



*I cannot be a teacher
without exposing who I
am.*

- Paulo Freire

Facilitator's Note:

Be intentional about how you frame this conversation. Communicate to participants that while these conversations may be difficult, this is a step towards addressing cultural gaps between students and teachers.

It is strongly recommended to establish group norms prior to engaging in this activity.

Suggested norms include but are not limited to:

- Address the idea, not the person
- Be fully present and engaged in activities
- Consider the impact of your words and actions on others

Objectives:

- Introduce how implicit bias shapes our worldviews, actions and interactions;
- Understand how implicit bias can impacts classroom interactions between students and teachers

Key Vocabulary:

Implicit bias - subtle, often subconscious stereotypes that guide our expectations and interactions with people.

Time: Approximately 90 minutes

Getting Started (20 minutes)

The video series "Who Me? Biased?" (<https://www.nytimes.com/video/who-me-biased>) introduces how implicit bias subconsciously shape our interactions and how we can work to address these biases.

1. Watch *Peanut Butter Jelly and Racism (2:26)* and *Check Our Bias to Wreck Our Bias (3:00)*. Allow participants 30 seconds of think time to record their initial reactions before discussing as a whole group:
 - What are your reactions to the videos?
 - What is implicit bias?
 - What does implicit bias have to do with peanut butter and jelly?
 - How is implicit bias different from racism or discrimination?
 - How does implicit bias lead to discrimination like racism?
 - The video gives the example of who teachers call on in the classroom. How else might implicit bias play out in an educational context?

Activity (45 minutes)

Part 1: How can implicit bias play out in the classroom? Have participants read the following article to give them background knowledge about implicit bias in education. "Bias Isn't Just a Police Problem, It's a Preschool Problem" NPR, <https://www.npr.org/sections/ed/2016/09/28/495488716/bias-isnt-just-a-police-problem-its-a-preschool-problem>

Give participants about 5 minutes to review the article. Tell participants they should be ready to share both a sentence/phrase and a word that they think are particularly important. It can be helpful to number the paragraphs or pages. Then as a whole group, have participants respond aloud to the prompts for each round.

1. First Round: Each person shares a sentence/phrase from the document that she/he thinks/feels is particularly significant. Record key information on the chart paper.
2. Second Round: Each person shares the word that she/he thinks/feels is particularly significant. Record each word on chart paper.
4. Discuss: The group discusses the phrases and words highlighted on the chart paper. Consider the following: Why did participants highlight these words and phrases? Were there any words and phrases that were repeated? What themes or patterns exist?
 - Before transitioning allow participants to share any big reactions. Was there anything shocking or surprising? Was anything hopeful/encouraging?

Part 2: Why does implicit bias matter? Examine and discuss the [Pyramid of Hate](#).

Distribute copies of the [Pyramid of Hate](#). Give participants 5 minutes to review the image on their own and record any initial thoughts and reflections. Spending about 10 minutes in small



"That's at the core of equity: understanding who your kids are and how to meet their needs. You are still focused on outcomes, but the path to get there may not be the same for each one."
Pedro Noguera

groups, have participants use 4-5 examples from the NPR article and the videos to answer the following questions for each example:

1. On which level of the pyramid does this example fall?
2. How might this example be supported by behaviors on levels below it?
3. How might this example support behaviors on levels above it?
4. What measures can be put in place to prevent this example from persisting?

Share that examples from the NPR article and NYTimes videos might include:

- Email responses
- Teachers looking for behavior issues in black boys
- School-to-prison pipeline
- Police killings

After discussing in small groups, have participants share out their small group discussion in the whole group for about 10 minutes.

Discussion questions might include:

- What is the relationship between the levels of the pyramid?
- If everyone is biased, why should we care about implicit bias in classrooms?
- What can we do to reduce our biased attitudes?

Closing and Reflections (25 minutes)

Closing: What can we do about implicit bias in the classroom?

View NYTimes "High Heels, Violins, and a Warning." Allow participants to share their initial reactions and discuss potential implications for application to an educational context.

Four Ways Teachers Can Reduce Implicit Bias, HuffPost,

https://www.huffingtonpost.com/greater-good-science-center/four-ways-teachers-can-re_b_13801324.html

- Have participants spend about 5 minutes reading and reflecting on the four strategies. Suggest that they highlight or underline anything that stands out for them.
- In their small group, have participants spend 5 minutes to share what stood out for them and their interpretation, connections, etc.
- In a large group whiparound, have each participant share what they think the implications for their work in the classroom may be.

Extension:

1. Have participants test themselves for hidden bias
 - <http://www.lookdifferent.org/what-can-i-do/implicit-association-test>. The test provides the option to examine your biases in race, gender, or sexual orientation. Participants may choose any of these categories and, afterwards, discuss implications for the classroom setting.
2. Watch the remainder of the "Who Me? Biased?" NY Times video series (<https://www.nytimes.com/video/who-me-biased>) and discuss how this shapes the classroom and what we can do differently to better support all students.

Additional Resources:

- Anti-Defamation League - <https://www.adl.org/education/resources/tools-and-strategies/anti-bias-tools-strategies>
- MTV Look Different - <http://www.lookdifferent.org/toolkits>