

Name _____

Class _____

Understanding Stereotypes & Implicit Bias

*"If I didn't define myself for myself, I would be **crunched** into other people's fantasies for me and eaten alive." -Audre Lorde*

Part I- Definitions

In table groups come up with a definition for stereotypes. After watching the [New York Times](#) Peanut Butter Jelly Video and come up with a definition for implicit bias.

Stereotypes:

Implicit Bias:

Part II- Controversial Advertisements

Has there been any controversial ads, that deal with stereotypes or an implicit bias when it comes to race, ethnicity, religion, gender or nationality?

- In your table groups, discuss the stereotypes contradicted or perpetuated in the advertisement given to you.
- What power do advertisements have to keep stereotypes going? What power do advertisements have to show stereotypes to be unfair or untrue?"

Write notes in the space below. Choose a group leader for the panel reflection to share back to the group

Advertisement Name: _____

Directions:

Think about the times when something about your *identity, race, culture, ethnicity, religion., gender, class, etc.*, may have been **misunderstood**. Use the words picked to **write a poem**, from a phrase or sentence that describes you. Follow the prompts to the side to create your poem

Title:

Just Because I'm _____

(Stereotype or Misundersanding)

Doesn't Mean _____

Doesn't Mean _____

And Doesn't Mean _____

Just Because I'm _____

(Stereotype or Misundersanding)

Doesn't Mean _____

Doesn't Mean _____

And Doesn't Mean _____

Just Because I'm _____

(Stereotype or Misundersanding)

Question _____

Question _____

Statement _____