

## CLASSROOM TOOL: BIAS CENTERS

*Directions: In groups of four, students will have twenty minutes at each Bias Center. While at each Bias Center, students will follow the activity steps as they engage with the bias videos. The goal is for students to discuss, understand, and distinguish each bias.*

A Closer Look at Bias—Center One: Implicit Bias	
Bias	Activities
<p><b>IMPLICIT BIAS</b> An implicit bias, or implicit stereotype, is when we apply positive or negative qualities to social groups and members of that group. That is, we have a positive or negative response, unconsciously. Often these biases are so deeply ingrained that we are unaware of them.</p> <p><b>Background:</b></p> <p><b>Implicit Bias</b> (8:09) <a href="https://ethicsunwrapped.utexas.edu/video/implicit-bias">https://ethicsunwrapped.utexas.edu/video/implicit-bias</a></p> <p><b>Implicit Bias 101</b> (2:22) from The Kirwan Institute for the Study of Race and Ethnicity at The Ohio State University <a href="https://youtu.be/lWb4i-ZPE0Q">https://youtu.be/lWb4i-ZPE0Q</a></p> <p><b>Implicit Bias: Peanut Butter, Jelly and Racism   POV</b> (2:26) <a href="http://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/">www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/</a></p>	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Preview the definition and try to explain it to each other. (Expect that it may be a little confusing; the examples will help clarify.) <b>2 minutes</b></li> <li><b>2.</b> Preview your sources quickly and make a decision about which one or ones you'll watch/read together. (Check out how long they are before making a decision.) <b>3 minutes</b></li> <li><b>3.</b> Read/watch, pausing often to talk to each other about your thinking. (If there is a tool to accompany the text, have that by you—for example, questions at different points of the text.) If there's time, you could read/watch a second text. <b>10 minutes</b></li> <li><b>4.</b> Try to explain the definition again, this time tucking in examples. Then talk to each other about other examples—in your research, in parts of texts, or in things that happen in the world. Talk, as well, about why these biases are so dangerous, and how to resist this kind of bias. <b>5 minutes</b></li> </ol> <p><b>Extra challenge: match up the scenarios to the biases. Extra, extra challenge: create your own scenario.</b></p> <p>Tips: Watch your time. Take just a minute to preview, and check how long your text is so you are moving through it at a pace that will allow you to finish. Also, our own biases are going to get in the way of our learning, so be open to rethinking.</p>

## A Closer Look at Bias—Center Two: Confirmation Bias

Bias	Activities
<p><b>CONFIRMATION BIAS</b> Confirmation bias happens when we are more open to information and ideas that support the beliefs we already have. Often, confirmation bias makes it so that we don't notice when we reject rational evidence for the other side and embrace less-strong evidence for the side we already agree with or want.</p> <p><b>A Quick Puzzle to Test Your Problem Solving</b> Interactive <i>New York Times</i> Article: an activity that allows the user to explore their own confirmation bias. A short game sheds light on government policy, corporate America, and the reason why no one likes to be wrong. <a href="http://www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html">www.nytimes.com/interactive/2015/07/03/upshot/a-quick-puzzle-to-test-your-problem-solving.html</a></p> <p><b>Why Do Our Brains Love Fake News?</b> (5:13) <a href="https://youtu.be/dNmwwntMF5A">https://youtu.be/dNmwwntMF5A</a></p> <p><b>Defining Confirmation Bias</b> (2:34) <a href="https://www.facinghistory.org/resource-library/video/defining-confirmation-bias">https://www.facinghistory.org/resource-library/video/defining-confirmation-bias</a></p> <p><b>Confirmation Bias in 5 Minutes</b> (5:00) <a href="https://youtu.be/0xKklLplngs">https://youtu.be/0xKklLplngs</a></p>	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Preview the definition and try to explain it to each other. (Expect that it may be a little confusing; the examples will help clarify.) <b>2 minutes</b></li> <li>2. Preview your sources quickly and make a decision about which one or ones you'll watch/read together. (Check out how long they are before making a decision.) <b>3 minutes</b></li> <li>3. Read/watch, pausing often to talk to each other about your thinking. (If there is a tool to accompany the text, have that by you—for example, questions at different points of the text.) If there's time, you could read/watch a second text. <b>10 minutes</b></li> <li>4. Try to explain the definition again, this time tucking in examples. Then talk to each other about other examples—in your research, in parts of texts, or in things that happen in the world. Talk, as well, about why these biases are so dangerous, and how to resist this kind of bias. <b>5 minutes</b></li> </ol> <p><b>Extra challenge: match up the scenarios to the biases. Extra, extra challenge: create your own scenario.</b></p> <p>Tips: Watch your time. Take just a minute to preview, and check how long your text is so you are moving through it at a pace that will allow you to finish. Also, our own biases are going to get in the way of our learning, so be open to rethinking.</p>

## A Closer Look at Bias—Center Three: Anchoring Effect

Bias	Activities
<p><b>ANCHORING EFFECT</b></p> <p>Anchoring-effect bias happens when we rely on one piece of information so that one bit of evidence takes on too much value.</p> <p>Part of the anchoring effect is the halo effect, where our judgment is shaped by our first impression. For example, in <i>Thinking, Fast and Slow</i>, Kahneman gives these examples:</p> <p>Alan: intelligent-industrious-impulsive-critical-stubborn-envious</p> <p>Ben: envious-stubborn-critical-impulsive-industrious-intelligent</p> <p><b>Cognitive Biases: Anchoring</b> (4:53)  <a href="http://www.khanacademy.org/partner-content/wi-phi/wi-phi-critical-thinking/wi-phi-cognitive-biases/v/anchoring">www.khanacademy.org/partner-content/wi-phi/wi-phi-critical-thinking/wi-phi-cognitive-biases/v/anchoring</a></p> <p>This video positions viewers to consider why we get stuck by our “anchors” instead of doing the important work of outgrowing our original thinking. The clip cautions viewers against arbitrary anchors.</p> <p><b>Anchoring, with Daniel Kahneman</b> (author of <i>Thinking, Fast and Slow</i>) (1:50)  <a href="http://www.youtube.com/watch?v=HefjkqKCVpo">www.youtube.com/watch?v=HefjkqKCVpo</a></p> <p><b>Anchoring Effect: Guessing How Many Jelly Beans Are In A Jar   Why Are We All So Stupid?</b> (5:41)  <b>From <i>Business Insider</i></b>  <a href="http://www.youtube.com/watch?v=igv_O-azRUC">www.youtube.com/watch?v=igv_O-azRUC</a></p>	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Preview the definition and try to explain it to each other. (Expect that it may be a little confusing; the examples will help clarify).  <b>2 minutes</b></li> <li>2. Preview your sources quickly and make a decision about which one or ones you’ll watch/read together. (Check out how long they are before making a decision.)  <b>3 minutes</b></li> <li>3. Read/watch, pausing often to talk to each other about your thinking. (If there is a tool to accompany the text, have that by you—for example, questions at different points of the text.) If there’s time, you could read/watch a second text.  <b>10 minutes</b></li> <li>4. Try to explain the definition again, this time tucking in examples. Then talk to each other about other examples—in your research, in parts of texts, or in things that happen in the world. Talk, as well, about why these biases are so dangerous, and how to resist this kind of bias.  <b>5 minutes</b></li> </ol> <p><b>Extra challenge: match up the scenarios to the biases. Extra, extra challenge: create your own scenario.</b></p> <p>Tips: Watch your time. Take just a minute to preview, and check how long your text is so you are moving through it at a pace that will allow you to finish. Also, our own biases are going to get in the way of our learning, so be open to rethinking.</p>

## A Closer Look at Bias —Center Four: Selection Bias

Bias	Activities
<p><b>SELECTION BIAS</b>            Selection bias happens when the group or people studied were already part of a select group, which skews results. For example, if you study only elite athletes to see whether chocolate milk can be healthy, you won't know how ordinary people will fare if they drink lots of chocolate milk.</p> <p><b>Selection Bias</b> (9:19)  <a href="http://www.youtube.com/watch?v=iSKerlu3Pr0">www.youtube.com/watch?v=iSKerlu3Pr0</a></p> <p><b>Selection Bias: A Real World Example</b> (2:09)  <a href="http://www.youtube.com/watch?v=p52Nep7CBdQ">www.youtube.com/watch?v=p52Nep7CBdQ</a></p> <p><b>Examples of Bias in Surveys</b> (5:41)  <a href="http://www.khanacademy.org/math/ap-statistics/gathering-data-ap/sampling-observational-studies/v/examples-of-bias-in-surveys">www.khanacademy.org/math/ap-statistics/gathering-data-ap/sampling-observational-studies/v/examples-of-bias-in-surveys</a></p>	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li>1. Preview the definition and try to explain it to each other. (Expect that it may be a little confusing; the examples will help clarify).  <b>2 minutes</b></li> <li>2. Preview your sources quickly and make a decision about which one or ones you'll watch/read together. (Check out how long they are before making a decision.)  <b>3 minutes</b></li> <li>3. Read/watch, pausing often to talk to each other about your thinking. (If there is a tool to accompany the text, have that by you—for example, questions at different points of the text.) If there's time, you could read/watch a second text.  <b>10 minutes</b></li> <li>4. Try to explain the definition again, this time tucking in examples. Then talk to each other about other examples—in your research, in parts of texts, or in things that happen in the world. Talk, as well, about why these biases are so dangerous, and how to resist this kind of bias.  <b>5 minutes</b></li> </ol> <p><b>Extra challenge: match up the scenarios to the biases. Extra, extra challenge: create your own scenario.</b></p> <p>Tips: Watch your time. Take just a minute to preview, and check how long your text is so you are moving through it at a pace that will allow you to finish. Also, our own biases are going to get in the way of our learning, so be open to rethinking.</p>

## A Closer Look at Bias—Center Five: Backfire Bias

Bias	Activities
<p><b>BACKFIRE BIAS</b></p> <p>The backfire bias happens when we dig in our heels and support our own side even more strongly when we are presented (or threatened!) with conflicting evidence.</p> <p><b>Bill Nye vs. Ken Ham—The Short Version</b> (3:42)  <a href="http://www.youtube.com/watch?v=HA3E8wpBO_I">www.youtube.com/watch?v=HA3E8wpBO_I</a></p> <p><b>Why Facts Won't Help You Win Arguments</b>  <a href="http://www.youtube.com/watch?time_continue=4&amp;v=U0QLjA1GSVI&amp;feature=emb_logo">www.youtube.com/watch?time_continue=4&amp;v=U0QLjA1GSVI&amp;feature=emb_logo</a> (3:01)</p>	<p><b>STEPS</b></p> <ol style="list-style-type: none"> <li><b>1.</b> Preview the definition and try to explain it to each other. (Expect that it may be a little confusing; the examples will help clarify).  <b>2 minutes</b></li> <li><b>2.</b> Preview your sources quickly and make a decision about which one or ones you'll watch/read together. (Check out how long they are before making a decision.)  <b>3 minutes</b></li> <li><b>3.</b> Read/watch, pausing often to talk to each other about your thinking. (If there is a tool to accompany the text, have that by you—for example, questions at different points of the text.) If there's time, you could read/watch a second text.  <b>10 minutes</b></li> <li><b>4.</b> Try to explain the definition again, this time tucking in examples. Then talk to each other about other examples—in your research, in parts of texts, or in things that happen in the world. Talk, as well, about why these biases are so dangerous, and how to resist this kind of bias.  <b>5 minutes</b></li> </ol> <p><b>Extra challenge: match up the scenarios to the biases. Extra, extra challenge: create your own scenario.</b></p> <p>Tips: Watch your time. Take just a minute to preview, and check how long your text is so you are moving through it at a pace that will allow you to finish. Also, our own biases are going to get in the way of our learning, so be open to rethinking.</p>

## SCENARIOS—WHAT BIAS IS THIS?

### Scenario One

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Amber goes to the library to find a book. She finds mostly books by white male authors. When she talks to the librarian about the books, she is told, “Those books all come highly recommended, they’ve been on the book lists for years, and many were selected for awards.”

### Scenario Two

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When Savaria arrives for her first day at her new school, the train is running late, and she is late to her first day of class with her new teacher and classmates. The next day, the teacher notices that Savaria seems to be lingering at the end of class. She says to her, “Hurry, you’re going to be late.”

And the following day, the teacher tells the grade-level team about Savaria. She says, “Savaria was late, she seemed anxious, and she comes highly recommended for her academics.” What would her other teachers think of her?

### Scenario Three

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Laurie is an avid runner. She damages her knee and suspects that she should stop running. She worries that her own doctor might suggest rest, so she goes to a sports doctor who specializes in training marathon runners to maintain their achievement. This doctor tells Laurie that if she feels it’s important, she can keep running.

### Scenario Four

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Sara’s dad is preparing a home-cooked meal. She asks if they can get fast food instead. Her father says no. Then Sara asks her mother, who she knows loves McDonalds, if they can order fries and chicken nuggets. She gets the answer she is hoping for.

### Scenario Five

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Sam is a member of the Flat Earth Society. He also believes that the moon landing was faked. When Sam is reading about space and space exploration, he finds out that NASA no longer has the knowledge to land shuttles on the moon—they did not document those plans and events fully. Sam is even more convinced that the moon landing never happened.

### Scenario Six

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A group of students enters a small grocery store. It is winter, and even though it is afternoon, it is dark. The kids are wearing puffy jackets and hats or hoodies. As they walk down the aisle, the owner of the store begins to follow them. He seems anxious that they are going to steal something.

## Answers:

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Scenario One: selection bias

Scenario Two: anchoring effect and halo effect

Scenario Three: confirmation bias

Scenario Four: confirmation bias

Scenario Five: backfire bias

Scenario Six: implicit bias

## Questions for Reflection

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How does this work help me understand my own biases?

When and how have I relied on my own biases to make sense of the world or make choices?

When have I been a target of someone's bias?

When has someone else been a target of my bias? (Thinking Only)