

**Understanding and Recognizing Implicit Racial Bias**

**Overview of materials included in this session:** *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*

**Session articles:**

- [Articles of Interest through the Minority Student Achievement Network](#) (Minority Student Achievement Network, 2014; Accessed November 10, 2018)

**Session website links:**

- [Minority Student Achievement Network Articles of Interest](#) (Minority Student Achievement Network, 2014; Accessed November 10, 2018)
- [Harvard Implicit Association Test](#) (Project Implicit, Accessed November 10, 2018)
- [Minority Student Achievement Network Resources for Educators](#) (Minority Student Achievement Network, 2014; Accessed November 10, 2018)
- [Disproportionality Technical Assistance Network Resources](#) (The Network; Accessed November 10, 2018)
- [Wisconsin RtI Center, Culturally Responsive Practices](#) (Wisconsin RtI Center/Wisconsin PBIS Network; Accessed November 10, 2018)
- [University of Wisconsin-Green Bay Center for First Nation Studies](#) (Education Center for First Nations Studies - UW-Green Bay; Accessed November 10, 2018)

	<ul style="list-style-type: none"> <li>● <a href="#">National Association for Multicultural Education</a> (The National Association for Multicultural Education; Accessed November 10, 2018)</li> <li>● <a href="#">American Indians in Children’s Literature</a> (American Indian Children's Literature; 2006; Accessed November 10, 2018)</li> <li>● <a href="#">25 Websites for Educational Equity</a> (Perspectives on Technology, 2005; Accessed November 10, 2018)</li> <li>● <a href="#">Equity Alliance at Arizona State University</a> (The Equity Alliance, 2005; Accessed November 10, 2018)</li> <li>● <a href="#">Great Lakes Equity Center</a> (Great Lakes Equity Center; Accessed November 10, 2018)</li> <li>● <a href="#">Teaching Tolerance</a> (Teaching Tolerance; Accessed November 10, 2018)</li> <li>● <a href="#">National Alliance for Partnerships in Equity</a> (National Alliance for Partnerships in Equity; Accessed November 10, 2018)</li> </ul>
<p><b>Session videos:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Brain Tricks – This is How Your Brain Works</a> (Brain Tricks, 2013; Accessed November 10, 2018)</li> <li>● <a href="#">Implicit Association Test – Mahzarin Banaji</a> (Serious Science, 2014; Accessed November 10, 2018.</li> <li>● <a href="#">Chapter 1 – High School</a> (Race Forward, 2014; Accessed November 10, 2018)</li> </ul>	<p><b>Session handouts:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">PP Presentation With Space for Notes</a></li> <li>● <a href="#">Handout 1</a></li> <li>● <a href="#">Handout 2</a></li> <li>● <a href="#">Journal Pages</a></li> </ul> <p>To print all handouts and journal pages as one packet, click <a href="#">here</a>. (Note: The PP Presentation will need to be printed separately).</p>

**Coaching Connections:**

[Student-Teacher Relationship Self-Assessment and Goal Setting](#): If you are working with a teacher who is at a place where they are ready to set an individual goal for themselves to become a more culturally responsive educator, this tool may be a good starting place. It is based off the descriptors of positive student-teacher relationships on slide 1 of this session.

[Interrupting Bias in Problem Solving Teams](#): This document considers vulnerable decision points where implicit bias often plays a role. For each vulnerable decision point, there are strategies to interrupt the process and attempt to eliminate the the effect of implicit bias in the final decision. These strategies are a great starting place to engage in coaching. Note this tool was created to use with teams. Use the tool when coaching teams or consider how it could be applied to working with individuals.

<b><a href="#">Course Content</a> (Module 1, Unit 3, Slides 1-10)</b>	<b>Facilitator’s Guide (Total Time: ~ 1.5 hours)</b>
<p><b>Activate Prior Knowledge</b> (No Slide)</p>          <p><b>Journal Reflection</b> (No Slide)</p>	<p>Activate prior knowledge from Unit 2 by inviting participants to review the session reflection from the previous session: The Power of High Expectations. (<a href="#">Handout 4</a> from Unit 2, Session 4). (2-3 min)</p> <p><b><u>Journal Reflection</u></b> (3 min) Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the <a href="#">Journal Pages</a> handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.</p>

## Slide 1: Unit 3 Overview

UNDERSTANDING RACE IN EDUCATION


Unit 3  
1/25

### Unit 3 Overview:

#### Student-Teacher Relationships: Exploring Implicit Bias, Microaggressions, and Color Blindness

In this unit, we focus on how to create trusting, authentic relationships with racially diverse students. Positive student teacher relationships have these characteristics:

- Two-way trust and respect
- Honor who kids are and what they bring to the class
- Industrious and interesting work
- Ambitious learning goals
- High expectations
- Feel prepared for what comes next
- Balance of teacher control and student autonomy
- Hard work and fairness



We will explore how implicit racial bias, microaggressions, and color blindness may affect our relationships with all students and how to minimize our biases.

Recommended time for overview:  
15-30 minutes to complete.

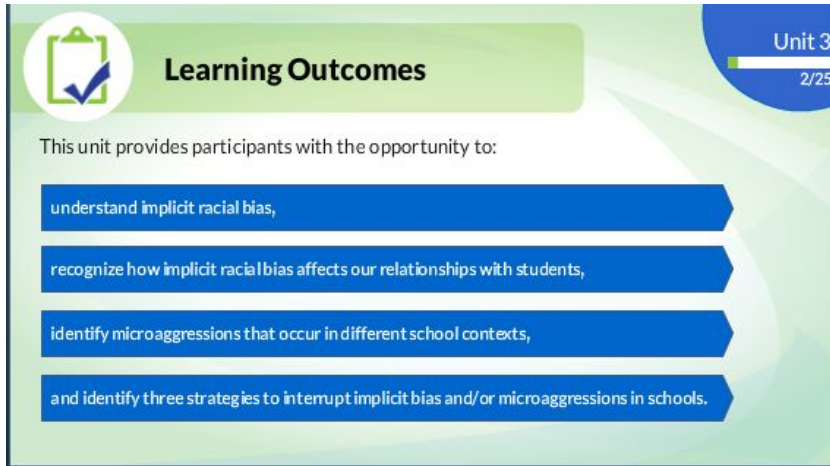
**Slide 1:** Share Unit 3 focuses on how to create trusting, authentic relationships with racially diverse students. Consider inviting multiple participants to read the characteristics of positive student-teacher relationships. (5 min)

Share today's session will specifically focus on understanding and recognizing implicit racial bias.

Consider gauging current understanding of implicit racial bias by asking participants to think-pair-share: "How would you define implicit racial bias?"

For more background information and suggestions for building positive student-teacher relationships, invite participants to explore the [articles of interest](#) through the Minority Student Achievement Network. (Minority Student Achievement Network, 2014)

## Slide 2: Learning Outcomes



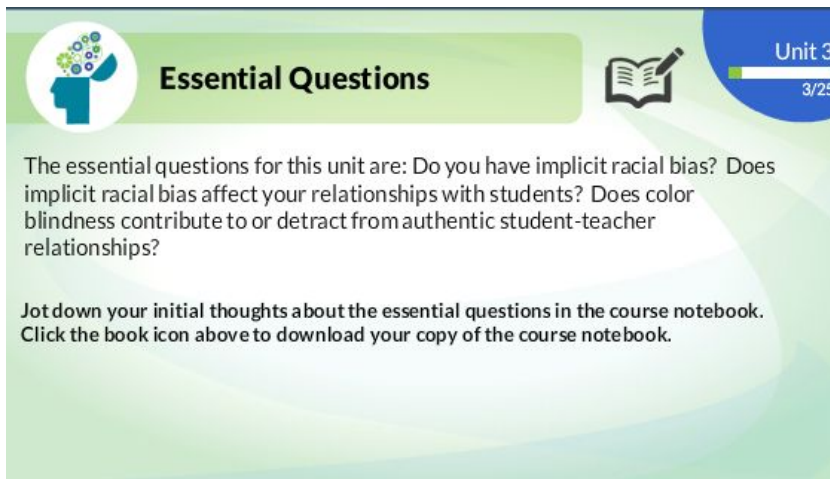
Unit 3  
2/25

### Learning Outcomes

This unit provides participants with the opportunity to:

- understand implicit racial bias,
- recognize how implicit racial bias affects our relationships with students,
- identify microaggressions that occur in different school contexts,
- and identify three strategies to interrupt implicit bias and/or microaggressions in schools.

## Slide 3: Essential Questions



Unit 3  
3/25

### Essential Questions

The essential questions for this unit are: Do you have implicit racial bias? Does implicit racial bias affect your relationships with students? Does color blindness contribute to or detract from authentic student-teacher relationships?

Jot down your initial thoughts about the essential questions in the course notebook. Click the book icon above to download your copy of the course notebook.

**Slide 2:** Invite participants to read the first and second learning outcomes on Slide two. Share the third and fourth outcomes will be the focus of a future session. (1 min)

**Slide 3:** Share the first two essential questions of this unit, and explain the third essential question will be the focus of another session focused on color blindness. (3 min)

- Do you have implicit racial bias?
- Does implicit racial bias affect your relationships with students?

Invite participants to jot down their initial thoughts in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

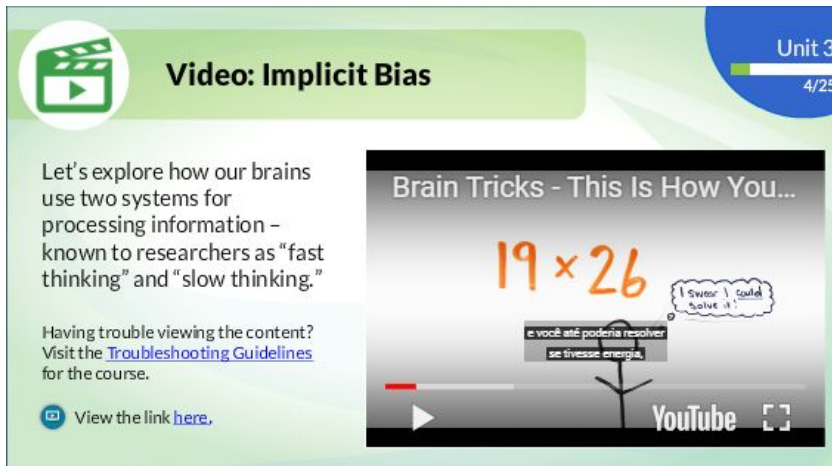
### Slide between 3 and 4: What is Implicit Bias?



**What is Implicit Bias?**

"Ultimately, we believe our decisions are consistent with our conscious beliefs, when in fact, our unconscious is running the show." --Howard Ross, (2008).

### Slide 4: Video: Implicit Bias



**Video: Implicit Bias**

Unit 3  
4/25

Let's explore how our brains use two systems for processing information – known to researchers as “fast thinking” and “slow thinking.”

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

View the link [here](#).

Brain Tricks - This Is How You...

$19 \times 26$

! Swear! Could solve it!

e voce até poderia resolver se tivesse energia.

YouTube

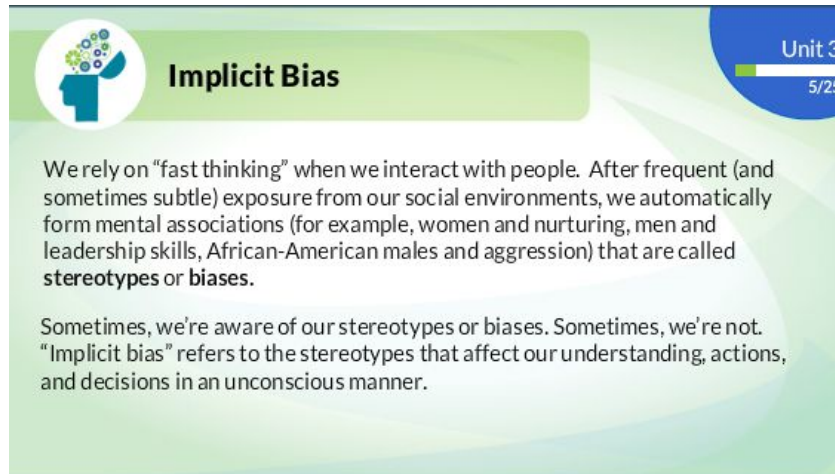
**Slide between 3 and 4:** Invite a participant to read aloud the quote on this slide. Consider posting it in a prominent place in the room, for participants to hold onto throughout the session. (1 min)

- “Ultimately, we believe our decisions are consistent with our conscious beliefs, when in fact, our unconscious is running the show.” -- Howard Ross (2008)

**Slide 4: Show video:** [Brain Tricks – This is How Your Brain Works](#) (8 min) (Brain Tricks,2013)

Invite participants to think-pair-share about something that impacted them as they watched the video.

## Slide 5: Implicit Bias



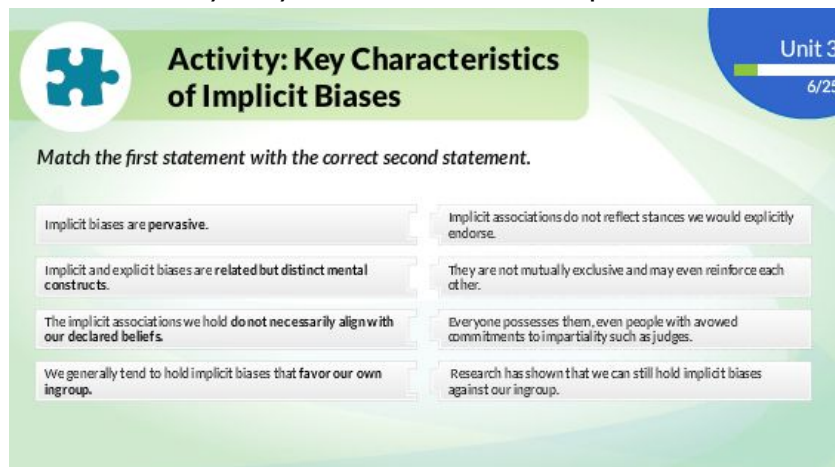
**Unit 3**  
5/25

**Implicit Bias**

We rely on “fast thinking” when we interact with people. After frequent (and sometimes subtle) exposure from our social environments, we automatically form mental associations (for example, women and nurturing, men and leadership skills, African-American males and aggression) that are called **stereotypes** or **biases**.

Sometimes, we’re aware of our stereotypes or biases. Sometimes, we’re not. “Implicit bias” refers to the stereotypes that affect our understanding, actions, and decisions in an unconscious manner.

## Slide 6: Activity: Key Characteristics of Implicit Bias



**Unit 3**  
6/25

**Activity: Key Characteristics of Implicit Biases**

Match the first statement with the correct second statement.

Implicit biases are pervasive.	Implicit associations do not reflect stances we would explicitly endorse.
Implicit and explicit biases are related but distinct mental constructs.	They are not mutually exclusive and may even reinforce each other.
The implicit associations we hold do not necessarily align with our declared beliefs.	Everyone possesses them, even people with avowed commitments to impartiality such as judges.
We generally tend to hold implicit biases that favor our own ingroup.	Research has shown that we can still hold implicit biases against our ingroup.

**Slide 5:** Invite a participant to read the information on Slide 5. (2 min)

Define **implicit bias**: a negative association that people hold that is expressed automatically, without conscious awareness. It is also known as unconscious or hidden bias.

Define **implicit racial bias**: stereotypes about race affecting our understanding, actions, and decisions in an unconscious manner.

**Slide 6: Activity:** Key Characteristics of Implicit Biases (3-5 min)

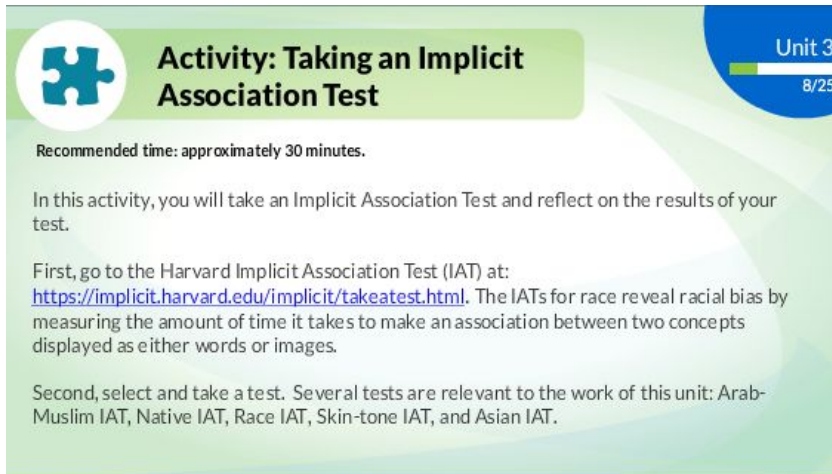
Invite participants to complete the activity on Slide 6 of the eCourse, or [Handout 1](#) from this session. Review responses as a whole group, and provide space for discussion and reflection as needed.

**Slide 7: Video: Implicit Bias: [Implicit Association Test – Mahzarin Banaji](#)**



The video player interface features a green header with a play button icon and the text "Video: Implicit Bias". A progress bar in the top right corner shows "Unit 3" and "7/25". The video thumbnail shows Dr. Mahzarin Banaji speaking, with the title "Implicit Association Test - Mahzarin..." and the "SERIOUS SCIENCE" logo. Below the thumbnail, there is a description: "In this video, Dr. Mahzarin Banaji describes implicit bias and the Implicit Association Test, which is used to measure implicit bias." A link to "Troubleshooting Guidelines" is provided for users having trouble viewing the content. A "View the link here" button is also present.

**Slide 8: Activity: Taking an Implicit Association Test**



The activity interface features a green header with a puzzle piece icon and the text "Activity: Taking an Implicit Association Test". A progress bar in the top right corner shows "Unit 3" and "8/25". The recommended time is "approximately 30 minutes". The text describes the activity: "In this activity, you will take an Implicit Association Test and reflect on the results of your test." It provides instructions: "First, go to the Harvard Implicit Association Test (IAT) at: <https://implicit.harvard.edu/implicit/takeatest.html>. The IATs for race reveal racial bias by measuring the amount of time it takes to make an association between two concepts displayed as either words or images." It also lists relevant tests: "Second, select and take a test. Several tests are relevant to the work of this unit: Arab-Muslim IAT, Native IAT, Race IAT, Skin-tone IAT, and Asian IAT."

**Slide 7: Show video: [Implicit Association Test – Mahzarin Banaji](#) (13 min) (Project Implicit)**

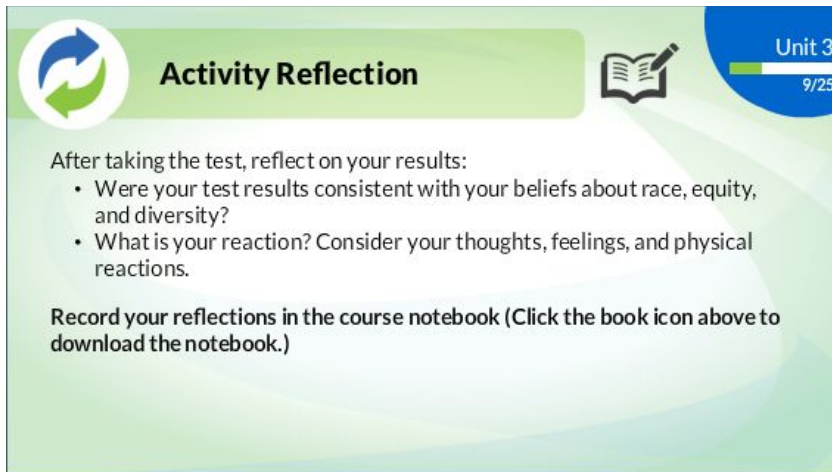
Share in this video Dr. Mahzarin Banaji describes implicit bias and the Implicit Association Test, which is used to measure implicit bias.

**Slide 8: Activity: Taking an Implicit Association Test (30 min)**

Invite participants to take the [Harvard Implicit Association Test](#) (Project Implicit) linked on Slide 8 and reflect on the results of their test. Participants may select the test(s) that they take. Several other tests relevant to the work of this unit include: Arab-Muslim IAT, Native IAT, Skin-tone IAT, and Asian IAT.



### Slide 9: Activity Reflection



**Activity Reflection**

Unit 3  
9/25

After taking the test, reflect on your results:

- Were your test results consistent with your beliefs about race, equity, and diversity?
- What is your reaction? Consider your thoughts, feelings, and physical reactions.

Record your reflections in the course notebook (Click the book icon above to download the notebook.)

### Slide 10: Video: Implicit Racial Bias



**Video: Implicit Racial Bias**

Unit 3  
10/25

Implicit racial bias affects our relationships with students in many ways. In this video, eight young men share implicit racial biases they encountered in school and how it affected their relationships with educators.

Having trouble viewing the content? Visit the [Troubleshooting Guidelines](#) for the course.

 View the link [here](#).

**CHAPTER 1 - HIGH SCHOOL**

Harrison  
YouTube

### Slide 9: Activity Reflection (5 min)

Invite participants to reflect on their results from the implicit association test by responding to the questions on Slide 9. They may respond in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online. (5 min)

### Slide 10: Show video: Chapter 1 – High School (8 min) (Race Forward, 2014)

\*Note: Ideally, time will allow for this video to be shown in this session to connect the results from the implicit association test to some of the ways that implicit racial bias affects relationships with students. However, this video will also be shown to start Session 2 of this Unit: Microaggressions and Reducing Implicit Bias. If time does not allow for it to be shown in this session, consider inviting participants to read the introduction to the video on Slide 10; and explain that Session 2 will begin with this video, connecting implicit racial to microaggressions.

### Session Reflection (No Slide)

### **Session Reflection** (3 min)

Invite participants to reflect on the learning outcomes for this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 2](#) from this session to do so, and to think-pair-share their responses. The reflection questions include:

- What have you learned from this session?
- How will you incorporate this learning into your work moving forward?
- What is one thing you can do tomorrow to incorporate this learning into your work?

Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook if they are accessing the course online.

Remind participants these learning outcomes are a part of an ongoing journey and, as is true for all of this work, they require consistent, intentional attention. Consider inviting participants to share ways they will integrate their learning into their work as educators.

Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#).

Consider sharing the next session of this unit, Session 2, will focus on microaggressions.