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# 4 SAMPLE ANTI-BIAS LESSONS

**-For Grades K-12-**

**Featuring lessons from:**

- Anti-Bias Building Blocks (Grade K-5)
- Empowering Students, Challenging Bias (Grades 6-8)
- Anti-Bias Study Guide (Grades 9-12)

# Introduction

These [Curriculum Guides](#) are designed to help educators and students explore how to promote the tenets of freedom, equality and respect. These Guides provide teachers with lessons that encourage students to: (1) explore societal issues arising from bias, bigotry and discrimination; (2) improve critical-thinking skills; (3) examine diverse viewpoints; and (4) take leadership roles in promoting justice and equity in their schools, communities and society at large.

Four sample lessons from our [anti-bias curriculum](#) guides are included in this free PDF:

1. **Anti-Bias Building Blocks (Grades K-5)** is curriculum that is organized into five instructional units. There are 25 lessons, which help children create a safe and comfortable classroom environment, explore their identity, understand and appreciate differences and analyze and challenge bias.
2. **Empowering Students, Challenging Bias (Grades 6-8)** is organized into five instructional units with 30 lessons and encourage students to reflect on their identity, understand and appreciate differences, explore societal issues arising from bias and discrimination, and take leadership roles in promoting justice and equity in their schools, community and society.

## What's in the guide?

- ❑ **Grades K-2: One, Some, Many, All — Standing Up To Prejudice**
- ❑ **Grades 3-5: Roles We Play In Bullying and Bias**
- ❑ **Grades 6-8: Stereotypes**
- ❑ **Grades 9-12: Preparing To Address Bias**

3. **The Anti-Bias Study Guide (Grades 9-12)** provides teachers with 32 lessons that encourage high school students to: explore societal issues arising from bias, bigotry and discrimination; improve critical-thinking skills; examine diverse viewpoints; and take leadership roles in promoting justice and equity in their schools, communities and society at large.

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# Anti-Bias Building Blocks: GRADES K-2

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# ONE, SOME, MANY, ALL— STANDING UP TO PREJUDICE

## RATIONALE

The purpose of this activity is for students to understand that there are many ways to help and stand up to prejudice and discrimination. They will learn that there are different ways to make a difference—one person, a small group or a larger part of our society. This lesson provides an opportunity for students to understand and identify the many different ways people can and do stand up to prejudice and discrimination.

## OBJECTIVES

- Students will distinguish between one, some, many and all.
- Students will identify ways that one, some, many and all people can stand up to prejudice and understand the different impacts of each.
- Students will express different ways to stand up to prejudice by drawing pictures and writing slogans.

## WHAT'S NEEDED

Chart paper (4–8 pieces), markers, crayons, colored pencils and drawing paper (one sheet for each student)

## PROCEDURES

1. Begin the lesson by reviewing the definitions for:
  - Prejudice:** Judging or having an idea about someone or a group of people before you actually know them.
  - Discrimination:** Unfair treatment of one person or group of people because of the person or group's identity; discrimination is an action that can come from prejudice.
  - Ally:** Someone who helps or stands up for someone who is being bullied or the target of prejudice.
2. Ask students if they remember some of the ways to be an ally discussed in the previous lesson (Lesson 21). They should include:
  - Reach out to the target.



**GRADE LEVEL**  
K–2

**TIME**  
35 minutes

**COMMON CORE STANDARDS**  
Reading, Writing, Speaking & Listening, Language

**STRATEGIES AND SKILLS**  
Define terms, small group brainstorm, drawing, large group discussion

**KEY WORDS AND PHRASES**  
Aggressor  
All  
Change  
Impact  
Many  
One  
Some



**CHILDREN'S BOOKS**

*Allie's Basketball Dream* by Barbara E. Barber  
*Aunt Harriet's Underground Railroad in the Sky* by Faith Ringgold  
*The Story of Ruby Bridges* by Robert Coles

- Be extra nice to the target.
- Tell a teacher.
- Ask the aggressor why they said/did that.
- Tell the aggressor to stop.
- Don't join in.
- Ask an older child or adult for help.

Explain that most of these ally actions start with one individual person doing something. Tell students that today we are going to discuss different ways to stand up to prejudice and discrimination that involve groups of people and that we are also going to discuss the impact of different numbers of people standing up together.

3. Ask students, "How much is 'one'? How much is 'some'? How much is 'many'? How much is 'all'?" After being clear about each of these terms, divide students into four groups, assigning one group "one," one group "some," one group "many" and the last group "all." If there are too many children in the small groups, divide them into eight groups.
4. Explain to children that they are going to make a list of items or people of which their group(s) is assigned (one, some many or all). Share an example of each such as: one (bicycle), some (siblings), many (rocks or anything they collect) and all (the whole class). Give students 10 minutes to brainstorm their list of things and make sure there is someone to record their responses on chart paper and someone who will report back to the rest of the group. Younger children who are not writing can draw pictures or generate a list as a whole group.

After students finish this task, have each group (with one person reporting) share their list.

5. To continue the concept of one, some, many and all, ask one student to stomp their feet (or say the word "yes" loudly). Then ask some (2-3) students to do that, then many (10-12) and then the whole class. Engage students in a class discussion by asking the following questions:
  - How did it sound when one person stomped their feet?
  - How about some? Many? All?
  - What experience do you have when one person takes your side or stands up for you? How about when many people do? How do you feel?
6. Explain to students that with prejudice and discrimination, sometimes if one person helps or stands up it makes a difference and that is what is needed for change to happen. And sometimes, more people get involved and that makes a really big difference. Ask if anyone can share a story or example of this (or you can provide a story/example).
7. Explain to students that as we discuss ways to stand up to prejudice and discrimination, it is helpful to think about one, some, many and all. Share the following scenario with students:
 

*One of your classmates is constantly being teased and called names because of her size—she is overweight. Kids giggle about her and don't really hide it. She always get picked last for sports and projects.*
8. After explaining the situation, ask students these questions:
  - What could one person do to help or stand up for her?
  - What could some students do to help or stand up for her?
  - What could many people do to help or stand up for her?

- What could all (everyone in the class or lunchroom) do to help or stand up for her?
9. Engage students in a discussion by asking the following questions:
    - In this case, do you think one person standing up for her will make a difference? Why or why not?
    - Do you think increasing the numbers will increase the impact? Why or why not?
    - If you stood up for her, how would you feel?
    - Have you ever worked together with others to stand up to prejudice and discrimination? How did that feel?
  10. Explain to students that they are going to each create a drawing and write a slogan for each of the four ways (one, some, many and all) to stand up to prejudice and discrimination. Some students will create drawings about one person standing up, some, many and all. Have students count off by 4's: 1, 2, 3, 4, 1, 2, 3, 4 etc. and assign all #1s to "one," #2s to "some," #3s to "many" and #4s to "all." Instruct students to either draw a picture based on the examples shared earlier or create something new. After the drawing, they will come up with a slogan about how what they drew makes a difference. Give students 15 minutes to draw their pictures and when completed, ask for a few volunteers to share their drawings and slogans with the class.
  11. Hang up all the drawings and slogans and have students to do a "gallery walk" to see all of them.

## EXTENSION ACTIVITIES

- Have students interview parents or family members about their experiences with standing up to prejudice. Create a list of questions in advance by brainstorming ideas with the students and then they can use the questions to interview their parents or other family members. You can have them record the interview (audio or video) or take notes and then later play the recording or have them write up the questions and answers and create a class book with all of the interviews.
- Have students write a realistic fiction story about someone standing up or helping someone out who is the target of prejudice. The story can use an example of one, some, many or all people challenging prejudice and should include what happened, who stood up and why and the impact it made. Students can illustrate the stories as well.
- Read aloud and discuss one or more of the children's books from the list provided in this lesson.



# Anti-Bias Building Blocks: **GRADES 3-5**

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# ROLES WE PLAY IN BULLYING AND BIAS



## Lesson 20

### RATIONALE

The purpose of this activity is for students to learn about the different roles that are played in a bullying and/or bias incident and understand that we all play different roles at different times. Through the process of reflecting on roles, students will be more intentional and thoughtful when faced with these situations. This lesson provides an opportunity for students to define the different roles played in bullying and bias, reflect on their own experiences with the roles and consider various ways to be an ally.

### OBJECTIVES

- Students will review what bullying is and explore how they see it in their school.
- Students will define roles in a bullying/bias situation they read: target, aggressor, bystander and ally.
- Students will reflect on their own experiences playing the four roles.
- Students will consider ways to be an ally.

### WHAT'S NEEDED

*Handouts and Resources:* *The New Girl* and *The Roles We Play* (one of each for each student)

*Other Material:* Index cards (one for each student), pens or pencils

### PROCEDURES

1. Begin the lesson by explaining that in the previous section, students learned about and examined forms of bias and bullying and that now we will focus on ways that individuals and groups of people can challenge and confront bias and bullying. Do a quick brainstorm of how people can do this but keep this brief. Ask students, "How can we challenge bullying and prejudice in our lives?"

#### GRADE LEVEL

3–5

#### TIME

45 minutes

#### COMMON CORE STANDARDS

Reading, Speaking & Listening, Language

#### STRATEGIES AND SKILLS


Define terms, small group discussion, large group discussion

#### KEY WORDS AND PHRASES

Aggressor  
Ally  
Bystander  
Challenge  
Confront  
Target



2. Ask students, “Have you ever moved to a new place and had to meet new people and attend a new school where you did not know anyone? Did you ever join a new club or sports team where you did not know anyone? What happened and how did that feel?”
3. Explain to students that they are going to read a story about someone in a similar situation. Explain that as they read the story, they should think about some of things they studied earlier (stereotyping, prejudice, bullying, etc.). Distribute a copy of the story *The New Girl* and have students read it silently or project the story on the smart board and read aloud.
4. Engage students in a class discussion by asking the following questions:
  - How did you feel while reading (or listening) to the story?
  - Do you think something like this really happened or could? How so?
  - In the story, we learned that Hilda felt like her classmates treated her as if she were “invisible.” What do you think she meant by this?
  - Does the story include examples of stereotyping or prejudice? If so, explain.
  - Was there bullying taking place in the story?
5. Review the definition of bullying: Bullying is when one person or a group behaves in ways—on purpose and over and over—that make someone feel hurt, afraid or embarrassed. Ask students, “In our school, what are some identity characteristics that tend to be the basis for bullying?” Brainstorm a list and record on the board/smart board. The list might look something like this:
  - Weight/size
  - Gender (boys “acting” like girls, girls “acting” like boys)
  - Not speaking English well
  - Having gay or lesbian parents
  - Being Jewish or Muslim
  - Having special needs
6. Distribute *The Roles We Play* handout to each student. Have students silently read the definitions for target, aggressor, bystander and ally. Ask the following questions:
  - Who was the target in the story we read together? How so?
  - Who was the aggressor in this story? How so?
  - Who were the bystanders in this story? How so?
  - Who was an ally in this story? How so?
7. Ask students to silently reflect on the four roles. Ask, “Do you think that you have been in each of these roles at one time or another?” Explain to students that they will have 10 minutes to think and write about the different roles they play at different times. Explain that they will have time to think about each of the roles in the boxes and write some notes (either words to remind them or full sentences) about a time they played each of these roles and they can also include a picture if time permits. Encourage students to complete all four squares but if they have no experience with one of the roles, they may leave it blank. They can think about experiences at school, at home, in clubs or sports activities, in their neighborhood, etc.

8.  After they have written notes in the boxes, divide students into groups of five. Explain that each student in the group will share one of her or his words and pictures from one of their boxes and they will choose which box to share. Explain that students should explain enough about the situation so that the other group members will understand the event and the student's role in it. Review classroom guidelines and emphasize good listening.
9. After the small groups have finished sharing, engage students in a whole class discussion using the following questions:
  - Was it difficult or easy to come up with a story for each role? How so?
  - How did you feel sharing a story with your classmates?
  - How did you feel listening to other people's experiences?
  - Which square did you choose to talk about with your classmates? (Read aloud each one and have students raise hands.)
  - Which square was the easiest to talk about and why? Which was the most difficult to talk about and why?
  - Did you notice any similar themes in the stories that were told in your group?
  - Why do you think people sometimes stand by when unfairness, bullying or other hurtful acts occur?
  - Why do you think some people decide to be an ally?
10. Close the lesson by distributing index cards and have students think of one way they can be an ally. Their ideas could be based on *The New Girl* story or one of the experiences they shared. They can write the word or sentence on the card. Collect the cards, shuffle them and then read aloud some of their suggestions. Hold onto these cards for the next lesson.



#### FLIPPED CLASSROOM IDEA

Make a short video of you completing the *Roles We Play* handout and you talking about at least one of the roles you have played and giving details about the situation.

## EXTENSION ACTIVITIES

- Have students interview a parent, family member, neighbor or older sibling about their experience with the four roles. Ask them to write or talk about situations in their lives where they have played each of the roles and then have students write a story about the person and the roles they have played.
- Have a discussion with students about cyberbullying. Ask students if they know what cyberbullying is and whether they have seen examples of it. Explain that cyberbullying is the bullying that uses technology (such as computers, video games, cell phones or



**CHILDREN'S  
BOOKS**

*Confessions of a Former Bully*  
by Trudy Ludwig

*My Secret Bully* by Trudy  
Ludwig

*Say Something* by Peggy Moss

other electronic devices) to hurt other people and seek examples from them that they have seen. Talk with them about the different roles played in cyberbullying and talk about ways to be an ally online.

- Read aloud and discuss one or more of the children's books from the list provided in this lesson.

# THE NEW GIRL

[Student Handout]

Hilda was in fourth grade and new to Central Elementary School. Her family had recently moved into the area and they didn't know anyone. Her mother worked as a cashier and her Dad was a day laborer, which meant he got work on a daily basis and usually was gone for many hours each day. Hilda had been "the new girl" other times, but even so it was always hard to meet new friends and get new teachers and fourth grade seemed different. Everyone already had their friends.

As Ms. Robertson introduced Hilda to the class, some students in the back of the room giggled. One student whispered loud enough for others to hear except for the teacher, "Look at that outfit! Does this girl get her clothes from charity or what?" Others joined in the laughter. Hilda had been teased many times before so she was used to it but it still hurt. She knew the kids laughed at her clothes and sneakers because they weren't the latest style and when she began to speak, they made fun of her accent. It had all happened before. Ms. Robertson paused for a moment while the giggling stopped and then continued by saying, "Let's all make Hilda feel welcome."

As the day continued, Hilda felt worse and worse and did not feel welcomed at all. There was a group of kids who laughed every time they looked her way and when it was time to divide into small groups to work on an assignment, no one in the group even talked to her. In fact, everyone acted as if she was invisible. When it was lunchtime, everyone began making their way to the cafeteria. Another student brushed past her and said, "Hope she knows there's no free lunch at this school." Everyone laughed at this comment except one girl named Lily who said, "C'mon, give her a break. It's her first day and she hasn't done anything to us."

# THE ROLES WE PLAY

[Student Handout]

## **BOX A: TARGET**

Someone who is bullied or treated in hurtful ways by a person or a group on purpose and over and over.

## **BOX B: AGGRESSOR**

Someone who says or does hurtful things.

## **BOX C: BYSTANDER**

Someone who sees bullying or prejudice happening and does not say or do anything.

## **BOX D: ALLY**

Someone who helps or stands up for someone who is being bullied or the target of prejudice.



# Empowering Students, Challenging Bias: **GRADES 6-8**

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# 18. STEREOTYPES

## RATIONALE

The purpose of this lesson is for students to understand what stereotypes are and where they come from. Stereotypical thinking often leads to bias and discrimination. Therefore, it is important that students understand what stereotypes are, how they are formed, the harm they cause and what can be done to counteract them. This lesson provides an opportunity for students to explore and reflect upon stereotypes they have heard and seen in their lives and ways to diminish stereotypical thinking.

## OBJECTIVES

- Students will be able to define stereotypes.
- Students will reflect on their own experiences with stereotypes.
- Students will identify stereotypes by looking at photographs and focusing on a particular group and the stereotypes surrounding that identity group.

## WHAT'S NEEDED

**Handouts and Resources:** *Photographs #1-4; The Danger of a Single Story* video (2009, 19 mins., TED Talks, [www.youtube.com/watch?v=D9Ihs241zeg](http://www.youtube.com/watch?v=D9Ihs241zeg))

**Other Material:** Board/smart board; eight sheets of chart paper; markers; Internet access, screen or LCD projector; paper and pens/pencils

### **Advance Preparation:**

- On separate sheets of chart paper, write the following words in the center or at the top of the page: (1) Age, (2) Race/Ethnicity, (3) Gender/Gender Identity, (4) Religion, (5) Ability/Disability, (6) Sexual Orientation, (7) Socioeconomic Status and (8) Appearance/Size.

[NOTE: Choose the identity areas that will most resonate with your students so add or subtract categories as you see fit.]

### TIME

60 minutes

### COMMON CORE STANDARDS

Reading, Writing, Speaking and Listening

### STRATEGIES AND SKILLS

define terms, large and small group discussion

### KEY WORDS AND PHRASES

assumption, stereotype

- Write the following quote by Chimamanda Ngozi Adichie on chart paper and set aside:  
*“The single story creates stereotypes, and the problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story.”*
- Read through the lesson, particularly Procedure #6 and decide whether you will (1) assign the groups in advance, (2) assign the groups randomly by having students count off 1–8 or (3) allow students to work in the groups for which they are most interested.

## PROCEDURES


1. Begin the lesson by asking students: *Has anyone ever made an assumption about you?* Then ask: *Has anyone ever made an assumption about you because of an aspect of your identity (race, gender or gender identity, sexual orientation, physical or mental ability, religion)?* Have students raise their hands if yes and keep them down if no. Then ask: *Have you ever made an assumption about someone based on an aspect of their identity?* Have them raise their hands if yes and keep them down if no. Then ask students: *What are these assumptions called?*

2. Explain that these are stereotypes. Ask if anyone can define stereotype and elicit/explain the definition as follows:

**Stereotype:** An oversimplified generalization about a person or group of people without regard for individual differences. Even seemingly positive stereotypes that link a person or group to a specific positive trait can have negative consequences.

Explain that stereotypes are ingrained in all of us because we are part of society and we take in those messages and generalizations in a variety of ways. Today we will be exploring stereotypes and what we can do to combat them.

3. Explain to students that they are now going to reflect on specific stereotypes by looking at some photographs and writing down their first thoughts about the person in the photograph.

4.  One at a time, project the photographs on the board/smart board, pause and ask: *What are your first thoughts about that person? Write down a few words to describe who you think that person is.* Then move onto the next one.


Have students write down the first words or ideas about that person in the photograph that comes into their heads. Tell them to be as honest with themselves as possible and that the papers will not be shared with anyone else.



### ALTERNATIVE

Post the photographs on the wall around the room, number them and have students record their notes on a piece of paper.



5. After completing all the photos, engage students in a discussion about the activity by asking the following questions:
  - Without sharing what you wrote down (unless you choose to), what did you notice about your first thoughts and reflections?
  - Did you make assumptions about some and not others?
  - What kind of assumptions did you make?
  - Did you notice that some stereotypes came up for you? How so?
  - What did you learn about yourself by doing this activity?
6. Divide students into eight small groups. Each group will have a category for which they will list stereotypes they have seen or heard. The groups are as follows (answer any clarifying questions about the groups before getting into them).
  - Age
  - Race/Ethnicity
  - Gender or Gender Identity
  - Religion
  - Ability/Disability
  - Sexual Orientation
  - Socioeconomic Status (i.e. rich, poor, middle class, working class)
  - Appearance/Size
7. Have students work in small groups and come up with a list of stereotypes for that category by recording them on a piece of paper. Each category may include more than one group. For example, in the group on “Age,” students can come up with stereotypes about children, teenagers, elderly people, middle age people, etc. or for the Race/Ethnicity group, this may include White, African-American, Latino, Native-American or Asian. Give small groups 10 minutes for this task.
8. When the groups have completed their work, have the groups share with the rest of the class what they came up with and invite others in the class to add to the list. If time is limited, have each group share 2–3 stereotypes.
9. Engage students in a discussion by asking the following questions:
  - Where do stereotypes come from?
  - What are the harmful effects of stereotyping?
  - Can stereotypes sometimes appear to be positive? In what ways are these harmful?
  - In what ways do stereotypes lead to bias and discrimination?
  - How can people challenge and fight against stereotypes?
10.  If students watched the *Why Do You Think Stereotypes Are True?* video, engage them in a brief discussion by having a few students share the



#### NOTE 5

You can also have students respond to the questions in writing instead of verbally if you think they may be reluctant to share their responses out loud.



#### NOTE 6

It is important to convey to students that while stereotypes are hurtful and often lead to bias and discrimination, we all have some stereotypes in our minds because we live in a society that includes stereotypes and we learn them just by being exposed to them. Stereotypes are often transmitted in a variety of ways—media, parents, institutions—and we are all susceptible to them in some ways.



#### FLIPPED CLASSROOM IDEA

Have students watch MTV News Decoded video *Why Do You Think Stereotypes Are True?* at [www.youtube.com/watch?v=D1-aSIUP4wM](http://www.youtube.com/watch?v=D1-aSIUP4wM) and jot down any notes and/or quotes they want to remember.

notes they jotted down while watching. Ask: *What was your reaction to the video?*

11. Show the video *The Danger of a Single Story* by Chimamanda Ngozi Adichie in which she explores stereotypes. Make sure students have paper and pen available to jot down any thoughts or quotes they want to remember from the talk. Remind them to think about the concept of stereotypes as they are watching it.
12. After watching the video, have students turn and talk to the person sitting next to them and share some reflections with each other, taking one minute per person to do so.
13. Engage students in a class discussion by asking the following questions:
  - What was Chimamanda Ngozi Adichie saying?
  - Why do you think the talk is titled “The danger of a single story?”
  - What assumptions were made about her?
  - What assumptions did she make about others?
  - Do you think she made her case well? Why or why not?
  - What did you learn about stereotypes?
14. Post the quote by Chimamanda Ngozi Adichie and ask students to reflect on what it means (either verbally or a “quick write” about it).
15. Invite volunteers to share aloud their quick write about the quote.

## EXTENSION ACTIVITIES

- Have students apply what they learned from the video, *The Danger of a Single Story*, to their own experience by having them either (1) write a story from their experience that formed a stereotype they have about others or (2) write a story about themselves that challenges stereotypes about a group with whom they identify.
- Have students choose one form of media (movie, video game, website, advertisements) and do an analysis of stereotypes in that form of media. If they uncover any stereotypes, have them write a letter to the producer/company that shares their concern about the stereotypes present. If it was stereotype-free, have them write a letter congratulating the company.

# PHOTOGRAPH #1



David Dennis/CC BY-SA 2.0 (B-W modification)

# PHOTOGRAPH #2



Ed Yourdon/CC BY-NC-SA 2.0

# PHOTOGRAPH #3



Gilabrand/CC BY 3.0

# PHOTOGRAPH #4



Bigstock



# Anti-Bias Study Guide **GRADES 9-12**

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**PREPARING TO ADDRESS BIAS****About This Lesson****Time**

60–90 minutes or 2–3 class periods  
+ time for observation and data  
collection outside of class

**Grade Level**

Grades 9–12

**Strategies and Skills**

collecting and analyzing data,  
cooperative group work, critical  
thinking, drawing conclusions,  
observation, research skills, small and  
large group discussion, summarizing

**Key Words and Phrases**

analyze	intervene
biased	objective
conclusion	observe
confront	prejudice
data	risk
discrimination	social scientist

**RATIONALE**

This lesson is based on the belief that most people want to interrupt prejudice but often do not know how. In this lesson, students identify the kind of information they need to effectively address bias against specific groups in their school, community and society. The lesson also provides students with an opportunity to think about how often prejudiced behavior takes place in their schools and communities and how often it is or is not addressed.

**OBJECTIVES**

- Students will collect data on prejudice that they observe and consider how often and in what ways it is addressed.
- Students will identify groups that are often targets of bias in their school, community and society.
- Students will identify information that they need to effectively address prejudice and discrimination.

**LESSON PREPARATION**

*Handouts/Supporting Documents:*

- *Log Sheet: Observing Biased Behavior* (one per student)
- *Preparing to Address Bias* (one per small group)

*Other Materials:* chart paper, markers, chart listing obstacles from Unit V, Lesson 1: Personal Checklist (optional)

*Advance Preparation:*

- Reproduce handouts as directed above.



## PROCEDURES

### Part I: Observing Biased Behavior in the Community (15 minutes + time for students to make observations outside of class)

1. (Optional) Ask students to recall the discussion that took place during Unit V, “Lesson 1: Personal Checklist,” regarding the obstacles and risks associated with taking a stand against prejudice and discrimination. If available, refer back to the chart paper listing the obstacles from the lesson. Have students review some of the points that were made at that time.
2. Ask students if they agree that most people want to challenge bias but are not sure how to do so. Ask what they think some of the roadblocks are to challenging bias (e.g., sometimes the execution isn’t smooth, the conflict escalates and the problem doesn’t seem to be resolved). Explain that the purpose of this lesson is to explore in greater depth the challenges that individuals face when confronted with prejudice and discrimination as well as ways people can prepare themselves to effectively address such issues.
3. Explain to students that over the next week they are to keep a log of biased behaviors that they personally observe in their school and in the community. As they collect data, students should make every effort to report incidents and events objectively. Emphasize that they are in the role of social scientists, collecting data for analysis and discussion.
4. Distribute *Log Sheet: Observing Biased Behavior* and tell students that they should use this format to record their data. Review the examples on the handout and emphasize that the names of actual people should not be recorded, just categories such as perceived race, gender or age.

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**NOTE:** Because there is no way of knowing what students will observe over the given time period, do not require a minimum or maximum number of entries. Instruct students to record incidents that they observe no matter how few or how many. If time permits, discuss the challenges of identifying biased behavior when people possess their own biases and recognize some forms of discrimination but not others.

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### Part II: Analyzing Biased Behavior in the Community (40 minutes)

5. At the end of one week, divide students into small groups and distribute a piece of chart paper and a marker to each group. Have groups select a recorder and reporter, and instruct them to share their findings with their group members. Instruct the recorders to chart the categories of people who were targeted by bias in the situations they observed (e.g., girls, African Americans, overweight people, etc.).
6. Reconvene the class and ask the reporter from each group to summarize group findings and report the categories of people who were targeted. After all groups have shared, ask students what conclusions (if any) they can draw from their data. Use some of the following questions to facilitate a discussion:
  - Which groups appeared to most often be the target of bias? (Chart their responses.)
  - Which groups appeared most often to perpetuate biased behavior?
  - Was there a group of people who appeared to be exempt from biased behavior?

- Under what circumstances did it appear that biased behavior was challenged?
- Were you surprised by any of the behaviors you observed? Explain.
- What emerging themes do you see from the data collected?

### Part III: Preparing to Address Bias (45–60 minutes)

7. Referring back to the discussion about who tended to be the targets of bias, ask students to suggest additional groups that they know are *consistently* targets of biased behavior and chart their responses. A sample list might include the following groups:

African Americans	Jews
Asian Americans	Muslims
English Language Learners	Native Americans
Immigrants	People with disabilities
Latina/os	People with low income
Lesbian, Gay, Bisexual and Transgender people	Women

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**NOTE:** Acknowledge that individuals in groups that are considered in the dominant category, e.g., men, Christians, cheerleaders, can also be targets of biased behavior. However, in the larger social context, these groups are still regarded in a positive light and do not find themselves regularly ridiculed, disrespected, ignored or ostracized.

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8. Have students get back into their small groups. Provide one copy of the *Preparing to Address Bias* handout to each group and have each group identify a recorder. Assign one “targeted group” from the list created by the class to each of the small groups and have the recorders fill in the title on the handout (e.g., Challenging Prejudice Against Students with a Mental Disability).
9. Review the handout with students, providing examples, if necessary. Instruct students to work together in their small groups to answer each of the questions in as much detail as possible. Allow about 20 minutes to complete the assignment.
10. Reconvene the class and have each group’s reporter summarize the group’s responses. At the end of each report, invite the rest of the class to add thoughts or suggestions to what has already been raised, or to ask questions.
11. After all groups have reported, lead a discussion using some of the following questions:
  - In what ways were the answers generated by the small groups similar? In what ways did the answers sometimes differ?
  - Does it appear from this investigation that there is greater risk in responding to some forms of prejudice than to others? Explain.
  - Do you think that if individuals were provided with the information you listed in question one of the handout, they would be more likely to interrupt prejudice? Why or why not? If not, what else is needed?
  - Whose responsibility is it to make sure that students obtain such information? What role, if any, do schools play in preparing young people to challenge bias?

- What, if anything, did you learn from this lesson? How will you use what you learned?
12. Tell students that the remainder of this unit is dedicated to exploring ways that people can begin to effectively challenge bias.
  13. *(Optional)* Collect student log sheets to use in “Lesson 7: Putting it Into Practice.”

## **ALTERNATIVE STRATEGIES AND PROCEDURES**

1. Have a representative from an organization that collects statistics on bias incidents talk to the class about how such information is used. Possible organizations include the Southern Poverty Law Center, Asian American Justice Center, National Council of La Raza, Human Rights Campaign, NAACP, Anti-Defamation League and local human relations commissions.
2. Invite a social scientist who does qualitative research to teach students how to minimize bias or recognize bias in themselves when observing situations. Ask students to apply these skills by extending the observation time to collect more data. Ask small groups to collect the data and create a graph, chart or other visual report of biased behavior in the school (including locations of where such behavior is observed). Invite students to present this information to administrators to advocate for a safer and more inclusive school community.

## LOG SHEET: OBSERVING BIASED BEHAVIOR

Date	Behavior Observed	Persons Involved	Actions/Interventions
11/5	Salesperson following two African Americans around a store	Two African-American male teens; a white female salesperson (middle-aged)	Teens appeared angry and left store; salesperson went back to what she was doing.
11/8	Student yelling at another student, "Why don't you learn English?"	African-American student. Latina student, several bystanders	Teacher intervened and told everyone to go to class.
11/10	Students playing soccer during gym class. When shots were missed, some students would say things like, "What a gay shot."	Male students from various cultural backgrounds.	None

## PREPARING TO ADDRESS BIAS

**DIRECTIONS:** Working with group members, brainstorm as many answers as possible to the questions below.

**[ TOPIC: Addressing Prejudice and Discrimination ]**  
against \_\_\_\_\_  
(Name of Group)

1. What will I need to know to effectively respond to prejudice and discrimination against this particular group?
2. Where can I get this information?
3. What are some of the risks associated with responding to prejudice against this group?
4. How can these risks be reduced or eliminated?
5. How might it benefit my school if prejudice against this group was addressed? How might it benefit my community? How might it benefit me?



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