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## PROJECT 4

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# BREAK THE BIAS

LESSON 1

 **TOPICAL TALK  
PROJECTS**

**Objective:** to understand how inequality and bias affect a person's opportunities**Before the lesson you will need to:**

- Print, copy and cut the *Profiles*, enough for one between two with an equal number of each
- Have the *Video* ready to play: [bit.ly/BiasVideoL1](https://bit.ly/BiasVideoL1)
- Print and copy the *Sheet*, enough for one between two



**Short on time? To make the most of this lesson, complete the red activity first.**

**Activity****Teacher instructions****ACTIVITY ONE**

For this lesson, students should work in pairs. On the board write "EQUALITY". **Ask:** what does this word mean? If this word was an action, what would it be? If this word was a symbol, what would it be? If this word was an emotion, what would it be? Write a class definition on the board. Repeat the activity for "INEQUALITY". Challenge students to use these words as much as they can in the rest of the lesson.

Ask pairs to stand in a line at one side of the room as though they are on the start-line of a race. Explain that the other side of the room is the finish line. Give each pair one of the *Profiles* so that there is an equal distribution of each. Explain that the *Profiles* contain examples of young people who are racing for the same opportunities. They should be kept secret.

Read number 1. Give pairs two minutes to discuss how likely it is that the person on their *Profile* would have this opportunity in their lifetime and agree on how many steps to take. Repeat for 2-4.

1. The opportunity to become a doctor
2. The opportunity to buy their own house
3. The opportunity to become the leader of their country
4. The opportunity to make their voice heard

*The following information is taken from the Women, Peace and Security Index, published at the United Nations, which compares women's inclusion, justice, and security in 170 countries.*

Ask pairs with *Profiles C and D* to sit down. Students with *Profiles A and B* should remain standing. Reveal that those with *Profiles C and D* represent young people from a country where men and women experience the most inequality. For example Syria and Afghanistan. **Ask:** what's the biggest reason (from the *Profiles*) why girls have fewer opportunities than boys?

Explain that in some other countries, men and women experience more equality. For example, in France, the United Kingdom and Iceland. **Ask:** where in the race would you expect boys and girls from countries like these to be? Why?

Reveal that the students standing have *Profiles* of young people from countries where men and women have equal rights, which means they should be treated equally by law. Choose two students to read them aloud. **Ask:** do equal rights guarantee equality? What else could be done to make the situation more fair? What if you don't behave in a way that people expect a male or female to? Would this get you further ahead or further behind?

**Challenge:** what other groups of people have unequal opportunities in society? What if someone falls into more than one of these groups?

**Extra time?** Find out where other countries sit within the index by looking here: [bit.ly/indexWPS](https://bit.ly/indexWPS)

**ACTIVITY TWO**

For this activity, you should replay the *Video* as many times as students need.

Give pairs a *Sheet*. Students should complete **PART 1** as they watch the *Video*. Reveal the answers: 1D, 2F, 3C, 4B, 5A, 6E.

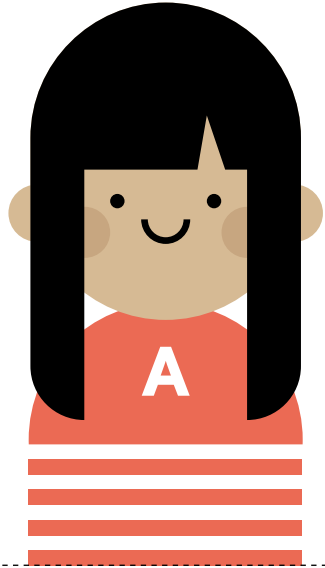
Students should complete **PART 2**. **Ask:** if bias was an action, what would it be? If bias was a symbol, what would it be? If bias was an emotion, what would it be? How are bias and inequality linked?

**KEEP THE DISCUSSION GOING**

**Research:** what challenges have people you know faced because of bias or inequality? What advice would you give them?

# BREAK THE BIAS

## LESSON 1: PROFILES



### A GIRL

#### FROM A COUNTRY WHERE:

- It is difficult or impossible for you to go to school because it is illegal or dangerous
- You are unlikely to see women with political power
- It is more difficult for women to get paid work
- It is mostly women who are expected to cook, clean and look after children
- You might have to ask permission from a man before you get married, travel or have medical treatment

#### LISTEN TO THE OPPORTUNITY

What does a person need in order to do this? How likely is it that your person could do this if they wanted to?

Decide how many steps to take in the race:



0 STEPS =  
*impossible*



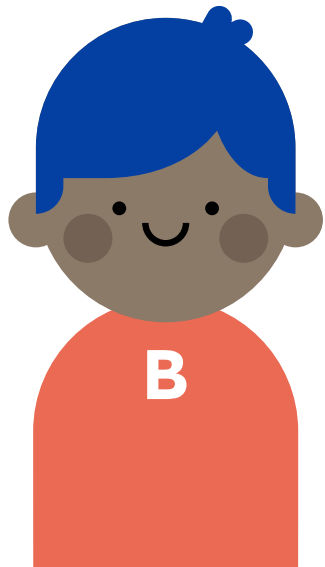
1 STEP =  
*unlikely*



2 STEPS =  
*likely*



3 STEPS =  
*very likely*



### A BOY

#### FROM A COUNTRY WHERE:

- Many boys have the opportunity to go to school
- Most of the people who have political power are men
- You can get a job to earn money
- It is likely that your money will have to support both you and your family
- You can make decisions about your future, for example where to travel or work

#### LISTEN TO THE OPPORTUNITY

What does a person need in order to do this? How likely is it that your person could do this if they wanted to?

Decide how many steps to take in the race:



0 STEPS =  
*impossible*



1 STEP =  
*unlikely*



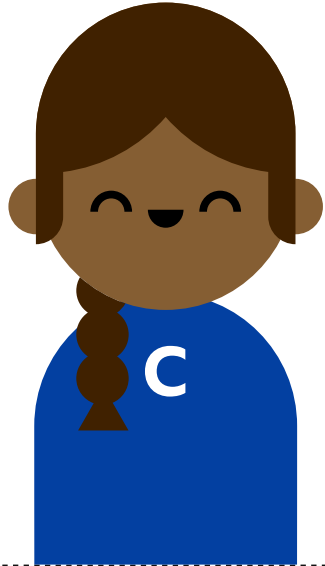
2 STEPS =  
*likely*



3 STEPS =  
*very likely*

# BREAK THE BIAS

## LESSON 1: PROFILES



### A GIRL

#### FROM A COUNTRY WHERE:

- Both boys and girls can go to school
- There are more men in positions of political power than women, although the number of women is increasing
- You can get a job to earn money but men often earn more than women for doing the same job
- It is more likely for you to stay at home and care for children than it is for a man. Sometimes you might earn nothing for this work
- You can make decisions about your future, for example where to travel or work

#### LISTEN TO THE OPPORTUNITY

What does a person need in order to do this? How likely is it that your person could do this if they wanted to?

Decide how many steps to take in the race:



0 STEPS =  
*impossible*



1 STEP =  
*unlikely*



2 STEPS =  
*likely*



3 STEPS =  
*very likely*



### A BOY

#### FROM A COUNTRY WHERE:

- Both boys and girls can go to school
- It is normal to see men in positions of political power
- You can get a job to earn money – and men often earn more than women for doing the same job
- Your manager at work might be less understanding if you want to stay at home to care for your children
- You can make decisions about your future, for example where to travel or work

#### LISTEN TO THE OPPORTUNITY

What does a person need in order to do this? How likely is it that your person could do this if they wanted to?

Decide how many steps to take in the race:



0 STEPS =  
*impossible*



1 STEP =  
*unlikely*



2 STEPS =  
*likely*



3 STEPS =  
*very likely*

# BREAK THE BIAS

## LESSON 1: SHEET



### PART 1

Number these quotes to show the order that they were said in the *Video*. Make a note of any other quotes that catch your attention. →

**A**  
"It's like we're all in a race except some of us are running, and some of us are in a car!"

**B**  
"They're like, putting women into these boxes..."

**C**  
"A lot of women hold the same biases against themselves and other women."

**D**  
"If someone is biased then they make a decision based on how they already feel rather than by looking at the facts."

**E**  
"So what can be done to break the bias and change things for the better?"

**F**  
"He's an entrepreneur? Musician?"

### NOTES



#### THINKING QUESTIONS

Which quote from the *Video* stands out the most to you? Why? Who should hear it?

### PART 2

Complete the speech bubbles. You can use quotes from the *Video* or your own words.



Bias is...



Bias is a problem because...



An example of bias is...



#### THINKING QUESTIONS

Have you ever made an assumption based on bias? How could you stop yourself from doing this and "break your bias"?