



Interrupting the Pyramid of Hate

Advisory #8

September 30, 2020

Check in: Rose or Thorn

In the chat, write down one Rose (something that's gone well this last week) or one Thorn (something that you wish were better).





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

Norms for Breakout Rooms

- Stay engaged and listen deeply
- Be true to yourself while being kind and respectful to others
- Be free from distractions
- Use your “speak up” tools to interrupt, question, educate, or echo.
- Do your best to turn on your camera and turn on your mic.





The Danger of Silence



Reactions to the video

What words or phrases stuck out to you from the video? Why?

Why are we learning about racial bias and how to respond to it?

Here are some actual events at Cupertino High School.

- A group of boys in a science lab group tormented their female lab partner, who was Mexican American, with racist and sexist taunts.
- Several of our Muslim students have reported being mocked or harassed simply because they're Muslim.
- Students are heard using the N word when talking to each other.
- A student turned in a math assignment with swastikas drawn in the margins and in an English class a student drew chains on the wrists and ankles of an African American family to make them look like slaves.



Terms and definitions

[Pyramid of Hate Terms and Definitions](#)

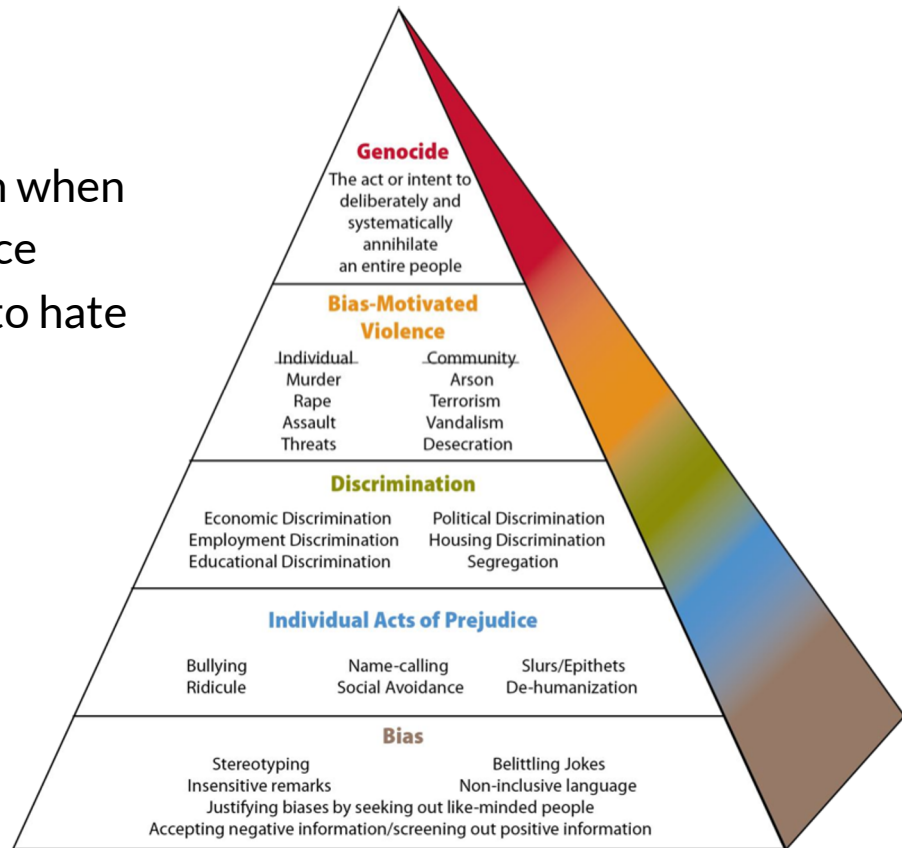


The Reality Behind the Words

[Pyramid of Hate Reality Behind the Words Worksheet](#)

What happens when we do nothing?

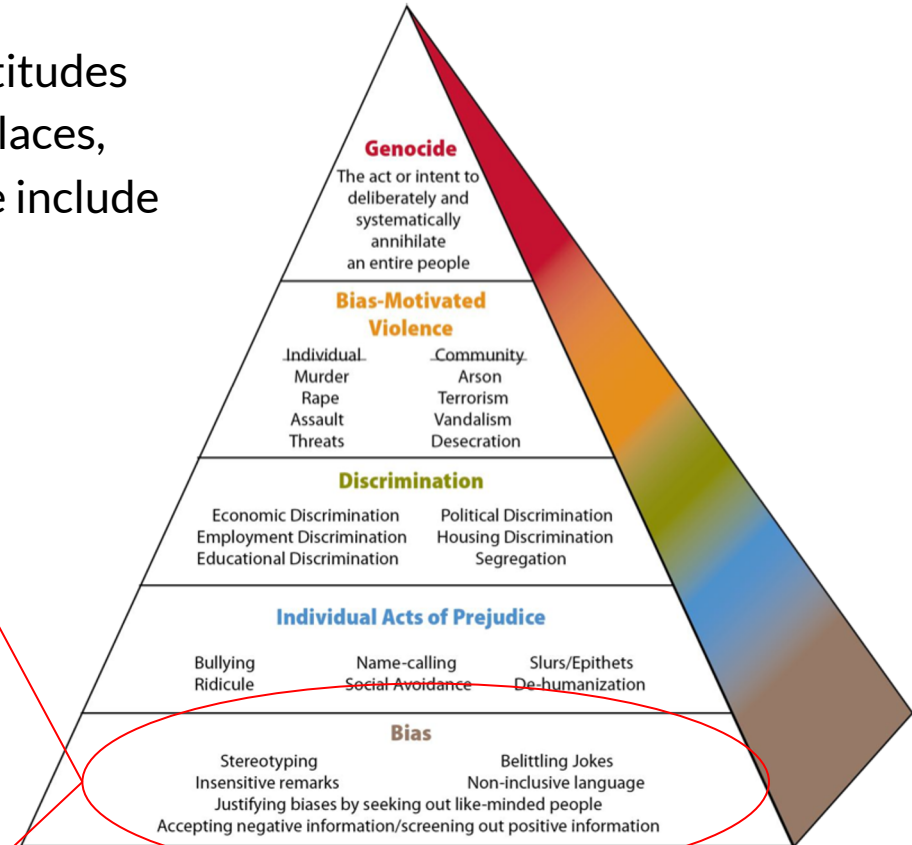
The Pyramid of Hate shows what can happen when hate is left unchecked. The seeds of hate, once planted, can quickly grow from biased ideas to hate violence.



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.

Bias	
Stereotyping	Belittling Jokes
Insensitive remarks	Non-inclusive language
Justifying biases by seeking out like-minded people	
Accepting negative information/screening out positive information	





Two types of bias:

Explicit Bias

Expressed directly
Aware of bias
Operates consciously

Example:
"Women who are mothers are not serious about their research."

Implicit Bias

Expressed indirectly
Unaware of bias
Operates subconsciously

Example: Not promoting women with families or not inviting them on research collaborations.



happy



sad



proud



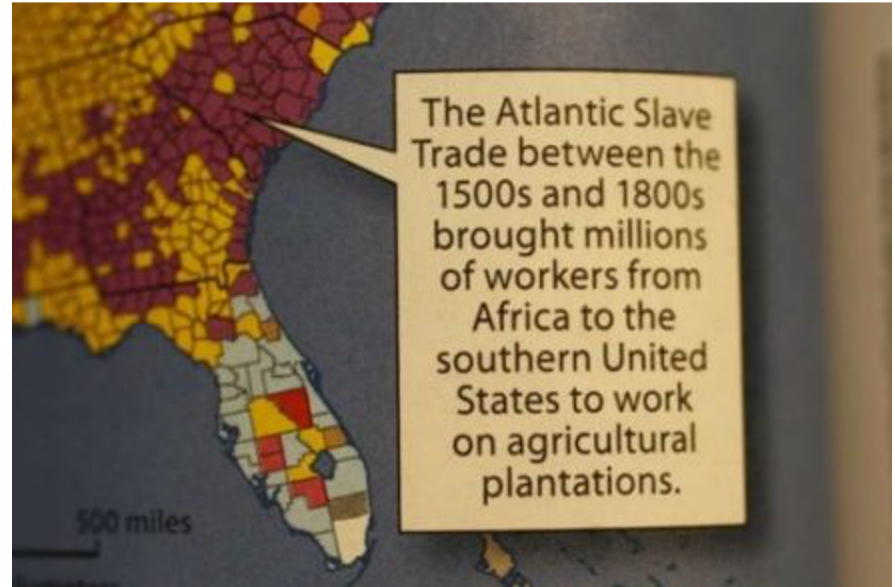
angry

What IMPLICIT Biases are being reinforced with these images in a children's workbook? Why does it matter?

High School Texts also often include implicit bias

This Geography textbook image uses the word “workers” and “brought” to describe the human beings stolen from their land and forced into labor and lifelong bondage and violence.

Why does this matter?





Another example from *The American Pageant*

In this example, the writer, David Kennedy, suggests that black slaves were given more freedoms than we are typically aware of and that these freedoms were willingly granted by white slave owners:

Within this paternalistic system, black slaves were able to make reciprocal demands on their white owners and to protect a “cultural space” of their own in which family and religion particularly could flourish. The crowning paradox of the slaveholder paternalism was that in treating their property more humanely, slave-owners implicitly recognized the humanity of their slaves and thereby subverted the racist underpinnings upon which their slave society existed.

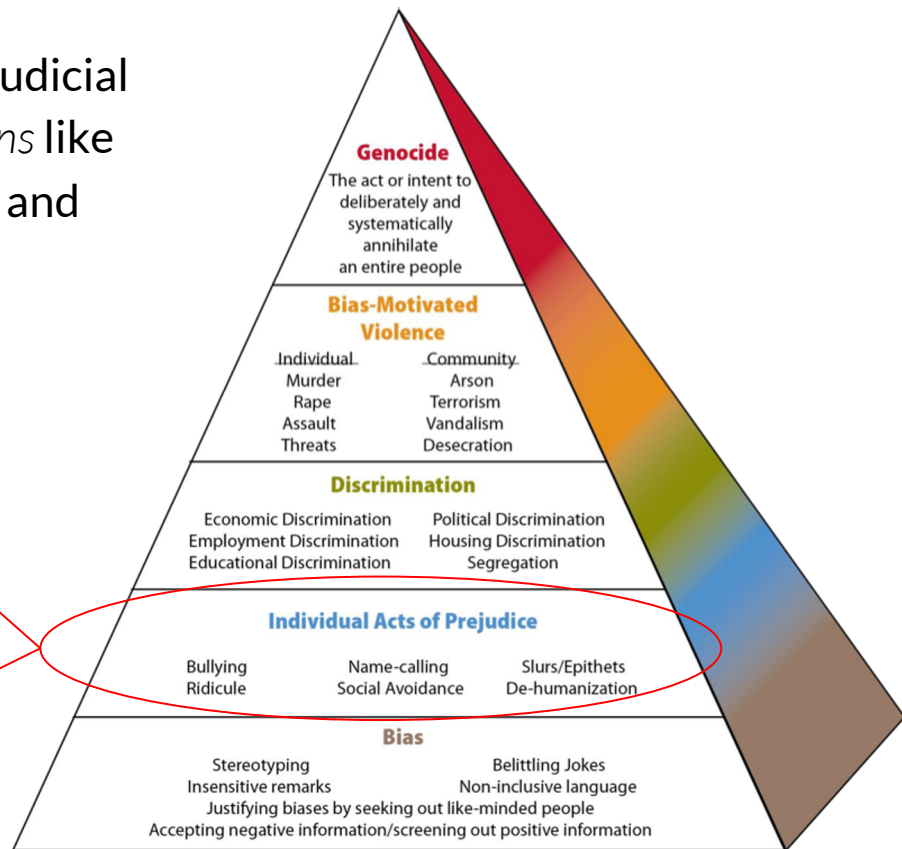
Level 2: Acts of Prejudice

Based on biased attitudes, we then form prejudicial feelings about a group which can *lead to actions* like bullying, scapegoating, biased jokes, ridicule, and name-calling.

Individual Acts of Prejudice

Bullying
Name-calling
Slurs

Ridicule
Social Avoidance
De-humanization



Turning implicit biases into individual acts of prejudice



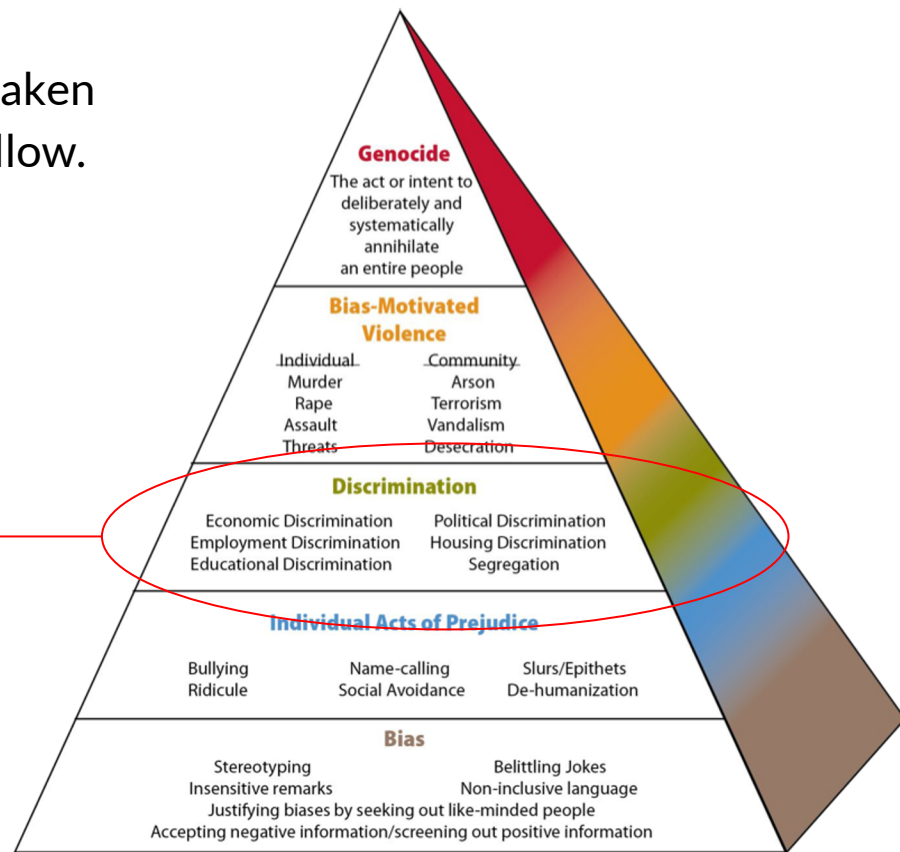
How might these biases/assumptions about these girls lead to individual acts of prejudice against one of them?

Level 3: Discrimination

Once biased attitudes and acts of bias have taken hold, more formal DISCRIMINATION can follow.

Discrimination

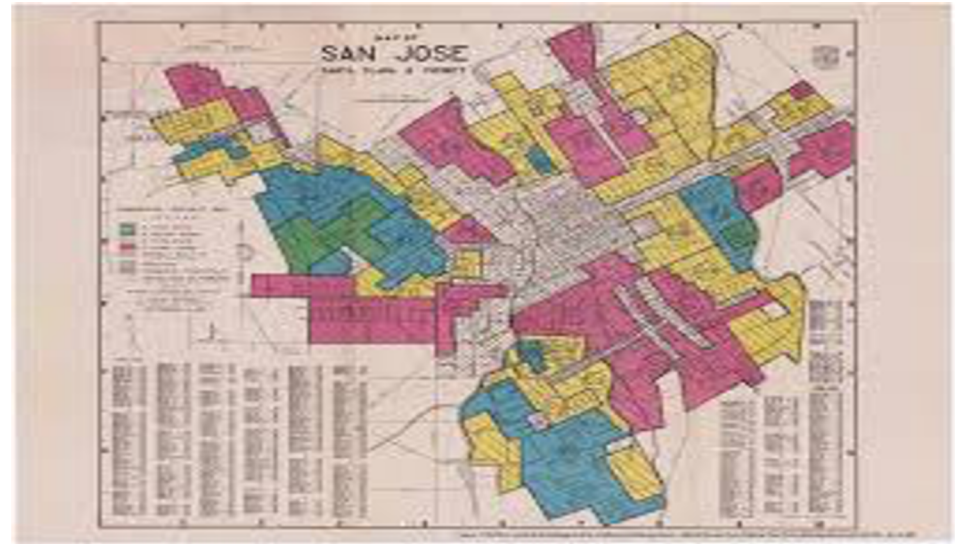
Economic discrimination
Employment discrimination
Housing discrimination
Educational discrimination
Political discrimination
Segregation



An example of discrimination: Redlining

A discriminatory practice that puts services (financial and otherwise) out of reach for residents of certain areas based on race or ethnicity. It can be seen in the systematic denial of mortgages, insurance, loans, and other financial services based on location (and that area's [default](#) history) rather than on an individual's qualifications and [creditworthiness](#).

A practice that targeted minority neighborhoods.



Level Four: Bias-Motivated Violence

When discrimination is unchecked, acts of bias-motivated violence can occur in schools and communities, including desecration of property, threats and assaults, but also arson, terrorism, and murder.

Bias-Motivated Violence

Individual

Murder
Rape

Assault
Threats

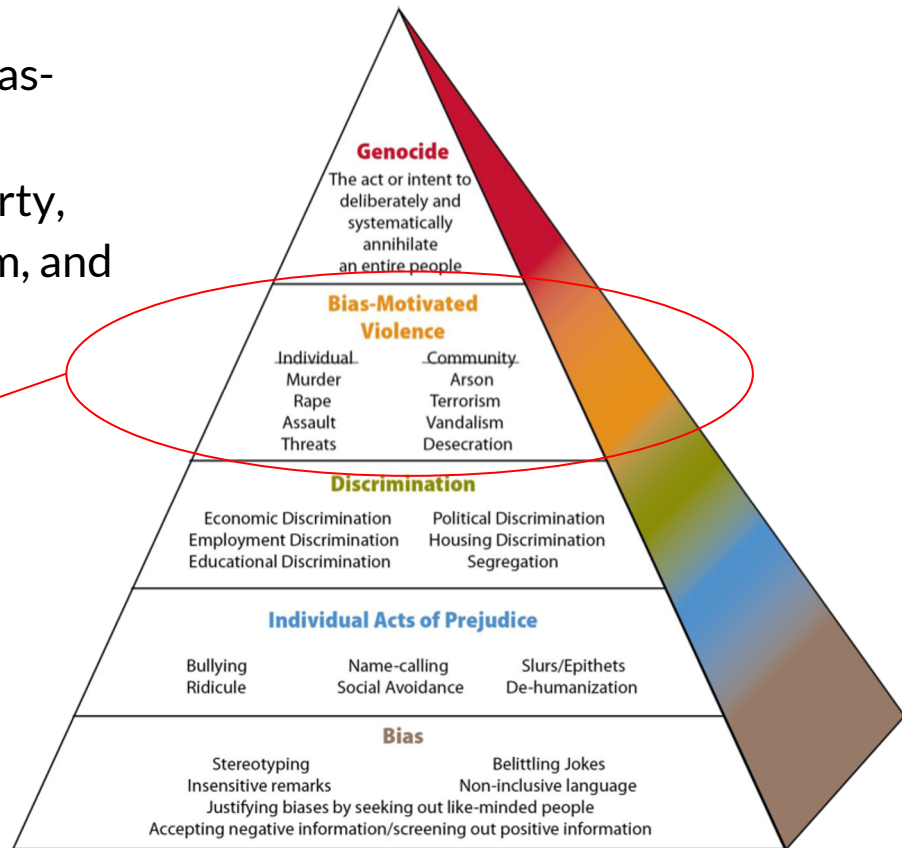
Community

Arson

Terrorism

Vandalism

Desecration



El Paso Walmart Shooting, 2019

In August 2019, 23 people were killed in a Walmart in El Paso, Texas.

The shooter confessed to the crime and stated that he had been “targeting Mexicans.”

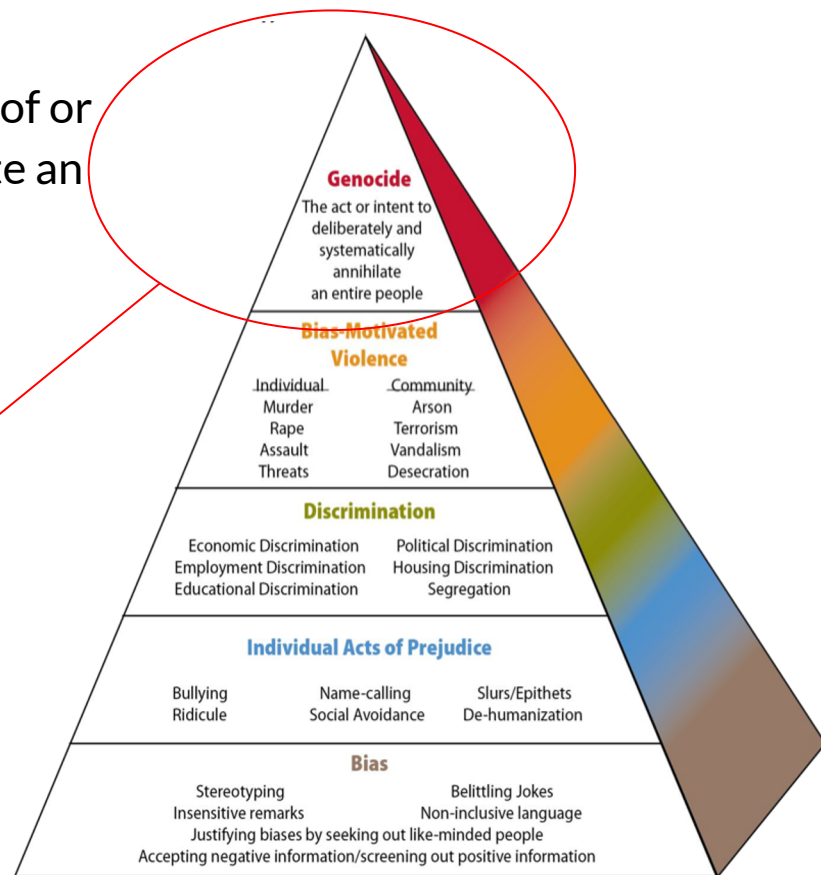
The language he used to describe his actions was based on white supremacist rhetoric fearing an “immigrant invasion.”



Level Five: Genocide

The top level of the pyramid is Genocide, the act of or intent to deliberately and systematically annihilate an entire people.

Although not every act of bias will lead to genocide, it is important to realize that *every historical instance of genocide began with the acts of bias described on the lowest level.*





Piles of shoes taken from murdered prisoners at Auschwitz during the Holocaust.



Discussion Questions

1. At what level of the pyramid do you think it would be easiest for someone to intervene?
2. What are some things that might stop the escalation of hate?
3. What are some of the factors that make it more likely that hate will escalate?
4. Once the actions of a person involved in a bias incident begin to escalate, what can be done to make it less difficult in stopping it?"



Fight for the things that
you care about, but do it
in a way that will **lead**
others to join you

– Ruth Bader Ginsburg

AZ QUOTES



Next time

In an upcoming Advisory, we will practice our skills for interrupting the biases we hold and those that are expressed by others. Stopping the hate before it develops into discrimination and violence can lead us all to a safer, more peaceful world.



We'll cover the rest next time!



Interrupting the Pyramid Of Hate: Speaking Up

Advisory #10



Practicing our tools for allyship & speaking up

- Interrupt
- Question
- Educate
- Echo



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 blaming them for having to stay in quarantine. It was not evident whether it was supposed to come across as a joke or not. 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”. How do 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.

What could you say to support your classmate and get your other group mate to knock it off?

Interrupt

Question

Educate

Echo



Scenario #4

When you arrive on campus, you see graffiti on the ground making anti-Semitic 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. What would you say to your friend?

Interrupt

Question

Educate

Echo



Scenario #5

You are assigned to a group project in your AP U.S. History class with four other students. You and one of the other students in the group are BIPOC. When group roles are being decided, the dominant voices in your group say that these you both should be responsible for coloring the poster and holding it up for the class during the presentation. You are a strong student of history and irritated by the stereotyping taking place by these assignments. How might you speak up for yourself to counter the stereotyping and make sure you have equal opportunities to shine?



Scenario #6

During a small group activity in US History, the 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?” How would 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.



Scenario #7

On social media posts, a student refuses to address another student by their preferred pronouns. The conversation starts to get ugly.

How might you respond?

Interrupt

Question

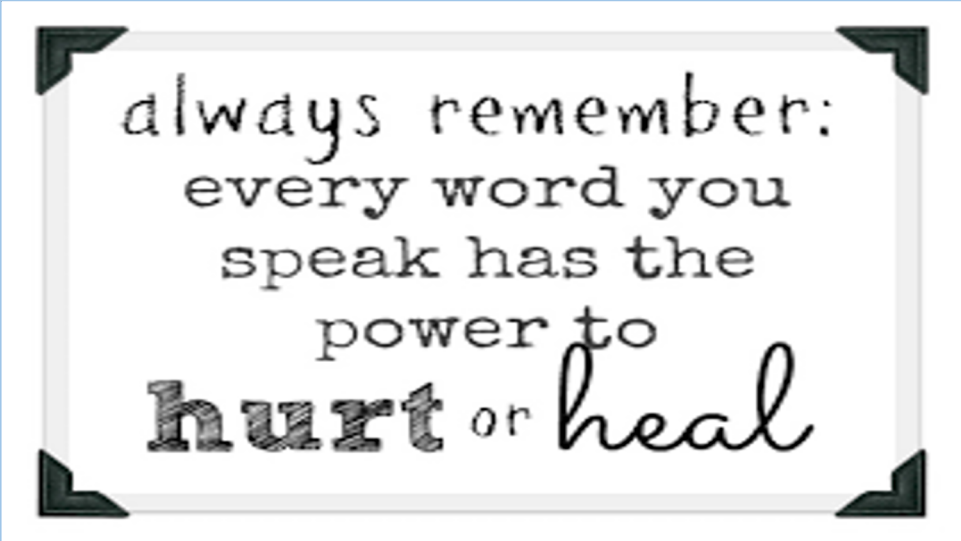
Educate

Echo



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



always remember:
every word you
speak has the
power to
hurt or *heal*