

### Color Blindness

**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:**

- N/A

**Session videos:**

- [The Costs of Racial Color Blindness](#) (Harvard Business Review, 2013; Accessed November 10, 2018) (4.5 min)
- [Color Blind or Color Brave](#) (TED, 2014; Accessed November 10, 2018) (14 min)

**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).

\*Activate prior learning with [Handout 1](#) from previous session.

**Coaching Connections:**

[Reflection on Color Blindness](#): This document provides a few sample questions to help educators reflect on color blindness.

**Course Content (Module 1, Unit 3, Slides 18-25)**

Note: Activate prior knowledge by first reviewing Slide 12 from the previous session

**Facilitator’s Guide (Total Time: ~ 45 min - 1 hour)**

**Slide 12: Activate Prior Learning**

**Activity: Responding to Microaggressions**

Unit 3  
12/25

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.

**Journal Reflection (No Slide)**

**Slide 12:** Consider connecting this session to previous learning by inviting participants to review [Handout 1](#) from the activity: Responding to Microaggressions from the previous session, Slide 12. Invite participants to reflect on their responses individually, in partners, or in a small group. (3 min)

**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 between 17 and 18: Intro Slide: Color Blindness**



**Color Blindness**

In many conversations about closing achievement gaps in schools, educators often say, “I see students, I don’t see color or race.” They claim to be “color blind.” When teachers say they are color blind, it is often another way of communicating their beliefs about equity and fairness— a commitment to nondiscrimination— and so they treat all students the same.

**Slide between 17 and 18:** Share in many conversations about closing achievement gaps in schools educators often say, “I see students, I don’t see color or race.” They claim to be “color blind.” When teachers say they are color blind, it is often another way of communicating their beliefs about equity and fairness – a commitment to nondiscrimination – and so they treat all students the same. (1 min)


Define **color blindness**: the racial ideology that posits the best way to end discrimination is by treating individuals as equally as possible, without regard to race, culture, or ethnicity. It focuses on commonalities between people, such as their shared humanities.

**Slide 18: Color Blindness**

**Slide 18:** Click on the pictures of Slide 18 for examples of colorblind statements. Consider inviting participants to read these statements aloud, and to reflect on them independently or as a group. (3 min)

To connect to prior learning, invite participants to make a connection between colorblind statements, microaggressions and implicit bias.


## Slide 19: Video: Color Blindness

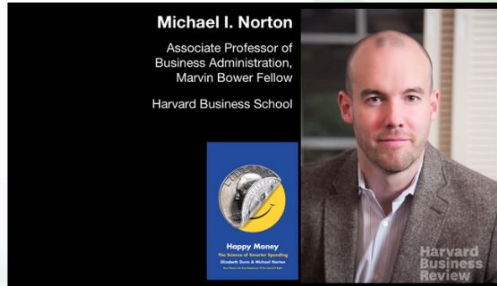


### Video: Color Blindness

Unit 3  
19/25

When we are color blind and don't acknowledge race, we are actually perceived as being more uncomfortable and more biased. In this video, Michael Norton describes his research on racial color blindness:

 View the link [here](#).



## Slide 20: Color Blindness



### Color Blindness

Unit 3  
20/25

The intent of claiming color blindness, which is to communicate their commitment to equality and fairness, is misaligned with how many students and families of color feel when they see or hear examples of color blindness. Click on the pictures below for examples of how students and families of color perceive colorblindness in educators.



"You feel awkward with me and my community and don't want to teach me."

"To be blind to color is to be blind to the consequences of color."

"You don't see who I am."

"You don't recognize our struggles and can't teach us."

"How can you not see my color?! Look at me!"

**Slide 19: Show video:** [The Costs of Racial Color Blindness](#) (Harvard Business Review, 2013), pausing at the 55 second mark (10 min).


Invite participants to play the game; "Who's Who" on [Handout 1](#) of this session before resuming the video.

Show the rest of the video: [The Costs of Racial Color Blindness](#).

**Slide 20:** Share while the intent of claiming color blindness is to communicate a commitment to equality and fairness, it is misaligned with how many students and families of color feel when they see or hear examples of color blindness. (5 min.)


Click on the pictures for examples of how students and families of color perceive color blindness in educators. Consider inviting participants to read these statements aloud and to reflect on them independently, in partners or as a small group. Consider also inviting participants to make connections between these statements and the examples of colorblind statement from Slide 18.

## Slide 21: Video: Color Brave, Not Color Blind





### Video: Color Brave, Not Color Blind

Unit 3  
21/25

Rather than aim to be color blind, the goal is to individuate by seeking specific information about members of other racial groups. This individuation allows you to recognize people based upon their own personal attributes rather than stereotypes about their racial or ethnic group. 

In this video, Melody Hobson asks us whether we will be color blind or color brave.

 View the link [here](#).



Melody Hobson  
Color blind or color brave?

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

### Session Reflection (No Slide)

## Slide 21: Show video: [Color Blind or Color Brave](#) (TED, 2014) (17 min)

Share rather than aiming to be colorblind, the goal is to individuate by seeking specific information about members of other racial groups. This individuation allows you to recognize people based on their personal attributes rather than stereotypes about their racial or ethnic group.

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

### 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 consideration. 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 this is the last session in Unit 3, and the next session will focus on racial anxiety.