

# Recognizing Bias and Unfairness

**Note:** In Youth for Unity, young people build a better understanding of diversity and learn to recognize and confront bias and unfairness

Before implementing the **Youth for Unity: Tween** activities, we highly recommend running the **Journeys: Paths to Adulthood** program with your youth. Journeys: Paths to Adulthood is an identity development program that provides young people with the space, support, and tools they need to navigate the journey of adolescence and emerge strong, healthy young adults. This targeted program for ages 10-14 helps youth develop healthy attitudes and lifestyles they will carry into adulthood. It includes foundational information that will be helpful for youth to learn before diving into Youth for Unity.

## About This Module

<b>Overview</b>	This module consists of a comprehensive, broad-based set of activities and conversation starters that build the capacity of local Clubs to help members appreciate themselves as unique and special individuals and teaches youth how to recognize bias and unfairness.
<b>Guiding Questions*</b>	<ul style="list-style-type: none"> <li>• What are biases and stereotypes?</li> <li>• How can biases and stereotypes lead to the unfair treatment of people?</li> <li>• What are consequences of biases and stereotypes?</li> </ul>
<b>Activity 1</b>	<p><b>This Is Me</b></p> <p>Youth will celebrate characteristics of themselves and others by creating and sharing identity artwork.</p>
<b>Activity 2</b>	<p><b>I Think I Know</b></p> <p>Youth will define and provide examples of the terms <i>bias</i> and <i>stereotype</i> after analyzing video clips and discussing ways in which assumptions are created.</p>
<b>Activity 3</b>	<p><b>Bridging the Past to Our Future</b></p> <p>Youth will understand how historical events impact us today by working together to create a historical timeline as they discuss each event.</p>
<b>Activity 4</b>	<p><b>The Tower Challenge</b></p> <p>Youth will investigate the effects of unfair treatment by participating in a building challenge that demonstrates how unjust actions can have unfair consequences.</p>
<b>Activity 5</b>	<p><b>Creating a Fair World</b></p> <p>Youth will explore advantages people have in society. Then they will conduct a Club accessibility assessment to better understand how those with certain challenges may navigate the world.</p>

\*Guiding questions are not specifically asked in the sessions themselves, but are meant to guide your preparation and facilitation of the module. Keep these questions in mind so you can help youth make connections and capture key takeaways relating to the topic.

## Key Terms

Word	Definition
<b>Diversity</b>	Different characteristics, experiences and identities that make us unique individuals.
<b>Community</b>	A group of people who may live in the same place or have characteristics in common.
<b>Visible characteristics</b>	Things that can be easily seen by others; such as hair, eye and skin color.
<b>Invisible characteristics</b>	Things that cannot be easily seen by others; such as culture, beliefs, interests and values.
<b>Values</b>	What you believe in and find to be important to you. Values can change as you grow and experience new things.
<b>Identity</b>	“What makes you, you,” such as beliefs, feelings, physical appearance, religion, skills, talents, race, ethnicity, culture, language, gender, place of birth, likes and dislikes.
<b>Stereotype</b>	An idea or belief about a group of people, which can lead to forming biases.
<b>Bias</b>	Having a personal preference or belief about something without giving another thought or opinion an equal chance.
<b>Advantage</b>	Something that increases someone’s chances of succeeding; such as a good position, ability or situation.
<b>Privilege</b>	A right or a freedom given to some people (and not others) just because they are members of a particular group.
<b>Accessibility</b>	Considering the needs of all people and ensuring resources, tools and facilities can be used by all.

## Supplies

<b>Activity 1</b>	<b>Handouts</b>	<ul style="list-style-type: none"> <li>• Diversity BINGO (1 per participant)</li> </ul>
	<b>Supplies Needed</b>	<ul style="list-style-type: none"> <li>• Pencil (1 per participant)</li> <li>• Blank masks or paper plates and scissors to create masks (1 per participant)</li> <li>• Markers, crayons or colored pencils (assorted)</li> </ul>
<b>Activity 2</b>	<b>Handouts</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
	<b>Supplies Needed</b>	<ul style="list-style-type: none"> <li>• Computer or laptop with internet connection</li> <li>• Projector and screen</li> <li>• Flipchart paper (5 sheets)</li> <li>• Marker (5)</li> <li>• Tape</li> </ul>
<b>Activity 3</b>	<b>Handouts</b>	<ul style="list-style-type: none"> <li>• Historical Event Cards (1 copy)</li> <li>• Laughing Zebra Skit (3 copies)</li> </ul>
	<b>Supplies Needed</b>	<ul style="list-style-type: none"> <li>• Card stock (1 sheet) (optional)</li> </ul>
<b>Activity 4</b>	<b>Handouts</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
	<b>Supplies Needed</b>	<ul style="list-style-type: none"> <li>• Pencil (1 per participant)</li> <li>• Blank sheet of paper (1 per participant)</li> <li>• Paper plates (several per group)</li> <li>• Popsicle sticks (several per group)</li> <li>• Paper cups (several per group)</li> <li>• Tape (1 roll per group)</li> </ul>
<b>Activity 5</b>	<b>Handouts</b>	<ul style="list-style-type: none"> <li>• Our Club Accessibility Assessment (1 per pair of participants)</li> <li>• Drawing Challenge Object Cards (1 copy)</li> </ul>
	<b>Supplies Needed</b>	<ul style="list-style-type: none"> <li>• Sheet of blank paper (4)</li> <li>• Pencil (1 per pair of participants)</li> <li>• Clipboard or other hard surface (1 per pair of participants)</li> </ul>

## Resources

For more information on topics covered in this module, please visit:

- **Learning for Justice** ([learningforjustice.org](http://learningforjustice.org))
- **Project Implicit – Harvard University** ([implicit.harvard.edu/implicit/research](http://implicit.harvard.edu/implicit/research))
- **Teaching People’s History – Zinn Education Project** ([zinnedproject.org](http://zinnedproject.org))
- **“Minding The Gap – Stereotypes”** ([pbs.org/video/minding-gap-race-class-culture-and-identity](http://pbs.org/video/minding-gap-race-class-culture-and-identity))
- **“White Privilege: Unpacking the Invisible Knapsack” by Peggy McIntosh** ([nationalseedproject.org/images/documents/Knapsack\\_plus\\_Notes-Peggy\\_McIntosh.pdf](http://nationalseedproject.org/images/documents/Knapsack_plus_Notes-Peggy_McIntosh.pdf))
- **Stereotype Facts for Kids – Kiddle** ([kids.kiddle.co/Stereotype](http://kids.kiddle.co/Stereotype))
- **Race, Ethnicity and Culture – Sesame Workshop** ([sesameworkshop.org/topics/race-ethnicity-and-culture](http://sesameworkshop.org/topics/race-ethnicity-and-culture))

## Social-Emotional Skills

- Respect for others
- Self-confidence
- Empathy
- Social awareness

## Extension Activities

- **Provide** books to youth of a variety of ages that explore diversity, inclusion, disabilities and allyship.
- Do you run Torch Club at your Club or Youth Center? If not, **check out** this small-group leadership service club for youth ages 10-13 by searching “Torch Club” on [BGCA.net](http://BGCA.net) and [ClubPrograms.org](http://ClubPrograms.org).
- **Encourage** older Club members to lead activities with younger Club members. Older members can read stories, lead art activities, or play games that encourage fairness and listening skills with younger members.
- **Help** youth write and put on a play that cover topics included in these activities.
- **Encourage** youth to participate in a community service project. They can organize a food or clothing drive or a community cleanup. Since Activity 5 asks youth to participate in an accessibility assessment of their Club or Youth Center, consider organizing a project focused on an identified area of improvement.