



What's Secretly Driving Your Decisions?

Discovering Implicit Bias

Dive beneath the surface and uncover the daily subconscious shortcuts on which our minds operate.



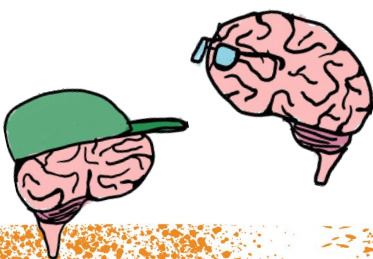
Watch the show!



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

Quick Questions

1. Have you heard of implicit bias before?
2. When you saw the pictures of houses around 1:58 in the video, did you find yourself making assumptions? What about when you saw the names on resumes?
3. Do you think people could have biases that are harmful to themselves?
4. Dr. B explains that our brains are really good at grouping things. We learn to group shapes and colors and types of animals as a young child. Name one or two more things that our brains learn to group.



Deep Dives

1. Before this video, had you heard that shortcuts are an important part of our brain learning about the world? Can you think of any mental shortcuts that are not biases? Can you think of some that are?
2. We all belong to categories of people (for example, race, gender, and even social groups). Name one way in which you have been impacted by others' bias (either negatively or positively). Do you think this was implicit bias? Why or why not?
3. Dr. B mentions that implicit bias has an impact on decisions in the workplace, the doctor's office, and the courtroom. Do any of these surprise you? Why or why not? If they do surprise you, which one surprises you the most? Why?
4. Dr. B explains that it's natural to form biases, and that these shortcuts sometimes help us do things like think or respond more quickly. How would you help someone differentiate between helpful, or beneficial, shortcuts and unhelpful, or harmful, biases?
5. Implicit bias is often described as something harmful to people. Can you think of ways certain groups of people benefit or even thrive because of implicit biases? Are there any instances you can think of in which someone benefits from a bias but nobody gets hurt by it? Given your discussion, should implicit bias always be challenged? Why or why not?
6. Dr. B mentions that we all have these implicit biases, no matter who we are. How might we, as a society, go about tackling a problem so big, like implicit bias, that everybody has it? What are one or two concrete steps that could be taken to overcome implicit bias?

Engaging in Science Discussions



Recommended Grade Level: Middle and High School

Objective: To engage in open-ended discussions about critical science topics. While leading these discussions, it is important to ensure that everyone is heard, and everyone is treating one another with respect. There is no “right answer” during these discussions, and it’s okay to respectfully disagree.

Additional Notes: We recommend having these discussions multiple times with the same group of participants. This provides the opportunity to explore different topics and improve one’s abilities to have successful conversations about STEM topics. Quick Questions are optional and are recommended to be used as warm-up questions.

Materials: TV or projector Paper and writing utensils

TIMELINE (30 – 40 MINUTES)

5 min	10 min	5 min	10 min	10 min <i>(optional)</i>
Intro + prompts	Watch segment	Think/write time	Share with partner	Small groups

Intro (5 min) Before starting, select one Deep Dive question. Tell the group you will be asking them a question that has no right or wrong answer. After they watch the clip, they will have time to think about and write their response. They will share their response with a partner or small group. Now share the question you selected.

If participants are new to these sorts of discussions, you may want to review the following concepts:

- When you are sharing your responses, provide reasoning and evidence. Reasoning is your own thinking behind your answer. Evidence is facts that support your answer, such as historical facts or scientific facts. You may also have experiences from your own life that support your answer.
- When listening to your classmates, ask questions. The purpose of questions is to better understand their thought process, not to challenge them. Some ways to frame questions are: “I didn’t understand X.” “Could you explain Y again?” “What do you mean by Z?”
- If someone asks you questions, provide clarification. Explain your reasoning and evidence. Remember that there are no right or wrong answers.

Watch the segment (10 minutes)

Think/write time (5 minutes): Participants write down their answers

Share with a partner (10 minutes): Pair up participants. Each person has 5 minutes to share their response and answer questions from their partner. Then switch so each partner gets a turn.

(Optional) Small groups (10 minutes): Put participants in groups of 4 for share-outs and conversations.

(Optional) Homework prompts: Expand your response into a report, picture, poem, essay, short story, song, or performance. Or, write your own discussion question for the group.