

Prejudice, Bias and Discrimination

How to Stop the Cycle

TOOLKIT



Greater Toronto Area
community board™

Acknowledgments

We would like to thank the TELUS Greater Toronto Area Community Board for their generous contribution in supporting the development of this toolkit.

We would also like to thank the members of our See Different Advisory Committee who have been instrumental in the success of this program and the development of this toolkit:

- Cecil Roach, Coordinating Superintendent of Equity and Community Services, York District School Board
- Danny DiLallo, Vice-Principal, York Catholic District School Board
- Laura Proctor, OCT
- Maria Papadimitriou, MSc., MPH, CTDP
- Thomas Sasso, MA, PhD Candidate, University of Guelph
- W. Y. Alice Chan, PhD Candidate, McGill University

Art Direction and Graphic Design Calleja Design

Cover Students from Aurora H.S (York Regional District School Board)

Authors Preeti Nayak, M.Phil and Pam Malins, PhD

Contributor Yara Kodersshah, M.Ed

Editor Wanda Santini, PhD

Copyright © 2017 Canadian Centre for Diversity and Inclusion. All rights reserved. You may link to this document on our website, download it for personal use, or use a quote only if you include attribution and the page URL. If you intend to refer to it in another publication, please request permission at communications@ccdi.ca



Canadian Centre for Diversity and Inclusion
Centre canadien pour la diversité et l'inclusion



Table of Contents

PREFACE

- Acknowledgments | **2**
- Introduction to the See Different Toolkits | **4**
- Teacher and Student Testimonials | **5**
- How to use these Toolkits | **6**

TOOLKIT 3: PREJUDICE, BIAS AND DISCRIMINATION: HOW TO STOP THE CYCLE | 8

- Preliminary Readings: Build your Knowledge | **9**
- Overview of Toolkit 3 Activities | **11**
 - 1** Introductions | **12**
 - 2** Reading Identity Exercise | **13**
 - 3** Worldview Role Play | **15**
 - 4** Cycle of Prejudice | **18**
 - 5** Stereotype Vs. Bias Role Play | **20**
 - 6** Breaking the Cycle | **23**
 - 7** Wrap-Up | **24**
- Facilitator Guides/Handouts | 25**

Introduction to the See Different Toolkits

WHAT IS IT?

These toolkits include classroom or extracurricular programming material to support high school students in valuing and embracing diversity and inclusion. Each toolkit contains:

- professional development learning resources
- a facilitator manual for each activity
- student handouts, and
- a corresponding PowerPoint presentation that includes embedded multi-media resources (e.g. videos, images).

Our toolkits cover the following topics:

- diversity
- identity
- power
- privilege
- allyship
- equality vs. equity
- conflict mediation
- leadership
- cross-cultural communication and
- social action.

The curriculum is a combination of activities that have been adapted from existing public resources along with original content created by diversity consultants from the Canadian Centre for Diversity and Inclusion (CCDI)¹.

¹ CCDI is the parent organization of See Different.

WHY SHOULD I USE IT?

See Different was a successful high school diversity and inclusion training program that reached over 500 students in five school boards² in Ontario. Its activities were developed and revised based on positive comprehensive feedback from teachers and students alike. Today, the program has been transformed into these toolkits, with the intention of supporting teachers in their efforts to build a safer school climate. Through these toolkits, See Different continues to be a strong contributor to the Canadian classroom. The toolkits help users apply equity and inclusion strategies³ and connect to the following subject areas: Canadian and World Studies, English, Guidance and Career Education, Arts, and Social Sciences and Humanities. We invite all educators to bring See Different into their schools.

² See Different operated in the following school boards: Toronto Catholic District School Board (TCDSB), Peel District School Board (PDSB), Durham Catholic District School Board (DCDSB), York Regional District School Board (YRDSB) and York Catholic District School Board (YCDSB)

³ For example, Ontario's Equity and Inclusive Education Strategy (2009).

Testimonials

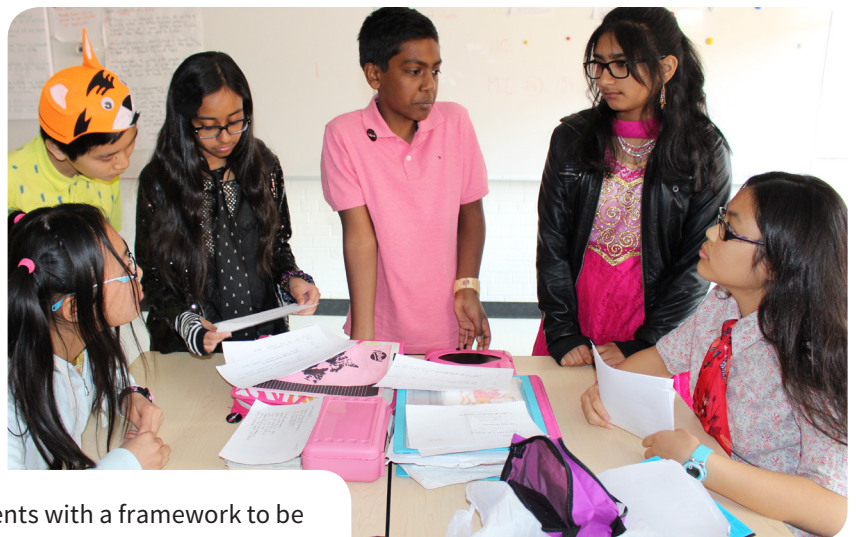


// I liked the role playing, it put you in others' shoes. //

See Different student participant

// Most of all this program helped me see how my biases affect my perception and behaviour. I will try to keep in mind how this affects my interactions with others. //

See Different student participant



// The Cycle of Prejudice activity provided students with a framework to be able to examine possible positive and negative outcomes of stereotypes and bias. It is a good reflective tool to use to help students understand the power of language and how bias leads to prejudice. //

Sonia Wylie, Vice-Principal | All Saints C.S.S, Durham Catholic District School Board

How to use these Toolkits

1 Build your knowledge of diversity and inclusion We highly recommend that teachers review the preliminary resources of each toolkit before delivering the workshop. A knowledgeable facilitator is needed to guide rich discussions with students.

2 Determine mode of delivery See Different can be delivered in several ways. It can be run as an extracurricular club, as a program integrated into a course, a stand-alone workshop, or you can simply pick and choose activities that you deem relevant for other contexts (e.g. team-building exercise for a sports team, student retreat program, etc.). Please note the concepts covered in Workshops 1–5 build on each other and increase in complexity. If you plan on delivering the full workshops, we recommend delivering the program in chronological order. The Master Toolkit is a compilation of Workshops 1–5. Below are a few logistical notes we invite you to consider depending on your mode of delivery:

- **If you choose to integrate the program into your course,** we recommend that See Different activities *not* be formally tested or evaluated¹ to encourage more active and authentic student participation. Rather, use these activities as complementary materials to your core programming and encourage students to reflect on the work that they do as they progress through the workshops.
- **If you choose to run See Different as an extracurricular club,** be aware these workshops are a lengthy commitment for students (average 1.5-2 hours each). We recommend offering an incentive (e.g. food, swag) so that you have regular participation and attendance.

3 Customize the curriculum content From our experience, we know that no two schools are alike. Schools each have specific challenges when it comes to building a safe climate. Regardless of which mode of delivery you choose, we invite teachers to customize activities in this toolkit to ensure the curriculum highlights **local** diversity and inclusion issues that pertain to your specific school communities². Taking the extra step to customize the curriculum will allow you to create an optimal learning experience that resonates with your students. See below for an example of curriculum customization:

- **See Different Toolkit** “We now know that our invisible dimensions of identity can impact our interactions with others. Can someone provide an example of what this can look like in school?”

¹ If you plan to assess the program content in some capacity, we recommend using activities and goals from Toolkit 5, as this workshop aims to support students in planning a school-wide project.

² To better understand the local needs of your school, consult your school/school board for any data they may have about student perceptions of equity, inclusion and safety. If not available, consider developing and distributing an exploratory survey to your staff and students to identify specific needs in your school community. See this link from the Ontario Ministry of Education to access a template of a Safe Schools Survey: <http://www.edu.gov.on.ca/eng/teachers/climate.html>

- **Customization** “We now know that invisible dimensions of identity impact our interactions with others. When thinking about our school, how does mental health (local relevant issue), an invisible dimension of identity, impact students’ interactions with others?”

To make this easier for you, throughout our Toolkit we have flagged the activities in which we recommend customization. You will see this icon beside the activity:



In addition to content, we encourage educators to customize structure wherever possible, to be inclusive of different learning needs.

4 Facilitate This toolkit has been designed with user-friendliness in mind. The facilitator manual outlines step-by-step instructions on how to facilitate each activity. Each activity outlines the objective, duration and corresponding PowerPoint slides.

We also use this icon to flag activities that may generate a sensitive or controversial discussion amongst your students:



We invite teachers to be extra mindful and attentive during these activities, as a skilled facilitator will be needed to maintain a safe space and generate critical discussion.

Finally, the following colour-coded prompts are intended to express various components of the activity:

PREAMBLE

This is the introduction to the activity. It explains the purpose of the subsequent activity.

SET-UP

Some activities require a specific setup. This section will tell you how you might wish to arrange desks, chairs, group your students, etc.

INSTRUCT

Written in the first-person narrative these are the instructions you can use to communicate the activity to your students.

DEBRIEF

This section highlights the key take-aways from the activity.

Toolkit 3

Prejudice, Bias and Discrimination How to Stop the Cycle

OVERVIEW

In the third See Different workshop, participants will explore how their identity impacts their personal worldview. We all develop beliefs about the world and the people in it. This workshop enables students to reflect upon how asserting one's identity can sometimes lead to bias, and how stereotypes can influence our perceptions of others that cause prejudice and acts of discrimination. By the end of this workshop, students will be able to define and identify personal bias, potentially held stereotypes, prejudices, and acts of discrimination. They will develop a critical awareness of how these beliefs and behaviours can be deconstructed and altered to work towards ending exclusionary and hurtful situations and environments. They will learn strategies to challenge their personal biases.

DURATION

Approximately 2 hours.

MATERIALS

- Laptop, speakers and projector
- Blackboard and/or flipchart
- Sticky notes

LEARNING OBJECTIVES

By the end of Workshop 3 students will:

- 1 Identify** personal worldview, reflecting on social constructions and categories of identities in relation to factors such as culture, religion, race, ethnicity, ability, gender, or sexual orientation.
- 2 Reflect** on how their worldview impacts their perception of reality and the potential difficulties in understanding and appreciating multiple perspectives and difference.
- 3 Be able to define and differentiate** stereotype, prejudice, bias and discrimination.
- 4 Identify** how stereotypes, prejudices, bias and discriminatory acts are exclusionary and hurtful.
- 5 Develop** a critical awareness of their own potentially held stereotypical beliefs, prejudice, bias or past discriminatory acts.

STUDENT HANDOUTS INCLUDED

- Student Handout 1 – Worldview Role Play Instructions
- Student Handout 2 – Cycle of Prejudice
- Student Handout 3 – My Filters, My Biases, My Stereotypes

Preliminary Readings: Build your Knowledge

Below is a list of resources on key topics in this workshop. The 'Key Questions' section gives you an idea of what the resources cover. In many cases, these are questions that students have asked during workshop delivery in the past.

After reviewing these resources, you will feel more confident in leading this workshop, and be better equipped to generate critical class discussion, answer students' questions and support them on their diversity and inclusion journey.

STEREOTYPES, BIAS AND PREJUDICE

KEY QUESTIONS

- What is the difference between a stereotype and bias?
- What are the effects of unconscious bias?
- What is the Harvard Implicit Bias Test?



RESOURCES

Banaji, M.R., & Greenwald, A.G. (2013). *Blindspot: Hidden biases of good people*. New York, New York: Delacorte Press.

Elliot, J. (2014, May 16). *Eye of the Storm Part One* [Video file]. Retrieved from <https://www.youtube.com/watch?v=yHpWzZh2xA4>.

Kirwan Institute for the Study of Race and Ethnicity. (2015). *Understanding implicit bias*. Retrieved from <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Project Implicit. (2011). *Implicit Association Test*. Retrieved from <https://implicit.harvard.edu/implicit/canada/takeatest.html>

MEDIA LITERACY

KEY QUESTIONS

- How and why does bias occur in news reporting?
- What are the implications of biased news reporting, particularly for marginalized groups?



RESOURCES

Media Smarts. (2017). *That's Not Me*. Retrieved from:

<http://mediasmarts.ca/thats-not-me-portal-page>

The Critical Media Project. (2017). *Race and Ethnicity*. Retrieved from:

<http://www.criticalmediaproject.org/cml/topicbackground/race-ethnicity/>

Overview of Toolkit 3 Activities



Introductions | 12

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) and remind students of their Community Commitments generated in previous workshops

Reading Identity Exercise | 13

Objective To illustrate that we make assumptions about people's identities all the time, based on conscious and unconscious influencers ('filters')

Worldview Role Play | 15

Objective To recognize that our worldview comprises various filters that shape the way we perceive and interpret others' action.

Cycle of Prejudice | 18

Objective To illustrate how stereotypes and bias can lead to a vicious cycle of prejudicial behaviour and inequity

Stereotype vs. Bias Role Play | 20

Objective To understand the difference between a stereotype and a bias

Breaking the Cycle | 23

Objective To motivate students to actively challenge their stereotypes and biases, through several evidence-based strategies



Wrap-Up | 24

Objective Review key concepts from Workshop 3, clarify any pending concerns or questions in regards to the content covered; If applicable, prepare students for Workshop 4

Facilitator Guides/Handouts | 25

1 Introductions

Objective To familiarize students with each other and with the concept of inclusive introductions (e.g. name pronunciation, pronoun checks) and remind students of their Community Commitments generated in Workshop 1

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
10	<p><i>Note: During the introductions, ask for two volunteers (preferably volunteers of different genders) to practise a silent role play in the hallway for five minutes. They will be asked to present the role play later in the workshop. Provide them with Student Handout 1</i></p> <p>SET-UP</p> <p>Have students sit in a circle (ideally) or in an arrangement where everyone can see each other.</p> <p>INSTRUCT</p> <p>Welcome participants and repeat inclusive introductions¹ as observed in previous workshops. (e.g. Indigenous land acknowledgement, participants practise correct pronunciation of others' names, state preferred pronouns).</p> <p>If time permits, invite participants to breathe deeply, leave the day behind them and be present: Please share one thing that you have on your mind and then proceed to leave it behind (e.g. "I have an important science test I need to study for but I am going to put that on pause for a bit and be fully present today."). This is a way for you to share your ongoing thoughts and experiences for the day and check in before the beginning of the workshop. <i>Note: this is highly recommended for teachers facilitating this workshop as an after-school activity.</i></p> <p>Display the Community Commitments that were created last time (show slide from Workshop 2). Ask students:</p> <ul style="list-style-type: none">• Are there any more commitments we would like to add? <p>Once Commitments are reviewed, ask students:</p> <ul style="list-style-type: none">• Can you recall the key activities and concepts that were covered in Workshop 2? (<i>if applicable</i>) <p><i>(continued next page)</i></p>	 <p>Slide 1</p>  <p>Slide 2</p>

¹ For more information on how to facilitate these introductions, consult the resources cited in Toolkit 1.

(continued from previous page)

Once students share their ideas, conclude the Introduction with slide 3:

- We need to value and recognize diversity to create equity.
- We need to be aware of the contextual privileges that come with our identity and work to level the playing field.
- Intersectionality ought to be considered when thinking about social change.
- Social movements have emerged by those who are working towards equity.
- Social media has an important role in contemporary social movements.

Key Concepts from Workshop 2

- We need to value and recognize diversity to create equity.
- We need to be aware of the contextual privileges that come with our identity and work to level the playing field.
- Social movements have emerged by those who are working towards equity.
- Social media has an important role in contemporary social movements.
- Intersectionality ought to be considered when thinking about social change.



Slide 3

2 Reading Identity Exercise

Objective To illustrate that we make assumptions about people's identities all the time, based on conscious and unconscious influencers ('filters')

TIME (minutes)

ACTIVITY

PPT SLIDE FOR REFERENCE

10

INSTRUCT

Look at the three images displayed here. Of these three individuals, who is a dancer, who is a scientist and who is a ballet dancer? Please work with the person next to you for one minute to decide on your answer.

After one minute, ask students for their answers. While they share their guesses, ask them:

- What information were you using to make your judgement? *Examples students share may include: clothing styles, racial stereotypes, previous knowledge, quality of the images (inference skills).*

(continued next page)

Reading Identity

Which of these individuals is a scientist, a dancer and an activist?



Slide 4

(continued from previous page)

Once discussed, reveal the answers:

- A Transgender student activist** Anthony James, 11, from Saskatchewan, posted to YouTube to voice his opinions about trans identities.
- B Scientist** Hari Bhimaraju, 12, participated in the White House Science Fair Exhibition where she presented her technological innovation for visually impaired students.
- C Dancer** Jett Owen Hughes is a grade four student from Waterloo, Ontario, who has been dance training for six years in ballet, tap and jazz, and has performed in The Nutcracker.

DEBRIEF

Use students' reflections to explain that we do this all the time: we 'read' people's identities based on little to no information – we read their clothing, the environment we find them in, their body language, etc. Ask students:

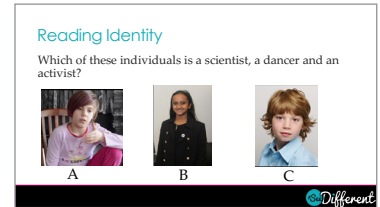
What influences us to read people in this way? *Students will likely list several factors (media, religion, family, neuroscience etc.).*

We can call these influencers 'filters'. We 'read' people using filters that have conditioned us to process knowledge in a particular way. We also tend to categorize people into one identity as opposed to seeing multiple, overlapping identities – for example, in the above illustration, there is no reason why any of the kids in the photo could not have been all three (activist, scientist, dancer). We are often forced to categorize and prioritize particular identities over others when 'reading people'.

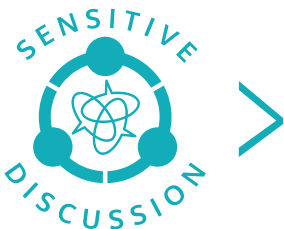
'Reading identity' is also complicated because sometimes we present ourselves in ways where we want to be read in a specific way. For example: in front of a teacher, you want to be 'read' as responsible or smart (so you will dress/act differently). In front of your friends, you may want to be read as fun and sociable. We may be all of these things but we project different aspects of our identity in different scenarios. This, coupled with filters, makes understanding someone's identity very difficult and can lead to unfair or discriminatory treatment. Ask students:

- What is a real-life example where a person or group of people have been 'read' unfairly and has consequently been subject to discrimination?

(continued next page)



Slide 5





(continued from previous page)


Once discussed, you can cite these examples if not already mentioned:

- A Black teenager dressed in a hoodie may be read as violent and dangerous.
- A boy dressed in 'feminine' colours may be read as gay.

This 'guessing' activity is something that we do constantly. When we meet someone or interact with someone, we always use our previous knowledge and our assumptions to make evaluations and decisions, often without being aware of what drives us. Today's workshop will explore this concept further and leave you with strategies on how we can challenge our own biases to ensure we are not marginalizing others.

3 Worldview Role Play

Objective To recognize that our worldview comprises various filters that shape the way we perceive and interpret others' actions

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	<p>PREAMBLE</p> <p>We are now going to observe a short role play delivered by [Insert names of student volunteers].</p> <p>SET-UP</p> <p>Place a chair in the middle of the stage. Ensure all students can see the stage.</p> <p>INSTRUCT</p> <p>You are about to observe a three-minute silent role play. Your task as the audience is to carefully observe what is taking place, as we will debrief the scenario afterwards.</p> <p><i>Note: If there are two role play volunteers of the same gender, simply place a marker of distinction (e.g. sticky note) on the student who is playing the man in the scenario. Gender roles will be important to be aware of during the debrief.</i></p> <p>(continued next page)</p>	 <p>Worldview Role Play</p> <p>Slide 6</p>

(continued from previous page)

Remind the role play volunteers to act in a neutral demeanor, to move at normal speed, and not to talk.

Start the role play described in [Student Handout 1](#).

After the role play is finished, ask the audience to provide the volunteers with a round of applause for their efforts.

DEBRIEF

It is important that you work through the debrief steps as outlined below if you are to achieve the full learning objective with this activity. Also, when you debrief the class allow participants to verbalize their immediate reactions to the scenes and that you solicit that input using the precise framework below.

- 1** Think about that scene you just observed. Tell me what did you see? Say exactly “What did you see?”
- 2** Using the flipchart or blackboard, write down whatever you hear over the next three to four minutes from the group. People are likely to mix both descriptions “she was barefoot” with their reactions “she was subordinate” or “that really bothers me” at this point. This is good, and part of the plan. Just be sure to write down each of these contributions verbatim on the flip chart. If there is a pause or if people are reluctant to answer, ask again, “What did you see?”
- 3** Once students are finished sharing their observations, read the following scenario description: “In the scene you just saw, the woman and the earth are actually the two most sacred and revered aspects of their specific culture. So much so, that only the woman is holy and “good” enough to kneel on the ground and touch it with her feet. Men can only experience the earth “through” the woman (i.e. through her head as she is bowing to say her prayers). The man is also charged with testing the food before it is proven “fit” for the woman – in case it is poisoned. He also is charged with walking in first to deflect any attacks, and, thus, to safely lead the way for her to walk unharmed.”

(continued next page)

(continued from previous page)

- 4 Say the following: How many of you see that now? Well – let’s look at how you all responded when I asked you: “What did you see?” Pick something off the list that is not a description, but a perception. Likely examples are “subordination” or “sexism.” If you pick “subordination”... then Ask: “So, how did we “see” subordination? Based on the new description, who was the subordinate? The role play did not change. Your interpretation of it changed based on the new information we introduced. Some of the descriptions we have listed are actually judgments or interpretations of the facts – not a description or observation. A description might have been “she had her eyes lowered” or “bare feet” or “he walked in first.” It was our own interpretation of what those observations mean for us that led some of us to the idea that meant she was subordinate.
- 5 Refer to the flip chart list and go through each recorded observation one by one and ask the class if the observation was a description or interpretation. Write down a D for description and I for the interpretations. Conclude by referring to the evidence that most of us interpreted the situation as opposed to describing it.

This conflation of description and interpretation happens all the time. We interpret what we see through the lens of our own worldview. Our brains are conditioned to interpret and make meaning of what we see. This interpretation is usually based on our pre-existing biases and cultural norms. Often we can completely misinterpret a situation when we fail to suspend judgment until we assess what our own culture has taught us to think and then also consider what the act means in the other person’s culture. For example, if you perceived that the man was of higher status than the woman, it may be because that was your interpretation of their behaviour (e.g. man walking in first) – even though we now know that was not really what was going on in that culture. Refer to the filters the group brainstormed in the last exercise (e.g. media, parents, cultures, etc.). Point out that these were operating again, to generate a specific interpretation of this scenario that ended up being completely false.


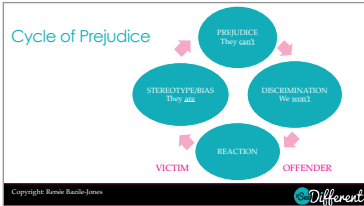
(continued next page)

(continued from previous page)

Note: Point out that there are many cultures that have many of these beliefs. Explain that this particular scene is not from one specific culture, but, rather, that it represents a collection of behaviours, rituals, and beliefs from several cultures.

4 Cycle of Prejudice

Objective To illustrate how stereotypes and bias can lead to a vicious cycle of prejudicial behaviour and inequity

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
30	<p>PREAMBLE</p> <p>The video you are about to see was shot in 1968. After the assassination of Martin Luther King Jr., a teacher in Ohio decided to try something unconventional to teach her third grade all-White class about racism.</p> <p>SET-UP</p> <p>Load <i>Eye of the Storm</i> video (slide 7). Note: You can start this video at 1:33 and stop it at 11:33 to save time.</p> <p>INSTRUCT</p> <p>Please take note of what is going on in this experiment. We will debrief it as a class afterwards.</p> <p>Play the video.</p> <p>DEBRIEF</p> <p>Let students first express their immediate reactions to the video.</p> <p>Then, say: We are going to use a framework called the Cycle of Prejudice to analyze what took place in the video. Using slide 8, follow the steps below to go through the Cycle:</p> <p>Note: It may be easier to draw this cycle out on a blackboard as students generate ideas.</p> <ul style="list-style-type: none">● What is the stereotype that Jane Elliot builds the exercise on?<ul style="list-style-type: none">» They (brown-eyed kids) are: worse than blue-eyed people, are less intelligent, less polite, less prepared etc.	<p></p> <p>Slide 7</p> <p></p> <p>Slide 8</p>

(continued next page)

(continued from previous page)

- **What is the *prejudice* that stems from the stereotype?**
 - » They can't: perform as well as blue-eyed people, they cannot be trusted, etc.
- **What is the *practical consequence/discrimination*?**
 - » We won't: let them play, let them drink from the fountain, let them have a longer recess, etc.
- **What is the *reaction* of the offender and victim?**

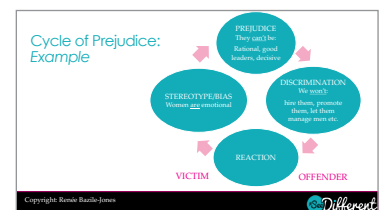
People have a response or a reaction to discrimination and we can observe that there are two aspects of a reaction:

 - » Victim's reaction to the discrimination:
lower academic performance, less motivation, angry, sad.
 - » Offender's reaction to the victim's reaction:
stereotype is reinforced when they see brown-eyed kids performing poorly (they are less intelligent). They are angry and less motivated therefore they are worse than blue-eyed people.

Therefore, the cycle of prejudice is self-fulfilling.

Reinforce that the first clue that we may be stereotyping usually comes from our use of language. When we stereotype we say, "They are...". Prejudice links to our belief system when we begin to believe, based on the stereotype, that "They can't...". This links to our behaviour as discrimination when we say "We won't..."

Go through another stereotype to reinforce how the cycle works (slide 9). If time permits, go through another cycle with a stereotype generated by the students themselves.



Slide 9.

5 Stereotype vs. Bias Role Play

Objective To understand the difference between a stereotype and a bias

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
----------------	----------	-------------------------

10 **PART 1: DEFINITIONS**

PREAMBLE

Stereotypes and bias are often thought of as being the same, but the influence on our behaviour can be quite different. We are going to go through the cycle of prejudice one more time to understand the difference between the two, and then do a role play exercise to help us understand what the difference looks like in practice.

INSTRUCT

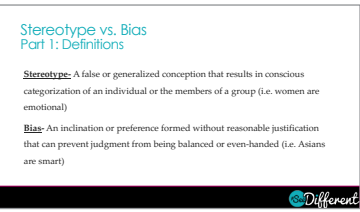
Let's begin with definitions before we examine impacts on behaviour:

- **Stereotype** A false or generalized conception that results in conscious categorization of an individual or the members of a group (e.g. Women are emotional)
- **Bias** An inclination or preference formed without reasonable justification that can prevent judgment from being balanced or even-handed (e.g. Asians are smart)

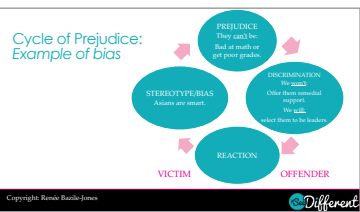
Stereotypes can often lead to discrimination, while bias can lead to *both* discrimination and preferential treatment. This is the key distinction between the two. Let's look at the cycle of prejudice to see how this plays out, using the common bias of 'Asians are smart':

- **What is the bias?**
 - » Asians are smart.
- **What is the prejudice that stems from the bias?**
 - » They *can't*: be bad at math or get poor grades. Be interested in non-academic activities.

(continued next page)



Slide 10



Slide 11

(continued from previous page)

- **What is the practical consequence/discrimination?**

Note: this is the key difference between stereotypes and bias

- » We *won't* (discrimination): Offer them remedial support; Invite them to parties because they study all the time.
 - » We *will* (preferential treatment): Select them to be leaders because they are so smart; We will select to be part of our group assignment.
- **What is the effect on offender/victim?** People have a response or a reaction to discrimination and we can observe that there are two aspects of a reaction:
 - » **Victim** Asians will face unreasonable pressures to excel. They may fear the backlash if they ask for help. They may be pressured to occupy leadership positions or be given roles they did not ask for.
 - » **Offender** May neglect the needs of a student (e.g. remedial help). They may overlook the students' other interests and miss the opportunity to support them in other ways. They may set Asian students up for failure by giving them positions they are ill-suited for.

DEBRIEF

It is important to recognize that although one student in a specific context may benefit from receiving preferential treatment at one point in time, bias is still operating to disadvantage the group *at large*. In the big picture, bias continues to perpetuate inequitable conditions for those in and outside of the group subject to bias. Thus, in the classroom, a teacher's or a student's bias is important to understand because it can lead a well-intentioned teacher to misunderstand or unintentionally mistreat a student. Students need to understand this too as it can help you better understand your classmates and why they may be mistreated in certain circumstances. Thus, understanding bias is a skill conducive for effective problem-solving.

PART 2: STEREOTYPING SCENARIOS

SET-UP

Divide students into two groups.

INSTRUCT

Group One is responsible for role playing a **stereotype**.

Group Two is responsible for role playing a situation that shows **bias**.

You are encouraged to think of examples that have been observed at your school. Your role play must illustrate the stereotype/bias and the consequences (discrimination and/or preferential treatment).

After 10 minutes, you will be asked to deliver your role play and the other group must guess the stereotype or bias. As a class, we will go through the Cycle of Prejudice together, using a handout.

Note for facilitator:

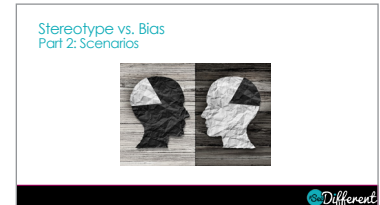
Check-in with the groups as they work on their role play. In particular, make sure Group Two has selected a bias and not a stereotype (i.e. their skit should illustrate the potential for discrimination and preferential treatment). Provide examples if needed: Black people are good at basketball, men are assertive.

DEBRIEF

After ten minutes, distribute [Student Handout 2 – Cycle of Prejudice](#) to every student.

Invite Group One to deliver their role play. Once delivered, ask Group Two to identify the stereotype seen in the role play. Once correctly identified, work with the entire class to go through each step of the cycle, using the handout. Make sure all students fill out the Cycle using the side of the handout (pg. 1) that begins with stereotype.

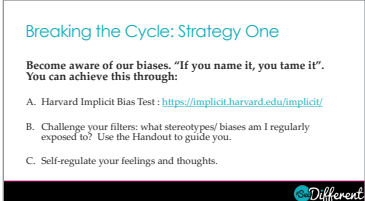
Repeat the exercise with Group Two's role play. When taking up the Cycle, use the side of the handout (pg. 2) that begins with bias. Make sure the potential for discrimination and preferential treatment are identified when taking up the Cycle, to make clear the difference between bias and stereotype.

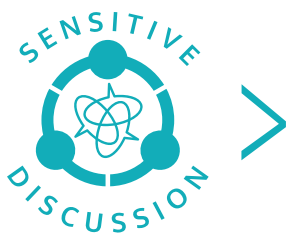


Slide 12

6 Breaking the Cycle

Objective To motivate students to actively challenge their stereotypes and biases, through several evidence-based strategies

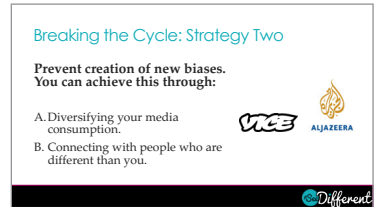
TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
15	<p>PREAMBLE</p> <p>Now that we know the effects of the cycle of prejudice, it is critical we learn how to actively challenge our stereotypes and bias, so that we don't perpetuate the cycle.</p> <p>INSTRUCT</p> <p>We will review two strategies to help us break the cycle, firstly by recognizing our bias and preventing it from persisting further and secondly by learning ways to hinder the creation of new biases.</p> <p>Strategy One is to become aware of our biases – ‘if you name it, you tame it’. There are multiple ways we can achieve this:</p> <ul style="list-style-type: none">A Implicit Bias Test Psychologists at Harvard University have designed a test called the Implicit Bias Test that has been tested by people all over the world. It challenges your biases on different social categories (race, sexual orientation, gender, etc.). Note down this link (seen on slide 12) and do the test for homework. <i>Note: If there is time and computers available, students can do this test during the workshop.</i>B Challenge your filters (e.g. Media, parents, school, religion, etc.). Ask yourself: What stereotypes or biases am I exposed to regularly because of these filters? How can I challenge these? Students can use Student Handout 3 – My Filters, my biases and my Stereotypes to help them reflect on their personal filters. <i>Note: This can be done for homework or if time permits, this can be done during the workshop.</i>C Self-regulate your feelings and thoughts This may sound silly but research tells us that naming the stereotype when it emerges in our mind helps us disrupt stereotypical thinking. For example, if you find yourself anxious or scared when alone with a person, ask yourself what thought or feeling is driving your fear? It may be a stereotype. Once you ‘catch’ yourself, you are more likely to engage in a more critical decision-making process.	 <p>Slide 13</p>



(continued from previous page)

Strategy Two is to prevent the creation of new biases. This involves diversifying where you get your knowledge. This can be done in several ways:

- A Diversify your media consumption.** Recall that media is one of our most powerful filters. Try to follow media generated by equity-seeking groups to gain a different perspective than the ones projected by mainstream media. Examples of diverse media sources: AJ+, Al Jazeera English, APTN (Aboriginal People Television Network), Vice, Media Diversified, etc. If time permits, have these sources listed on the blackboard and have students spend some time browsing through these sources on the internet.
- B Connect with people who are different from you,** people you wouldn't naturally connect with. Note that this requires active intention. We know that we are naturally drawn to people who are like us. Socializing and interacting with difference will allow you to challenge your stereotypes. This is something you can actively do when choosing to volunteer in the community, forming teams for group assignments or selecting peers for an extracurricular group.



Slide 14

7 Wrap-Up

Objective Review key concepts from Workshop 3, clarify any pending concerns or questions about the content covered; If applicable prepare students for Workshop 4

TIME (minutes)	ACTIVITY	PPT SLIDE FOR REFERENCE
5	INSTRUCT Summarize key concepts: <ul style="list-style-type: none">● We all have filters that inform our world view.● The cycle of prejudice and discrimination can result from stereotypes/bias.● We can work to prevent the creation of new biases and limit the impacts of our current biases.	<p>Key Concepts</p> <ul style="list-style-type: none">• We all have filters that inform our world view.• The cycle of prejudice and discrimination can result from stereotypes/bias.• We can work to prevent the creation of new biases and limit the impacts of our current biases. <p>©Different</p>

Slide 15

Facilitator Guides/Handouts | Toolkit 3

STUDENT HANDOUT 1: INSTRUCTIONS FOR WORLDVIEW ROLE PLAY

Need 2 volunteers of different genders. Adapt pronouns/gender roles as needed.

A man and woman walk silently into the room, never speaking. The man is looking around with a neutral expression. The woman walks in behind the man with her eyes looking downward. The man is wearing shoes and the woman is barefoot.

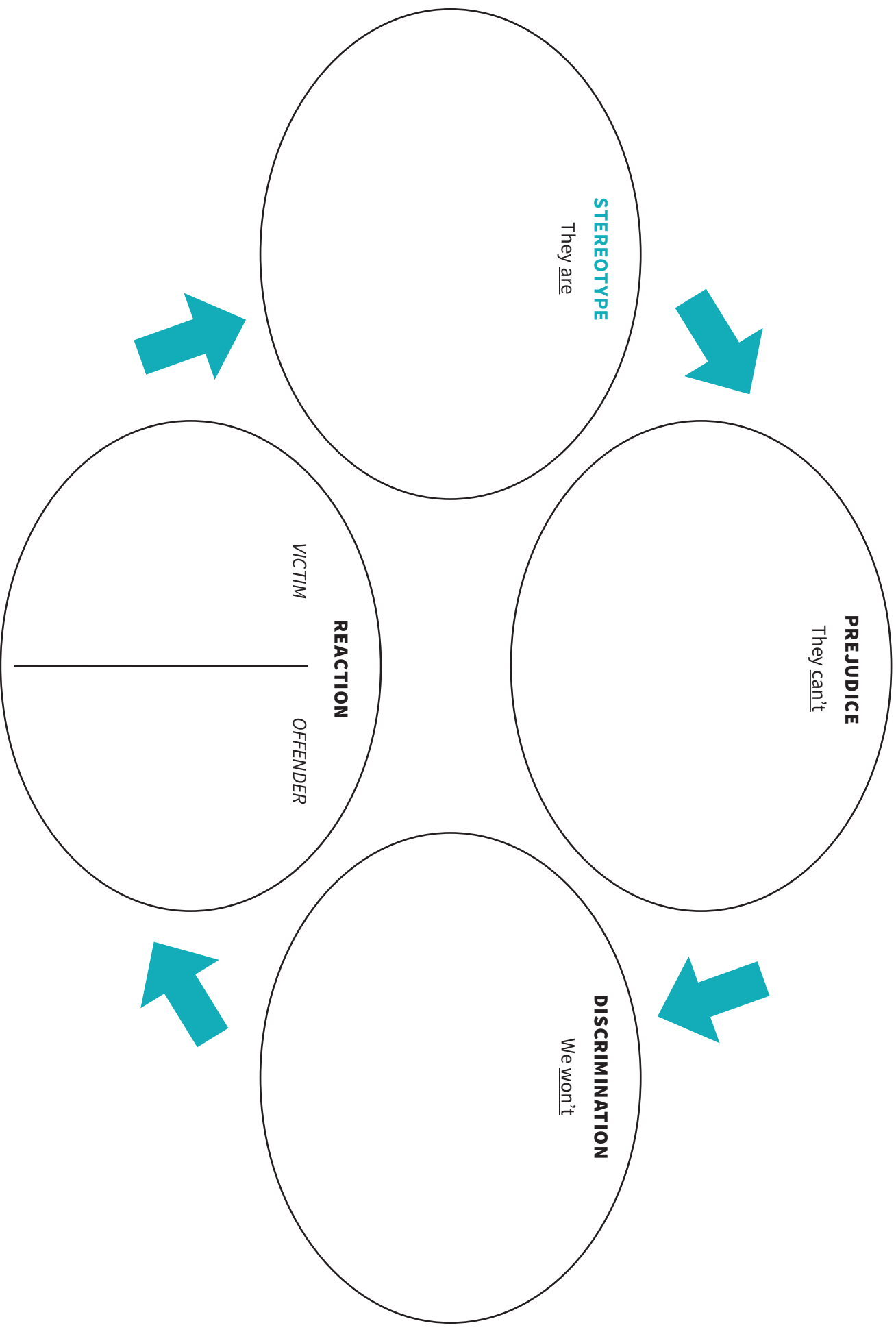
The man comes to a chair and sits down. Then the woman approaches the chair, and kneels on the floor right next to him. She continues to look at the floor. Once they are both settled, the man pretends to pick up a bowl and acts like he's eating something from the bowl as though he were using a spoon. He pauses, then passes the bowl to the woman, and she pretends to eat from the bowl with a spoon. She takes more bites from the bowl than him. She then places the bowl on the floor beside her.

When she's finished, the man puts his hand just above and slightly behind the woman's bowed head. She bows her torso toward the ground and straightens up, bows toward the ground, and straightens up, repeatedly. (Bow three or four times). As she bows, the man's hand moves along with her head – it might appear to some observers as though he's almost “pushing” her head up and down – though his hand should never actually touch her head.

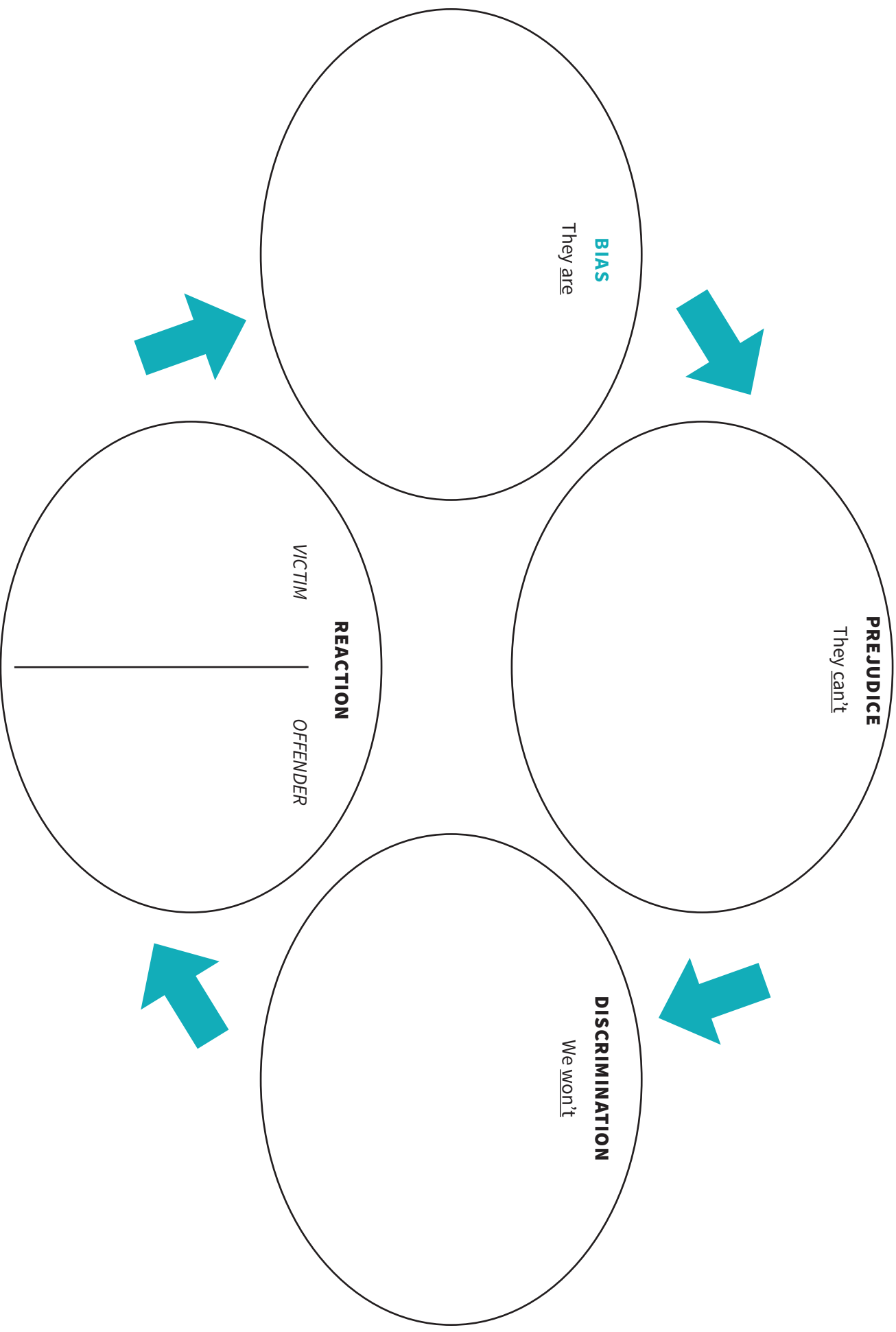
When she straightens up and stops bowing the final time, he moves his hand away from her head. The man looks around, and then stands up. Then the woman stands. The man walks out of the room, looking around with a neutral expression. The woman walks behind him, out of the room, looking down at the floor.

Notes The man and woman should not touch. The expressions on both should be neutral. The woman should be looking downward at all times. She should not make eye contact with anyone. It is okay if the man makes eye contact with people in the room as he walks in and out. He should be looking around as he walks in and out. There should be no talking, and no overt communication between them, except the actions described here.

STUDENT HANDOUT 2: CYCLE OF PREJUDICE (1 of 2)



STUDENT HANDOUT 2: CYCLE OF PREJUDICE (2 of 2)



STUDENT HANDOUT 3: MY FILTERS, MY STEREOTYPES AND MY BIASES

Instructions For each of the following filters, identify what stereotypes/biases are generated from each. Reflect on how they impact your attitudes or behaviour. Acknowledge and identify your own filters *without guilt or blame*. This exercise is meant to increase self-awareness.

FILTER	FAMILY	RELIGION	CULTURE	MEDIA	OTHER
What stereotypes/biases does this filter generate?	Example: My parents perpetuate anti-immigrant sentiments.				
Impact of stereotype/ bias on my attitudes or behaviour.	When I establish friendships with people born outside of Canada, I try to avoid introducing them to my parents. When anti-immigrant sentiment is expressed in the media, I voice my agreement with it, in order to please my parents.				
Pledge	<i>I pledge to...</i> Research more about the contributions immigrants have made to Canada and discuss these with my parents next time they express their negative attitudes.				