

**Microaggressions and Reducing Implicit 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:**

- N/A

**Session website links:**

- [The Ways](#) (The Ways; Accessed November 10, 2018)

**Session videos:**

- [Chapter 1 – High School](#) (8 min) (Race Forward, 2014; Accessed November 10, 2018)
- [#Hatchkids Discuss Microaggressions](#) (2 min) (SheKnows, 2015, Accessed November 10, 2018)
- [Changing the way we see Native Americans](#) (20 min) (TEDxTeachersCollege, 2014, Accessed November 10, 2018)
- [How to overcome our biases? Walk boldly toward them](#) (18 min) (TEDxBeaconStreet; Accessed November 10, 2018)

**Session handouts:**

- [PP Presentation With Space for Notes](#)
- [Handout 1](#)
- [Handout 2](#)
- [Journal Pages](#)

To print all handouts and journal pages as one packet, click [here](#). (Note: The PP Presentation will need to be printed separately).

**Coaching Connections:**

[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 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.

**Course Content (Module 1, Unit 3, Slides 11-17)**

*Note: Activate prior knowledge by first reviewing Slide 9 from the previous session*

**Facilitator’s Guide (Total Time: ~ 1.5 hours)**

**Slide 9: Activity Reflection Review:**

**Journal Reflection (No Slide)**

**Slide 9:** Consider connecting this session to previous learning by inviting participants to revisit their results from the Implicit Association Test taken in the previous session, Slide 9. Invite them to reflect on the first two essential questions for this unit as they do so: (5 min)

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

Explain today’s session will focus on microaggressions and reducing implicit bias.

Consider gauging current understanding of microaggressions by asking participants to think-pair-share: “How would you define microaggressions?”

**Journal Reflection (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 [Journal Pages](#) 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.

## 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 10: Video: Implicit Racial Bias: [Chapter 1 - High School](#)



Unit 3  
10/25

### Video: Implicit Racial Bias

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

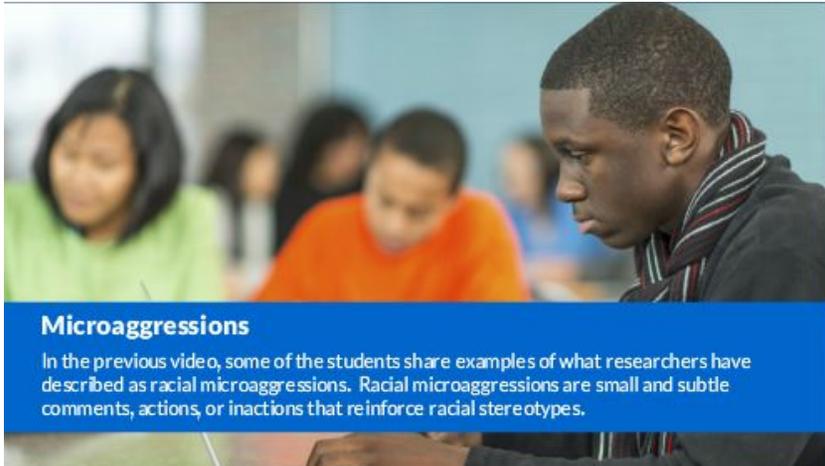
## Slide 2: Review the learning outcomes for this unit with participants. (2 min)

Note this session's learning outcomes are the third and fourth outcomes on Slide 2. The first and second outcomes were the focus of the previous session: Understanding and Recognizing Implicit Racial Bias.

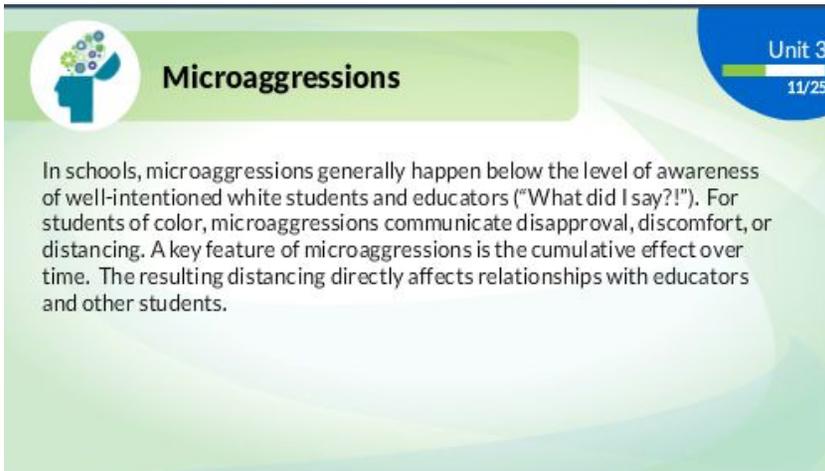
**Slide 10: Show video: [Chapter 1 - High School](#)** (Race Forward, 2014) (8 min) Share that implicit racial bias affects our relationships with students in many ways. In this video, some of the students share examples of what researchers have described as racial microaggressions.

\*Note: This video highlights the connection between implicit bias and microaggressions. It is recommended it is shown again for this reason, and to provide important context for introducing this session, even if it was shown in Session 1 of this unit: Understanding and Recognizing Implicit Racial Bias.

**Slide between 10 and 11: Microaggressions**



**Slide 11: Microaggressions**



**Slide between 10 and 11: Define *racial microaggressions*:** small and subtle comments, actions, or inactions that reinforce racial stereotypes. (1 min)

Share in the previous session some of the students shared examples of what researchers have described as racial microaggressions.

**Slide 11:** Share in schools microaggressions generally happen below the level of awareness of well-intended white students and educators. For students of color, microaggressions communicate disapproval, discomfort, or distancing. (3 min)

Consider inviting participants to reflect on the video: [Chapter 1 - High School](#) (Race Forward, 2014) from Slide 10 in partners or small groups, identifying microaggressions mentioned in the video.

**Slide 12: Activity: Responding to Microaggressions Video:**  
[#Hatchkids Discuss Microaggressions](#)

Unit 3  
12/25

**Activity: Responding to Microaggressions**

Recommended time: approximately 10 minutes.

First, watch this video.

Second, go back to the video and select one student to pay close attention to what she said, her body language, etc.

Third, journal how you would respond if you witnessed this microaggression in your school.

View the link [here](#).

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

**Slide 13: Reducing Implicit Bias**

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**Reducing Implicit Bias**

The nature and pervasiveness of implicit bias is now well-established, so social scientists are focusing increasingly on efforts to reduce it. Implicit associations that we have formed— sometimes called "prejudices"— can be gradually unlearned through practice.

Several practices have emerged that have shown promise— and researchers now are trying to combine these into a set of practices to "break the prejudice habit," as Patricia Devine and her colleagues have called it.

**Slide 12: Show video:** [#Hatchkids Discuss Microaggressions](#) (SheKnows, 2015) (10 min)

**Activity:** Responding to Microaggressions:  
Go back to the video and select one participant to pay close attention to: what she said, her body language, etc.

Then, invite participants to complete [Handout 1](#) from this session, reflecting on the question: How would you respond if you witnessed this microaggression in your school?

Invite participants to share responses in partners or small groups.

**Slide 13:** Share now that the nature and pervasiveness of implicit bias is now well-established, social scientists are increasingly focusing on efforts to reduce it. Share there are several practices have emerged which have shown promise in "breaking the prejudice habit." (2 min)

**Slide 14: Practices to Unlearn Prejudice**

Video: [Changing the way we see Native Americans](#)

**Practices to Unlearn Prejudice**

Unit 3  
14/25

Practices to unlearn prejudice include:

- Exposing people to counter-stereotypic examples of group members. In one experiment, for example, people showed measurably less implicit bias toward Asian Americans after they watched *The Joy Luck Club*, a movie about Asian immigrants to the United States.
- Assuming the perspective of an outgroup member. By asking yourself what your perspective might be if you were in the other's situation, you can develop a better appreciation for what their concerns are.
- Making more of an effort to encounter and engage in positive interactions with members of other racial and ethnic groups. Put simply, the more time spent enjoying the company of members of other racial groups, the more that racial anxiety and stereotyping seem to dissipate.
- Consciously contrasting negative stereotypes with specific counter-examples. An example of this is "[Changing the way we see Native Americans](#)."

Citation

**Slide 15: Our Stories: [The Ways](#)**

**Our Stories: The Ways**

Unit 3  
15/25

The Ways is an ongoing series of stories from Native communities around the central Great Lakes. This online educational resource for 6-12 grade students features videos, interactive maps, and digital media exploring contemporary Native culture and language. The Ways seeks to expand and challenge current understanding of Native identity and communities. The Ways is a production of Wisconsin Media Lab.

View the link [here](#).

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

**Slide 14: Show video: [Changing the way we see Native Americans](#) (~20 min) (TEDxTeachersCollege, 2014)**

Before showing the video, invite participants to read the practices to unlearn prejudice on Slide 14. Share this video contrasts the negative stereotypes of Native Americans with specific counter-examples.

**Slide 15: Introduce participants to [The Ways](#), (The Ways) an ongoing series of stories from Native communities around the central Great Lakes. Share The Ways is an online educational resource for 6-12 grade students featuring videos, interactive maps, and digital media exploring contemporary Native culture and language. (5 min)**

Encourage participants to explore [The Ways](#) (The Ways) to expand and challenge current understanding of Native identity and community.

**Slide 16:** Video: Overcoming Biases  
[How to overcome our biases? Walk boldly toward them](#)



Unit 3  
16/25

**Video: Overcoming Biases**

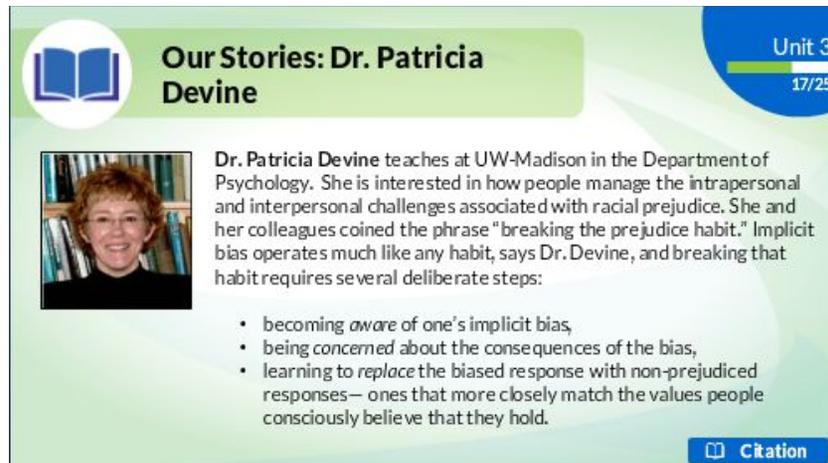
In this video, Verna Myers asks us to reduce implicit racial bias by "walk[ing] boldly toward our biases."

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

[View the link here.](#)

Verna Myers  
How to overcome our biases? Walk boldly toward them

**Slide 17:** Our Stories: Dr. Patricia Devine (Slide 17)



Unit 3  
17/25

**Our Stories: Dr. Patricia Devine**

Dr. Patricia Devine teaches at UW-Madison in the Department of Psychology. She is interested in how people manage the intrapersonal and interpersonal challenges associated with racial prejudice. She and her colleagues coined the phrase "breaking the prejudice habit." Implicit bias operates much like any habit, says Dr. Devine, and breaking that habit requires several deliberate steps:

- becoming *aware* of one's implicit bias,
- being *concerned* about the consequences of the bias,
- learning to *replace* the biased response with non-prejudiced responses— ones that more closely match the values people consciously believe that they hold.

[Citation](#)

**Slide 16:** Show video: [How to overcome our biases? Walk boldly toward them](#) (TedxBeaconStreet, 2014) (20 min)

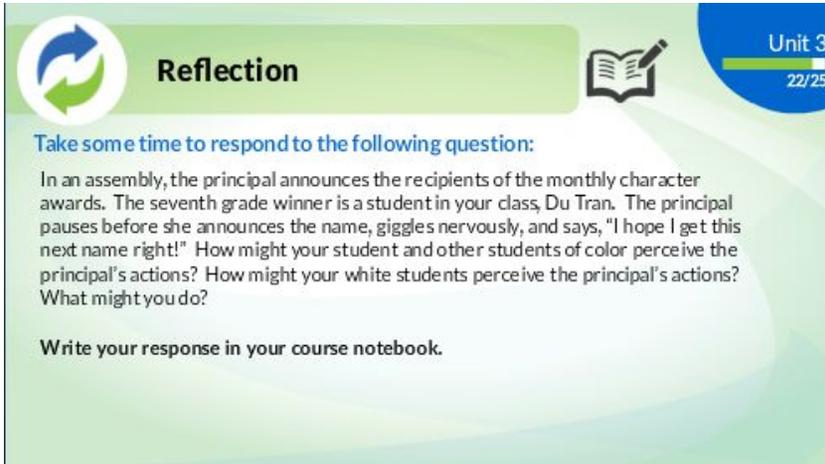
Invite participants to think-pair-share about something that impacted them, or something they noticed and wondered as they watched the video.

**Slide 17:** Share Dr. Patricia Devine teaches at UW-Madison in the Department of Psychology, and is interested in how people manage their intrapersonal and interpersonal challenges associated with racial prejudice. She and her colleagues coined the phrase "breaking the prejudice habit." Dr. Devine says that implicit bias operates much like any habit and that breaking it requires several deliberate steps: (2-3 min.)

Consider posting the following deliberate steps in a prominent space in the room and inviting participants to read them aloud. The deliberate steps are:

- becoming *aware* of one's implicit bias
- becoming *concerned* about the consequences of the bias

## Slides 22-24: Reflection



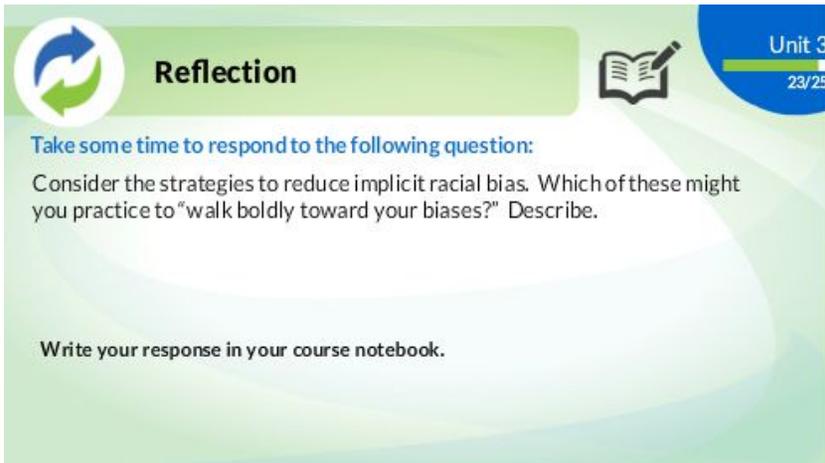
Unit 3  
22/25

**Reflection**

Take some time to respond to the following question:

In an assembly, the principal announces the recipients of the monthly character awards. The seventh grade winner is a student in your class, Du Tran. The principal pauses before she announces the name, giggles nervously, and says, "I hope I get this next name right!" How might your student and other students of color perceive the principal's actions? How might your white students perceive the principal's actions? What might you do?

Write your response in your course notebook.



Unit 3  
23/25

**Reflection**

Take some time to respond to the following question:

Consider the strategies to reduce implicit racial bias. Which of these might you practice to "walk boldly toward your biases?" Describe.

Write your response in your course notebook.

- learning to *replace* the biased response with non-prejudiced responses – ones that more closely match the values people consciously believe that they hold.

**Slides 22-24:** Skip ahead to the reflections on Slides 22, 23, and 24. Invite a participant to read aloud the scenarios on each slide and to respond to the prompts in a journal, on the [Journal Pages](#) handout for this session, or in the eCourse notebook. (5-7 min)

As participants complete their responses, invite them to think-pair-share in partners or small groups.



## Reflection



Unit 3  
24/25

### Take some time to respond to the following question:

You are making copies for an IEP team meeting, which starts in 15 minutes, and a U.S. history teacher is waiting for the copier after you. She shares with you a conversation she had with a mother, who you both know to be enrolled in the Ho-Chunk Nation. The mother raised concerns about the curriculum, which teaches the Bering land bridge theory. Your colleague concludes by saying, "I was just teaching the approved curriculum— what's her problem?" How might you respond?

Write your response in your course notebook.

### Session Reflection (No Slide)

(Continued reflection)

### 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 3, will focus on color blindness.