

Bystander Intervention

Activities and materials are curated from a variety of educational sources such as OSPI, Cardea, Learning for Justice, Amaze, Operation Respect, Harvard Graduate School of Education, Stopbullying.gov, Blue Seat Studios, Rise Above





KSD Website Page

<https://www.ksd.org/District/Departments/Curriculum/Curriculum-Adoption>

Learning Objectives

By the end of today's session you will be able to:

- Understand how bias requires intervening as a bystander
- Articulate strategies to intervene
- Evaluate activities that can be implemented with students
- Demonstrate how to model active bystander responses

Group Agreements

1. Respect viewpoints that differ from your own.
2. Uplift others who share, and maintain confidentiality with the team.
3. Expect some discomfort.
4. Be open to new learning and understanding.
5. Work to build trust and assume positive intent.
6. Be a conduit for accurate information.

Students

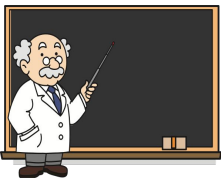
Our Goals are for All KSD Students

All students can learn and achieve at high levels. Student performance, attendance, and discipline data is disaggregated and analyzed for any existing achievement and opportunity gaps, especially in gender, race, language, ability, and socioeconomic status. Each school's individual School Improvement Plan includes equity statements and concrete, district-supported strategies for closing achievement and opportunity gaps where they exist.

All students are safe, known and valued



- *Physically, social-emotionally, and intellectually safe*
- *Known well by their teachers, staff and each other*
- *Valued for their diverse strengths and backgrounds*



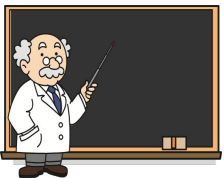
From
'Learning
for
Justice'
formerly
Teaching
Tolerance

“Hate, bias and passivity toward harm to others all thrive on a lack of knowledge. We stand up for one another when we get more informed about fellow human beings and the world.”

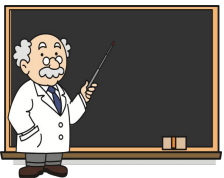
-Mia Pollack

What is bullying?

- Unwanted aggressive behavior
- A real or perceived imbalance of power
- The potential to be repeated over time

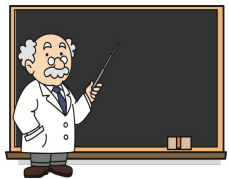


Connection between bias and bullying

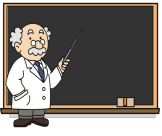


- 90% of KSD students **feel safe** on school grounds, fields, playgrounds
 - Inappropriate acts on electronic devices*
 - Verbal acts (insults, name calling, swearing, threats)*
 - Physical acts (shoving, tripping, hitting)*
- In a large study of middle and high school students in California - 40% reported being bullied.
- 75% revealed to be the result from some type of bias

What does this look like for the KSD?



- Currently, schools have Multi-Tiered Systems of Support for students with challenges (academically and socially).
- One of the systems of support is to educate students on how to intervene when they experience or witness unsafe behavior.
- This happens throughout the school system by teachers, counselors, principals and other staff.
- “Bystander Intervention Training” correlates well with what is already being supported in KSD schools.



When adults....

respond quickly and consistently to bullying they send a message.

Research shows that this can stop bullying behavior over time.

[Respond to Bullying/StopBullying.gov](https://www.stopbullying.gov)



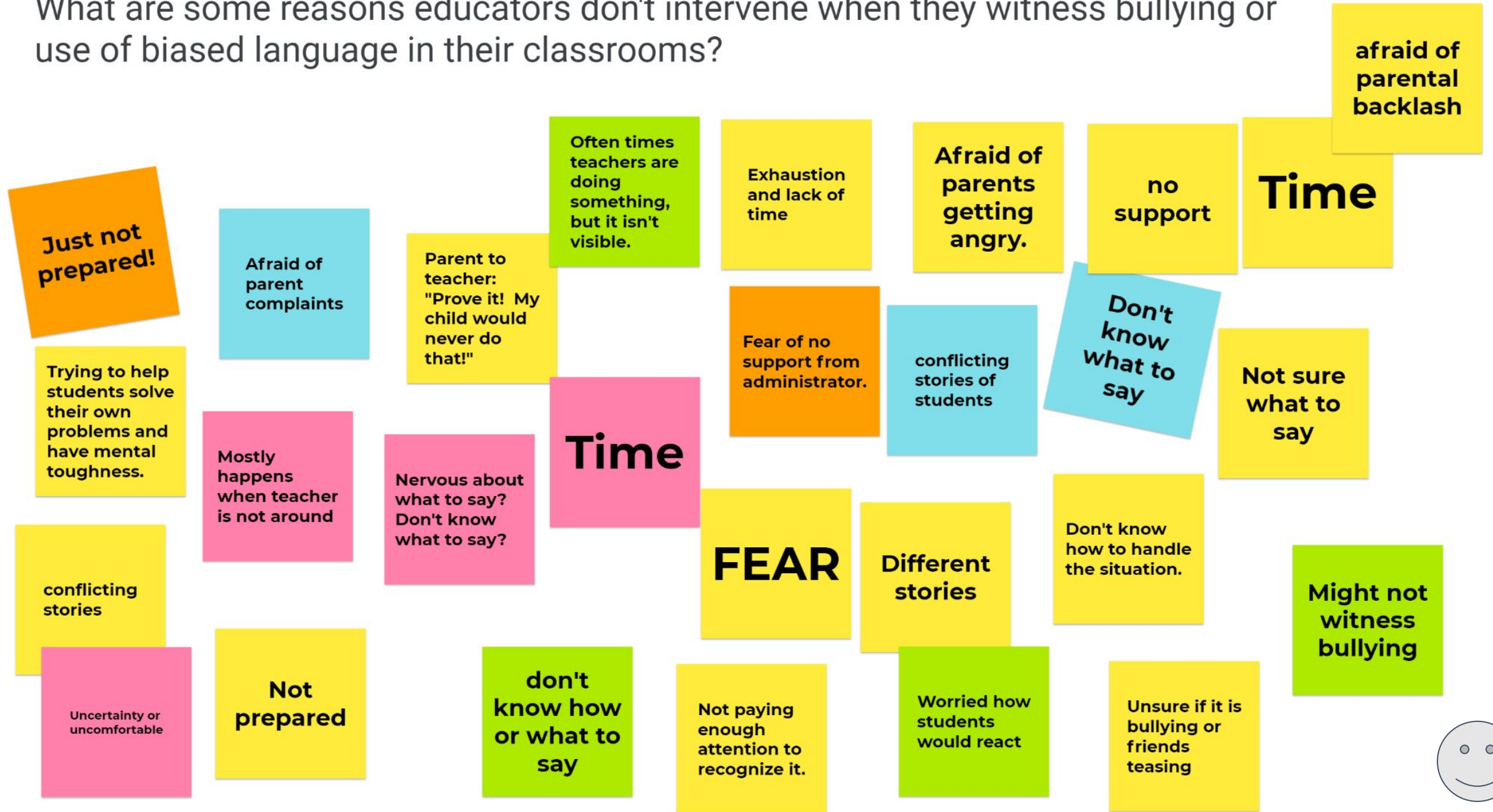


Why teachers avoid intervening

**A Task for
Teachers**

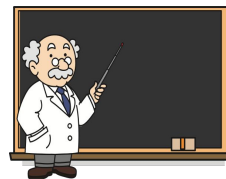


What are some reasons educators don't intervene when they witness bullying or use of biased language in their classrooms?



A Model for Bystanders

- INTERRUPT
- QUESTION
- EDUCATE
- ECHO

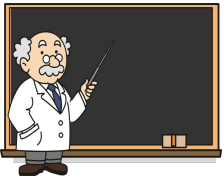


[Basic Strategies](#)

Interrupt

Speak up against every biased remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

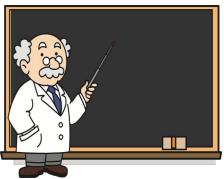
Try saying: “I don't like words like that,” or “That phrase is hurtful.”



Question

Ask simple questions to find out why the speaker made the offensive comment and how you can best address the situation.

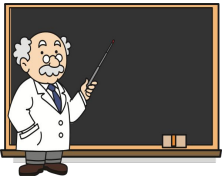
Try asking: “Why do you say that?” “What do you mean?” or “Tell me more.”



Educate

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. Hate isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

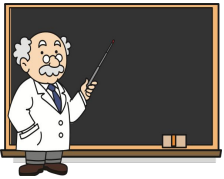
Try saying: “Do you know the history of that word?”

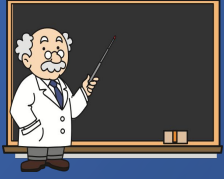


Echo

If someone else speaks up against hate, thank her and reiterate her anti-bias message. One person's voice is a powerful start. Many voices together create change.

Try saying: “Thanks for speaking up, Allison. I agree that word is offensive and we shouldn't use it.”





The *middle school* teacher is instructing about seeking and/or receiving affirmative consent.

A student says, "But what if she's a slut?"

Interrupt: "STOP."

let that hang in the air a bit.

Question: "Why would you ask that?"

Doesn't that mean she's 'asking for it'?

Educate: "That is a word used to shame a person as being sexually promiscuous. We are talking about consent. Every person deserves the respect to be asked for their consent. No exceptions."

Echo: *Classmates concur*

- ★ Breakout into 3 groups
- ★ Each person reads one page of the strategies
 1. Interrupt
 2. Question
 3. Educate
- ★ Everyone reads p. 4 Echo
- ★ Come up with a plan to address your scenario using one or more of the 4 Basic Strategies
- ★ Share with the group

[Basic Strategies](#)



Bystander Scenarios

1. 5th grader: (&4)

Holds up the corners of her eyes and says “Ching Chang Chong” as a Korean student walks by.

2. Middle Schooler: (&5)

You hear a student yell to a Latinx student, “You don’t belong here. Go back to Mexico!”

3. High Schooler:

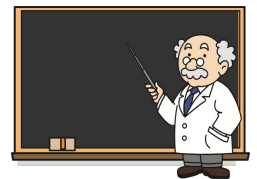
You see a boy snap the back of a girl’s bra as she is passing by.

Why do students avoid intervening?

- Fear retaliation
- Worried adults won't help
- Social pressure from peers
- Blame the victim
- Believe intervening is tattling
- Benefit (social status/empowerment)
- Don't know how

<https://youtu.be/64LNwrd0fHg>

Watch the video to generate discussion with students.





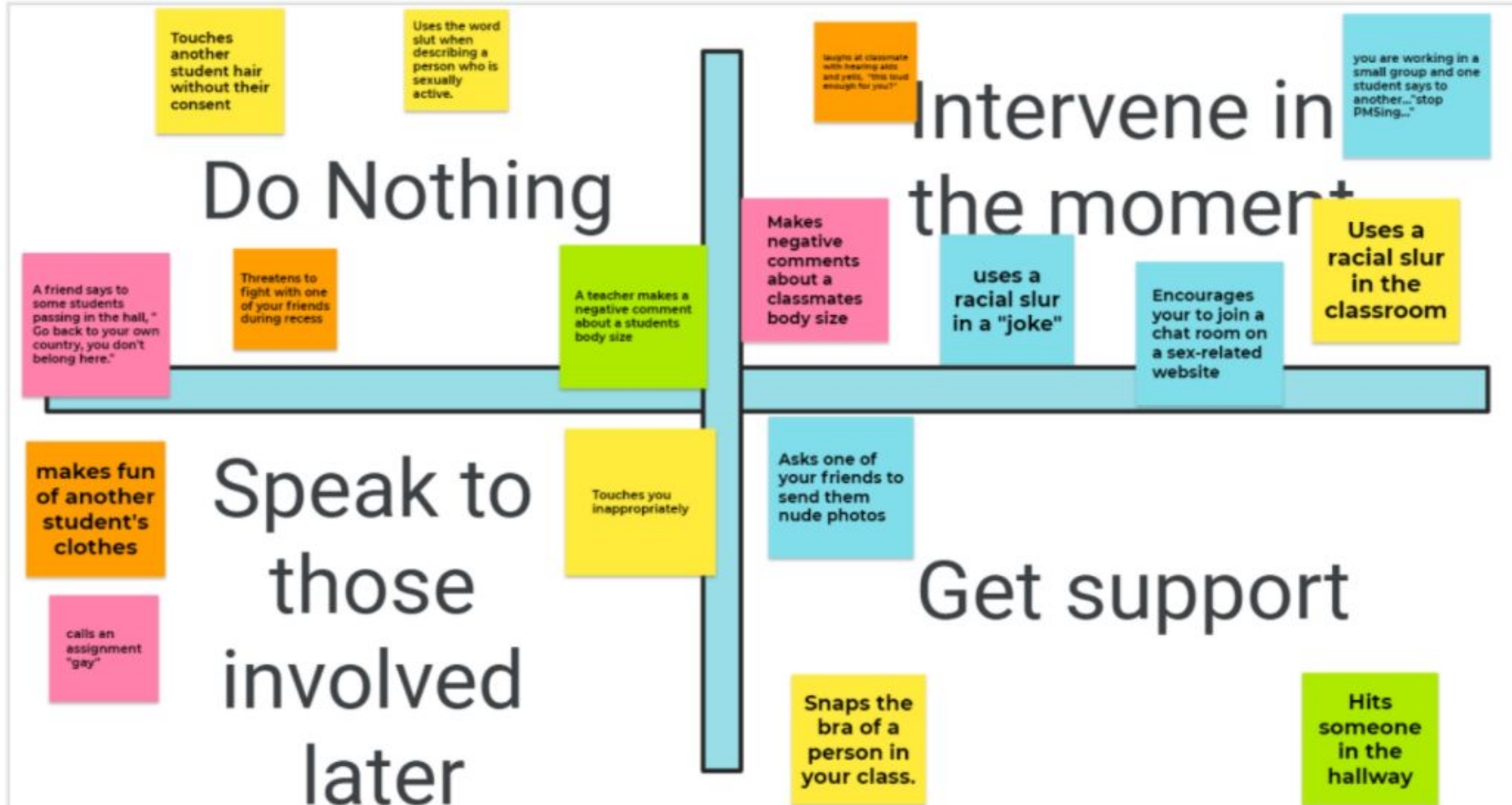
What Would You Do?

In groups or as a class, students place scenarios into any of the 4 quadrants and discuss.

1. Do nothing
2. Intervene in the moment
 - *with some of the 4 basic strategies*
3. Speak to those involved later
4. Get support/help

Prepare your
students

Bystander Jamboard for Students

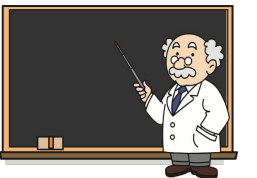


Create a
Class or
School
Pledge.
Build
Confidence
and Skills to
Intervene

“I will speak up against bullying and bias
at my school.”

TO HELP STUDENTS GET IN THE FRAME OF MIND

- ★ Tell them they can do it.
- ★ Discuss the importance of tone and temperament.
- ★ Consider their safety
- ★ Be patient and believe they can make a difference.
- ★ Keep their eyes on the behavior.
- ★ Avoid labeling people.



[Learning for Justice: Speak up at school](#)

Speak Up Pocket Guide pdf

INTERRUPT

Speak up against every biased remark—every time, in the moment, without exception. Think about what you'll say ahead of time so you're prepared to act instantly.

TRY SAYING
"I DON'T LIKE WORDS LIKE THAT." OR "THAT PHRASE IS HURTFUL."

QUESTION

Ask simple questions in response to hateful remarks to find out why the speaker made the offensive comment and how you can best address the situation.

TRY ASKING
"WHY DO YOU SAY THAT? WHAT DO YOU MEAN?" OR "TELL ME MORE."

EDUCATE

Explain why a term or phrase is offensive. Encourage the person to choose a different expression. He or she isn't behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to a diverse population.

TRY SAYING
"DO YOU KNOW THE HISTORY OF THAT WORD?"

ECHO

If someone else speaks up against hate, thank her and moderate her anti-bias message. One person's voice is a powerful start. Many voices together create change.

TRY SAYING
"THANKS FOR SPEAKING UP, ALLISON. I AGREE THAT WORD IS OFFENSIVE AND WE SHOULDN'T USE IT."



SPEAK UP AT SCHOOL

Feedback and Next Meetings

- Meeting #1 Overview of CSHE law requirements and standards
- Meeting #2 Affirmative Consent
- Meeting #3: Bystander training
- Meeting #4: Grade-span lesson options