**Thinking about the way you think: Introduction to Research**

1. Information Literacy Framework: Research as Inquiry: Approach research as open-ended exploration and engagement with information. Tap into your intellectual curiosity, ask questions, and be flexible- ambiguity and an open mind help the research process.
2. Rationale: This lesson plan is important to include when focusing on generating a thesis statement for your Informative Speech Assignment because examining your personal background that led to assumptions is the first step in countering confirmation bias. Confirmation bias detracts your objectivity and erodes your credibility.
3. Goals and Objectives
	1. Instructional Goal: Students will examine how their personal life experiences, geography, family, friends, race, religion, gender, and class effect their worldview- including how they frame their research.
	2. Specific Objective:
		1. Students will identify what the dialogue or debate surrounding their chosen topics. Examine where their opinions on the dialogue/debate and the origins of those opinions.
		2. Students will write down what they already know about the topic- where they received their information and what do they need to explore further.
4. Essential Guiding Question: How can you ensure that you are providing the most credible and objectively reliable information to your audience during your presentation? How can you filter out your own personal bias?
5. Procedure:
6. Lesson Plan Introduction:
	1. Brief class discussion on this question-
		1. Have you ever listened to or read a highly biased speech? How did it make you feel? Can anyone be truly objective in an informative speech? Today we will examine our cultural biases towards our chosen topics and how we can combat those biases.
		2. Define Bias: Bias is a prejudice (preconceived opinion that is not based on reason or actual experience) either for or against a thing, person, or group compared to another that is usually considered unfair. This is in contrast to a *rendered judgment* which means to give a verdict after all pertinent, credible evidence is evaluated.
		3. Define Cognitive Bias as the cognitive bias describing the tendency to weight more heavily information that confirms beliefs that we already hold or a hypothesis one is testing. In order to combat this, we must examine what we already think is true and why we believe it to be so. ***Understand that if it is not based on evidence our opinions may be wrong.***
	2. Lesson Plan Development:
		1. Free Write (10 minutes):
			1. Write about yourself in relation to your chosen topic. How do you really feel about your topic? Why? Growing up, how do your family and friends talk about your topic? If they didn’t talk about why? How does media (internet, television, movies ect.) relate to your topic?
			2. Next, how will you combat your personal bias
			3. Example: Growing up in rural Kansas, all alcohol consumption was taboo, even for adults; therefore, I grew up with a bias toward any individuals who drank alcohol. If I were investigating the effects on children whose parents who drink alcohol – I need to be very careful that I don’t seek out information that confirms my personal bias against parents who drink alcohol around their children.
		2. Group Discussion or Small Group Discussion: Think of a time that you were very sure of something until you found out more evidence. Is it hard to admit when you are wrong?
	3. Talk about the danger of cherry picking the information that makes you feel good about your personal feelings on your topic.
	4. Lesson Closure:
		1. After you choose a topic for your informative speech. Be aware of your personal feelings and where they originated. Are your assumptions correct? Did your background information on your topic come from bias sources?
		2. The next class period will be dedicated to exploring how to find the best arguments and evidence from scholars who study your topic. HINT: It’s in the library!