

Page 3

from the handbook

Text

Summarize your findings:

Stereotypes

Team Pride and Prejudice

ECC-157

We have chosen to include this piece from an article we found on a webpage due to its in-depth definition and insight into why we form stereotypes in the first place.

“Stereotyping is when a substantial amount of people believes in an assumption that is not only oversimplified but also not based on factual knowledge or just on a handful of experiences which do not justify the generalisation of an entire community or things. To understand stereotyping, we must understand that we tend to form instinctive associations in our minds regarding people and things to make the initial encounters more comfortable. As per Neuro scientists, these initial judgements are coping mechanism humans used as part of survival and to evolve. However, stereotypes often get ingrained in our minds and it becomes difficult to move past them, reflections of which become prominent in our communication.” (How Stereotypes Affect Communication, 2018)

Stereotyping is defined by the textbook Understanding Human Communication as a problem that arises from highly abstract language. It is compiled of thoughts or opinions that are not specific or based on any sensory data (Ronald B. Adler, Gerorge Rodman, Alexandre Sevigny, 2019). To us this says that stereotyping is a form of pre-composed judgment that we have placed on a person, or a group that has no structural evidence as to why we feel, think, or react towards it.

Stereotyping can have many forms. Whether we realize it or not, it guides us in our actions, our choices, and our interactions. All of us have formed our own stereotypes of everything, and everyone around us. From someone’s ethnic culture, to their choice in attire, to something as small as a hand gesture. We all have our own unconscious reactions, and understandings. As

students in the ECE certificate program we have chosen to focus on three common areas in which stereotypes can occur, age, gender, and socio economical.

Age:

Age stereotypes are abstract descriptors of people based on their age: “people in their fifties are such”. Age stereotypes in the workplace are often negative, erroneous, statements about older employees that can subtly affect managers responsible for hiring: if a manager believes that older workers are less competent with computer technology, harder to train or more likely to remain with the company for short duration, there will be less inclination to hire an older worker (Posthuma, 2009). Unlike other types of stereotypes that only apply to select members within a group, age stereotypes can impact everyone as they get older (Posthuma, 2009 and Posthuma, 2012).

Opinion article: “Older, longer: The super-aging of Canadians has taken everyone by surprise” by John Ibbitson, Globe and Mail, January 26, 2020

Gender:

Gender stereotyping is a generalized view or preconception about men and women’s roles, attributes, or characteristics. They undermine human rights and fundamental freedoms. For example: “Oh you shouldn’t play that sport, it’s too rough for girls”. This can be very harmful when it limits men and women’s capacity to develop their personal abilities, pursue professional careers and make life choices.

“Children must be taught how to think, not what to think”- Margaret Mead

Socio Economical:

Social class and or economic status stereotypes depict lower income people as less competent or educated than higher income individuals or that they are lazy and not interested in self-improvement. Similarly, we often judge those who are fortunate enough to have higher incomes and economic status as highly educated, hard working or from a "good family". Knowing how much or how little money a person has can completely change our perception of them.

"One in seven (or 4.9 million) people in Canada live in poverty" (Just the Facts, 2020). Every month, 770,000 people in Canada use a foodbank. Chances are, you encounter more people in your day that are living in poverty than you think. If we pause to consider the people we interact with on any given day, who do you think is living in poverty? And how do we come to this conclusion?

"Once you label me, you negate me." – Soren Kierkegaard

"Your beliefs don't make you a better person. Your behaviour does." – Sukhraj Dhillon

Video resources that can help further your understanding of stereotyping:

Teens Experience Ageism too / Amelia Conway
<https://www.youtube.com/watch?v=LQ8GCmG-Zqw>

Eye opening video reveals how gender
<https://mashable.com/2016/09/06/gender-stereotypes-at-young-age/> stereotypes

People Over 40 Denied Free Samples
<https://www.youtube.com/watch?v=R0MPuWg3pzs> start young

We chose to use quotes, videos and some statistics to add further detail to this summary due to the relatability, and impact they had on us. We found the videos to hold many sparks of intrigue that we as educators can use to better our teaching and understanding of our own stereotypes. As well as those stereotypes that may be held for us, both professionally and individually.

References

- Gender Stereotyping*. (n.d.). Retrieved from United Nation Human Rights: Office Of the High Commissioner:
<https://www.ohchr.org/EN/Issues/Women/WRGS/Pages/GenderStereotypes.aspx>
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Stereotypes

Presented by: Pride and Prejudice

What is Stereotyping?

- From the textbook:

Stereotyping is a problem that arises from highly abstract language. It is compiled of thoughts or opinions that are not specific, or based on any sensory data.

- From the internet:

“Stereotyping is when- a substantial amount of people believe in an assumption that is not only oversimplified but not also based on factual knowledge”

- *How Stereotypes Affect Communication.* (2018, February 7). Retrieved from <https://intercultural-dynamics.org/2018/02/07/how-stereotypes-affect-communication/>

**When was the last time
you self-reflected on the
stereotypes you hold?**

Three themes of stereotypes we will encounter as ECE's

- **Age**: abstract descriptors of people based on age

Ex) the older you are the more trouble you have with technology

- **Gender**: generalized view of male and female roles, attributes, and characteristics

Ex) "you shouldn't play that rugby, its too rough for girls"

- **Socio-economical**: lower income people are seen as less competent or educated than higher income people.

Ex) Someone working at McDonalds is inferior to someone who is a lawyer.

Scenario

- A Daycare center is preparing for its first day opening after a summer break and there are couple new families starting today. Tanya is an 18 year old teen mom who has recently finished high school with honors and is eager and excited for her new, well paying job as a bank teller, and to have her one-year old son attending this new daycare center she has heard such good things about it. The other family is new to the neighborhood. They are a middle-aged couple with a 2 years old son. Linda, the owner/operator of the daycare has had this daycare for 30 years and is close to retiring. She greets the new families and automatically thinks to herself, "Is Tanya going to be able to pay on time? She is most likely going to need a form to opt into the optional free lunch program and she might not have transportation to get to field trip locations". When she greets the middle-aged couple Linda thinks none of those things and simply greets them.

Often the stereotypes we hold affect how we communicate with our families, and what services we might offer or suggest to them. Although the middle-aged couple are older and may or may not have two incomes, they too may have trouble paying, and be in need of the lunch program.

Tips and Strategies

- Realizing our judgements and being aware/admitting to them.
When we are self-aware of the stereotypes we hold, we can better adapt our communication and relationships with families

Link to an implicit bias test:

<https://implicit.harvard.edu/implicit/>

Continued....

- Expose yourself to different experiences and people- the best way we can help to limit our misconceptions is to talk to those whom we may have stereotyped in the past. We can challenge our preconceived thoughts and accept, with humility, that we are all unique and not defined by our appearance, financial status or past.

Continued (again)...

- Informational listening (Adler, Rodman, Sévigny, 2019, pg.193)

“Listening in which the goal is to receive accurately the same thoughts the speaker is trying to convey.” (Adler, Rodman, Sévigny, 2019, pg.193)

Don't argue or judge prematurely in circumstances where opinions are differing, we tend to try and change the other person's mind, rather than seeing things from their perspective.

Continued (yet again).....

- Separate the message from the speaker (Adler, Rodman, Sévigny, 2019, pg. 194)

Try not to judge someone or something prematurely. At times we place a lower value on information or messages based on who we receive it from. We can miss out on relationships, form a lack of communication, and hinder our growth when we are too focused on our individual stereotypes when relaying with the families in our care.

Sources for strategies

- Ronald B. Adler, George Rodman, Alexandre Sévigny. (2019). *Understanding Human Communication: Fourth Canadian Edition*. Ontario, Canada: Oxford University Press.
- Bolton, E. (2014, September 13). *Why stereotypes are bad and what you can do about them*. Retrieved from AAUW: <https://www.aauw.org/2014/08/13/why-stereotypes-are-bad/>

Additional Sources

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