

Calling All Colors 2018-19 (Lesson 2)

Navigating the Tough Challenge of Correcting Implicit Bias: The Bike Experiment



Calling All Colors Charge: After the CAC Fall Conference, student groups will meet back at their schools and participate in open, honest discussions about race issues within the school context.

Lesson Goals: As human beings, our brains have a natural tendency to fill in the blanks especially regarding people that we don't have any knowledge or relationship with. We all do it however, the danger is that we can unintentionally treat people unfairly based on stereotypes. The goal of this activity is to learn how to identify "implicit bias" and work on correcting it.

Supplies: - Laptop/computer for PowerPoint Icebreaker and lesson video

- Enough copies of the lesson handout for each student and a facilitator guide for each facilitator

- The large butcher block paper from lesson 1 to record project ideas during this lesson's conclusion

Agenda: Activity Length 30-40 minutes

- Break Group Up Into pairs, this can be done by a numbered counting sequence which results in groups of 2 per each group. This activity and subsequent activities may be best served by pairing students each time with a student they have not worked with yet. This design will allow students to develop deeper relationships with their peers across differences and learn from different perspectives each time.
- Pass out handout
- Read Activity Title and Goal
- Utilize the PowerPoint Ice Breaker Slides. For each slide ask the question and allow your entire group to answer by raising hands or saying aloud the answer. You may ask briefly a couple of students to volunteer and explain the process for choosing their answer. Please note there is no right or wrong answer. The activity is designed to get the group thinking. (5 minutes)
- Read the important term for this lesson.
 - **Implicit Bias:** the unintentional characterization of a person or persons of a specific group based on stereotypes.
- What do you think this means? (Allow one or two responses)
- With this term in mind, allow the students to watch a brief video, and then have some discussion.
- Watch Supplemental Video "*The Bike Experiment*" <https://www.youtube.com/watch?v=8ABRIWybBqM>

Facilitator Questions

- After the video, allow the pairs to reflect on each question for two minutes.
 - What were some behaviors you noticed of park-goers in the Bike Experiment Video? What were they based on?
 - How did race/gender affect the park-goers response to the teens stealing the bike?
 - Have you ever seen similar behavior based on implicit bias play out like this in our school?
 - How can we work to ensure our school is educated on implicit bias and that our peers aren't affected by it?
- Bring the group back together.
- Spend one minute per question allowing 1-2 responses from various groups based on their pair discussions.
- Lastly, record strategies from the last question on the large butcher block paper that you saved from lesson 1.
- **High School Bonus Question:** How do you think changing the identities of the bike thieves would impact how the park goers responded?

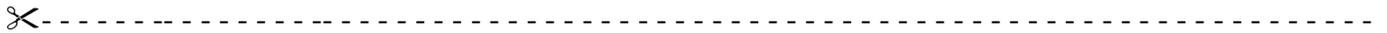
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Lesson 2: The Bike Experiment

Important Term & Ice Breaker Questions: (Notes)

Video Questions: (Notes)



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