



#### **Community Agreement**

- Confidentiality
- Challenge by Choice
- Shame/Blame
- Ouch / Oops
- Self Care



# Goal of Active Bystander Intervention

### To Increase the Safety of the Person or group Targeted



# What stops us from intervening?

Fear of becoming the target
Fear of making things worse
Power dynamics
Unsure what's happening
Don't know the people involved
Do know the people involved
Concerns around the Police / ICE
No one else is doing anything
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#### Microaggressions

Brief commonplace daily verbal, behavioral, or environmental indignities, intentional or unintentional, slights and insults that communicate hostility toward people based on their social group membership.

(excerpted from Sue et al., 2007, "Racial microaggressions in everyday life.

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#### Student Microaggressions

**RACE: Mocking AAPI** (Asian American Pacific Island) people by mimicking accents or pulling at the sides of one's eyes

**DISABILITY:** Calling students with **IEPs "SPED"** (special ed)

**BODY SIZE:** Shaming based on body size, clothing, preferences, gender expression...

**GENDER:** Using "IT" or 'he/she' to refer to a trans/non binary student

**RACE: telling a** child they are only good at sports because they are Black.

**GENDER:** Calling a boy student a 'girl' or 'gay' as a put down

**IMMIGRATION: Asking an** immigrant student if they are 'illegal' or calling them, FOB fresh off the boat

**RELIGION: Assuming** girls who wear the hijab (head scraf) are oppressed.

**IMMIGRATION/RACE: Making gagging** sounds when an immigrant student opens their lunch

> a Black child to explain what BLM means to their class.

**RACE: Asking** 

**GENDER:** Calling girls whores

Using phrases such

"That's retarded" to

something is weird

imply that

or stupid.

as, "That's so gay" or

**RELIGION:** Teasing/mocking students who are fasting for religious reasons

#### Staff/Administrator Microaggressions

IMMIGRATION: assuming education level of parents or children based on English proficiency.

RACE: Saying, "I don't see color"

GENDER: Telling girls, "The boys wouldn't bother you if you covered up more."

> IMMIGRATION/RACE: Assuming a parent who speaks English with a non Amercian accent is new to the country.

RELIGION: "Telling a fasting student they should, "Have a snack before a test so they can concentrate better."

GENDER: Telling a boy who's expressing sadness to 'get it together' or to 'man up.'

RELIGION:
Assuming
girls who wear
the hijab
(head scarf)
are oppressed.

ECONOMIC:
Referring to
'vacation' rather
than 'school break'.
Asking students
where they went on
'vacation'.

RACE: Asking a BIPOC child to share their thoughts on a racial issue with the class.

GENDER IDENTITY:
Telling a student:
"I'm trying with the
whole pronoun
thing. You have to
be patient with me."

DISABILITY: Saying,
"you don't seem
disabled" or you do
so well for someone
with \_\_\_\_\_"



#### Calling In v.s. Calling Out

Calling In: offers the person who committed the offense an opportunity to address their action, to understand, to grow and to change

Calling Out: draws attention to the action, names the behavior, acknowledges & contains harm caused



### **Boundary Setting Tools**

- Ground Yourself
- Confident face, voice, and body
- Use short statements
- Stick to your message
- Repeat
- Interrupt
- Avoid apologies and excuses
- Avoid swears and escalation



### 5 Ds of Bystander Intervention

Goal: Increase the SAFETY of the person targeted

**Distract:** Shift attention.

**Delegate:** Bring in others, friends, authority.

Delay: Reach out after the incident,

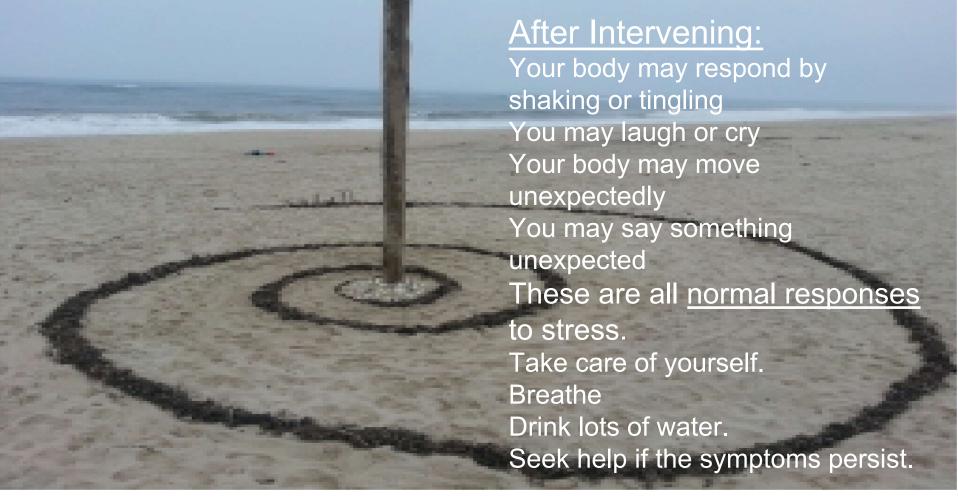
**Document:** with permission of target.

**Direct:** to the harasser or the target.



#### Responding When We Cause Harm

- Listen to understand (not to respond)
- Take responsibility
- Avoid excuses
- Apologize: (don't make it about you)
- Pledge to address





#### **Contact Us!**

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