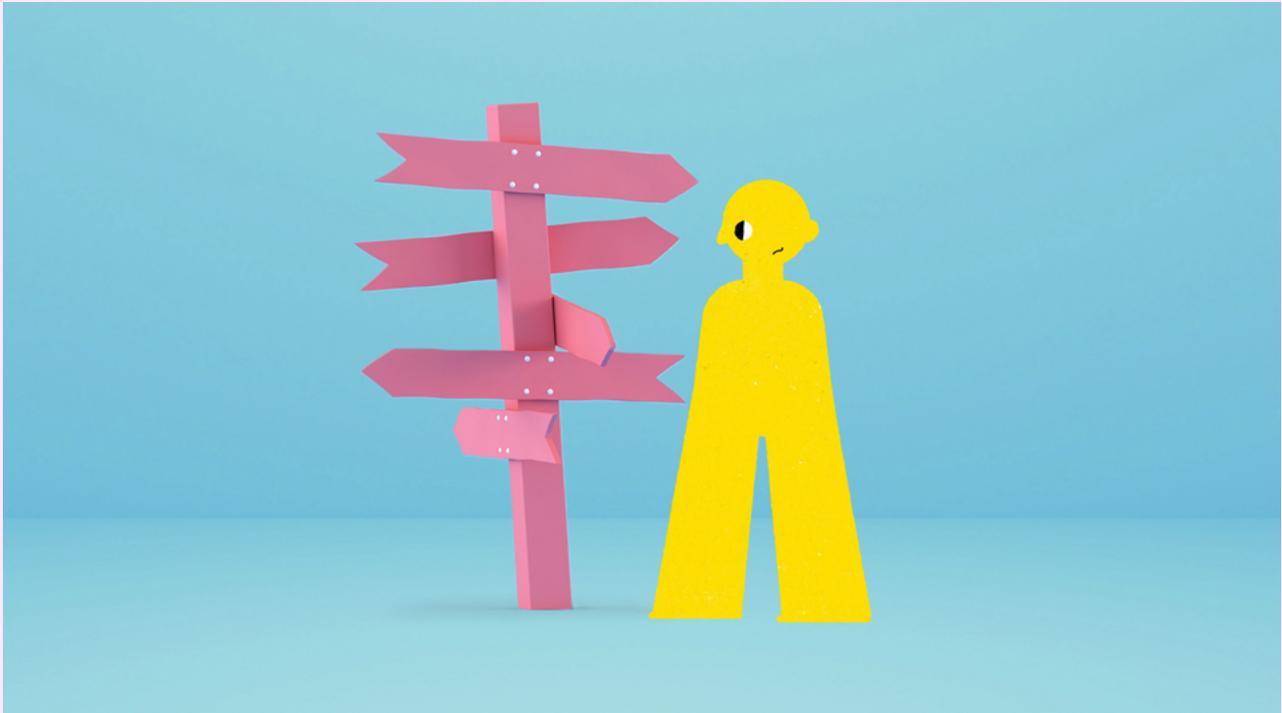


What is Unconscious Bias?

Unconscious Bias in the Real World



About this video



WHAT IS UNCONSCIOUS BIAS?

Unconscious Bias in the Real World

Being biased isn't always a bad thing, but our biased brains can also mislead us into thinking we're making good decisions at important moments. This video explores how different types of biases and heuristics can affect people's health, prosperity, and even freedoms.

Essential question:

How do bias and heuristics impact peoples' lives?

Key vocabulary:

unconscious

bias

misinformation effect

eyewitness testimony

confirmation bias

anchoring biases

the decoy effect

the halo effect

Learning intention:

Learn how bias can impact our health, wealth, and our legal system, and understand how knowing about these can make us more vigilant about their effects.

Before watching

Making predictions: What colour was their scarf?

Ask a member of your school's teaching staff to visit your classroom for a brief moment for a 'made-up' errand.

After the member of staff has left, ask the students to describe details of that member of staff's appearance. For example, what colour were their shoes, were they wearing glasses or not?

Then ask students a leading question, such as "What colour scarf/tie were they wearing?" (when they were not wearing one).

Once students have offered some responses, have a class discussion on why some people may suggest a colour for an item when the item did not exist.

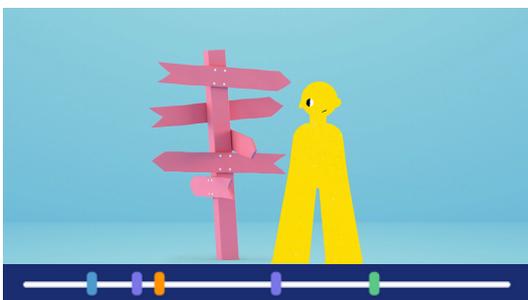
Ask students to discuss how this particular scenario could be linked to the legal system and eyewitness testimonies. What impact could people's answers have if their memories 'fail' them?

Have students share their thoughts with the class.

Whilst watching



Watching individually



Have students watch the interactive created for immediate feedback and solo viewing.

After watching

Below are two activities to extend students' learning and check for understanding.

Activity 1: The misinformation effect

Elizabeth Loftus has conducted a number of studies into memory. Students will research two of these pieces of research and link them to the understanding of biases.

- Students are to research two studies that Elizabeth Loftus conducted on memory.
- They will summarise these studies and include information on her aim, hypothesis, participants, method/procedure, and results. They can also add a description to their summary of how each of these studies links to the biases discussed in the video.
- Use small groups to allow students to share what they have learnt.
 - What did they find most interesting from their research?
 - What did they learn that surprised them?

Support:

Students may prefer to present their research as a mind map rather than a written description.



Extension:

Students can expand their descriptions of how the studies link to the biases by evaluating how these impact on the legal system and eyewitness testimonies.

- Are there failings in the legal system that Elizabeth Loftus' research has highlighted?
- How can the processes of our legal system be modified to remove these biases? (This may be a good opportunity to introduce students to Google Scholar and the ability to search for the actual articles written and published by Elizabeth Loftus).



Activity 2: Decoy effect

Students will try and recreate the decoy effect in school.

- Using the example in the video, students are to create a similar decoy effect presentation linked to their school, college, or local shop/cafe. Students should produce three 'offers', thinking carefully about the amount and size of times being sold and the prices being asked. This could include food or items of clothing.
- Students then ask others in the school which 'offer' they would go for. They could ask students and members of staff to investigate if there is a different response depending on age.
- They are to collate the responses and produce a graph of the number of people who selected each option, along with a report of what they have found.
 - What patterns and trends did they see in the graphs they produced?
 - Did they manage to produce the decoy effect with the offers they produced?
- If students did not produce the decoy effect, ask them to reflect on why this might be the case and share their thoughts in a class discussion.

Support:

Students could use the example given in the video to collate their responses.



Extension:

Students could further investigate if there was a difference between staff and student responses and reflect on why this may or may not have been the case. Students could also experiment with the different prices offered for each option. This will allow them to investigate the minimum and maximum difference between the offers where the decoy effect still occurs and when it stops.



Conclusion

Ask students to respond to the essential question posed at the beginning of the lesson.

Ask if they still have any questions about the content presented in the video. Discuss and answer these questions as a class.