Lesson Plan Topic

Understanding Bias

Learning Objectives

Rising educators will be able to:

• Examine the role and significance of bias, stereotypes, and privilege in educational settings.
• Describe how implicit bias can limit students’ educational attainment.

Essential Questions

• How can perceptions of students, groups of people and communities hinder student success?

Lesson Title & Overview

Day 1: Negative Impact of Bias

Rising educators will examine how bias manifests in the classroom. They will discuss the impact that teacher bias could have on students. They will explore solutions for how to diminish biases.

Preview the resources for these lessons here.

Procedure

Note: Please note that various samples of resources are included across the lesson activities so you can see examples of what types of content may be helpful in conducting these activities. We encourage you to seek out content that best supports your classroom and context.

Tip: Create a safe environment to discuss and examine bias. If you have classroom norms, this is a good time to review. If you do not have norms, spend a minute or two recognizing that there are diverse perspectives in all classrooms, and it is essential that all educators proactively encourage all voices be heard. Additionally, remind rising educators that they will examine their own bias and it might not feel natural or comfortable. Two key expectations you may want to share with rising educators are: 1. Be respectful of other people’s opinions and experiences. 2. Don’t shy away from asking questions that you are grappling with.

Day 1:

Tip: Write the three questions for the Explore Teacher Bias activity on chart paper prior to the start of class or if teaching virtually, consider having a shared document with the questions ready to share with rising educators.

• ((Eight minutes) Ask rising educators to reflect on their educational experiences: Have there been times when they felt like an implicit bias impacted their education? Observed teachers who used strategies to combat bias in the classroom?

After five minutes of writing, ask students to share with a partner or with the class. It is important that students do not use teacher names or student names in discussion.

Transition: Explain that today rising educators will explore how bias manifests in educational settings and identify ways to combat implicit bias.

• (20 minutes) Have rising educators watch or listen to “Bias Isn’t Just a Police Problem, It is a Preschool Problem” (00:02:00). Next, split the class into three groups. Put the following three questions on chart paper around the room. Allow each group of rising educators six
minutes at each paper rotating to the next prompt when time is up. Rising educators are to silently write their thoughts about each question on the paper and then respond to other comments using lines to connect their thoughts. If you have a large class, you may want to make two papers for each question.

Put one of the following questions on each paper:
- What was problematic about the findings of the study?
- How might parents of these children respond to the findings?
- Does bias impact students?

Debrief: Ask some students to share key ideas for each question.

- **(15 minutes)** Rising educators will read either “Four Ways Teachers Can Reduce Implicit Bias,” or 5 Keys to Challenging Implicit Bias. Rising educators can be divided into four groups to read and discuss the ways teachers can reduce implicit bias.

Discuss which option(s) would be best for the teachers in Exploring Teacher Bias study and why. If in groups, rising educators can select a group expert to discuss the topic they read and explain how it would impact teacher practice.

- **(Two minutes)** **Formative assessment:** Sticky note commitment: Have rising educators commit to one strategy from “Four Ways Teachers Can Reduce Implicit Bias” that would be most beneficial for them to focus on personally. How will they commit to this strategy? Have students hang sticky notes on chart paper upon leaving the room.

**Extension/challenge**
- In a 1- to 2-page, double-spaced document or timeline drawing, rising educators should create their education biographical sketch. Ask rising educators to think about each year of their schooling and capture important people and events. When they are finished, have them separate their experiences into “negative” and “positive”. Rising educators should then reflect on the following question: How might your personal educational experience create bias and how you perceive school and education?
- **CNN Video - Image simulation** – Watch this video. Rising educators should reflect on what they notice in one-paragraph and brainstorm ways they might approach the situation as a teacher.

**Educators Rising Cross-cutting Theme(s) Alignment**

- Cultural Competence
- Fairness, Equity and Diversity
- Reflective Practice
- Ethics
- Collaboration
- Social Justice and Advocacy
- Self-efficacy

**Educators Rising Standard(s) Alignment**

- I: Understanding the Profession
- II: Learning About Students
- III: Building Content Knowledge
- IV: Engaging in Responsive Planning
☐ V: Implementing Instruction
☐ VI: Using Assessments and Data
☒ VII: Engaging in Reflective Practice

Resources

Day 1:

- NPR. (2016, September 30). *Bias isn't just a police problem, it's a preschool problem.* [Video File]. https://www.youtube.com/watch?v=ucEAclMkS0c

Teacher Leader Notes

Common misconceptions

- There is not enough time to collaborate.
- Collaboration is not valuable in the world of education.
- Effective collaboration skills are innate.
- Collaborating is easy
- Collaborating can only happen locally.

Academic language

- Collaboration
- Collective expertise
- Common planning
- Co-teaching
- Professional development
- Mutual agreement
- Reciprocity
- Open lines of communication
- Responsive feedback
- Joint decision making
- Professional organizations

Tips

- Be prepared to share your experiences with collaborating with colleagues.
- Ask other teachers for their ideas on how they collaborate to provide more examples of teacher collaboration.
- Be prepared to model the aspects of effective collaboration.