



Ball State Philosophy Outreach Project Lesson Plan

Topic: Implicit Bias

Time: 50-60 min

IAT PDF Source: *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony G. Greenwald (Delacorte Press, 2013)

Learning Objectives:

1. Students will be able to define implicit bias;
2. Students will be able to identify situations in which implicit bias comes into play;
3. Students will be able to articulate the reasons that implicit bias is incompatible with social justice and democratic citizenship; and
4. Students will begin to acquire tools to counteract acting on implicit bias.

Teacher Preparation:

- The teacher should take the implicit bias test that they choose to use in this lesson.

Opening (15-20min):

- Ask students to raise their hands if they believe that the decisions they make and the way they view the world are influenced by the experiences they have had over time.
- Ask students to raise their hand if they believe that these same experiences affect the way they perceive specific groups of people.
- Explain to students that a **bias** is a negative and prejudicial attitude held towards a specific group of people due to the way an individual has learned to view them.
- Then explain that what makes a bias **implicit** is the idea that the individual has learned the bias unintentionally and is unaware that the bias is affecting their actions, interpretations, and perceptions of the group of people.
- Give students this example:
 - A bank offers Caucasian applicants lower interest rates on loans than people of color because implicit bias affects how credible and reliable the applicants are perceived to be based on their race. (See, for example, <https://www.washingtonpost.com/business/2019/09/06/banking-while-black-minority-business-owners-with-better-credit-scores-than-white-counterparts-face-worse-treatment-more-scrutiny/>.)

Activity (10-15min):

Discuss the introductory questions below. This conversation should be student-centered, and the teacher should facilitate the conversation, allowing opportunities for every student to participate.

- Do you believe that you have an implicit bias to associate women with being caregivers and men with being breadwinners?
 - Why or why not?
- If yes, how do you think you learned it?
- If yes, do you actively try to combat those associations.
 - If yes, how?
- Have you seen these associations become evident in your life? In what ways?
- Are there benefits to this association?
 - What are the benefits?
 - Who benefits?
- Are there consequences to these associations?
 - If so, what are the consequences?
 - Who is suffering these consequences?
- Is it helpful to have this association?
 - Why or why not?
 - Who is it helpful to?
- If no, what makes you think you don't have those underlying associations?

Have students take the Implicit Associations Test
(either the paper pencil version at the end of this lesson or the online version found here: <https://implicit.harvard.edu/im>)

If the paper/pencil version of the test is being used, time the students on both portions of the test. After they take the test, explain that the larger the gap between their two times, the larger the association of female with caregiving and male with breadwinning they are said to have.

Discussion (15-20min):

Ask the three questions below and facilitate a student-led discussion. Encourage students to share specific experiences that they think could have contributed to the learned implicit bias.

1. Why do these biases exist?
2. Where do they come from?
3. How do these biases manifest in your personal experience?

-



Conclusion (10min):

Discuss student results. Recommended guiding questions are listed here.

- Did your results surprise you?
 - Why or why not?
- Did anyone think they did not have an underlying bias but the test shows that they do?
 - Ask these students to share how they feel about that or why they think that may be.
- Did anyone think they had an underlying bias but the test shows that they did not or that it is not present to the degree that they thought?
 - Ask these students to share how they feel about that or why they think that may be.
- Upon reflection, are you considering addressing your bias in any capacity?
 - What would you do to address your bias?
 - How would this be beneficial?
- Upon reflection, can they think of time when they acted out of bias? Can they think of a time when they may have witnessed someone else acting out of bias?
Encourage willing students to share.
- How can they avoid acting out of bias?
- How can they identify when their bias may be affecting the way they perceive situations or act towards certain people?

Bonus

If any students are interested, it could be beneficial to offer the activity below as an extra credit opportunity.

On their own time, students will take the Harvard Implicit Bias test (<https://implicit.harvard.edu/implicit/takeatest.html>) which tests on a number of different biases. Students will then write a one-page summary of their results and a reflection in response to their results. Within this reflection, students should be encouraged to include their initial reactions, possible origins of these biases, and methods that students are considering to address their bias tendencies.



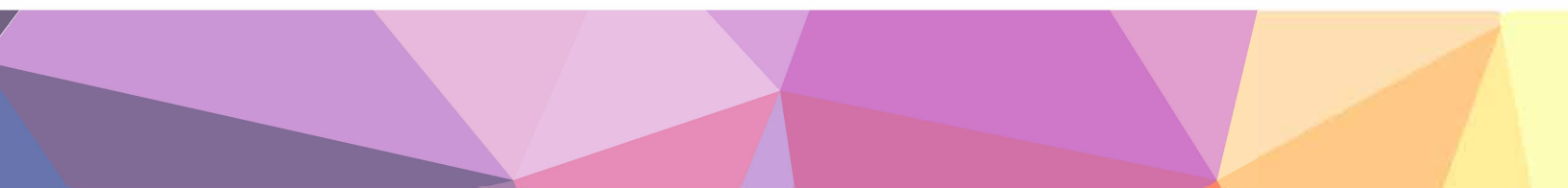
For **INSECTS** and for **words pleasant in meaning**, mark in the circle to the left. For everything else (FLOWERS and unpleasant-meaning words) mark in the circle to the right. Start at top left, go from top to bottom doing all items in order, then do the second column. At bottom right, record the elapsed time in seconds.

INSECTS or pleasant words	FLOWERS or unpleasant words	INSECTS or pleasant words	FLOWERS or unpleasant words
<input checked="" type="radio"/> WASP	<input type="radio"/>	<input type="radio"/> ROSE	<input type="radio"/>
<input type="radio"/> poison	<input checked="" type="radio"/>	<input type="radio"/> heaven	<input type="radio"/>
<input type="radio"/> TULIP	<input checked="" type="radio"/>	<input type="radio"/> ORCHID	<input type="radio"/>
<input checked="" type="radio"/> enjoy	<input type="radio"/>	<input type="radio"/> gentle	<input type="radio"/>

column, continue without pause to do the right column in the same way. For each word mark the bubble to the left or right. Here are some added suggestions:

1. Use just a single short stroke for your marks—that will be fastest.
2. Do all the words in order. Don't skip any.
3. *Definitely* do not stop or backtrack to correct errors—that will make your result less accurate.
4. Timekeeping will be easiest if you start when your watch reads zero seconds—at the beginning of a minute.
5. Write your time (in seconds) to complete Sheet A at the bottom right of the sheet.
6. Then do Sheet B, *which has different instructions* and also different labels above the two columns. Have the changed instructions well in mind before you start Sheet B.
7. Record the number of seconds you took for Sheet B at the bottom right.

Of all the hands-on experiences in this book, this one is the most important for starting on the path to grasp the essence of the book. *Please do the flower-insect test on the next two pages now.* If you'd prefer to complete this test online or on a mobile device instead, please go to bit.ly/T8h6uD.



A

For **FEMALE** and **FAMILY** words mark in the circle to the left. For **MALE** and **CAREER** words mark in the circle to the right. Start at top left, go from top to bottom doing all items in order, then do the second column. At bottom right, record the elapsed time in seconds.

FEMALE or family	MALE or career	FEMALE or family	MALE or career
<input type="radio"/> SHE <input type="radio"/>	<input type="radio"/>	<input type="radio"/> WOMEN <input type="radio"/>	<input type="radio"/>
<input type="radio"/> garden <input type="radio"/>	<input type="radio"/>	<input type="radio"/> home <input type="radio"/>	<input type="radio"/>
<input type="radio"/> HER <input type="radio"/>	<input type="radio"/>	<input type="radio"/> MAN <input type="radio"/>	<input type="radio"/>
<input type="radio"/> office <input type="radio"/>	<input type="radio"/>	<input type="radio"/> manager <input type="radio"/>	<input type="radio"/>
<input type="radio"/> HE <input type="radio"/>	<input type="radio"/>	<input type="radio"/> MEN <input type="radio"/>	<input type="radio"/>
<input type="radio"/> laundry <input type="radio"/>	<input type="radio"/>	<input type="radio"/> salary <input type="radio"/>	<input type="radio"/>
<input type="radio"/> GIRL <input type="radio"/>	<input type="radio"/>	<input type="radio"/> SHE <input type="radio"/>	<input type="radio"/>
<input type="radio"/> job <input type="radio"/>	<input type="radio"/>	<input type="radio"/> office <input type="radio"/>	<input type="radio"/>
<input type="radio"/> HIM <input type="radio"/>	<input type="radio"/>	<input type="radio"/> BOY <input type="radio"/>	<input type="radio"/>
<input type="radio"/> profession <input type="radio"/>	<input type="radio"/>	<input type="radio"/> garden <input type="radio"/>	<input type="radio"/>
<input type="radio"/> HIS <input type="radio"/>	<input type="radio"/>	<input type="radio"/> HIM <input type="radio"/>	<input type="radio"/>
<input type="radio"/> briefcase <input type="radio"/>	<input type="radio"/>	<input type="radio"/> marriage <input type="radio"/>	<input type="radio"/>
<input type="radio"/> WOMAN <input type="radio"/>	<input type="radio"/>	<input type="radio"/> WOMAN <input type="radio"/>	<input type="radio"/>
<input type="radio"/> kitchen <input type="radio"/>	<input type="radio"/>	<input type="radio"/> children <input type="radio"/>	<input type="radio"/>

© IAT Corp, 2004
Do not reproduce without permission

Total no. of seconds for this side: _____



B

For **FEMALE** and **career** words mark in the circle to the left. For **MALE** and **family** words mark in the circle to the right. Start at top left, go from top to bottom doing all items in order, then do the second column. At bottom right, record the elapsed time in seconds.

FEMALE or career		MALE or career		FEMALE or career		MALE or family	
<input type="radio"/>	SHE	<input type="radio"/>		<input type="radio"/>	WOMEN	<input type="radio"/>	
<input type="radio"/>	garden	<input type="radio"/>		<input type="radio"/>	home	<input type="radio"/>	
<input type="radio"/>	HER	<input type="radio"/>		<input type="radio"/>	MAN	<input type="radio"/>	
<input type="radio"/>	office	<input type="radio"/>		<input type="radio"/>	manager	<input type="radio"/>	
<input type="radio"/>	HE	<input type="radio"/>		<input type="radio"/>	MEN	<input type="radio"/>	
<input type="radio"/>	laundry	<input type="radio"/>		<input type="radio"/>	salary	<input type="radio"/>	
<input type="radio"/>	GIRL	<input type="radio"/>		<input type="radio"/>	SHE	<input type="radio"/>	
<input type="radio"/>	job	<input type="radio"/>		<input type="radio"/>	office	<input type="radio"/>	
<input type="radio"/>	HIM	<input type="radio"/>		<input type="radio"/>	BOY	<input type="radio"/>	
<input type="radio"/>	profession	<input type="radio"/>		<input type="radio"/>	garden	<input type="radio"/>	
<input type="radio"/>	HIS	<input type="radio"/>		<input type="radio"/>	HIM	<input type="radio"/>	
<input type="radio"/>	briefcase	<input type="radio"/>		<input type="radio"/>	marriage	<input type="radio"/>	
<input type="radio"/>	WOMAN	<input type="radio"/>		<input type="radio"/>	WOMAN	<input type="radio"/>	
<input type="radio"/>	kitchen	<input type="radio"/>		<input type="radio"/>	children	<input type="radio"/>	

© IAT Corp, 2004
Do not reproduce without permission

Total no. of seconds for this side: _____

