APPENDIX A-4: PCP'S EXERCISE ON STEREOTYPING

To use this exercise in a subsequent session in a series, put it in place of the questions in the formats presented in Appendix A-3. If you do, the flow of the meeting will be as follows:

1. **Welcome, Orientation, and Check-in (25 minutes)**

   A. Brief remarks about the plan for the evening and ending time

   B. Reminders about the agreements as appropriate

   C. Check-in

2. **The Stereotyping Exercise (1 hour, 15 minutes)**

   A. Introduction

   Hand out the worksheet (see page 118) and introduce the exercise; see if anyone has questions. In introducing the exercise you may need to give some examples; here are some ideas.

   - As a forester working for a paper company, I think I'm viewed by some environmentalists as _____.
   - As an activist working in a pro-choice organization, I think I'm viewed by pro-life people as having _____ values.
   - As a Jew who believes *x*, I think I'm viewed by some of my Jewish friends and family as_____.
   - As a Muslim woman who wears hijab, I think I'm viewed by many non-Muslims as_____.

   Be sure to let participants know that after filling out their worksheet they will only share with the group what they want to share; no one else will see their worksheet.

   B. Silent Time with the Worksheets

   Have people fill out the worksheet silently. Usually it takes about 5 minutes.

   C. Go-Round(s)

   Here are two different ways to introduce the go-rounds.

   > Let's go around and hear what you wrote on your list and how you marked it. When you speak about the stereotype that you marked as most painful, please say something about what you know about yourself that would make it especially painful for someone to attribute that stereotype to you.

   or

   > Let's go around and first hear about the stereotype you marked as most painful, and then what you know about yourself that would make it especially painful to have someone attribute that stereotype to you. Then we'll have a second go-round and hear about the others on each of your lists—or as many as you'd like to share.

Preview the question portion of the session, for example:

> After each person speaks, we'll have a pause so you can write down any questions you'd like to ask that person later—questions that represent your curiosity to better understand something they said.

or

> After we go around, you'll have a chance to ask each other questions that will help you better understand what each other said, so this is an especially good time to jot down notes that will help you remember questions that come up as you're listening. I'll make sure you have some quiet time at the end to formulate your questions.

D. Question Asking

Invite people to ask questions of each other. If you decided to have two go-rounds, the question asking can occur after each or after both. You probably won't be able to get to all the questions.

As you call on people, attend to balance, for example, avoid having all the questions go in one direction or another in terms of political perspectives.

Discourage over-focusing on an especially interesting or moving response until everyone has had a chance to ask at least one question. In practice this usually means discouraging open discussion of the topics raised until all questions have been asked and responded to.

If people want to discuss a few specific questions and answers in depth, ask them to hold onto their ideas until the question and answer period is over. If there is time, a faciliatated discussion can occur. If that seems unlikely you may want to propose early on that any complex matter of great interest should be considered as a focus in the next meeting.

3. Facilitated Discussion (if there's time)

It is unlikely that you will run out of questions before the end of the session. If you do, you could ask if there's any question that anyone wished had been asked of them and give them an opportunity to answer their own question, or simply see if anyone would like to say more about what they wrote on their lists or what they heard in the questions and answers.

4. Closing (20 minutes)

A. Parting words about this session. (For example, ask participants to mention one or two things that surprised them, touched them, or especially interested them.)

B. Hopes for future sessions and scheduling.

C. Opportunity for written feedback (as appropriate).

PCP's Exercise on Stereotyping

INTRODUCTION

This exercise gives you an opportunity to speak about the ways in which you imagine that you may be stereotyped by people who have a different point of view about the issue or controversy. You will have some quiet time to use this worksheet, then you will have a go-round in which you will only share what you want to share. When sharing and discussing the exercise in the full group you will not be asked to comment on whether you do or do not hold the stereotypes that others spoke about. The purposes of this exercise are (1) to enhance an understanding of the concerns you have about the ways you may be viewed by others; and (2) to become better known for who you are, in contrast to how you may fear you are viewed.

GENERATING YOUR LIST

Please reflect for a moment on situations in which you have felt stereotyped by people who have different views or perspectives. Please make a list of 5-6 stereotypes, not worrying for the moment about how much truth (if any) there is in those stereotypes. (If this is confusing, ask your facilitator for examples.)

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

As a _____ I think that I am viewed by_____

as having these characteristics, beliefs or intentions:_____

MARKING YOUR LIST

1. Which one stereotype would you find to be most painful or offensive if someone applied it to you? (Mark with a "P.")

2. Which one or two stereotypes are the most inaccurate as applied to you? (Mark with an "I.")

3. Which stereotype on your list, if any, do you think is understandably applied to you or people who share your general perspective, even if it is not really accurate? (Mark with a "U.")

PEPARING TO RESPOND TO THESE QUESTIONS IN THE FULL GROUP

Painful Stereotypes: Please say something, if you wish to, about the one stereotype that you would find most offensive or painful if applied to you, then please say what you learned about yourself that makes this stereotype so painful.

Inaccurate Stereotypes: Are there stereotypes on your list that you marked as particularly inaccurate that you'd like to speak about, again, indicating how you know yourself to be different from what these stereotypes would suggest about you? If so, please share something about the stereotype and how you understand it to be inaccurate as applied to you.

Understandable Stereotypes: Many stereotypes have some degree of truth—even if very small—for some people and groups to which they are applied. It can be helpful for people with different perspectives to own some aspects of their views, or communication styles or activism about which they are less than proud or that they can understand being seen in a somewhat negative light. Were there any like that on your list? If so, please share that if you are willing.

NOTE: As you listen to others' responses, please make note of questions you'd like to ask—not rhetorical questions—but questions that will help you better understand what others have said.

QUESTIONS I'D LIKE TO ASK OTHERS:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____