGY

- Journal Writing



10 MINUTES

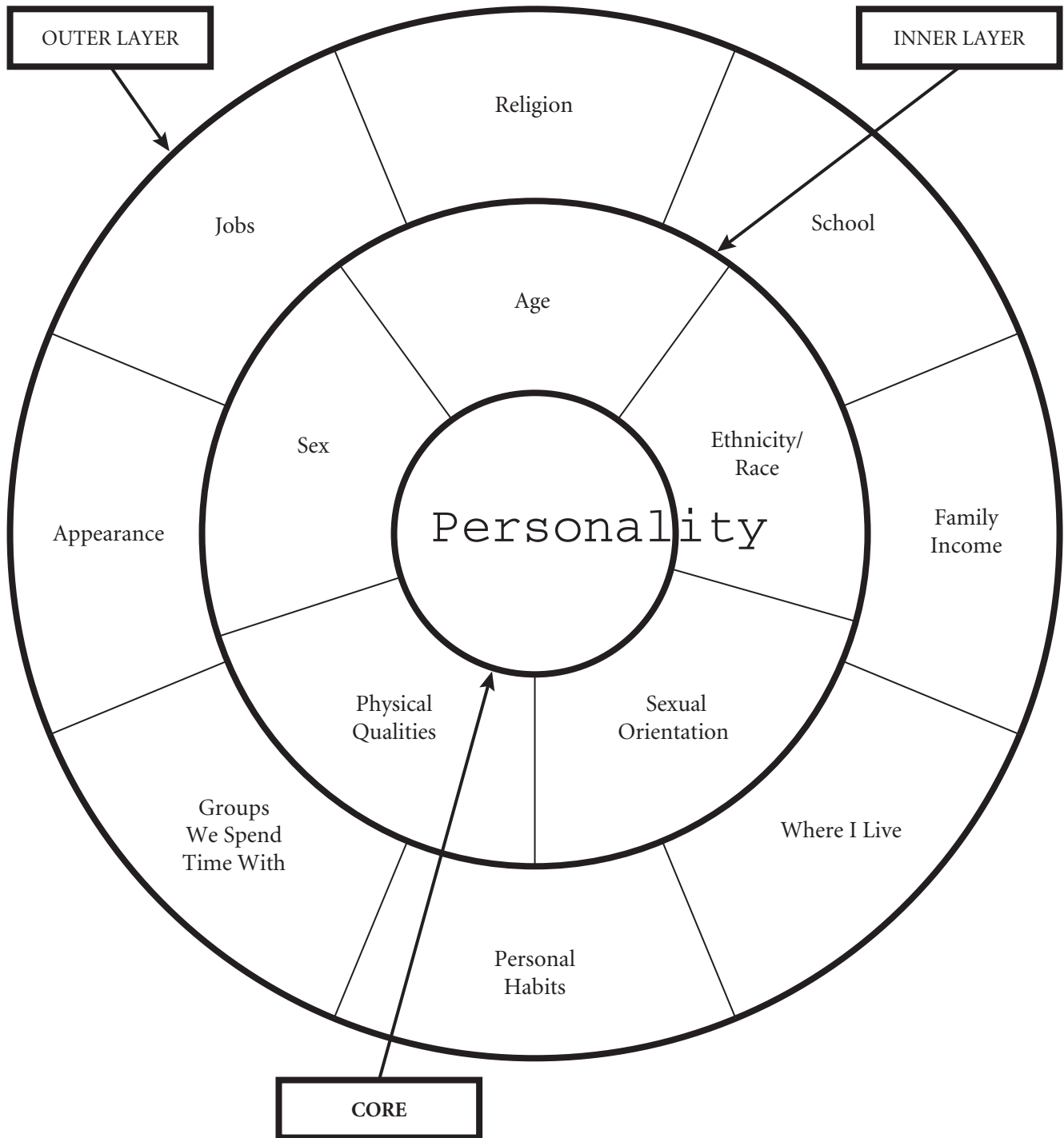
### Reflection

1. Relate the session to teens’ lives.
  - What other groups of people do you think would benefit from hearing about stereotypes? Ideas could include peers, younger children, or groups having a tough time getting along with each other.
  - Are there any activities at school or in teens’ communities that help people get to know and understand each other?
2. Turn learning into action.
  - To get teens thinking about possible service-learning projects related to this session, ask them how they might share this information with these groups. Ideas include creating skits or role-plays, making posters, and cross-age teaching.
  - Teens in Kansas confronted a problem between ethnic groups at their high school. To ease the tension between Anglos who had begun to wear T-shirts with U.S. flags on them and Hispanics who were wearing T-shirts depicting Mexican flags, students made their own school-oriented shirts. They featured the school’s mascot and displayed the 22 flags that represented the students’ countries of origin.
  - Consult Sessions 9–11 for more information on planning and carrying out service-learning projects.
  - Ask for volunteers for the next session’s tasks such as making posters, contacting community resource people, and setting up the room.
3. Distribute the journal for Session 26.
  - Explain, remind, or ask teens the purpose of the journal. Be sure they know it is to help them reflect on what they learned—and for you to read and respond to what they write. Be clear that you will not be correcting what they write—just reading and responding.
  - Ask teens to write their answers to the journal questions.
  - Ask teens if they are willing to share their thoughts with the group.
  - Collect their journals to review them after the session, writing short comments. Tell them you will return their journals with your comments at the next session. This gives the teens something tangible and provides them with a connection to previous sessions.



# HANDOUT 1

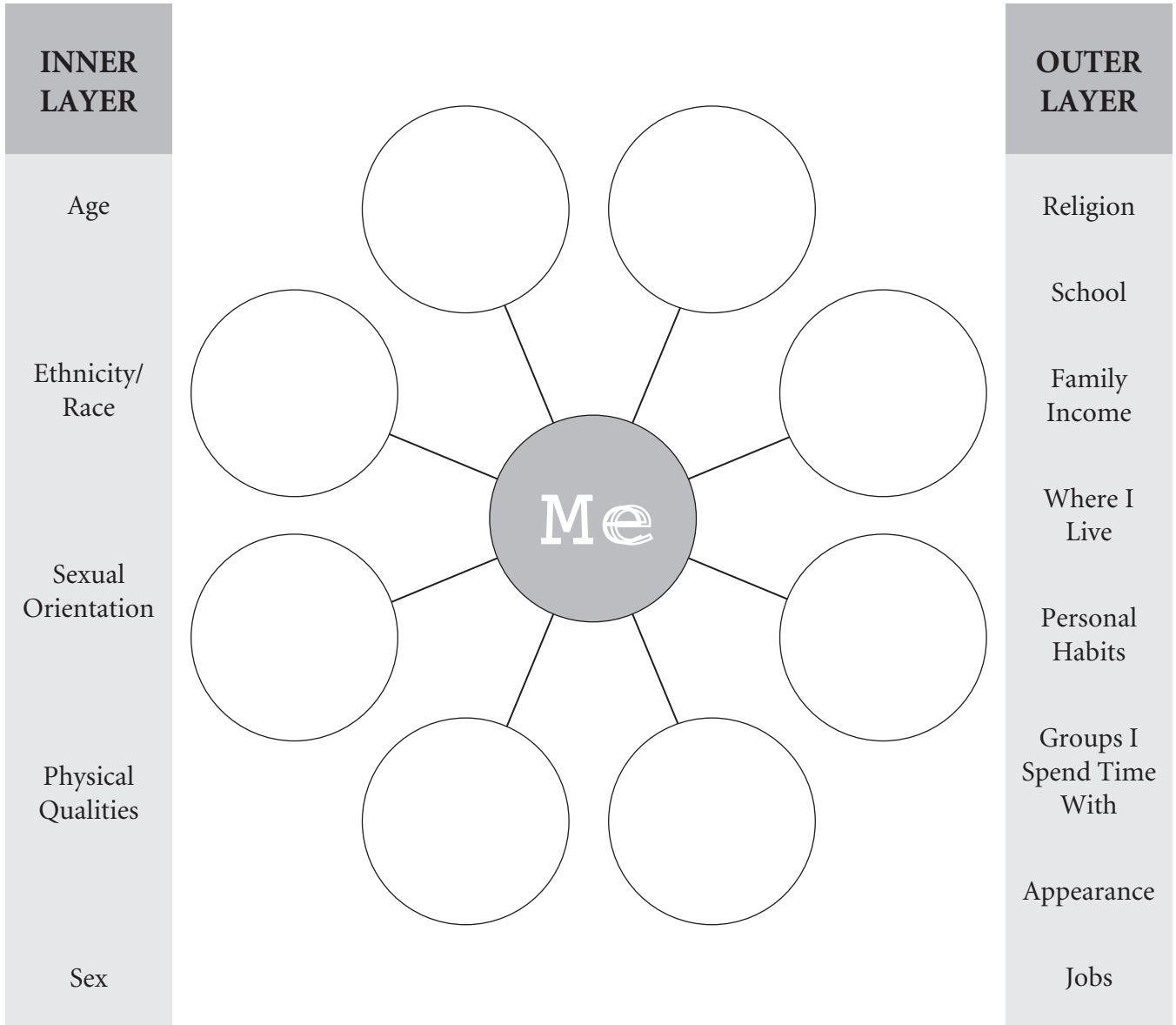
## Layers of Diversity





# HANDOUT 2

## Identity Web





## HANDOUT 3

### Stereotyping Scenarios

1. Linda is standing in line for a movie with her best friend Angel. Angel sees another friend down the street. Angel yells and waves but the friend doesn't respond. Angel says, "Geez, what is he, deaf?"
2. You are walking with a group of people you don't know very well. You walk by a mosque/church/temple, and someone makes an offensive comment.
3. You are at a party hanging out with some friends. A group of people arrive and are walking up the steps when someone says, "What are *they* doing here?"
4. You and some other young women at your community center are hanging up a sign. A young man walks up and says, "Out of my way, ladies, I'll take care of that. This is man's work. Why don't you go wash some dishes or something?"
5. Andrew is hanging out at his friend Jose's house watching TV. Jose's older brother, Miguel, comes home and asks Andrew if he wants to hear a joke. From the comments that Miguel has been making, Andrew knows that it is an ethnic joke.
6. You're on a lunch break with some of your co-workers. You all pass by a homeless person sitting on the sidewalk. Someone makes an offensive remark.
7. You're in line at the drugstore. The cashier appears to be working very slowly and doesn't seem to know what he is doing. You hear someone mutter a comment about how those people are always slow and incompetent.
8. During class someone makes a hateful wisecrack about homosexuals.
9. A new student comes into your class who is from another country and doesn't speak English very well. Some of the other students have begun to make fun of her behind her back. They laugh at her clothes and the way she talks. You don't think that she notices that anyone is making fun of her.
10. Or make up your own scenario.



**JOURNAL**

**Session 26**

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Stereotypes are

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One thing I learned about myself in regard to stereotyping is

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One thing I can do if someone makes a hateful or negative remark about people based on their differences is

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I plan to do the following in order to show an appreciation for diversity:

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