Module 1: Understanding Race in Education
Unit 2: Effective Instruction
Session 3

Reducing Stereotype Threat

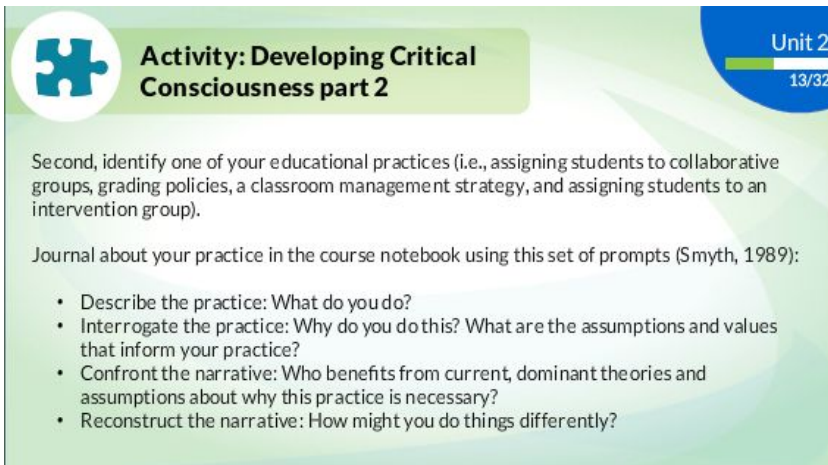| **Overview of materials included in this session:** *Consider printing handouts and articles to include in a folder for participants to easily access during the session.*	
Session articles: ● [The Essence of Innocence](#) (Culotta, Di Leone, DiTomasso, Goff, and Jackson, 2014; Accessed November 10, 2018) ● [Reducing Stereotype Threat](#) (Washington University, 2016; Accessed November 10, 2018)	**Session website links:** ● N/A
Session videos: ● N/A	**Session handouts:** ● [PP Presentation With Space for Notes](#) ● [Handout 1](#) ● [Handout 2](#) ● [Journal Pages](#) To print all handouts and journal pages as one packet, click [here](#). (*Note: The PP Presentation will need to be printed separately*). *Activate prior knowledge with [Handout 1](#) from previous session.
Coaching Connections: [Reducing Stereotype Threat](#): This document pulls strategies from the article, "Reducing Stereotype Threat" and pairs them with coaching questions. Please refer to the guidance at the beginning of the document. [Self-Reflecting on Stereotype Threat](#): There are a series of questions on Slide 21 of this session. It may be helpful to return to these questions after educators have had time to sit with the information they have learned and returned to the classroom.	

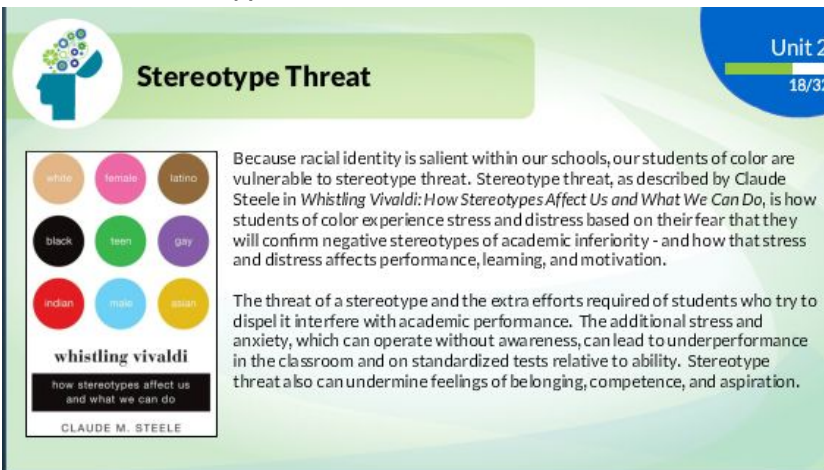| Course Content (Unit 2, Slides 18-22)	Facilitator's Guide (Total Time: ~ 1.5 hours)
Note: Activate prior knowledge by first reviewing Slide 13 from the previous session	
Slide 13: Activity Review: Developing Critical Consciousness Part 2 **Journal Reflection** (No Slide)	**Slide 13:** Activate prior knowledge by reviewing the activity from the previous session: Developing Critical Consciousness Part 2. ([Handout 1](#) from previous session) (4 min) Invite participants to share something they journaled about and discussed as they completed this activity in the previous session. Invite participants to revisit/share the definitions of **identity salience** from Module 1, Unit 2, Session 1 and **critical consciousness** from the previous session. **Journal Reflection** (3 min) Invite participants to reflect on how they incorporated their learning from the previous session into their work. Participants may do so in a journal, on the [Journal Pages](#) Handout for this session, or in the eCourse notebook if they are accessing the course online. Invite participants to share responses in pairs or as a small group.

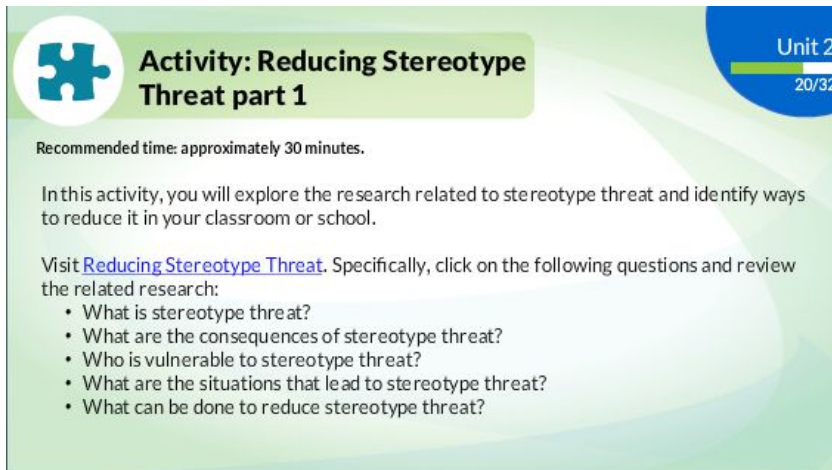|	
Slide between 17 and 18: Stereotype Threat 	**Slide between 17 and 18:** Share within education, race is a salient identity because of the historical context of exclusion and segregation, and it is salient for both white students and students of color. Share for white students, race is a positive salient identity because of their group history of inclusion. For students of color, race is a negative salient identity because of their group history of exclusion and segregation. (4 min) Consider revisiting the timeline on Slide 15 from the previous session showing the history of exclusion to inclusive education. Invite participants to reflect independently, in pairs, or as a small group on how history has contributed to the positive salient identity for white students and a negative salient identity for students of color.
Slide 18: Stereotype Threat 	**Slide 18:** Define *stereotype threat*: how students of color experience stress and distress based on their fear that they will confirm negative stereotypes of academic inferiority – and how that stress and distress affects performance, learning, and motivation. *(as described by Claude Steele in Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do")* (2 min) Share because racial identity is salient within our schools, our students of color are vulnerable to stereotype threat. Stereotype threat can lead to stress and anxiety, which interferes with academic performance. It can also undermine feelings of belonging, competence, and aspiration.

Slide 19: Essence of Innocence

Slide 20: Activity: Reducing Stereotype Threat part 1

Slide 19: Share research has shown that black boys, as young as 10, are more likely to be mistaken to be older or more likely to be perceived as responsible for their actions than white peers of the same age; and less likely to be perceived as innocent (Journal of Personality and Social Psychology, 2014). (3-5 min)

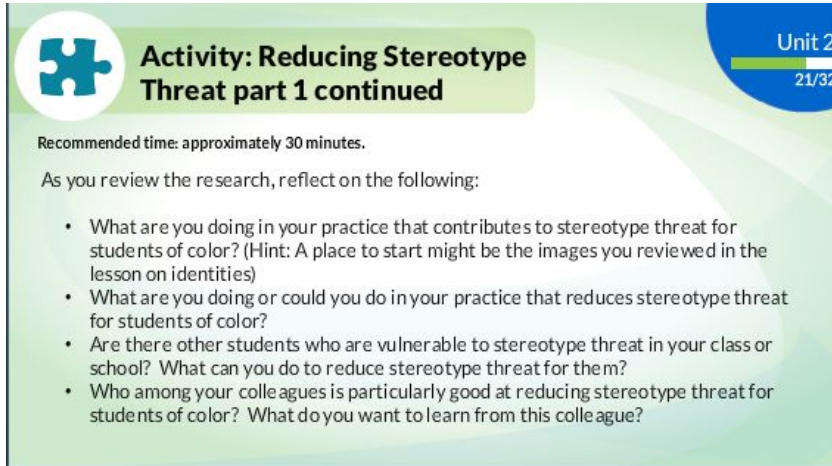Invite participants to think-pair-share reactions to these findings.

Invite participants to read the publication, The Essence of Innocence (Culotta, Di Leone, DiTomasso, Goff, and Jackson, 2014) during this session or afterwards, depending on time allotted.

Slide 20: Invite participants to read the article: Reducing Stereotype Threat (Washington University, 2016) and then discuss the questions on Slide 20. (20 min.)

Note: The strategies to reduce stereotype threat mentioned in this article fall into three main categories:
- Promote a Growth Mindset about Intelligence
- Provide Feedback that Motivates Students to Improve
- Foster a Sense of Belonging

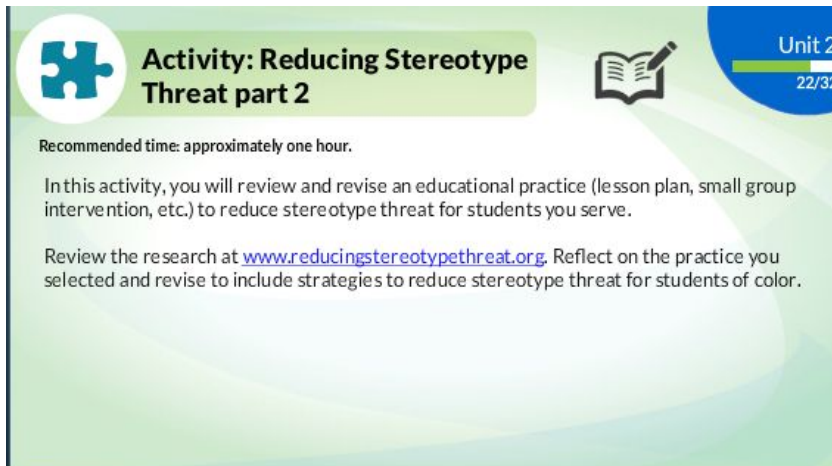**Slide 21:** Activity: Reducing Stereotype Threat Part 1 continued

Slide 21: <u>Activity:</u> Reducing Stereotype Threat Part 1 (10 min)

Invite participants to reflect on the questions in Slide 21 independently, inviting them to complete <u>Handout 1</u> as they do so. Once they have reflected independently, invite participants to share in partners or small groups.

Slide 22: Activity: Reducing Stereotype Threat Part 2

Slide 22: <u>Activity:</u> Reducing Stereotype Threat Part 2 (Lesson Plan, Small Group Intervention, etc) (45 min-1 hour)

Invite participants to review and revise an educational practice (lesson plan, small group intervention, etc.) to reduce stereotype for the students they serve.

Invite participants to review the research at <u>www.reducingstereotypethreat.org</u> and to select research-based strategies as they revise.

Session Reflection (No Slide)	**Session Reflection** ([Handout 2](#)) (3 min) Invite participants to reflect on this session and consider how they will incorporate their learning in their work moving forward. Consider inviting participants to complete [Handout 2](#) from this session to do so and to think-pair-share their responses. The reflection questions include: ● What have you learned from this session? ● How will you incorporate this learning into your work moving forward? ● What is one thing you can do tomorrow to incorporate this learning into your work? Encourage participants to share additional reflections from this session, or previous sessions, in a journal, on the [Journal Pages Handout](#) for this session, or in the eCourse notebook if they are accessing the course online. Remind participants these learning outcomes are a part of an ongoing journey; and, as is true for all of this work, they require consistent, intentional attention. Consider inviting participants to share ways they will integrate their learning into their work as educators. Note: To continue to cultivate their growth as equitable educators, invite participants to check out the resources listed [here](#). Consider sharing that the next session of this unit, Session 4, will focus on the power of high expectations.