Understanding and Responding to Hate & Bias

Afterschool Alliance
Tools to Build On

In a charged political climate and national dialogue, afterschool programs must equip themselves to help students work through complex thoughts and emotions.

Next Webinar: Difficult Dialogues
Reminders

- NEW guide
- Recording
- Webinar archive
Some words to start.

Jodi Grant
Executive Director
Afterschool Alliance

Gina Warner
President & CEO
National AfterSchool Association
AFTERSCHOOL IS FOR EVERYONE

#afterschoolisforeveryone
Guest Speakers

Jinnie Spiegler
Director of Curriculum
Anti-Defamation League

Hoyt J. Phillips III
Manager, Teaching & Learning
Teaching Tolerance

Melissa Ballard
STEM Manager
Afterschool Alliance
Today’s Agenda

1. Educate yourself & connect with others
2. Create an incident response plan
3. Equip frontline staff
Educate Yourself & Connect
language • n. 1

either spoken or in a structured and expression or communication.
Terms to Know

- Bias
- Bullying
- Identity-Based Bullying
- Discrimination
- Hate
Bias

An inclination or preference either for or against an individual or group that interferes with impartial judgment.
Discrimination

The denial of justice and fair treatment by both individuals and institutions in many arenas, including employment, education, housing, banking and political rights.

1. Bias
2. Discrimination
3. Bullying
4. Identity-Based Bullying
5. Hate
Bullying

Repeated actions or threats of action directed toward a person by one or more people who have (or are perceived to have) more power or status than their target in order to cause fear, distress or harm.

1. Bias
2. Discrimination
3. **Bullying**
4. Identity-Based Bullying
5. Hate
Identity-Based Bullying

Any form of bullying related to the characteristics considered unique to a youth’s identity, such as their race, religion, disability, sexual orientation, gender identity or physical appearance.

1. Bias
2. Discrimination
3. Bullying
4. **Identity-Based Bullying**
5. Hate
Hate ≠ Bias

1. Interpersonal Hate
2. Hate Crime
3. Institutional Hate

1. Bias
2. Discrimination
3. Bullying
4. Identity-Based Bullying
5. Hate
Some stats...
Educators are reporting incidents

SOURCE: After Election Day: The Trump Effect // The Impact of the 2016 Presidential Election on our Nation’s Schools

• 8 in 10 reported heightened anxiety from marginalized students.

• 4 in 10 have heard derogatory language directed at students of color, Muslims, immigrants, and people based on gender or sexual orientation.

• 2,500 described specific incidents of bigotry and harassment that can be directly traced to election rhetoric.
  • Examples include graffiti, assaults on students and teachers, property damage, fights and threats of violence.
Students report being bullied about:

SOURCE: Bullying and Cyberbullying Prevention Strategies and Resources (2015 survey)
Students don’t often tell adults.

SOURCE: Statistics on Bullying

39% BULLIED, NOTIFIED AN ADULT after a school incident

23% CYBERBULLIED, NOTIFIED AN ADULT after an online incident

REASONS STUDENTS KEEP SILENT

- Negative messages about ‘tattling” and “snitching”
- Fear of retaliation
- Don’t think adults will handle well (won’t get better, won’t do anything, etc.)
What’s the bigger context?

- Biased behaviors grow in complexity and impact.
- It’s our job to intervene at the foundational levels.
The Pyramid of Hate

**BIAS**
- Jokes, Rumors, Stereotyping, Non-inclusive Language and Insensitive Remarks

**INDIVIDUAL PREJUDICE**
- Social Avoidance, Ridicule, Name-calling, Bullying, Slurs and De-humanization

**DISCRIMINATION**
- Economic, Employment, Educational, Political or Housing Discrimination and Segregation

**BIAS-MOTIVATED VIOLENCE**
- Threats, Assault, Rape, Murder, Arson, Terrorism, Vandalism, Desecration

**GENOCIDE**
- The act or intent to deliberately and systemically annihilate an entire people

Threats, Assault, Rape, Murder, Arson, Terrorism, Vandalism, Desecration

Economic, Employment, Educational, Political or Housing Discrimination and Segregation

Social Avoidance, Ridicule, Name-calling, Bullying, Slurs and De-humanization

Jokes, Rumors, Stereotyping, Non-inclusive Language and Insensitive Remarks

The act or intent to deliberately and systemically annihilate an entire people
Connecting with others

- Anti-Defamation League’s regional offices
- Teacher organizations for social studies, history, and English
- #CharlottesvilleCurriculum
- National AfterSchool Association
- YWCA local chapters
- Teach Back Initiative @ Hunter College
Creating a Response Plan
During a Crisis

Nine key points to consider when responding to a crisis that has been triggered by a bias incident.
During a Crisis

1. Put safety first
2. Denounce the act
3. Investigate
4. Involve others
5. Work with the media
6. Provide accurate information—and dispel misinformation
7. Support targeted students
8. Seek justice, avoid blame
9. Promote healing
After the Worst is Over

Address long-term planning and capacity building for the future, including development of social emotional skills.
After the Worst is Over

1. Reflect on lessons learned
2. Pull together a task force to ensure follow-through
3. Start capacity building
Prevent a Crisis from Occurring

How can you assess your program’s climate with an eye toward defusing tensions, preventing escalation and avoiding problems?
Prevent a Crisis from Occurring

1. Listen, watch and learn
2. Stay current, stay connected
3. Set high expectations
4. Make the most of teachable moments
5. Speak up
Training Staff
Program leaders must help staff address their own biases BEFORE expecting them to productively engage or respond to students and parents.
Staff must be able to:

1. Support a culture where young people can be honest & open about their lives, perspectives & experiences.
2. Make themselves approachable.
3. Identify incidents, follow procedures, & provide the appropriate support.
4. Educate students about hate, bias, & bullying.
5. Teach students to be allies.
Keep in Mind...

• Be a model for students: Educators need to do the work amongst themselves first.

• Embrace messiness: It’s an ongoing, non-linear process.

• Ask yourself: What message are we sending to youth by not talking about (x) issues / current events?
Getting Started

• Start where group is
• Build relationships & bridge cultural gaps
• Have staff do a bias self-assessment and unpack results together.
• Practice, practice, practice
Audience Q&A

Hoyt
Teaching Tolerance

Jinnie
Anti-Defamation League
There’s a lot more to this issue.

1. Working with students
2. Engaging families and communities
3. Influencing school, district, or state policy
4. Tackling school climate
Thank you!

Afterschool Alliance