

Training Agenda

Examining Prejudice and Stereotyping in Member Classrooms

Objectives:

- Begin the discussion of diversity both within member group and the people they serve
- Enable members and supervisors to identify the content of future diversity trainings

Training time: 2.5 hours

Time	Activity	Materials
30–45 minutes depending on length of discussion	<ol style="list-style-type: none"> 1. Discuss the power and impact of prejudice and stereotyping in society and the fact that its existence is a reality in every classroom. 2. Ask members to help you brainstorm. Make a list on the whiteboard of how stereotyping can negatively impact a child. <p>(Too often, members feel they are not prejudiced and that prejudice is something about past history.)</p>	White board/flip chart and markers
15–20 minutes	<ol style="list-style-type: none"> 1. Ask the members to identify which types of children are the targets of prejudice in their classroom – who might be picked on? 2. Why are these types the targets of prejudice? <p>(Children who are heavy, smart, effeminate, slow, disabled, etc. are typically identified. Discuss with the members how this treatment impacts all students.)</p>	White board/flip chart and markers
45 minutes	<ol style="list-style-type: none"> 1. Have members journal for 10 minutes: think of a time when you felt you were the target of stereotyping. Why? 2. Next ask members to think about a person they picked on when they were in elementary or middle school, or about a person they saw being picked on. Have members write a letter to that person. 10 minutes. The letter can be an explanation, an apology, etc. 3. Ask volunteers to share to their writing without comment or feedback from the group. 	Pens and paper
20–30 minutes	<ol style="list-style-type: none"> 1. Discuss ways in which members can work to ameliorate stereotyping. 2. Make a group list of what type of training members need to help them with situations of stereotyping in the classroom. (For example, how to handle bullying, meetings with teachers regarding classroom discipline, etc.) 3. Use the above list to design member training. Be sure to host this training as soon as possible. 	White board/flip chart and markers
5–10	Reflection activity and training wrap up.	Reflection supplies