

Scenario I

Teacher/ Facilitator:

You are facilitating a class on issues of power and privilege. One student makes a general statement that is sexist and offensive. You know you cannot let that statement go without addressing it. You also want your students to feel comfortable speaking, so you are partly concerned that when addressing this, you will shut your student down, and make them feel uncomfortable speaking their opinions again.

Scenario I

Student:

You are in a class where you are learning about race, class, gender, and sexuality. You are presently discussing stereotypes. You feel compelled to say the following, "Some stereotypes are true, like I know women are hella emotionally weak."

Note: How might this teacher support you in learning that stereotypes are generalizations of whole groups, and are not a good approach to judging people?

Scenario II

Teacher/ Facilitator:

A student starts to discuss a personal situation, where they were in a fight with another person. He is clearly emotionally upset by the event. He attributes the reason of this fight to the other person's race, and states that this is why he hates those type of people. How might you respond to this situation?

Scenario II

Student:

You are telling a story about a time when you got "jumped" by person from a race different than yours. You make stereotypical remarks about this race, and attribute the fight as being connected to the other person's race.

Note: How might a teacher support you in detaching from your connection of the personal incident – with the general stereotype of the race that person comes from?

