

Student name: _____ Date: _____

Describe racial, ethnic, and sex equity concerns.

Objectives:

- A. List examples of stereotypes that affect the workplace.
- B. Discuss reasons why we should not stereotype.
- C. List groups that are affected by equity concerns.

MODULE 4-I: INFORMATION SHEET

TO THE STUDENT: Read and study this information sheet and complete the student activity at the end.

Racial, Ethnic and Sex Concerns

Most companies will probably have statements such as; this company is an equal opportunity employer. We do not discriminate on the basis of race, color, religion, national origin, age, sex or non-related handicap or disability. America became the world's melting pot but it was not an easy road and we still battle equality problems.

America Equity Concerns

America is arguably the most powerful nation in the world. It is also one of the youngest nations in the world. We have a rich history but not a perfect one. Some of the original settlers came to America to escape religious persecution. We established our government under the premise that all men are created equal. This unfortunately meant certain people were equal.

A History of Inequality

- Slavery
- Persecution of immigrants (Irish, Chinese)
- Women couldn't vote
- Japanese Americans put in internment camps

- The fight for civil rights
- Ethnic profiling

These are just a few examples of problems that we have encountered in our history. Can you think of any other concerns not mentioned?

What is Stereotyping?

1. Webster's defines stereotype as a standardized conception or image held in common by members of a group. Stereotypes can be both positive and negative. You could look at a football player and think he is an athlete and he must be mentally tough. You may have heard all football players are dumb jocks. Neither of these statements is true for every football player. The key is to form opinions about people based on information you gain by getting to know that person.

Why is it important to understand racial, ethnic and gender concerns?

Any type of racial, sexual or ethnic harassment or intimidation is against the law. It is important to understand that these laws not only protect students at school but people at work.

Some examples of harassment or intimidation include:

- Using insulting words or pictures such as jokes, letters, cartoons, etc.
- Using insulting comments such as slurs, jokes or name-calling
- Threats or force or violence
- Gestures or physical behavior

MODULE 4-I: STUDENT ACTIVITY

TO THE STUDENT: Read and study the information sheet above and participate in the activity below.

Jellybean Activity

1. The instructor will provide jellybeans that are different colors but the colors do not correlate with one specific flavor.
2. The students will divide into even groups of 4-6 students in each group.
3. Divide the jellybeans by color and assign them to a group. The groups can be adults, boys, girls, Whites, Blacks, Hispanics, Orientals, teenagers, doctors, lawyers, custodian, police officers, Catholics, Jews, etc.
4. List all stereotypes attributed to that group.
5. Correlate the color with the flavor and the class stereotype, i.e. all lawyers are represented by green and the taste like lime.
6. The members of the group will sample the beans. Record your perception before you taste the bean and the reality of after you tasted the bean.
7. Have your group discuss how looks and perceptions can lead to judgments.
8. Define Diversity
9. Do you feel differently about stereotypes?
10. How did you feel when you expected one color to taste a certain way and it didn't, i.e. the green tasted like lemon instead of lime?
11. Explain how false perceptions could cause hurt feelings.

MODULE 4-I: STANDARDS ADDRESSED IN THIS MODULE

Pennsylvania’s Academic Standards for Career Education and Work

13.3.11. Career Retention and Advancement

- C. Evaluate conflict resolution skills as they relate to the workplace.
 - Constructive criticism
 - Group dynamics
 - Managing/leadership
 - Mediation
 - Negotiation
 - Problem solving

Pennsylvania’s Academic Standards for Reading, Writing, Speaking and Listening (RWSL)

1.1.11. Learning to Read Independently

- E. Establish a reading vocabulary by identifying and correctly using new words acquired through the study of their relationships to other words. Use a dictionary or related reference.