



Speak Up at School!
How to Respond to Everyday Prejudice, Bias and Stereotypes

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EDUCATION FOR THE GOOD
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Goals

- Identify the harmful impact of biased language on our students and members of our community.
- Learn strategies for confronting biased language in our daily work as educators.
- Plan specific actions we will take to confront biased language at school and work.



Canaries and Elephants

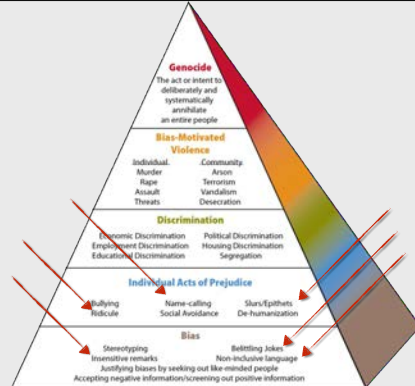




Isn't bullying just kids being kids?

This is a dangerous myth. Bullying causes serious harm to children, including depression, school avoidance, drug use and poor grades. It also is part of the progression up the "Pyramid of Hate" described by the Anti-Defamation League.





Micro-Aggressions

Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

- Derald Wing Sue, *Micro-aggressions in Everyday Life*

Micro-aggressions can have a physical component such as a body language gestures and the way we occupy space, however for the most part microaggressions are delivered through words.



Degrees of Racial Micro-Aggressions

Micro-ASSAULTS (conscious)

- Explicit racial derogations characterized primarily by a violent verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior or purposeful.

Micro-INSULTS (unconscious)

- Behavioral/verbal remarks or comments that convey rudeness, insensitivity and demean a person's racial heritage or identity.

Micro-INVALIDATION (unconscious)

- Verbal comments or behaviors that exclude, negate, or nullify the psychological thoughts, feelings, or experiential reality of a person of color.

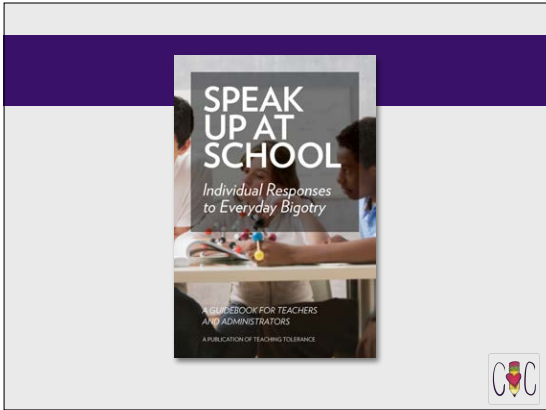


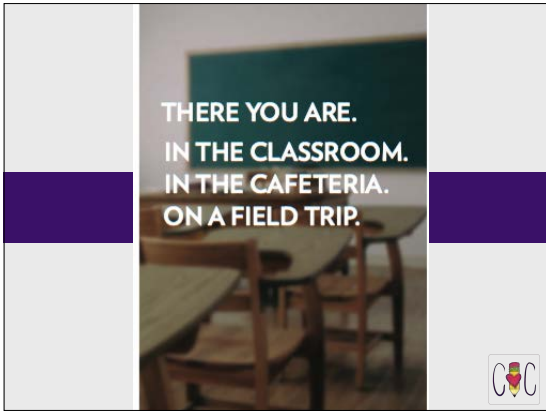
*"IN THE END, WE WILL
REMEMBER NOT THE
WORDS OF OUR
ENEMIES, BUT THE
SILENCE OF OUR
FRIENDS."*

—MARTIN LUTHER KING JR.











Scenario 1



What was this student trying to convey to his female classmate? Is there another way to say it?



Scenario 2



What are some of the beliefs behind the student's comment?



Scenario 3



How can you make it clear that you are attentive to the needs of the child and also appeal to the parent's sense of fairness?



Scenario 4



What might the principal in this case do? What might an individual teacher do or say?

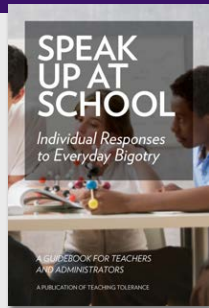


Prejudice, bias and stereotypes at school

1. Name examples of biased language you hear at school. What words have become colloquial yet are still harmful, biased language?
2. Do your students understand intent vs. impact? Do you?
3. What are you currently doing or what have you done in the past to establish an environment at school where students, staff and faculty know what to do when they encounter prejudice, bias and stereotypes?



Interrupt. Question. Educate. Echo.





In Advance

Prepare yourself (pages 8-11)

- What to say (plan what you will say ahead of time)
- How to say it (try forming a question)
- Assess the risk of speaking up (consider social positioning)
- Understand the dynamics of change (it takes time)
- Don't undermine your efforts (don't shut people down)



In Advance

Prepare your students (pages 12-15)

- Language and context (direct instruction, "how can words hurt?")
- Classroom community (rules, norms and expectations)
- Modeling behavior for your students ("walk the walk")
- Get students in the frame of mind (practice)

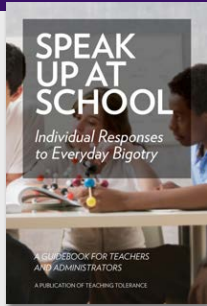


What does this "in advance" part look like in your specific role?





Interrupt. Question. Educate. Echo.



In the Moment

- Strategy 1- Interrupt (pgs. 18-19)
- Strategy 2- Question (pgs. 19-21)
- Strategy 3- Educate (pgs. 21-23)
- Strategy 4- Echo (pg. 23)



In the Moment

3-5 minutes

- Read your assigned section.
- Take notes.

5-7 minutes

- Share with your group.
- Discuss "things I can say".
- Refer to foldable and Appendix A for ideas.





ACTIVITY: I DID KNOW WHAT TO SAY!

Create a poster with your group listing 2-3 "things you can say" for each of the "Speak Up" strategies:

1. Interrupt
2. Question
3. Educate
4. Echo

Dynamics & Location

Your **relationship** with the person using biased language and the **location** of the situation make a difference in how comfortable and confident you feel speaking up, especially in a timely manner.



In the Moment

Dynamics (pages 24-33)

- speaking from authority
- speaking to a peer (teacher-to-teacher/student-to-student)
- speaking to authority (student-to-teacher)
- speaking to a parent or visitor



In the Moment

Location (pages 34-41)

- in the classroom
- in the teachers' lounge
- in the hallways and common areas
- in the cafeteria



Dynamics & Location

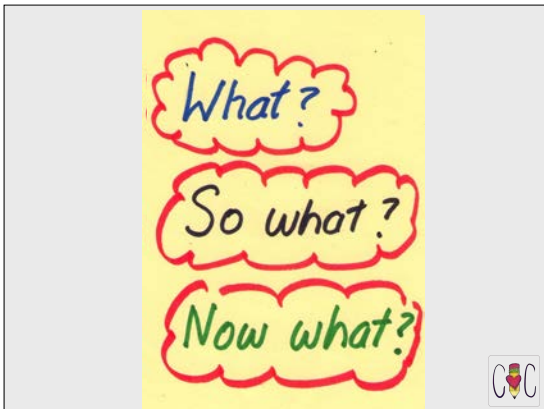
Speaking...	in the classroom	in the teachers' lounge	in hallways and common areas	in the cafeteria
from authority	<i>[example]</i> What do you mean?	<i>[example]</i> Do you know the history of that word?	<i>[example]</i> That word is hurtful.	<i>[example]</i> I don't like that word.
to a peer				
to authority				
to a parent or visitor				





ACTIVITY: I DID KNOW WHAT TO SAY!

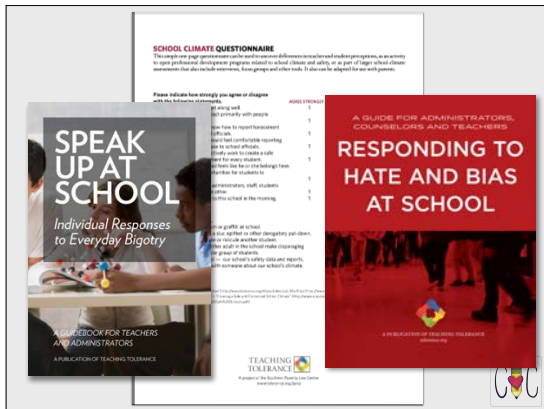
Read the scenario on the card, and discuss the questions on the back. Identify 2-3 things you might say "in the moment". Which strategies are being used- interrupt, question, educate or echo?



Putting it All Together

- Grade level responses
- Role playing scenarios
- Appendix A-D
- Responding to Hate and Bias at School*
- School Climate Surveys

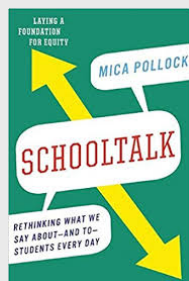




Whistling Vivaldi
by Claude Steele (2011)



Schooltalk
by Mica Pollock (2017)





Thank you!

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