

Chapter 9:

What Are Stereotypes and Gender Roles?

Objectives:

- ✓ To learn what stereotypes, prejudice, and discrimination mean
- ✓ To examine stereotypes about gender and learn how stereotyping affects relationships
- ✓ To practice critical thinking about media messages
- ✓ To learn about, meet, and develop empathy for a variety of people
- ✓ To discuss personal experiences with discrimination

Activities

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Introduction to Stereotypes

Materials: Newsprint and markers or board and chalk; paper; pens/pencils

Time: 30-40 minutes

Planning Notes:

- ✓ Begin this introductory activity without explanation.
- ✓ From the list below, focus on four to six groups. Choose at least two groups that some participants can identify with because you want several teens to be affected by the activity. Feel free to add groups not listed here, if they would be appropriate for your group.

Purpose: To define stereotypes and related terms

Men	Jews
Women	Moslems
Whites	Dropouts
African-Americans	Lesbians/gay men/bisexuals
Asian-Americans	Teenage parents
Hispanics	People with AIDS
Catholics	IV drug users
	Bikers

- ✓ Be sure to include at least two racial or ethnic groups, so it does not appear as if you have singled out one group.
- ✓ Include "lesbians and gay men" as one group.

Procedure:

1. Write "old people," on the first sheet of newsprint. Tell the group to call out words and phrases used to describe "old people." Explain that you are not looking for other names, like "senior citizens" but, rather, descriptive phrases like "gray hair," "bad vision" or "retired." Without comment, list their responses on the newsprint under the title.
2. Then write the name of another group you have chosen. Again, ask teens to call out the words they have heard used to describe these people. Keep the pace lively: list their responses and move on.
3. Repeat the procedure with three or four additional groups.
4. Tape the lists around the room. Ask teens to spend a few minutes looking over the lists and then complete the following sentences:
"When I look at these lists, I feel..."
"When I look at these lists, I realize that..."
5. After about five minutes, ask for volunteers to share what they have written. If no one speaks up, ask someone who identifies with one of the groups to share how she or he feels. After participants have commented, add your conclusions, summarizing the lists, which are likely to be negative terms, hurtful words, slang and so on.
6. Choose one of the lists that seems especially negative and ask the group, "How many of these words or phrases actually apply to everyone who is a _____?" With input from the group, circle traits that are true characteristics of most members of the group (for example, "can give birth" for women, "have textured hair" for African Americans, "celebrate Passover" for Jews) and draw a line through all the words and phrases that cannot possibly be true of all members of the group (for example, "sensitive" for women, "poor" for African Americans, "stingy" for Jews).

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7. Write the word “stereotype” on the board or newsprint and ask for a definition similar to the one below:

Stereotype: the idea or expectation that all members of a group (people who share the same age, race or gender and so on) are very similar, with no individual differences.

Explain that the word “stereotype” comes from old-style printing presses and refers to a process that uses a mold to print the same exact pattern over and over again.

8. Point out that most of the words and phrases you wrote down, which the teens said they have heard used to describe certain groups of people, are stereotypes: the descriptions lump everyone together and treat them as if they were the same. Explain that the next several activities focus on stereotypes and the problems they cause.
9. Conclude the activity using the Discussion Points.

Discussion Points:

1. How did you feel when you called out descriptive words and phrases? Was it hard or easy to come up with things and say them out loud? Why or why not?
2. Where do we learn stereotypes about different groups?
3. If someone believes stereotypes are true, how might those beliefs influence a person’s behavior? Give an example. (Answer: Someone might behave a certain way; expect those people to behave a certain way; think she or he is better, or worse, than those people; do things to please, or hurt, those people)
4. Do you believe a stereotype about a group **you** belong to? What is that like?
5. What if a stereotype seems to be true for one member of a group? (Answer: It means that **individual** has a particular trait or characteristic; it does not mean that every member of the **group** will have that same characteristic.)

A-B-C-Diversity

Materials: Newsprint and markers or board and chalk; one index card for each participant; container (such as a paper sack, shoebox or hat); pens/pencils

Time: 30-40 minutes

Planning Notes:

Purpose: To understand the implications of stereotyped thinking

- ✓ Consider the fact that most, if not all, people have participated in prejudice and/or discrimination. Most of us have disliked some group because of qualities or characteristics we believed it possessed. Some of us have treated people unfairly because of prejudices we hold. At the very least, we have told, laughed at or listened to a joke that made fun of one group or another.
- ✓ Because racism is a volatile topic, group leaders may focus on one of the other “isms,” such as sexism, ageism or heterosexism. If issues regarding racism do not surface, do not feel like you must bring them up. Be open to teens’ experiences and perceptions and allow the discussion to go in the direction it needs. If teens want to discuss experiences of racism, be prepared to help them articulate their feelings in a constructive way.
- ✓ On two pieces of newsprint or the board, prepare a very large illustration, like the one below. You will need room inside the boxes to write responses:

Names I’ve been called	Names I’ve called others
Time when I was treated unfairly	Time when I was unfair to others

- ✓ For Step 10, create a poster of the A-B-C’s of diversity as outlined below:

A = **attitude** (prejudice)

B = **behavior** (discrimination)

C = **consequences** (physical, emotional or economic injury)

Procedure:

1. Remind teens that stereotyped thinking forces group members into a mold and ignores the fact that everyone is first an individual and second a member of a group. Explain that this activity will demonstrate the harm of stereotypes.
2. Distribute index cards and display the illustration you have drawn. Have teens draw horizontal and vertical lines on their index cards so they look like your illustration.
3. Review the four boxes on the illustration and explain that you will collect the cards and read responses anonymously, so no one will see what anyone wrote. Emphasize that honesty is important. Encourage them to write down real experiences even if they are angry or embarrassed about them.

Adapted with permission from *Teen Outreach: Youth Development Through Service and Learning*, Association of Junior Leagues International, New York, N.Y., in press.

After each instruction, allow time for teens to write responses:

- In the upper left-hand box, write names you have been called because of your age, racial or ethnic background, physical characteristics, religion, presumed sexual orientation or any other characteristic.
 - In the upper right-hand box, write names you have called other people for similar reasons.
 - In the lower left-hand box, describe a time when you were treated unfairly because of a particular characteristic such as race, religion, age and so on.
 - In the lower right-hand box, describe a time when you treated someone unfairly for a similar reason.
4. Allow time for everyone to finish, then collect the cards and put them in your container.
 5. Draw cards at random and read aloud the responses. Write responses on the large illustration. If you run out of room, read quickly through the remaining cards so everyone can hear the names people in the group have been called. Do not comment on the names at this point.
 6. Repeat the process for boxes 2, 3 and 4, without comment. Abbreviate the “unfair treatment” in boxes 3 and 4 by just writing the behaviors (for example, spit on, laugh at, tease, beat up) on the board.
 7. Ask the group to look at the large list of names and examples of unfair treatment. Ask for volunteers who have been called names or treated unfairly to talk about their experiences. Help them to focus on the **feelings** they had when being discriminated against. Then encourage others to talk about name-calling or unfair treatment they have been responsible for.
 8. Write the term “prejudice” on newsprint or the board and ask for a definition. Work toward a definition consistent with the following:

Prejudice: a certain attitude, usually negative, toward a particular group or member of that group. Prejudice is usually toward strangers, who may have a certain appearance. The word comes from Latin words meaning “prejudge.”

Prejudice happens whenever we prejudge others because of race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on. We decide how we feel about them **before** we know them.

9. Write the term “discrimination” on newsprint or the board and ask for a definition like the following:

Discrimination: different, usually unfair, treatment of a group or member of that group, because of prejudiced feelings about them. The word comes from the Latin word for “divide.”

Discrimination happens whenever we divide or separate people into groups (physically or in our minds) and treat one group unfairly or unequally because of our prejudices about their race, religion, age, gender, physical size or appearance, occupation, social class, sexual orientation and so on.

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10. Display the A-B-Cs of diversity poster. Clarify what each letter represents. Ask the group for examples of prejudiced **attitudes**, unfair **behaviors** and negative **consequences** they have observed or experienced. Emphasize that there are always consequences when a person is treated with prejudice or discrimination. The consequences can be emotional, such as hurt feelings or anger, or they can be physical, such as giving up on a job or punching someone.
 11. Conclude the activity using the Discussion Points.

Discussion Points:

1. How does it feel to talk about prejudice? Discrimination?
2. Look back at the names people said they have been called. How might they have felt when called those names?
3. What about people who name-call or treat others unfairly? Do the people who feel prejudice and discriminate against others experience any consequences? If so, what? (Answer: Today there are laws against discrimination and anyone accused of discriminating against others in the workplace can be prosecuted. There are, however, no laws against feeling prejudice.)
4. What is the difference between prejudice and discrimination? (Answer: Prejudice is having an attitude about someone; discrimination is behaving a certain way toward someone.)
5. You can look at what we have written and tell if people in this group have suffered from prejudice and discrimination. What could you do to make up for some of that? (Answers may include: Apologize to each other; don't let it happen again; get to know one another better; don't tolerate prejudice or discrimination when it happens.)

Gender Advantages and Disadvantages

Materials: Newsprint and markers or board and chalk; masking tape

Time: 40-50 minutes

Planning Notes:

- ✓ Think about what terms to use for males and females in your group as you conduct activities that explore gender issues. Strive for consistency and equality: do not pair “girls” with “young men” or “young women” with “gentlemen.”
- ✓ Keep in mind that many teenagers feel their gender limits present-day decisions and future options. Both girls and boys feel pressured to conform to traditional notions of what is acceptable to think, do and say.
- ✓ Help teens become aware of, and more comfortable with, changing gender roles in families and the workplace. It is important, however, to respect cultural differences. If you have teens in your group whose family and cultural values reinforce traditional roles and reject change, make it clear that they do not need to adopt changing roles, but they do need to be aware of them.

Purpose: To increase awareness of gender stereotyping

Procedure:

1. Write “male” and “female” on newsprint or the board and mention that some of the most damaging stereotypes are related to gender. Ask participants for examples and list them on the board or newsprint. Add any of the following if they are omitted:

Males may believe that to be masculine they should:

- Be in control and appear unemotional
- Be the dominant partner in a relationship
- Exert pressure or force on their sexual partners
- Become sexually active early and have many partners
- Work in careers that are mechanical or analytical
- Assume responsibility as the “breadwinner”
- Achieve status by earning lots of money
- Take risks to prove their manhood
- Resolve conflicts with violence
- Avoid traditionally “female” work in the arts or human services

Females may believe that to be feminine they should:

- Be emotionally sensitive and vulnerable
- Submit to the wishes and demands of a sexual partner
- Have children, regardless of personal wishes
- Meet the needs of others before their own
- Choose careers in the “helping” professions
- Be physically attractive, by someone else’s standards
- Tolerate sexually harassing behavior without complaint
- Assume responsibility for sexual assault or rape
- Avoid nontraditional careers in math or the sciences

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2. A first step in overcoming stereotyped thinking is to be aware of what stereotypes people hold.
 3. Go over instructions for the activity:
 - You will form small groups with others of the same gender.
 - Each group will receive newsprint and markers or chalk.
 - Brainstorm the advantages and disadvantages of being a member of the **other** gender.
 4. Form same-gender groups (with no more than two groups of each gender). Distribute newsprint and two markers or chalk to each group. Allow five minutes for brainstorming what may be some advantages about being the other gender.
 5. After five minutes, have groups brainstorm the disadvantages of being the other gender.
 6. Allow another five minutes, then bring the groups together and ask each to tape their newsprint sheets to the walls, keeping sheets about one gender together.
 7. Direct everyone's attention to the advantages and disadvantages of being female, as listed by the male groups. Ask the girls to add to the lists. Then ask the entire group to recall the definition of a stereotype. (Answer: the idea or belief that all members of a certain group are very similar, leaving no room for individual differences.) Do the lists have **stereotypes**, or are they true characteristics of all women? Draw a line through any the group concludes are stereotypes.
 8. Repeat the process with the lists of advantages and disadvantages of being male.
 9. Conclude the activity using the Discussion Points.

Discussion Points:

1. Are there negative consequences for a young woman who limits herself to traditionally female roles? Of a young man limiting himself to traditionally male roles?
2. Which gender has the most advantages? Disadvantages? Why?
3. What happens when a woman behaves in ways traditionally thought of as "male?" What about a man who behaves in ways traditionally thought of as "female?"
4. Men's and women's roles are culturally determined. Can you give examples of cultures in which male and female roles are different than they are in the U.S.?
5. Give examples of religious or spiritual legal, social or political teachings that limit gender-roles for women or men.
6. What are examples of ways men have been discriminated against? Women?
7. What message would you give to a younger girl about being female today? To a younger boy?

Gender Roles and Relationships

Materials: Leader's Resource, "Gender Role Case Studies"

Time: 40-50 minutes

Planning Notes:

- ✓ Choose case studies on the Leader's Resource or substitute your own if they are more appropriate.

Purpose: To examine how gender roles affect relationships

Procedure:

1. Tell teens that stereotypes about gender roles can affect our relationships. Explain that this activity will explore situations where gender roles and stereotypes could affect goals, decisions and relationships for teens.
2. Divide participants into small groups and go over instructions for the activity:
 - Each small group will receive a case study involving issues of gender roles.
 - Work to resolve your case study, then prepare to present your solution. You will have 10 minutes.
 - When you present your solution, others can challenge it while you defend it. Be sure to have arguments to back up your solution.
3. When time is up, ask for a volunteer to present the case study and solution. Then invite any challenges. Arguments are okay as long as the group maintains ground rules. Allow the "debate" to go on for two or three minutes, assisting either side as appropriate, before moving on to a new group. Repeat the process until the group discusses and debates all case studies.
4. Conclude the activity using the Discussion Points.

Discussion Points:

1. Is it easy or hard to look at male and female roles in a new and nontraditional way?
2. How do men or women accept the changes in gender roles? Why?
3. What are some of the ways changing gender roles have affected relationships between men and women (a) in social settings, (b) in families and (c) in the workplace?
4. Would your parents reach the same, or different, solutions?
5. Which case study was the most difficult? Why?
6. If you could make one change in men's gender roles, what would it be? In women's gender roles?

Gender Role Case Studies

1. Leo is about to ask Gloria out for the first time when she walks over to him and says, "Leo, there's a new movie in town and I really want to see it. I was hoping you would go with me. Are you busy Saturday night?" Leo has no plans and **he** was hoping to take Gloria to the movie, but he wants to do the asking. He's thinking he'll say he's busy. What should he do?
2. Charlene has been offered a special grant to apprentice with a master plumber after graduation. She's excited and she rushes to tell Lloyd. They've been planning to get married in the fall and this way, she'll be able to start earning some good money. Lloyd is very quiet after Charlene tells him, then finally says, "I don't think I could marry a **plumber** Charlene. You're going to have to make a choice." What should she do?
3. Sam wants to buy a doll for his nephew's birthday but his buddy Jay says, "No way!" Sam explains that dolls help teach little boys to take care of someone and be loving, but Jay argues that they just teach boys to be sissies. Sam knows **he** is right, but he's concerned about what Jay might say to their friends. What should Sam do?
4. Susan and Fred have been going out for months and things have been good. Her parents approve of him and the word is out at school that she is his girl. But lately Fred has been putting a lot of pressure on Susan to fool around more than she wants to. When she says "no," he says it's her place as a woman to please him. What can she say to him?
5. Shaundra and Malcolm are arguing about their sister, Patricia, and her husband, Robert. Shaundra has noticed lots of bruises on Patricia's arms and shoulders lately, and this weekend she had a swollen eye. Malcolm says Patricia has been too "uppity" lately and their brother-in-law Robert is just trying to show her who's boss. Shaundra looks at Malcolm and shakes her head; she doesn't think that violence is the answer to anything. What should Shaundra say?
6. Keisha has decided to have sexual intercourse with her boyfriend Tony. She says they really love each other. She stops at the drugstore to buy condoms, but her friend Tanya, says, "Girls can't buy condoms! That's the guy's business." What should Keisha say and do?
7. Kaye and Michael have been going together for almost a year. Michael always pays for everything and makes most of the decisions about where to go and what to do. In Kaye's health class they talked about girls paying for dates and having more input into a couple's plans. Both Kaye and Michael have part-time jobs and earn very little money, so pooling it seems to make sense to Kaye, but Michael is furious at the idea. He says she doesn't think he is man enough to pay for her. What should Kaye say to Michael?

Hunting for Diversity

Materials: Copies of the handout, "Diversity Scavenger Hunt," for each participant; newsprint and marker or board and chalk

Time: *Session 1:* 15 minutes; *Session 2:* 30-45 minutes

Planning Notes:

- ✓ You will ask teens to go home and ask questions about diversity topics. Stress that they will need to explain why they are asking the questions and remind them to be very respectful when they do.

Purpose: To meet and learn about people from diverse backgrounds

Procedure:

Session 1

1. Write the following saying on newsprint or the board:

"Ignorance is the parent of fear.... Fear is the parent of hatred."

Ask someone to explain the saying. Make sure everyone understands that when people know each other and understand each other's differences, it is more difficult to fear or hate each other.

2. Ask participants to name groups of people who are either feared or hated, in this country or around the world. (If no one acknowledges racism and homophobia [fear/hatred of homosexuals] in the U.S., be sure to do so.) Point out that when males and females believe stereotypes about the other gender, the mistaken beliefs can lead to difficulties in relationships, but men and women do not usually hate one another.
3. Ask a volunteer to explain what a scavenger hunt is. (If necessary, clarify that it is a game in which contestants try to find certain items on a list.) Explain that in this activity participants will look for certain people, not items. Hand out the "Diversity Scavenger Hunt" sheet, and go over instructions for the activity:
 - On your handout is a list of people who represent many different types of groups.
 - Find people in the community who meet the descriptions on the list. When you find someone, ask if she or he will talk with you, for a few minutes, about her or his teenage years, difficulties she or he has faced and special moments in the person's life.
 - Take brief notes, and have the person sign your handout next to the matching description.
 - Get as many signatures as you can.
4. Give participants a date to complete the activity. Encourage them to ask their parents, neighbors and friends for help in finding people to interview.

Session 2

1. When teens have returned with their completed handouts, ask volunteers to share what they learned about people they interviewed.
2. Conclude the activity using the Discussion Points.

Discussion Points:

1. Was it easy or difficult to find people who matched the descriptions on your handouts? How diverse would you say your circle of friends and family members is?
2. What was the most interesting thing you learned from your interviews?
3. Describe someone who met your expectations. Then describe someone who was very different than you expected.
4. Has this activity changed your feelings and attitudes about people you did not know before?

Handout

Diversity Scavenger Hunt

Find an adult who:

Signatures

1. Grew up with a grandparent instead of a parent _____
2. Speaks another language at home _____
3. Doesn't celebrate Christmas _____
4. Dresses according to religious traditions _____
5. Uses a wheelchair _____
6. Knows someone who is gay or lesbian _____
7. Is married, but does not plan to have children _____
8. Has a family member who is mentally disabled _____
9. Is a recovering alcoholic or drug addict _____
10. Grew up in a poor neighborhood _____
11. Has been discriminated against for racial/ethnic background _____
12. Was born in another country and immigrated to the U.S. _____
13. Was adopted _____
14. Worships on Saturday _____



The Dangers of Discrimination

Materials: Newsprint and markers or board and chalk; Leader's Resource, "You Have to Live in Somebody Else's Country to Understand;" paper; pens/pencils

Time: 20-30 minutes

Planning Notes:

- ✓ If you have immigrants in your group, ask several of them to prepare presentations about their culture of origin, to follow this activity. They could bring photographs, music, clothing and/or food to help the group understand something about their culture.

Purpose: To understand how discrimination feels
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Procedure:

1. Begin by going over what is meant by the word "immigrant": a person from another country or culture. Remind the group that the United States is a country created by immigrants, with the exception of Native Americans. Ask teens if they know the countries their relatives and ancestors came from, and list those on newsprint or the board.
2. Point out that a new immigrant to the U.S. will usually look, dress or speak differently than others in school or the neighborhood. Being different can cause a person to be treated badly — discriminated against — especially if people in the school or neighborhood are prejudiced. Remind the group of the definitions of prejudice and discrimination from previous activities.
3. Explain that you are going to read a poem by a teenage girl who immigrated to the U.S. When you read it, pause for dramatic effect.
4. Then ask teens to write their reactions to the poem. After 5 to 10 minutes, they should form small groups of three to talk about what they have written.
5. Allow about 10 minutes of discussion, then call everyone back to the large group and conclude the activity using the Discussion Points.

Optional Activity:

Have participants consider what might have happened after Noy Chou wrote this poem. Ask them to write poems to her as if they were in her class.

Discussion Points:

1. Why do you think this girl, Noy Chou, wrote her poem?
2. What did you think about the poem?
3. Has anyone ever treated you this badly? How did you feel? what did you do?
4. How were Noy Chou's classmates and teacher discriminating against her?
5. If you were Noy Chou, what would you have said or done to make others accept you?
6. If Noy Chou was in your class and you saw these things happening, what would you do?
7. Why are people often afraid to speak out against acts of prejudice and discrimination?
8. What negative consequences might happen as a result of this discrimination? To her? To her family? To classmates?

You Have to Live in Somebody Else's Country to Understand

A Poem

What is it like to be an outsider?

What is it like to sit in the class where everyone has blond hair or brown hair and you have black hair?

What is it like when the teacher says, "Whoever wasn't born here, raise your hand." And you are the only one.

Then, when you raise your hand, everybody looks at you and makes fun of you.

You have to live in somebody else's country to understand.

What is it like when the teacher treats you like you've been here all your life?

What is it like when the teacher speaks too fast and you are the only one who can't understand what he is saying, and you try to tell him to slow down?

Then when you do, everybody says, "If you don't understand, go to a lower class or get lost."

You have to live in somebody else's country to understand.

What is it like when you are an opposite?

What is it like when you wear the clothes of your country and they think you are crazy to wear these clothes and you think they are pretty.

You have to live in somebody else's country to understand.

What is it like when you are always a loser?

What is it like when somebody bothers you when you do nothing to them?

You tell them to stop but they tell you that they didn't do anything to you.

Then, when they keep doing it until you can't stand it any longer, you go up to the teacher and tell him to tell them to stop bothering you.

They say they didn't do anything to bother you.

Then the teacher asks the person sitting next to you.

He says, "Yes, she didn't do anything to her," and you have no witness to turn to.

So the teacher thinks you are a liar.

You have to live in somebody else's country to understand.

What is it like when you try to talk and don't pronounce the words right?

They don't understand you.

They laugh at you but you don't know that they are laughing at you, and you start to laugh with them.

They say, "Are you crazy, laughing at yourself?"

Go get lost, girl."

You have to live in somebody else's country without a language to understand.

What is it like when you walk in the street and everybody turns around to look at you?

Then, when you find out, you want to hide your face but you don't know where to hide because they are everywhere.

You have to live in somebody else's country to feel it.

— *Noy Chou*

Dealing with Discrimination

Materials: Newsprint and markers or board and chalk; masking tape

Time: *Session 1:* 40-50 minutes; *Session 2:* 40-50 minutes

Planning Notes:

- ✓ Write the questions for Step 2 on newsprint or the board.

Purpose: To learn how discrimination feels and to identify strategies for combatting it

Procedure:

Session 1

1. Remind everyone that discrimination takes many forms. Ask teens to brainstorm about examples of discrimination. List answers on newsprint or the board. Include any ones of the following they omit: teasing, name calling, excluding from activities, ignoring, denying requests, making fun or laughing at, attacking verbally or physically, treating unequally in education or the workplace and public places.
2. Ask teens to think of a time when they, or someone close to them, were treated unfairly or unequally because they were members of a particular group. Ask volunteers to share experiences and to answer the questions displayed on the newsprint or the board:
 - Have you, or has someone close to you, ever been discriminated against? If so, what happened?
 - Did anyone help? If so, how?
 - If not, what would you have wanted someone to do?
3. Record the main idea of each experience on a single sheet of newsprint. (You will use these in Session 2.) If teens are hesitant to start the discussion, describe a situation in which you were discriminated against, or one you witnessed. Ask participants to identify what would have helped the situation. Then encourage others to share their stories.
4. Once teens have given their stories, post the newsprint sheets on the wall and solicit comments, asking how teens feel about these incidents. Could they have helped if they had witnessed the discrimination? Continue the discussion until the session ends. Tell teens you will come back to their stories at the next session.

Session 2

1. Review the situations from the last session. Have teens recall the feelings people shared about being the subject of discrimination. Ask what strategies and techniques they could use to confront and combat similar discrimination, if it occurred today. Help them identify effective techniques, including the following, and list them on the board:
 - Speak up, use "I" language to point out the discrimination and say it is wrong. (For example, "I don't like it when you kick the girls out. I think it's wrong.")
 - Give information when someone is discriminating against a person or group. (For example, "It's dumb to refuse to be friends with Jeremy because he has AIDS. You can't get infected from just hanging around with him.")
 - Refuse to participate in discriminatory behavior and say why. (For example, "Those jokes about being fat make some people feel bad. I won't stay here and listen to them. They aren't funny.")

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- Take action to remedy discrimination. (For example, "It isn't fair that Silvia can't use the public telephone in the lobby just because she's in a wheelchair. We need to make the school install a new phone that she can reach.")
 2. Explain that the group will work on ways of confronting and combatting the discrimination they have experienced. Divide into groups of four or five and assign each group one of the posted discrimination situations. If necessary, add one or more situations of your own.
 3. Go over instructions for the activity:
 - Decide as a group what an appropriate response would have been to the discrimination in your situation.
 - Practice role-playing that demonstrates your response.
 - Be prepared to perform role-play for the rest of the group.
 4. When groups have finished, have them present their role-play. Invite other teens to make additional suggestions for confronting and combatting discrimination, and add your input as necessary.
 5. Conclude the activity using the Discussion Points.

Discussion Points:

1. Have you discriminated against an individual or group of people, knowingly or unknowingly? How do you feel about it now?
2. Can you think of a situation involving you or someone you know where discrimination is happening currently? What will you do about it?
3. Is it easy or difficult to speak up when your friends are discriminating against someone and you are present? Why?

Media Messages and Stereotypes

Materials: Copies of the handout, "Messages in the Media," for each participant; newsprint and markers or board and chalk; Leader's Resource, "Addresses of Television Companies" (optional)

Time: Session 1: 15 minutes to introduce;
Session 2: 30-40 minutes

Purpose: To explore media messages about diverse groups of people

Planning Notes:

- ✓ You will divide the group into six teams to do this activity. To prepare handouts for each small group, make six copies of the handout and label them with one of the following:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
- ✓ Then, make enough copies of each labeled handout so each team member has the same handout.
- ✓ For Step 4 you will need examples of media messages to help teens understand what to look for when they look critically at the media. Two weeks or so before you plan to begin the activity, look for both print and electronic media images. Watch television shows and movies popular with your group, and clip sample images from teen magazines and newspapers. (For example, you might share several contrasting visual images of women in the print media or your observations about the portrayal of African Americans in popular sitcoms or movies.)
- ✓ Some populations – lesbian, gay and bisexual people and people with disabilities– are largely absent from the popular media. Groups assigned those populations will have a more difficult task. In Session 2, discuss which groups are not represented.

Procedure:

1. Ask teens for examples of popular television shows (both network and cable), movies and magazines. List them on newsprint or the board, by category. Ask teens how they would rate the portrayals – on a scale from 0 (very negative) to 10 (very positive) for their representation and treatment of diverse groups of people. Explain that by "diversity" you mean people of color, women, old people, people with disabilities and lesbian, gay and bisexual people.

Take a quick assessment of the group's rankings and write them on the board or newsprint, under the following headings:

- Network television
- Cable television
- Movies
- Magazines

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2. Tell participants to evaluate how the media portrays different groups of people that are discriminated against. Go over instructions for the activity:
 - You will work in six teams and each team will be assigned one group of people to research in the media. The groups we will research are:
 - Women
 - Old people
 - African Americans
 - Latinos and Latinas
 - People with disabilities
 - Lesbian, gay and bisexual people
 - Find at least two examples of how your group of people is portrayed in these four media: network and cable television, film and magazines.
 - Review television programs, movies and magazines. Find examples and take notes on your handouts.
 - Bring your completed handouts and be prepared to share your findings with the whole group at the next session.
 3. Divide participants into six groups and distribute to each the handouts you have prepared.
 4. Provide several examples of media messages to help the groups get started. Use different, contrasting types of images and discuss them briefly to be sure everyone understands what to do with their assignments.

Session 2

1. Invite the teams to make their presentations. Ask for a group to volunteer to go first. Ask for their overall rating of how each medium treats their category of people and record it on the board or newsprint.
2. Repeat the process until all six groups have presented, then remind the group of the ratings they gave at the beginning of this activity. Have them adjust their media ratings up or down, according to their research.
3. Conclude the activity using the Discussion Points.

Optional Activity:

Participants can write letters to network or cable channels to make their views known, both positive and negative. Have them include examples gathered during their research for this activity. Use the Leader's Resource for addresses.

Discussion Points:

1. Overall, which medium does the best job of portraying diversity positively? Give examples of positive portrayals.
2. Which does the worst job? Give examples of offensive portrayals.
3. Do other media (such as newspapers, popular books, comic books, music videos, popular radio shows) portray diversity in a positive or negative light? Are particular groups portrayed better or worse than others?
4. What television show would you encourage a younger brother or sister to watch for a positive view of diversity? A negative view?

Handout

Messages in the Media

TEAM 1:

Your Team will research how _____ are portrayed in the media.
Complete your research and record your examples in the spaces below.

Network Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Cable Television

Name of show(s) _____

Network/station(s) _____

Date(s)/time(s) _____

1.

2.

Movies

Title of movie(s) _____

1.

2.

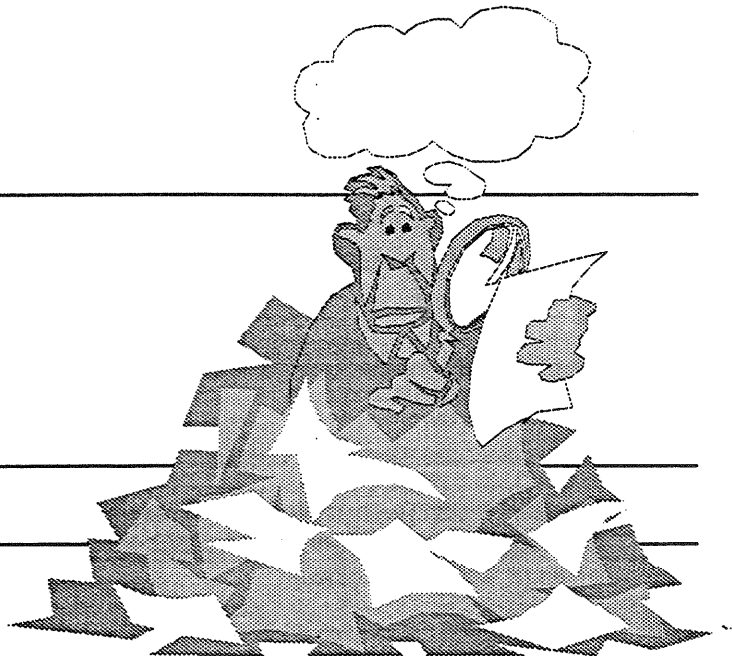
Magazines

Name of magazine(s) _____

Issue date(s) _____

1.

2.



Addresses of Television Companies

The entertainment industry welcomes and notices viewers' letters. Feedback from viewers helps improve programming. Use these addresses to make sure letters reach the appropriate decision makers at television networks. The envelope should be addressed to the name of the show, followed by the network or cable station's address.

ABC

2040 Avenue of the Stars
Los Angeles, CA 90067

CBS

7800 Beverly Blvd.
Los Angeles, CA 90036

The Disney Channel

3800 West Alameda Avenue
Burbank, CA 91505

Fox

10201 West Pico Blvd.
Los Angeles, CA 90035

HBO

1100 Avenue of the Americas
New York, NY 10036

MTV

1515 Broadway
New York, NY 10036

NBC

3000 West Alameda Boulevard
Burbank, CA 91523

Nickelodeon

1515 Broadway, 20th Floor
New York, NY 10036

PBS

1320 Braddock Place
Alexandria, VA 22314

Showtime Network

10 Universal City Plaza, 31st Floor
Universal City, CA 91608

Nontraditional Workers' Panel

Materials: Paper; Leader's Resource, "Questions for Panel;" guest speakers from nontraditional occupations

Time: *Session 1:* 15-20 minutes; *Session 2:* 45-55 minutes

Planning Notes:

Purpose: To learn about nontraditional occupations for women and men

- ✓ If necessary, obtain permission from your school or agency to bring guest speakers to meet with your group.
- ✓ This is a good opportunity for young people to shape the program. Explain what nontraditional occupations are (see definitions in Step 2) and ask what kinds of nontraditional workers the teens would like to meet. Ask for help to locate speakers from among family members, friends or neighbors who work in nontraditional occupations and would be willing to talk to the group.
- ✓ If you have difficulty finding speakers, call local businesses, hospitals and other work places to find women and men, working in nontraditional jobs, who would like to speak to teens.
- ✓ Prepare guest speakers by describing your program and what your group is like. Ask them to prepare a five-minute talk on their job, how they got the job and what it is like to be a man or women in that field. Let them know they will be part of a panel of people who have nontraditional jobs. Tell them the teens will prepare questions in advance.
- ✓ After Session 1, prepare a list of the questions teens want to ask and make copies for use in Session 2.

Procedure:

Session 1

1. Remind the group that one of the most damaging results of stereotypes is the false belief that women and men should only have jobs in certain fields.
2. Ask if anyone knows someone who works in a nontraditional career. Define the term:
Nontraditional career: any job that a man or woman does that is usually done by someone of the other gender. The official government definition of "nontraditional career" is one in which 75 percent of all workers are of the other gender.

Ask for examples of nontraditional jobs for men (nursing, elementary school teaching, hairdressing or child care) and women (construction, utility repair, house painting or policing).
3. Explain that you have invited (or will invite) men and women who have nontraditional careers to talk with the group. Tell the teens when the visitors will come.
4. Brainstorm with the group questions they will want to ask panel members. List their potential questions on newsprint or the board. Use the Leader's Resource to help the group come up with appropriate questions.
5. When finished, ask the group to select four or five questions they most want to have asked. Circle those and tell teens you will prepare a list of questions for the panel, with the priority questions listed first.

Session 2

1. Introduce each member of the panel to the group. Distribute the questions generated in the previous session.
2. Have panelists each give a five-minute summary of the work she or he does and how the person chose that work, then open the floor to questions.
3. Conclude the activity using the Discussion Points.

Discussion Points:

1. What are the advantages and disadvantages of women working in a nontraditional career? If you are a young woman, have you thought about a nontraditional career? Why or why not?
2. What are the advantages and disadvantages of men working in a nontraditional career? If you are a young man, have you thought about a nontraditional career? Why or why not?
3. What do you think is the biggest barrier to women working in nontraditional areas?
4. What do you think is the biggest barrier to men working in nontraditional areas?

Questions for Panel

1. How did you choose your job?
2. How old were you when you decided that you wanted to work in a nontraditional area?
3. Did anyone encourage you to go into this type of work? What were their reasons?
4. Did anyone discourage you from this type of work? What were their reasons?
5. How have your friends, family and romantic partners reacted to your job?
6. What is it like for you on the job? How would things be different if you were male (or female)?
7. What is your salary like in this work? Benefits?
8. What type of post secondary education and/or training did you need for this job?
9. What would you say if we were interested in this job area?
10. What will be the most difficult thing about this nontraditional work?

