



Practicing our Tools for Speaking UP

Advisory: November 18, 2020



Objectives

- Practice speaking up against bias and injustice (interrupt, question, educate, echo)
- Be able to respectfully discuss with my peers how and when to intervene when faced with biased language.
- Know at least one other strategy beyond “speaking up” that I could do if I notice someone being treated poorly



Community Builder

Take 1 minute...go find one item that's YELLOW and one that's GREEN. Bring them back to the room.

Ready, set, GO.



Cupertino Community Statement

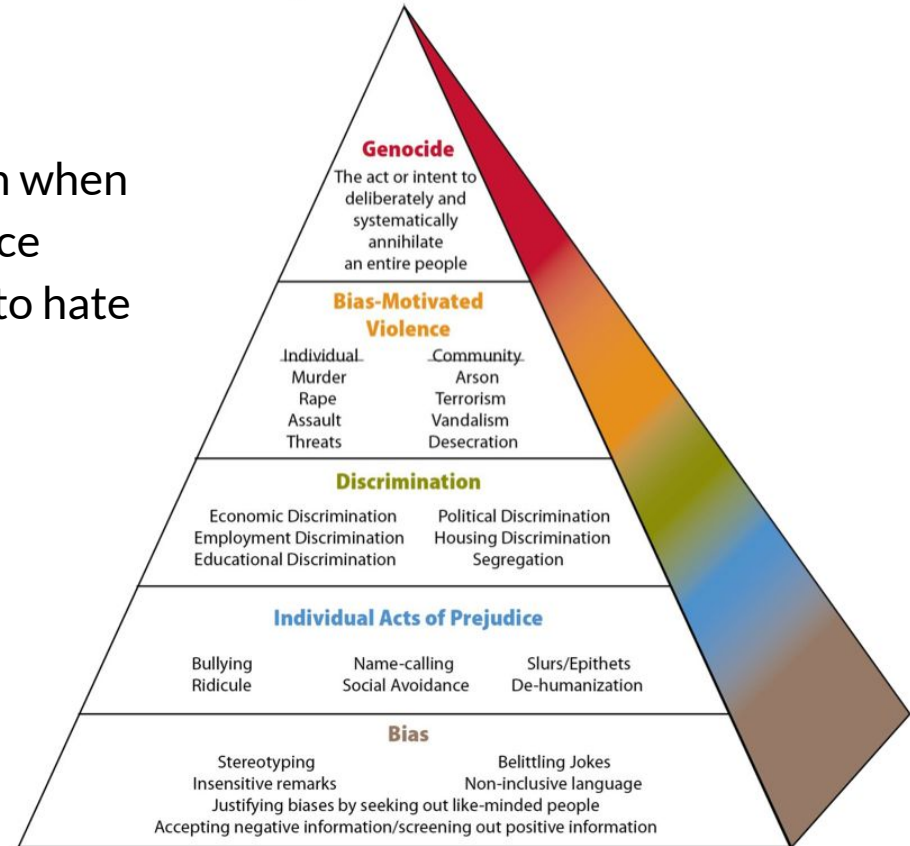
Cupertino High School is a community where all students should feel safe, welcome, and included. We are here to learn and support each other, seeing our differences as sources of strength and empowerment. We denounce racism and racial discrimination as well as all other forms of bias. We commit to speaking up.

*“Every day, you have
the power to choose
our better history—by
opening your hearts
and minds, by
speaking up for what
you know is right.”*

Michelle Obama

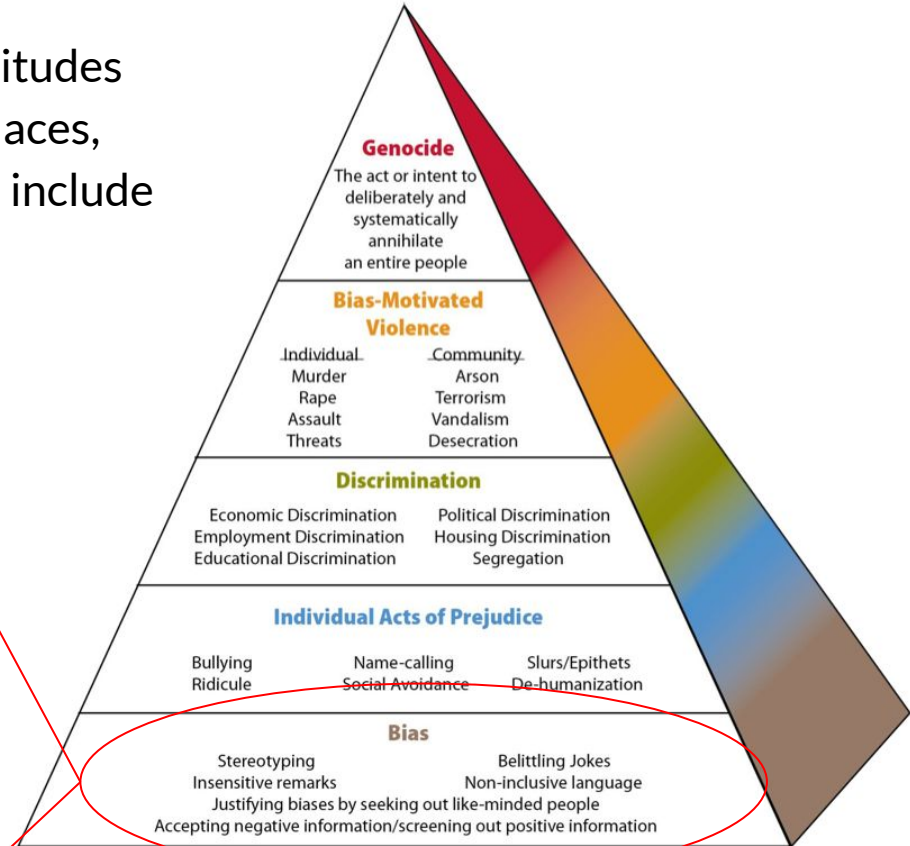
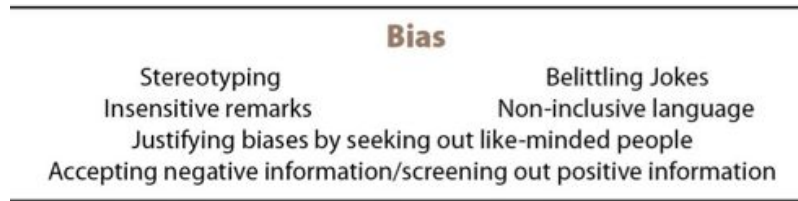
What happens when we do nothing?

The Pyramid of Hate shows what can happen when hate is left unchecked. The seeds of hate, once planted, can quickly grow from biased ideas to hate violence.



Level One: Biased Attitudes

The base of the pyramid describes biased attitudes we see and hear every day in schools, workplaces, communities, and even dinner tables. These include non-inclusive language, stereotypes, microaggressions or insensitive remarks.





Practicing our tools for speaking up

- Interrupt
- Question
- Educate
- Echo



Under what circumstances...

In the chat, jot down what might make it easier to speak up?



When might I not...

What might make it harder to speak up or unsafe to speak up?



Scenario #1

On a social media post you notice that one of your friends has tagged several of your mutual friends, who are Asian, with #Chineseflu and blamed them for having to stay in quarantine. It was not evident whether it was supposed to come across as a joke or not. What's the problem with this remark? How could you address this with your friend who made the post?

Interrupt

Question

Educate

Echo



Scenario #2

Your ninth grade class is reading the novel To Kill a Mockingbird by Harper Lee. You are working in a small group to prepare a presentation to give historical context to the novel. A student in your group turns to the only Black student in the group and says, “You should take the part on slavery”. Why is this problematic? Why is it hurtful? How might you respond?

Interrupt

Question

Educate

Echo



Scenario #3

During a breakout room session during class, one of your group members starts asking the only Latinx student in the group if she's documented. She doesn't say anything.

Why is this question a problem? Why is it hurtful? What could you say to support your classmate who was targeted?

Interrupt

Question

Educate

Echo



Scenario #4

When you arrive on campus, you see graffiti on the ground making antisemitic and anti-black comments. You later hear one of your friends talking about it saying that it was just a joke done to make the school staff mad but that it wasn't really meant with any disrespect to other people. Why is this attitude a problem? What would you say to your friend? Would you report it to the school?

Interrupt

Question

Educate

Echo



Responding to “it’s just a joke”

- That’s not funny. It’s offensive, no matter how you spin it.
- I like jokes that don’t deny the basic humanity of others.
- You’re sending a message to many people and you can’t control how they interpret that message.
- Your intention doesn’t matter; these things are not funny. They are harmful.



Scenario #5

You are assigned to a group project in your history class with four other students. You and one of the other group members are part of non-dominant groups in Cupertino. When group roles are being decided, the dominant voices in your group assign you to silent participation such as holding the poster. What's being implied here? Why is it a problem? How might you speak up for yourself?

Interrupt

Question

Educate

Echo



Scenario #6

During a small group activity, students are sharing information about their extended families. One of the students in the group describes her large family and how she enjoys visiting her family on the weekends. She mentions that they live on the East Side of San Jose. Another girl in the group says, “Aren’t you afraid of getting shot?” What’s problematic about this question? What is being assumed? How is it harmful? How could you handle this situation?

Interrupt

Question

Educate

Echo



Interrupt or Erupt?

Sometimes, we see something a schoolmate posts on social media that upsets us. We think that the post is evidence of racism, sexism, homophobia, or another form of bias. How do we respond in a way that interrupts the bias and educates others but does not erupt the post into an aggressive back and forth?

A strategy would be to ***educate rather than attack***. If the other person doesn't respond well, then disengage.



Other Ways to Speak Up...

- Offer support in a different forum, perhaps by sending a DM or text
- Talk to other friends and work together to interrupt the distressing language or behavior
- Respond “after the fact” if you didn’t in the moment.... “I want to talk about something I heard you say yesterday...”
- Step away from a friend group where this kind of language is common and people don’t respond to attempts to stop it
- Seek support from a trusted adult
- Report repeated or particularly hurtful behavior; could use the Student Safety Report



Quick write

Write a response to the following scenario in which you identify the bias, discuss why it's a problem/harmful, and how you could respond. Explain your choices.

“In an online group for a class, one of your classmates has made what seems like a deliberate refusal to use another classmates pronouns.”