



# IDENTIFYING BIAS

Bias Series: Part 2 of 3  
**Grades 6 - 7**

## TOPICS

Decision Making Traps;  
Career Education

## STUDENTS WILL

Identify and explain the different types of bias.

Analyze situations to identify types of bias at work in them.

## WHY THIS MATTERS

Knowing types of bias helps us identify when we are being trapped by our subconscious. Increased awareness helps us make better decisions.

# DECISION MAKER MOVES

Thinking beyond the pros & cons list

## MAIN LESSON FLOW

1. The lesson begins with a review of the previous lesson (What is Bias?).
2. The main task requires students to work in groups to identify bias in a scenario then analyze its impact(s).
3. Finally, students discuss what they learned with the option to complete a reflection about their own experience(s) with bias.



## USE THIS IN

**Language Arts:** use scenarios from novels, articles, films, or any other text

**Science:** consider scenarios where science is impacted by bias or where scientists attempt to avoid bias

**Social Studies:** use images that present historic or contemporary scenarios; use a historic scenario and consider bias in terms of the stakeholders; consider a scenario of historians applying bias

**Math:** consider scenarios wherein math is used in service of a bias

## MATERIALS

- Types of bias note sheet (from previous lesson)
- Scenarios involving bias (1 per group)
- Chart paper & markers (1 per group)

## OTHER

Access Part 1 of this lesson series [here](#)

Access Part 3 of this lesson series [here](#)



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## INTRODUCTION

Briefly review the types of bias from last lesson - this could be a whole-class, small group, or think-pair-share discussion

## MAIN EVENT

1. Organize students into groups of 3-5. Each group will need a piece of chart paper and markers for recording their ideas and one bias scenario.
2. As a group, students will read their scenario and identify what type(s) of biases they notice. When they record the types of bias they find (on the chart paper), they will also include how they know it's that type of bias. *Ex: This scenario shows groupthink bias because even though John has a good idea, he doesn't share it because it's different from what his classmates think.*
3. After 10-15 minutes of analyzing and discussing their scenarios, have students switch to another group's paper. They will read the other group's scenario and thoughts. Switch 3-4 times so that groups can see several scenarios.

## CLOSURE

Invite the class together for a debrief: what types of bias did they identify? Were some easier to spot than others?

*Optional: students can write a short reflection about their experience with bias. Some guiding questions:*

1. *Did any of the types of bias stand out to them? Why?*
2. *Have they ever experienced a situation that involved bias? What was it like?*

## DIFFERENTIATION

- Students can use their notes from lesson 1 to support their thinking
- The group activity can be completed virtually using breakout rooms and digital apps such as Google Slides, JamBoard, or Padlet
- Students can use technology to support writing their reflection

## SUCCESS CRITERIA

- Students accurately identify types of bias.
- Students listen to ideas from others and offer their own to discuss and investigate different types of bias.
- Students generate and synthesize ideas, and build upon others' ideas to deepen their understanding.