

INTERPRETIVE SKILLS III-A

LESSON PLAN: 2

SESSION TITLE: BIASES AND BEHAVIOR

SESSION LENGTH: 3 hours

PREPARED BY: B. Stewart 1/92

Course Theme: You will never look at the world the same again.

Session Theme: You are part of the world: you will never look at yourself the same again.

- OBJECTIVES:** At the end of this session, the participant will be able to:
- define bias, prejudice and discrimination and use the words correctly in class discussion;
 - identify at least one common "NPS bias";
 - describe how an NPS bias affects behavior;
 - define sex bias and some of its sources;
 - name, perhaps only to oneself, at least one instance in which he/she has displayed the bias;
 - describe how awareness and practice can mitigate or change the behavior and, maybe eventually, the bias.

Underlying theme: I don't like having a label put on me, do you?

| Content | Method | Time |
|---|---------|---------|
| <p>I. Opening activity.</p> <p>A. "Corners" is the name of the game. A quick experiment in majority/minority labelling is the object. Inform the group of the object. Tell the group you would like them to divide themselves into four groups, each gathering in one corner of the room. Be careful what subject you choose as you do not want to get into an argument on sex, religion or politics to start off this session. Recommended topics: musical preferences (rock & roll, jazz, classical, country...) or preferred recreation activities (hiking, watching TV, sports, shopping...).</p> <p>B. Give the group a few minutes to sort themselves out. If they don't start interacting on their own, call out questions to the whole class, "Why did you pick this group?", "How do you feel about being in this group?"</p> <p>C. After no more than ten minutes, get every one back in their chairs. Discussion. Who in a "majority" group will describe how they felt? Anyone in a "minority group" like to speak? Did your group start comparing yourselves to another group? Did anyone in your group start ranking the groups? Did anyone feel uncomfortable with the whole exercise?</p> | Lecture | 10 Min. |

| Content | Method | Time |
|--|--------------------------|---------|
| <p>TRANSITION...</p> <p>The not-so-hidden theme in this session is that "I" do not like to be labelled. The activity we just did supports the idea that the feeling is shared, in one way or another, by (many, most, all?) of the people in the course.</p> | Lecture | |
| <p>II.Introduction.</p> <p>A. Present session objectives.</p> <p>B. Questions & answers.</p> | Lecture | 10 Min. |
| <p>III.Key definitions..</p> <p>A.Attitude: A manner of acting, feeling, or thinking that shows one's disposition, opinion.</p> <p>B.Bias: a mental leaning or inclination; partiality.</p> <p>C.Prejudice: a judgment or opinion formed before the facts are known. Root: pre-judge.</p> <p>D.Sex: males or females; all things which distinguish a male and a female.</p> <p>E.Discrimination: a showing of difference or favoritism in treatment.</p> | Participative Lecture | 20 Min. |
| <p>BREAK</p> | | 10 Min. |
| <p>TRANSITION...</p> <p>So what?</p> | | |
| <p>IV.We are all part of the problem.</p> <p>A.Handout "Prejudice". Pass out list of choices of husbands for your daughter. Have participants put these in descending order. 5-10 minutes.</p> <p>B.Discuss choices. Ask why. Then instructor reveals answers. 5-10 minutes.</p> | Group Activity | 15 Min. |
| <p>V.Few people are without discrimination. That's why there's an Equal Opportunity Program.</p> <p>A.No such thing as reverse discrimination. Discrimination is discrimination.</p> | Participative Lecture | 15 Min. |

| Content | Method | Time |
|--|--|----------------|
| <p>B.EVERYONE is protected from discrimination in hiring and employment decisions under at least one of the protected categories: age, race, ethnic origin, nationality, religion, color, mental or physical handicap.</p> <p>TRANSITION...</p> <p>Unfortunately, there's plenty of discrimination which is NOT prohibited by law.</p> <p>VI.NPS biases and the behaviors they help produce. Methods: Brainstorming, participatory lecture.</p> <p>A.Brainstorm list of common NPS biases.</p> <ol style="list-style-type: none"> 1. Wilderness is wonderful. 2. "They" are JUST visitors. 3. Visitors are LOST without us. 4. and and and <p>B.What values are inherent in the above biases?</p> <ol style="list-style-type: none"> 1.Pavement is evil, all things paved are evil. 2.WE work here, this is OUR park, our opinion is more important... 3.Visitors need us more than we need them. 4.and and and <p>C.How does staff behave as a result of the above?</p> <ol style="list-style-type: none"> 1.Sneer at drive-through visitors... 2.Not give visitors' opinions full consideration... 3.Acting put upon, treating them as less than competent adults. 4.and and and | <p>Brainstorming Participative Lecture</p> | <p>15 Min.</p> |
| <p>VI.Which came first, the bias or the behavior? (rhetorical question-no time to answer it here.)</p> <p>A.Certainly, the issues are related.</p> <ol style="list-style-type: none"> 1.And each feeds the other. 2.Often we see what we expect to see. 3.Is the glass half empty or full. | | |

| Content | Method | Time |
|---|---------------------------|----------------------------|
| <p>B.Common example: Supervisor asks you into his or her office.</p> <p>1.What's your gut reaction? 2.Think a moment, is it fair to THIS supervisor.</p> | Participative Lecture | Con't. |
| <p>C.When the person sees what he or she is looking for...the attitude and behavior are reinforced.</p> <p>1.Instructor may wish you use, ASSUME...when "my assumption about you makes an ASS out of U and ME.</p> | | BREAK and TRANSITION |
| <p>Biases and the resulting behaviors have all kinds of sources (lack of perception skills, lack of experience, inability to analyze, cultural reinforcement...). In this course, we'll be looking more in depth at all kinds of people and work situations. We'll talk about multi-cultural communication, working with disabled and elderly peoples and we'll develop techniques you can use to be a better interpreter, to reach more people more effectively.</p> <p>One important issue cuts across all lines-cultures, abilities, race and age- sex, a fundamental difference between humans. NOTE: NOT THE FUNDAMENTAL. (CHECK THIS- the first thing one person notices about the other, I believe, is race. The second thing a person notices is sex. This is all in microseconds, but there is an order to observation.) With few exceptions, a person is either male or female. Other ways to divide the human race involve more choices. Life experiences of men and women are fundamentally different.</p> | Lecture | 5 Min. |
| <p>VI.Observations, and, perhaps confessions.</p> <p>A.To set up activity, instructor tells a story of a moment of enlightenment. For instance...the day the instructor first realized that, when a couples first walked into the visitor center the instructor would almost always speak first to the male...or the day when a short, young, blonde, southern, female employee answered all the middle-aged male visitor's questions, only to have the visitor turn to the taller, older, darker haired male employee standing next to her and start to ask the same questions all over again. Fortunately, the ranger replied, "Sir, she just answered that for you."</p> <p>B.Instructor breaks class into several small groups, making sure there are men and women in each group. No group should have just one male or female.</p> | Small Group Discussion | 15 Min. |

| Content | Method | Time |
|---|------------------------|---------|
| <p>C. Each group is to generate a list (on paper large enough to post so class can read) of behaviors/actions that they have seen, or even participated in, or been victim of, which demonstrate sex bias.</p> | | |
| <p>D. Instructor may (will) have to remind the entire class that everyone in the group does not have to agree that a described situation is sex bias. That's alright.</p> | Small Group Discussion | 15 Min. |
| <p>VII. Focusing... and Not Laying Blame.</p> | Participative Lecture | 10 Min. |
| <p>A. Post, if you haven't already, lists from groups and the brainstorm list from discussion about NPS biases and behaviors. Review briefly.</p> | | |
| <p>B. Examine some of the whys of sex bias, without laying blame.</p> | | |
| <ol style="list-style-type: none"> 1. COMPLEX and subtle cues from birth. 2. Many things are so reinforced on so many levels that by kindergarten children are almost thoroughly locked into sex roles. 3. Children learn what they live and what they watch on TV. TV and advertising sex role "training" by themselves are college courses. 4. Unconscious imitation. 5. and and and | | |
| <p>C. Examine some of the whys of NPS bias, without laying the blame.</p> <ol style="list-style-type: none"> 1. Hear it, see it everywhere. 2. Trying to fit in with co-workers, please boss. 3. Unconscious imitation. 4. And and and | | |
| <p>VIII. What to do, or, we can all be part of the solution.</p> | Participative Lecture | 10 Min. |
| <p>A. Be aware. Here are starter lists of situations to be aware of. This is just the beginning.</p> | | |
| <p>B. Know that you cannot change someone's feelings, nor should you try. You can, however, work on your own behavior. In time, your attitude may even change.</p> | | |
| <p>C. Ask co-workers and supervisors to help you stay aware, and you help them. NOTE: Self-correction has limited success.</p> | | |
| <p>D. And and and... (video tape staff at desk...)</p> | | |

| Content | Method | Time |
|--|--------------------------|---------|
| E.Practice a new behavior, ask for an audit. Make sure you're not creating a new problem while correcting the old. | Participative Lecture | 10 Min. |
| F.Practice, check, practice, practice, ask, ... | | |
| G.And and and... | | |
| H.From Mark Twain, "Don't do unto others as you would have them do unto you, their tastes might be different." | | |
| IX. Conclusion | Participative Lecture | 10 Min. |
| A. Review objectives. | | |
| B.Remember, everyone is entitled to feelings. It is a losing proposition to try to argue feelings. | | |
| C.Remember, if you ASSUME you know how another person feels, you are probably wrong. | | |
| 1.The song, "Nobody knows the trouble I've Seen", was right. | | |
| D.To change behavior takes (1) awareness, (2) practice, and (3) help. It usually takes time, too. | | |
| 1.Do not forget to forgive yourself when you make mistakes. | | |
| E.To be a good interpreter, you must practice. | | |
| I don't like having a label put on me, do you? The main idea of this session, of this entire Skills IIIA course: give everyone the dignity of individuality. | | |
| (There is ten minutes left to the end of the hour. It should be another break, but it could be discussion.) | | |

RESOURCES

- 1.The class participants. This session relies heavily on class participation, meaning the instructor must know the material and must be able to get the group to tell their own tales. (Sharing is a badly overused word in interpretation, try to avoid it.)
- 2.The instructor. Must have a good night's sleep in order to keep this session from degenerating to a gripe festival, fist fight, or sleep contest.
- 3.Judith Martin, Miss Manners' Guide to Excruciatingly Correct Behavior. Atheneum, 1982. New York. Miss Manners' Guide For the Turn-of-the Millennium. Pharos Books, 1983. New York.
- 5.A program: "A World of Difference" Anti-Defamation League of B'nai B'rith, 10926 Schaetz Rd, St. Louis, MO 63146/ 314 432-6873. Organization and program can probably be found in major metropolitan areas. Check the white and yellow pages of telephone books.
- 6.Removing Bias in the Classroom, Guidelines for Student-Faculty Communication. Women's Educational Equity Act Program, U.S. Department of Education, Speech Communication Association, 5105 Backlick Road, Annandale, VA 22003.
- 7.Handout, "Prejudice", attached. Answers: A. Frederick Douglass B. Thomas Jefferson C. Adolph Hitler D. Pinocchio

Human behavior resources from universities or libraries.

PREJUDICE

Which of these people would you want to marry your daughter? Pick them in descending order.

- A) This man was not born a citizen of the United States. He was raised by his grandmother when very young and then raised by others after she left him on their property. As a young man he was often involved in illegal activities. He never attended school and ran away from home at the age of 21. He was married twice, once to a black woman and once to a white woman. When he married the second time he had not divorced his first wife. He continued to be involved in many illegal activities, often endangering his family. Once in Ohio a crowd of citizens almost killed him because of his actions. When he died he was not buried in the local cemetery but his body was shipped out of town.
- B) This man was not born in the United States. He eventually became a citizen. Although he attended one of the best colleges in the nation, he never graduated. Throughout his life he worked many jobs but is only remembered for one. While a young man he rebelled against his government and his writings made him a wanted man by the authorities. Considered by many to be extremely wealthy, he actually died in debt. He preferred the mountains of his homeland but would often visit major cities to spread his revolutionary ideas stirring up trouble. When the attempted overthrow of his government finally took place, he did not take up arms for either side.
- C) This man was born in Europe. As a young man he was a struggling artist. Although he did sell a few of his works, he never made a good living as an artist. His favorite pastimes were reading adventure novels, listening to opera, watching movies, especially "King Kong", and astrology. During a major war his country awarded him a medal. When he returned from the war he had many friends. He was charming and charismatic and was elected to the highest office of his country. It is said that this man changed the lives of many of the people of his country and that his economic programs revitalized his nation's economy.
- D) This man was born in a Mediterranean country. He never knew his mother but was raised by his father. He did not have many human friends so was often seen talking to fish, cats, foxes and insects. He tended to lie to his father and at an early age he ran away from home. While gone others reported seeing him make an ass out of himself in public. The only job he held was a blue collar job in a mine. He disappeared for a while but when he returned he claimed he had been eaten by a large mammal and after many days he had escaped. At night he was often seen with a local fairy.