🧩 Jigsaw Activity: Unpacking Bias

Based on: Chapter 8 - *Prejudice, Discrimination, and Stereotyping*

Learning Objective: Students will be able to define, differentiate, and provide examples of four categories of bias: **Blatant (Explicit), Automatic (Implicit), Ambiguous, and Ambivalent.**

Total Time: 60-75 minutes

📘 Phase 1: Introduction & Framing (5-10 minutes)

1. **Hook:** Reference the chapter's opening: "We commonly say that we 'should not label' others, but we cannot help but do so." Ask: "What's an example of a label or category you use every day that's helpful? What's one that can be harmful?"

2. **Frame the Lesson:** Explain that Chapter 8 shows us bias isn't just one thing (like a blatant racist). It's a spectrum. Today, they will become experts on four "types" of bias that psychologists study, moving from the most obvious to the most subtle and complex.

3. **Explain the Jigsaw Process:** Briefly outline the Expert and Home Group phases.

🧠 Phase 2: Expert Groups - Dive Deep (15-20 minutes)

Divide students into four **Expert Groups**. Assign each one bias type to each group. Their task is to become experts using their section of the chapter and the guiding questions below.

Group 1: Blatant/Explicit Biases

- **Key Chapter Sections:** "Historical Biases," "What are Biased People Thinking?" (Social Dominance Orientation & Right-Wing Authoritarianism; Table 8.1).

- **Key Questions to Discuss:**

  1. Provide a simple one-sentence definition of **blatant/explicit bias**.

  2. What is the core belief behind **Social Dominance Orientation (SDO)**? How does the chapter explain it using the "world is tough and competitive" idea?

3. What is the core belief behind **Right Wing Authoritarianism (RWA)**? How is it different from SDO?

4. What are some real-world examples of blatant bias from the chapter (historical and modern)?

5. **Prepare to teach:** Create a simple definition and one clear example for **SDO** and one for **RWA**.

Group 2: Automatic Biases (Implicit)

- **Key Chapter Sections:** "Implicit Biases" intro, "Automatic Biases," first part of Table 8.2.

- **Key Questions to Discuss:**

    1. What is **implicit bias** and how does it occur?

    2. How does the **Implicit Associations Test** work? What does it measure, and what does the measure tell us?

    3. What is the "own-group preference" or in-group liking, and why does it naturally lead to this type of bias?

    4. **Prepare to teach:** Explain the IAT simply. Provide an example of how an automatic bias might affect a real-world decision.

Group 3: Ambiguous Biases

- **Key Chapter Sections:** "Ambiguous Biases," Social Identity Theory, Self-Categorization Theory, Aversive Racism in Table 8.2.

- **Key Questions to Discuss:**

    1. Provide a simple one-sentence description of **ambiguous bias**.

    2. What is **Social Identity Theory**, and how does it explain why we favor our in-groups?

    3. What is **aversive racism**, and why is it so "ambiguous"?

    4. How can favoring your own group (in-group favoritism) be a form of bias if you're not *actively* hurting the outgroup?

    5. **Prepare to teach:** Define "ambiguous bias." Use the example of the two soccer classes or aversive racism to explain how bias can be indirect and

hard to pin down. Come up with your own example similar to that of the two soccer classes.

Group 4: Ambivalent Biases

- **Key Chapter Sections:** "Ambivalent Biases," Stereotype Content Model, Figures 8.1 & 8.2.

- **Key Questions to Discuss:**

    1. Provide a one sentence description of **ambivalent bias.**

    2. What is the **"model minority"** stereotype, and why is it an example of *ambivalent* bias?

    3. According to the **Stereotype Content Model**, what are the two key dimensions we use to judge groups?

    4. Look at Figures 8.1 and 8.2. What emotion/prejudice do we feel toward a group we see as **High Warmth but Low Competence**)? What about **Low Warmth but High Competence**?

    5. **Prepare to teach:** Explain the two-by-two grid of the Stereotype Content Model. Give an example of a "mixed" stereotype and its consequences.

👥 Phase 3: Home Groups - Teach & Learn (20-25 minutes)

Re-mix students into **Home Groups** of four, with one expert from each bias type.

1. Each expert has **4-5 minutes** to teach their colleagues about their bias.

🔍 Phase 4: Synthesis & Class Discussion (10-15 minutes)

Facilitate a whole class discussion to connect the dots.

1. **Check for Understanding:** Ask each Home Group: "Which bias do you think is the most difficult to recognize in yourself? Why?"

2. **Guided Discussion using Chapter Concepts:**

    o **From Automatic to Ambivalent:** How might the automatic "own-group preference" feed into the ambiguous bias of in-group favoritism?

- o **The Blatant vs. Subtle Link:** The chapter says high social dominance orientation and high right-wing orientation predict joining hate groups. How do the **blatant** ideologies connect to the more **subtle** biases?

- o **21st Century Complexity:** Refer to the "Conclusion." As identities get more complex, which of these four biases might increase and why?

3. **Final Takeaway:** Bias is fostered by a set of psychological processes, from conscious ideologies to unconscious associations, that everyone must actively work to understand and counteract.