

Click **HERE** for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with

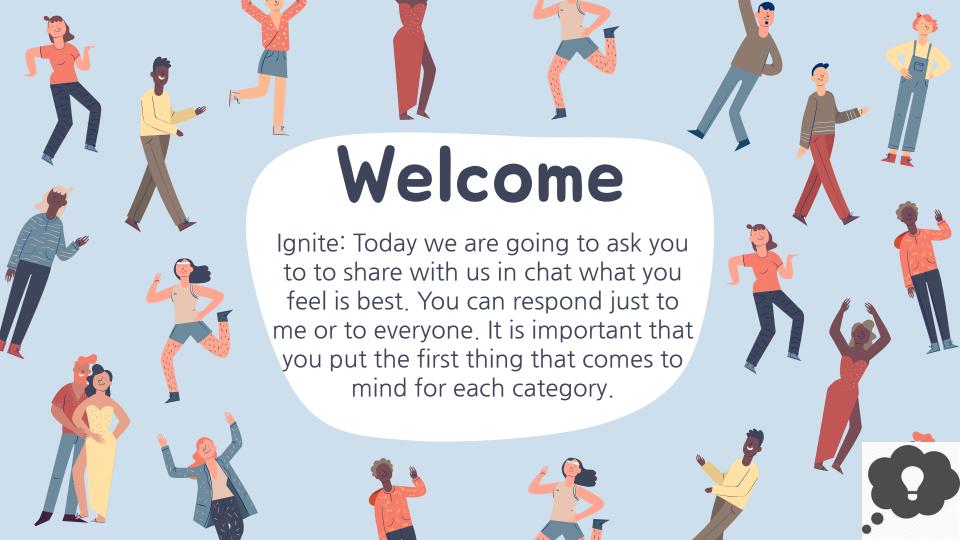
liberty and justice for all.

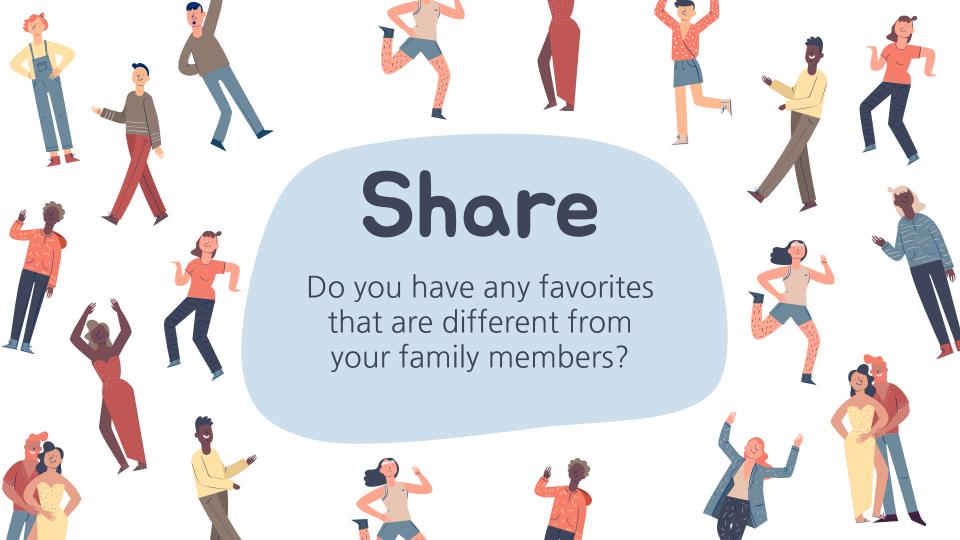
You may be seated for our moment of silence.



Review of Norms







Bias is not always bad or harmful

An important note here is that liking a favorite team or preferring one type of car or pizza topping over another is not bad or harmful. The bias we describe and learn about in this unit does. This is where the conversations could get more difficult. We are not saying you are bad for having bias. We all have bias, about many different things, and being aware will make us better in our words and actions.





Bias is a point of view based on an experience. Bias can be good or bad. We all have biases.

Definition of Bias

Bias is putting across an unfair or one sided opinion. It is different than a preference, like the preference you chose in the first activity.

You can be biased toward a person, a group, or your bias can form from your own opinions and beliefs. It is important to be aware of your bias so that you can work to reduce them or avoid acting on your biases.

Some school examples of bias

The teacher

Sometimes it's hard for students to sit still in class for the whole block. A teacher could be biased toward students who are quiet and can sit in their seat; therefore the other group gets in trouble more often

An action instead could be

To make sure that there are opportunities to move around or take breaks in class.







Click **HERE** for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

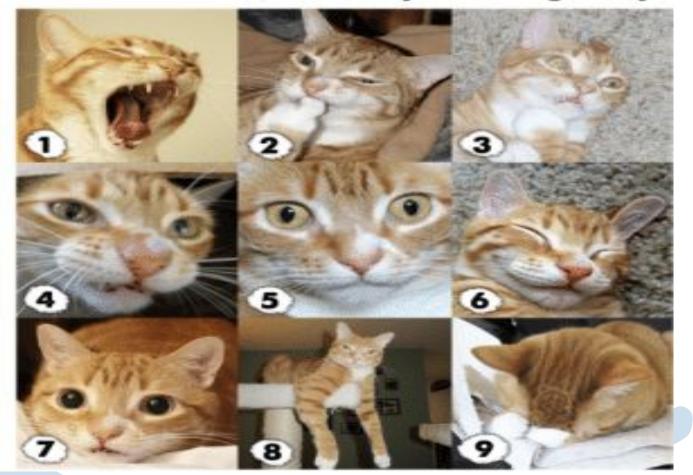
And to the Republic for which is stands, one nation, under God, indivisible with

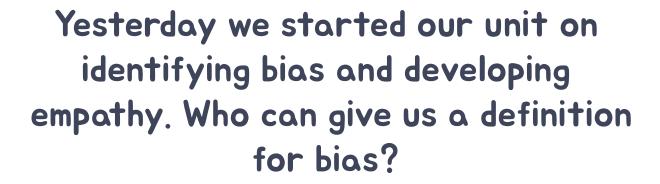
liberty and justice for all.

You may be seated for our moment of silence.



On a scale of cat, how are you feeling today?





Definition of Bias

Bias is putting across an unfair or one sided opinion. It is different than a preference, like the preference you chose in the first activity.

You can be bias toward a person, a group, or your bias can form from your own opinions and beliefs. It is important to be aware of your bias so that you can work to reduce them or avoid acting on your biases.

Who would like to read the following scenario

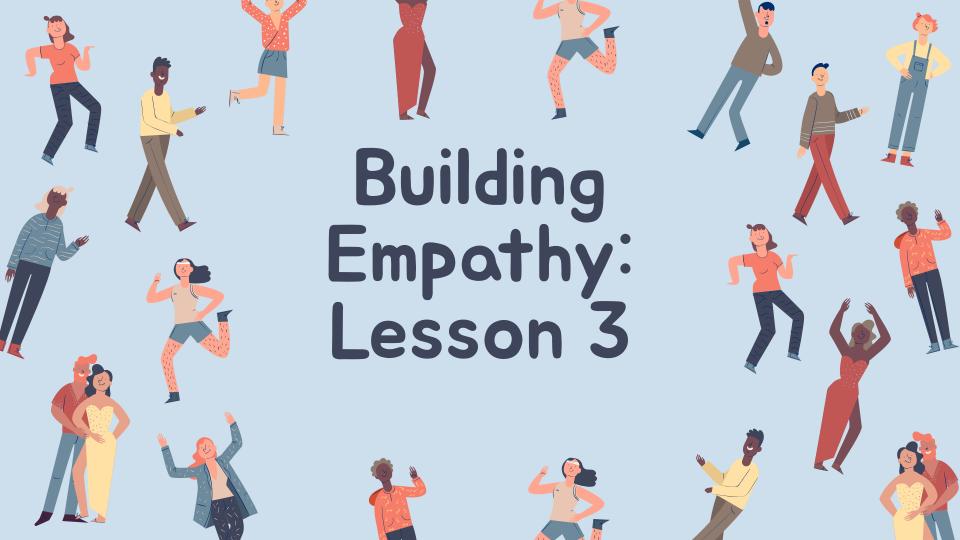
When a big-city symphony wants to hire musicians, they do not judge the applicants on their appearance; they judge them only on their musical ability. That seems fair, doesn't it? But that hasn't always been the case. At one time, more men than women were hired to play in symphonies. The judges preferred male musicians. Today, however, most symphonies listen to the musician applicants from behind a screen so they can't see what they look like. Sometimes the musicians even have to take off their shoes so the judges can't get hints from their footsteps about whether they are listening to a man or woman. Although that may seem unnecessary, it has been proven to be the fairest way to hire. Now, because of the practice of "blind auditions," the balance of men and women is more equal. This is how the symphony overcame a bias. It wasn't enough just to be aware they had a bias; they had to guarantee it with a "blind audition" so they wouldn't let their bias toward male musicians influence their decisions



Journal Reflection

Can you think of a bias that you may have toward another person or group? How can you work to make sure that you don't treat anyone unfairly because of a bias? Remember: the goal is to be aware of bias, not to feel badly that you have one or more. We all have them!

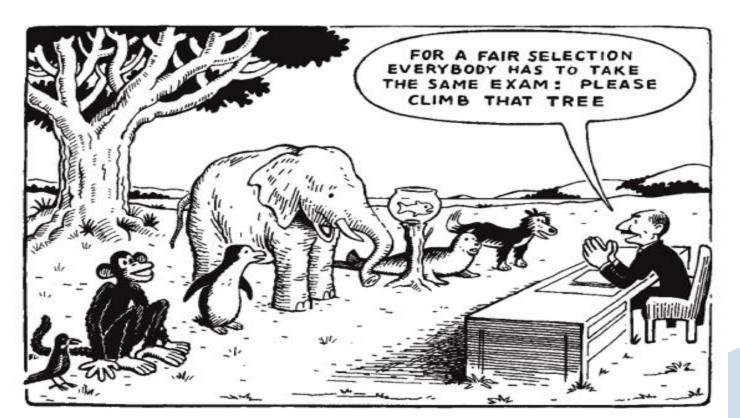






SHARE: Can you tell why this cartoon could be an example of bias?





Click **HERE** for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with

liberty and justice for all.

You may be seated for our moment of silence.



Empothy: the understanding of or the ability to identify with another person's feelings or experiences

Can you think of a time—maybe during an argument with a friend or when the boy or girl you liked hurt your feelings—when you wished that someone understood how you felt? When we try to relate to what another person is going through, we're being *empathetic*.

I am going to read some short statements. In your journal or mentally, respond YES or NO with the statement I read.



Listen to these 8th grade students talk about empathy

https://www.youtube.co m/watch?v=aU3QfyqvHk 8&t=100sh



Write about a time when you were kind to someone? Or about a time when someone was kind to you. How did you feel afterward.

What other things in the world deserve kindness?

End of lesson 3



Click **HERE** for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with

liberty and justice for all.

You may be seated for our moment of silence.



Today we're talking about empathy...

One way we can build empathy is to imagine ourselves in someone else's shoes. Try to imagine how a particular situation feels for another person.





Student 1: Pair up with a classmate (be sure your partner's character number is *different* from yours; if you have the same character, you need to pair up with someone else). As your character, tell your partner about your situation.

Student 2: Practice being empathetic as you are listening to your partner's story. Then, share your situation with your partner as they practice being empathetic.

GOAL: Give an empathetic response to your partner's character's situation.





What was something that worked well with that activity? What was something that would have made it better?

MAKE A CONNECTION: How can being empathetic toward help us reduce bias toward others?

End of lesson 4

Have a great day, Henley!



Click **HERE** for a Video of a Student Reciting the Pledge

I pledge allegiance to the flag, of the United States of America

And to the Republic for which is stands, one nation, under God, indivisible with

liberty and justice for all.

You may be seated for our moment of silence.



How do ya feel today?



Activity: 'Put Your Camera On' if...

"Put Your Camera On" if is an adaptation of "Walk the Line," an activity designed to build understanding and empathy among groups of people who may have had experiences that are similar and different from our own.

To begin, everyone turn their cameras off. I am going to read a series of statements. If what is being described has ever happened to you, "Turn your camera on" for a few second and then we'll reset.



As you watch this video, can you relate to any of these students' stories.

In your journal, what does it mean to say, "Everyone has a story. Empathy can help us to be kinder to others." Do you agree with that? Why or why not?







End of Unit 4