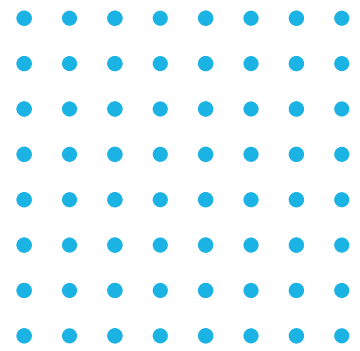


BE THE CHANGE

Eliminating Unconscious Bias in the Classroom



Definitions

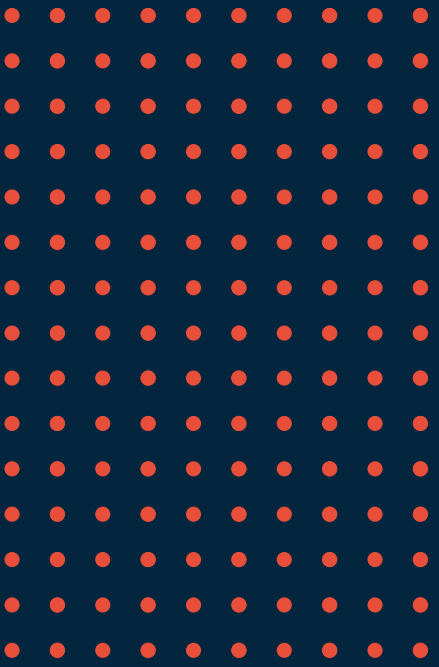


Unconscious, or implicit, biases are learned stereotypes that are automatic, unintentional, deeply ingrained, universal, and able to influence behaviour.

Unconscious biases are the thoughts or feelings that you are not aware of that influence your judgements.

Unconscious, or implicit, biases are the attitudes, preferences, and assumptions that any person holds toward another individual or group of people. These beliefs—centered around a wide range of characteristics, from race, ethnicity, and gender to religion, speaking accent, physical appearance, and physical abilities—are formed from birth, outside of a person's awareness.

Unconscious biases play a role in perceptions of and interactions with others.

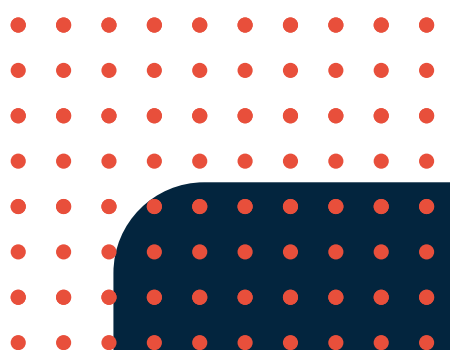


We all have conscious and unconscious biases.

It is important to recognise how unconscious biases impact interactions with others.

Even taking the smallest steps toward countering unconscious bias can make a big difference.





Here are 3 ways to start combatting unconscious bias



Understand it

Become self-aware
and aware of others



Recognise it

Manage your behaviour and
be mindful how you respond
to others



Act on it

Treat others with
dignity and respect



Understand it.

Everyone has biases.

Your story creates your biases

Your
Background



Your Life
Experiences



Your
Story

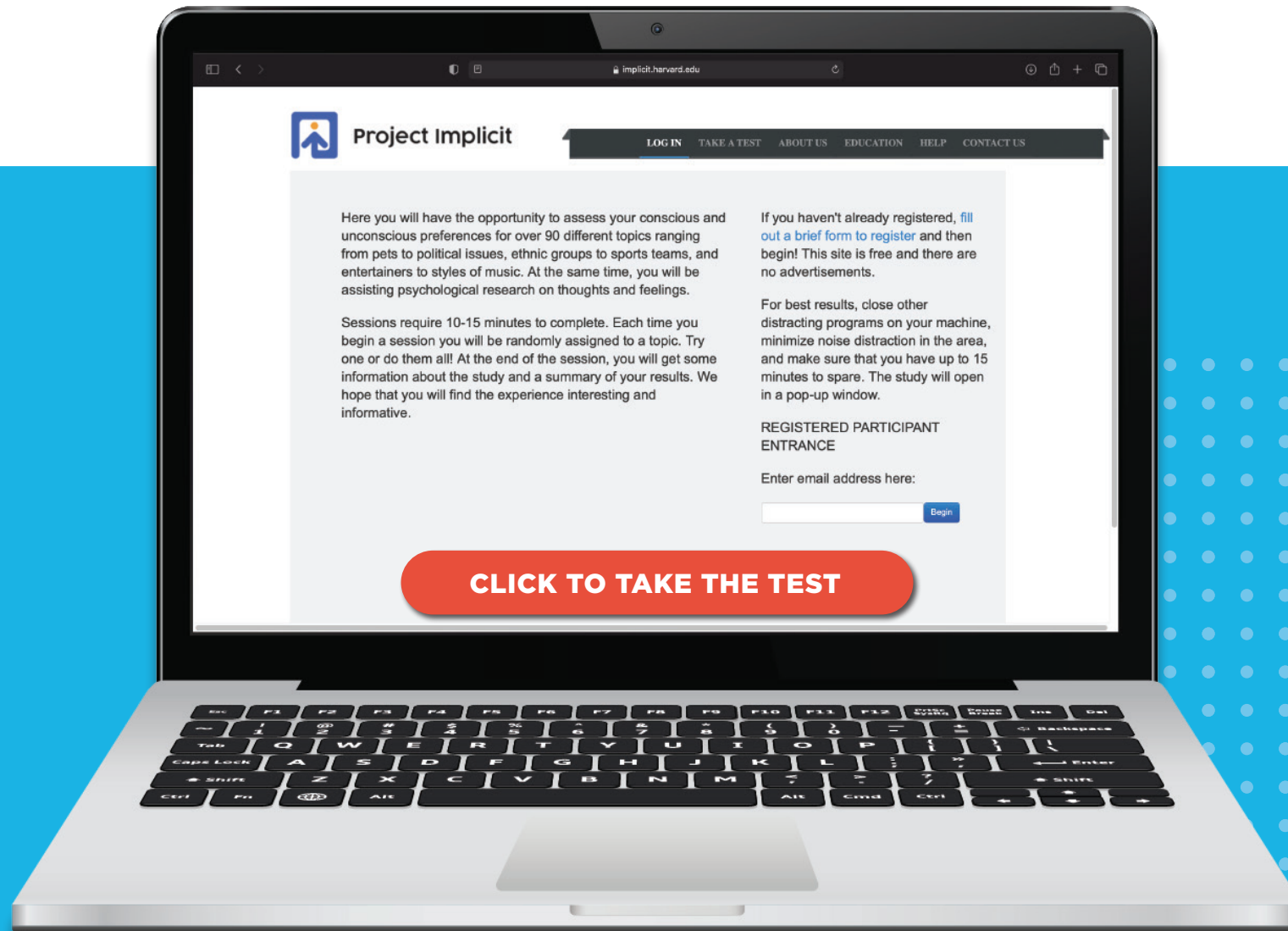
When we recognise that we all have a 'story' and that we all have unconscious biases, it is important to incorporate practices that treat others the way they want to be treated.



Assess your conscious and unconscious preferences



15 min



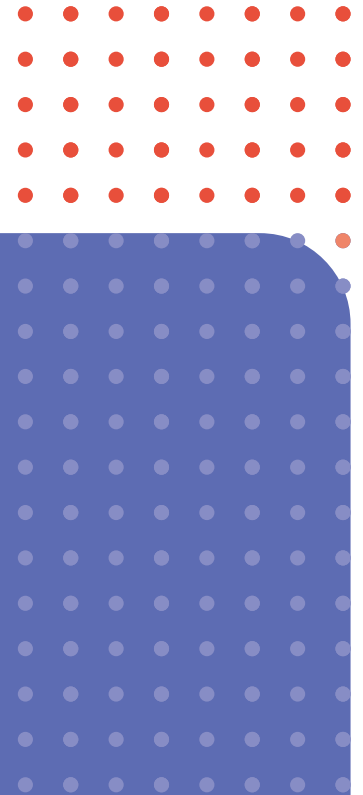


Recognise it.

Awareness: call it out!




When we recognise that we all have a story and that we all have unconscious biases. It is important to incorporate practices that treat others the way they want to be treated.





Different ways of unconscious bias

- Failing to learn to pronounce or continuing to mispronounce the names of students after they have corrected you.
- Scheduling tests and project due dates on religious or cultural holidays.
- Disregarding religious traditions or their details (e.g. the impact of fasting).
- Setting low expectations for students from particular groups or neighbourhoods.
- Calling on, engaging and validating one gender, class, or race of students while ignoring other students during class.
- Assigning student tasks or roles that reinforce particular gender roles or don't allow all students flexibility across roles and responses.
- Anticipating students' emotional responses based on gender, sexual orientation, race or ethnicity.
- Using inappropriate humour in class that degrades students from different groups.
- Expressing racially charged political opinions in class assuming that the targets of those opinions do not exist in class.
- Hosting debates in class that place students from groups who may represent a minority opinion in class in a difficult position.
- Singling students out in class because of their backgrounds.
- Expecting students of any particular group to 'represent' the perspectives of others of their race, gender, etc. in class discussions or debates.
- Denying the experiences of students by questioning the credibility and validity of their stories.
- Assigning class projects or creating classroom or school procedures that are heterosexist, sexist, racist, or promote other oppressions, even inadvertently.

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- Using sexist language.
 - Assuming the gender of any student.
 - Continuing to misuse pronouns even after a student, transgender or not, indicates their preferred gender pronoun.
 - Excluding students from accessing student activities due to high financial costs.
 - Assuming all students have access to and are proficient in the use of computers and applications for communications about school activities and academic work.
 - Assuming that students of particular ethnicities must speak another language or must not speak English.
 - Complimenting non-white students on their use of “good English.”
 - Discouraging students from working on projects that explore their own social identities.
 - Asking people with hidden disabilities to identify themselves in class.
 - Forcing students with non-obvious disabilities to “out” themselves or discuss them publicly.
 - Ignoring student-to-student behaviours, even when the interaction is not course-related.
 - Making assumptions about students and their backgrounds.
 - Featuring pictures of students of only one ethnicity or gender on the school website.
 - Having students engage in required reading where the protagonists are always white.





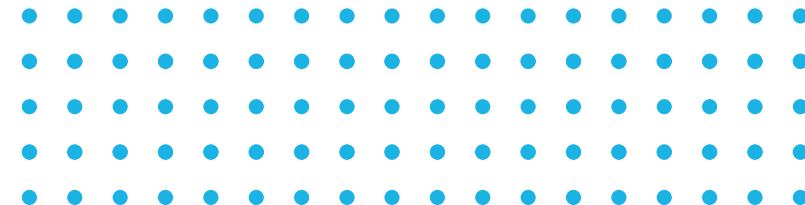
Act on it.

Behaviour change: do it/say it differently.

Once you are aware of your biases, then you can act on managing your interactions, how you respond to others and take responsibility for your actions.

Being mindful of the different aspects of identity like race, gender, sexual orientation, socio-economic status, weight, level of ability. When we practice **mindfulness**, we also strengthen our ability to focus our attention, so are more able to engage with the facts.

Be mindful of the language used and make sure to use inclusive language.



Inclusive language examples

- **Folks, colleagues,** or **everybody** instead of guys or ladies/gentlemen
- **Humankind** instead of mankind
- **People** instead of man/men
- **Councilperson** instead of councilman/councilwoman
- **Machine-made, synthetic,** or **artificial** instead of man-made
- **Parent** instead of mother/father
- **Caregiver** instead of parent/mother/father
- **Child** instead of son/daughter
- **Kiddo** instead of boy/girl
- **Sibling** instead of sister/brother
- **Partner, significant other,** or **spouse** instead of girlfriend/boyfriend or wife/husband
- **Flight attendant** instead of steward/stewardess
- **Salesperson** or **sales representative** instead of salesman/saleswoman
- **Table Attendant or Server** instead of waiter/waitress
- **Firefighter** instead of fireman
- **Friend** instead of dude/buddy
- **Spouse** instead of husband/wife
- **Foreperson** instead of foreman
- **Uncrewed Aerial Vehicles** instead of unmanned aerial vehicles
- **Crewed** instead of manned
- **Postal worker** or **mail person** instead of mailman
- **Police officer** instead of police man/police woman
- **Young person, kid,** or **teen** instead of boy/girl
- **Adult** instead of man/woman
- **Workforce** instead of manpower
- **They** instead of she/he
- **Meeting** or **get together** instead of powwow
- **Friendship circle** instead of tribe
- **Typical** instead of normal
- **Hands on** instead of interactive
- **People of colour** instead of man/woman of colour
- **Person/people with disability/disabilities** instead of disabled person/people

Interaction tips



Be aware of
triggers in
yourself and
others



Remember
that you are
likely to **favour**
people who
are **like you**



Don't make
assumptions
about
individuals



Be aware of
body language
as well as
your **verbal**
language



Base decisions
on **facts and**
information
rather than gut
instinct



When greeting others...

be mindful of language.

Avoid:

ladies gentlemen ma'am sir girls guys etc.

Consider using:

“Thanks,
friends. Have a
great night.”

“And for **you**?”

“Hi, **everyone**!”

“Good
morning,
folks!”

“Can I get
you **all**
something?”

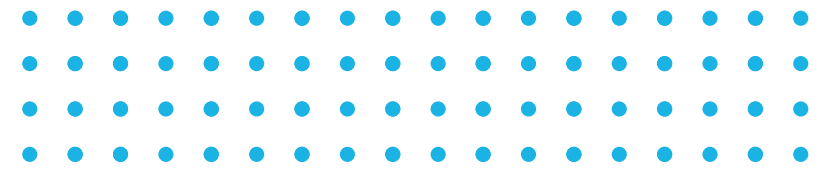
Why?

Shifting to gender-inclusive language respects and acknowledges the gender identities of all people and removes assumptions.

Teacher Resources



TAG Game



Instructions

- Students stick badges, in a variety of shapes, colours, and sizes, somewhere between their waist and neck.
- Participants are then instructed to form groups without talking. There are no instructions given as to what criteria to use to form the groups.
- Once formed, the participants are instructed to break up and form into new groups.
- This is repeated at least four times. Participants will normally form groups based on shapes, colours, or sizes.

Reflection

Rarely do the participants look beyond the badges, and even less rarely do they intentionally form diverse groups in which many shapes, colours, and sizes are represented.

Group Discussion

This powerful yet non-confrontational activity leads well into a discussion about social categorisation processes, the automaticity of “us” vs “them” categorisations, and in group bias (also known as affinity bias).

It is also an excellent exercise for introducing the concept of diversity and the potential benefits of diverse workgroups.

Group discussions following the exercise explore diversity experiences (or lack thereof) in the workplace, and prompt participants to suggest ways to improve the recognition, support, and value of diverse perspectives and experiences.

Occupation Checklist Task

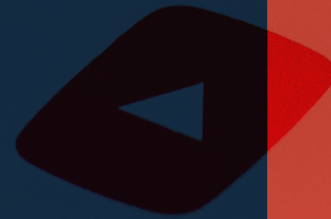
Check whether you think these jobs are more commonly done by men, woman, or either.

Construction Worker	Man	Woman	Either
Cabin Crew (Airline)	Man	Woman	Either
Social Worker	Man	Woman	Either
Secretary	Man	Woman	Either
Teacher	Man	Woman	Either
Hairdresser	Man	Woman	Either
Model	Man	Woman	Either
Checkout Assistant	Man	Woman	Either
Veterinarian	Man	Woman	Either
Physical Education Teacher	Man	Woman	Either
Chef	Man	Woman	Either
Photographer	Man	Woman	Either
Nurse	Man	Woman	Either
Computer Programmer	Man	Woman	Either
Car Mechanic	Man	Woman	Either
Dental Assistant	Man	Woman	Either
Graphic Artist	Man	Woman	Either
News Reporter	Man	Woman	Either
Chemical Engineer	Man	Woman	Either
Bus Driver	Man	Woman	Either
Product Design Specialist	Man	Woman	Either
Pharmacist	Man	Woman	Either
Baby-sitter	Man	Woman	Either
Newspaper Editor	Man	Woman	Either
Retail Assistant	Man	Woman	Either
Chief Executive Officer (CEO)	Man	Woman	Either
Forklift Driver	Man	Woman	Either
Plumber	Man	Woman	Either
Librarian	Man	Woman	Either

Bank Teller	Man	Woman	Either
Dietitian	Man	Woman	Either
Nurse	Man	Woman	Either
Security Guard	Man	Woman	Either
Child Care Worker	Man	Woman	Either
Police Officer	Man	Woman	Either
Bookkeeper	Man	Woman	Either
Radio Announcer	Man	Woman	Either
Drone Pilot	Man	Woman	Either
Writer / Author	Man	Woman	Either
Lawyer	Man	Woman	Either
Gardener	Man	Woman	Either
Forest Ranger	Man	Woman	Either
School Principal	Man	Woman	Either
Homemaker	Man	Woman	Either
Accountant	Man	Woman	Either
Musician	Man	Woman	Either
Domestic House Cleaner	Man	Woman	Either
Beauty Therapist	Man	Woman	Either
Dairy Farmer	Man	Woman	Either
Crane Driver	Man	Woman	Either
Factory Worker	Man	Woman	Either
Petrol Station Attendant	Man	Woman	Either
Pilot	Man	Woman	Either
Prison Officer	Man	Woman	Either
Entrepreneur	Man	Woman	Either
Truck Driver	Man	Woman	Either
App. Developer	Man	Woman	Either
Bartender	Man	Woman	Either
Clothing Designer	Man	Woman	Either
Carpenter	Man	Woman	Either
Doctor	Man	Woman	Either
Architect	Man	Woman	Either
Total Number in each column			

Videos

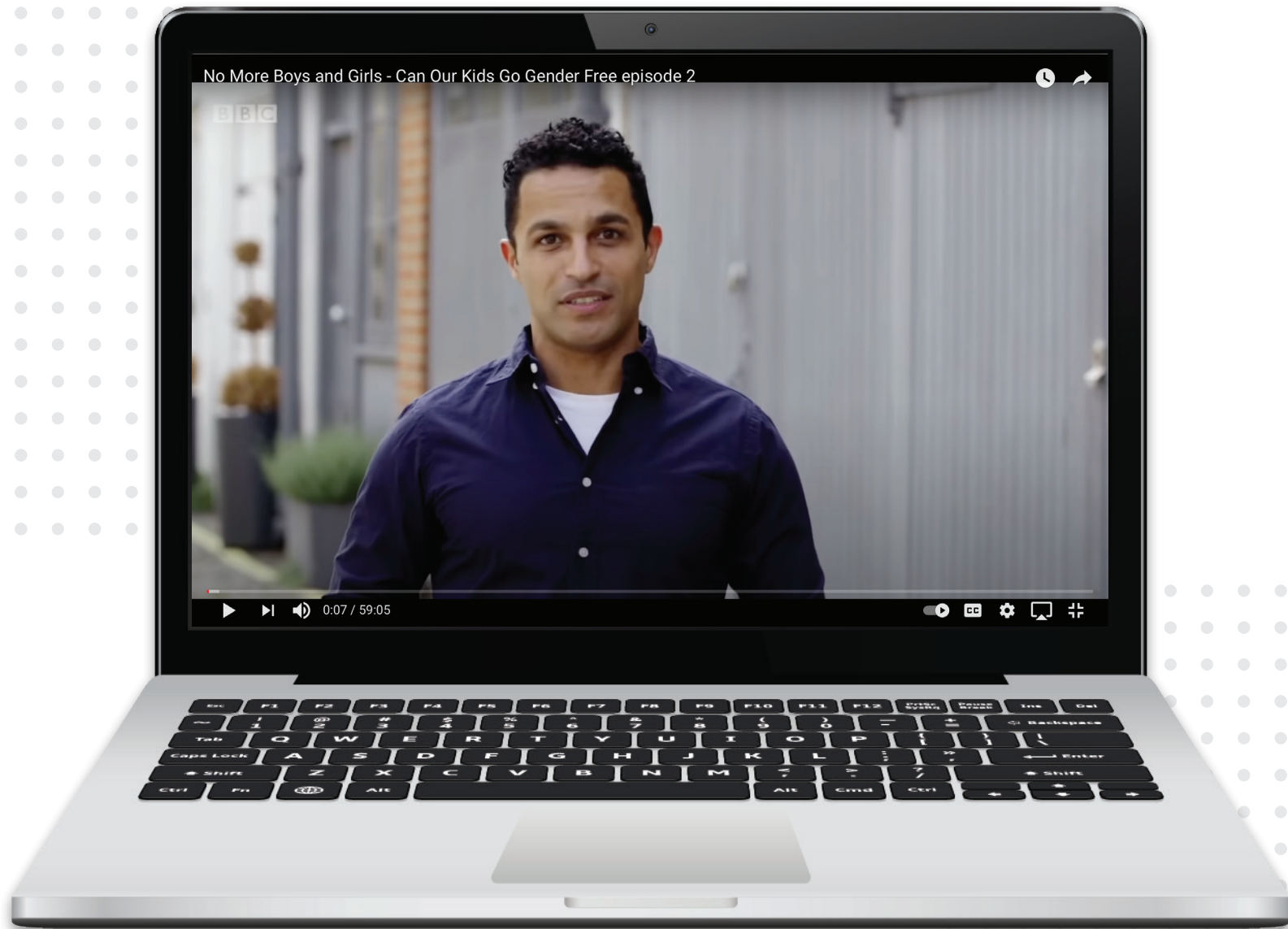
**to help to
provoke robust
conversations in
the classroom**





No more boys and girls - Can our kids go gender free (episode 1)

<https://youtu.be/wN5R2LWhTrY>



No more boys and girls - Can our kids go gender free (episode 2)

<https://www.youtube.com/watch?v=cp9Z26YglrA&t=0s>



Don't put people in boxes

<https://www.youtube.com/watch?v=zRwt25M5nGw>



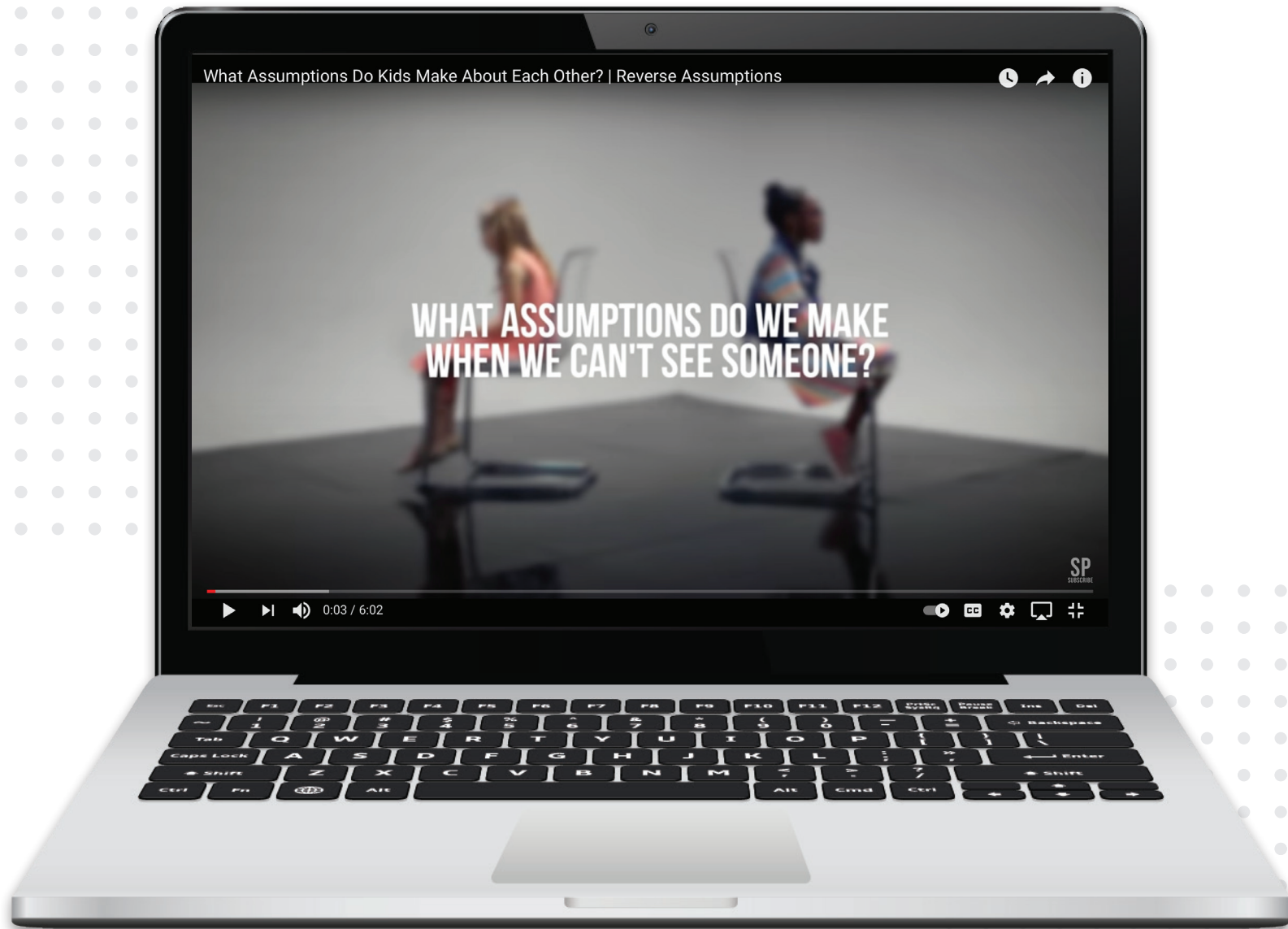
https://youtu.be/hNS_D-pw8y4

https://youtu.be/hNS_D-pw8y4



Always #LikeAGirl

<https://www.youtube.com/watch?v=XjJQBjWYDTs&t=7s>



What assumptions do kids make about each other? (Reverse assumptions)

<https://youtu.be/iDcWB3seS0w>