

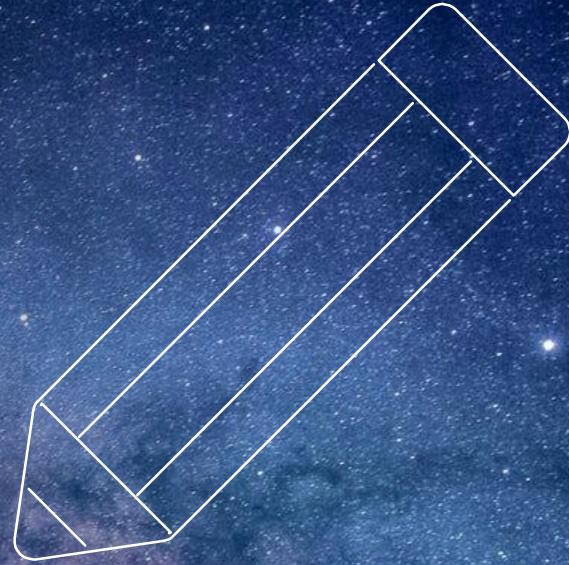
A high-angle photograph of a person standing on a white arrow painted on asphalt. The person is wearing blue jeans and brown shoes. The arrow points downwards. The asphalt is dark and textured. The person's shadow is cast to the left.

PLC

March 3, 2021

Drawing

Activity



Quickly draw and label one of the following: a doctor, scientist, teacher, athlete, or pilot. I am not concerned with your artistic ability.

You have 3 minutes, go!



3:00

When you are finished label with one word, eg. doctor, then put your drawing away. We will come back to it shortly.



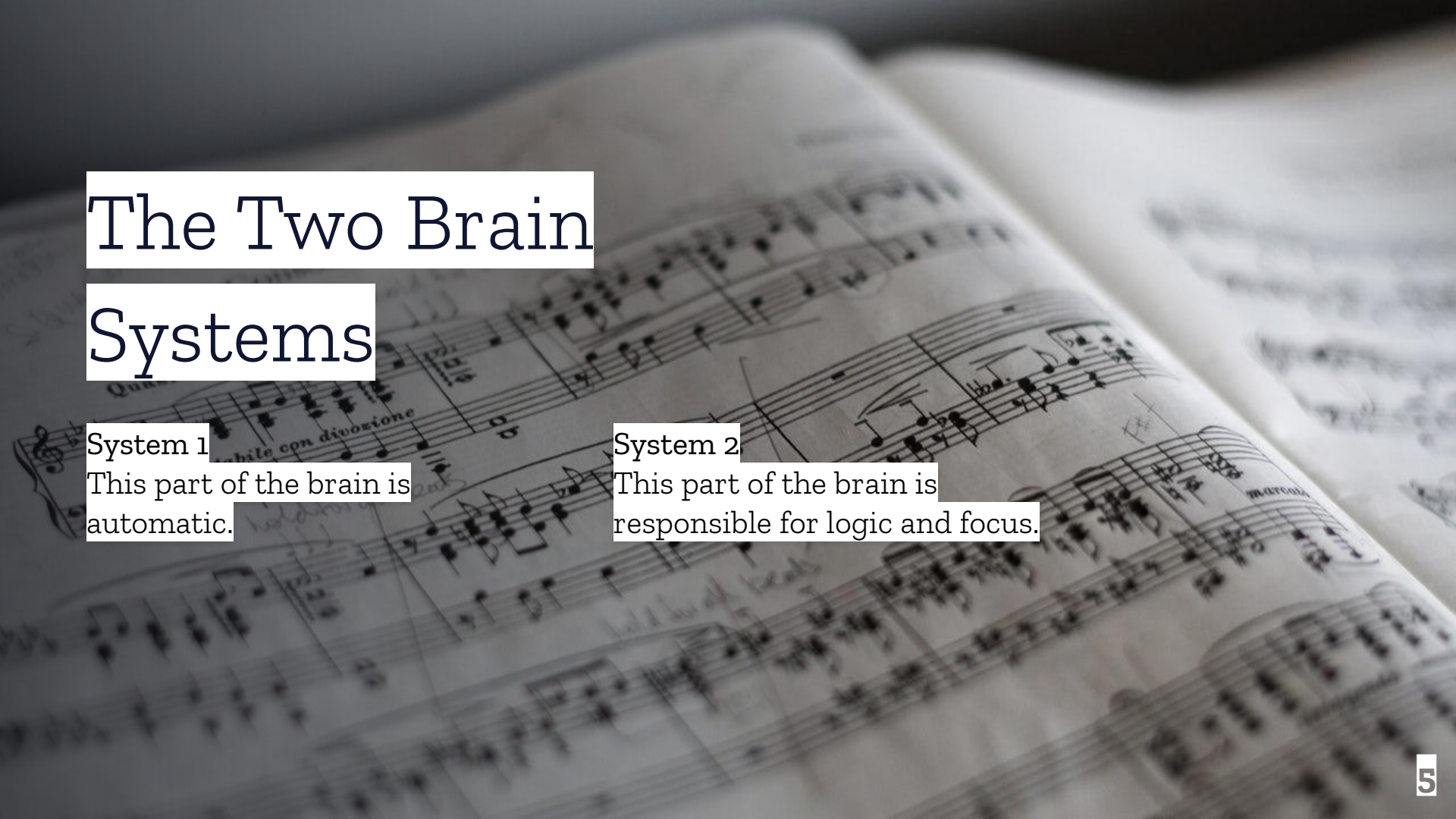


The Concept of Bias

Turn and Talk with your neighbor to create a list of what you think bias means.

Also discuss, what you think influences our bias?

I included a picture of our brain, because our brain works in two systems, one automatic and one that is logical.



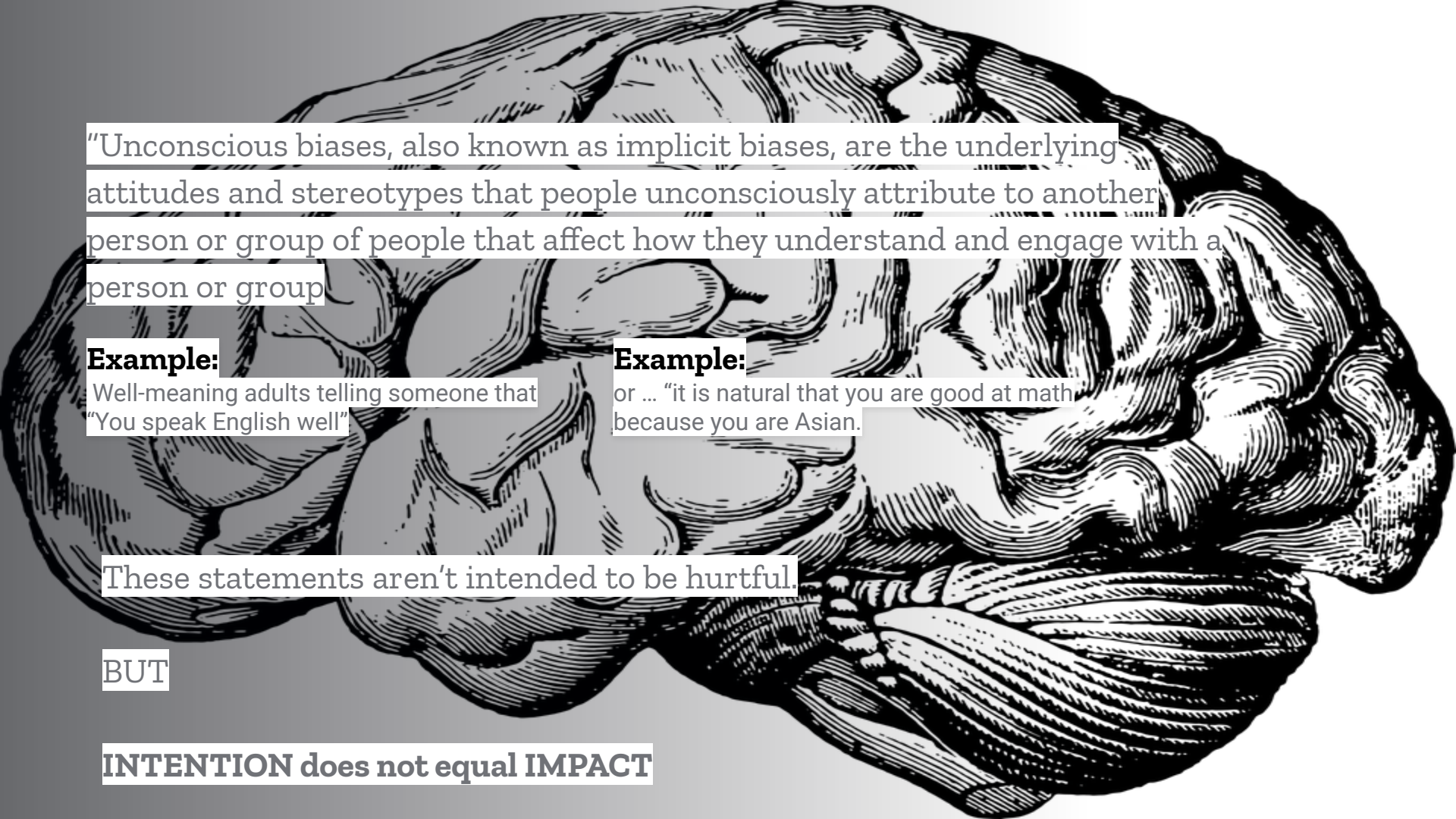
The Two Brain Systems

System 1

This part of the brain is automatic.

System 2

This part of the brain is responsible for logic and focus.



“Unconscious biases, also known as implicit biases, are the underlying attitudes and stereotypes that people unconsciously attribute to another person or group of people that affect how they understand and engage with a person or group

Example:

Well-meaning adults telling someone that “You speak English well”

Example:

or ... “it is natural that you are good at math because you are Asian.

These statements aren’t intended to be hurtful.

BUT

INTENTION does not equal IMPACT

Share and Consider Your Own Bias

Now, go back to your drawings.

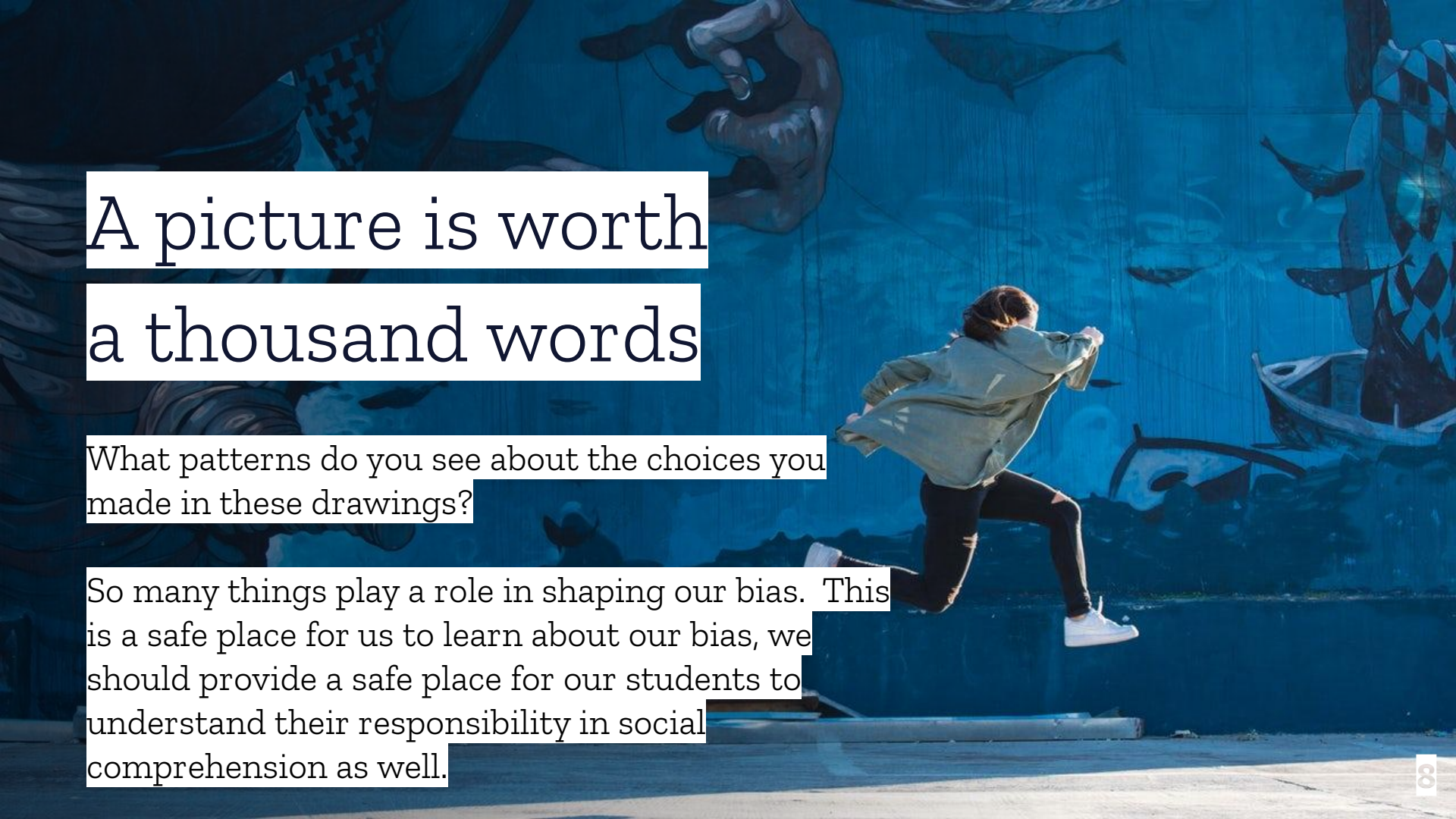
Instead of sharing your drawings, take a moment to consider, with your inner voice, what you decided about how each of these people should look.

What gender did you choose?

What skin tone?

What age?

Do these people look like you or unlike you?

A person in a light green jacket and dark pants is running across a concrete surface. In the background, there is a large, vibrant mural with a blue and green color palette. The mural depicts various elements including a large hand, a boat, and abstract shapes. The scene is brightly lit, suggesting an outdoor setting.

A picture is worth a thousand words

What patterns do you see about the choices you made in these drawings?

So many things play a role in shaping our bias. This is a safe place for us to learn about our bias, we should provide a safe place for our students to understand their responsibility in social comprehension as well.



Honesty is the number one step in creating an anti-bias classroom environment, and it begins with us.



Seeing Our Own Bias

What is implicit bias?

Bias is more than showing favoritism toward people you love, it is an unconscious, snap judgement based on all parts of your identity experience.

Why introduce bias?

We can't work against something we don't know exists. Introducing to student allows them to make implicit thinking explicit, as they consider topics that are social or political.

When could we discuss bias?

In your classroom library, or in the texts we use for instruction.

Who is telling the story?

Whose voices are heard?

Look for a range of perspectives and sources.



Optional Resources for Further Learning

A close-up photograph of a hand holding a string of warm white LED lights. The hand is positioned in the center, with fingers slightly spread, holding the thin copper wire of the lights. The lights are glowing, creating a warm, golden glow. The background is a soft, light blue gradient.

[Equity Webinars](#)

[Brain Labs Blog](#)

[Inspiring the Future YouTube Video](#)

A person in a light green jacket and dark pants is running across a concrete surface. In the background is a large, vibrant mural with a blue and green color palette. The mural depicts a hand holding a fish, a boat, and various other aquatic elements. The scene is lit with bright, natural light, creating a sense of movement and energy.

Choosing Our Battles

Why do we engage in "battles" with students?

Compliance?

Contributions to the learning environment?

Questions to consider

What difference will
winning this battle make
LONG TERM?

What happens if I lose this
battle?

How can
time/space for
de-escalation
HELP?

Is there a way to
compromise that will result
in achieving similar goals?



De-Escalation



Allow time and space for students (adults, too) to return to a calm, normal emotional level before expectations or consequences are discussed again.

It's important to know that time and space for de-escalation does not mean letting the child get away with the behavior.

A person in a light green hoodie and dark pants is running away from the viewer in a surreal, blue-tinted environment. Large, stylized hands and fish-like shapes are visible in the background, suggesting a dreamlike or underwater setting.

De-Escalation

Resources

From Pathway 2 Success: [Common reasons for escalated behavior and 50 strategies to try](#)

From Velcro & Visuals: [De-Escalation strategy poster](#)

Referral Form:

<https://docs.google.com/forms/d/e/1FAIpQLSdB67w7TJ4GqsyGHFSzOYQw2uSd-rUr--XvEgnJFaBoLmvdXQ/viewform>

Questions or
Concerns?

