Amplifying Our Voice: Leading Boldly for Our Students, Our Professions, and Our Union

Debate Without Hate - An Approach Towards a More Tolerant Future

Presenters:
Syeda Hiba Qasmi
Dr. Barbara Wylie
COMPETENCY: ADVOCACY

- NEA Leadership Competency progression level(s).
  - **Level 1: Foundational (PPI):** Suitable to those that are new to leadership or to the subject matter.
  - and **Level 2: Mobilizing & Power (PP2):** Suitable for experienced leaders that have had some experience with the subject matter.
NEA Strategic Goal and NEA Organizational Priority:

• **NEA Strategic Goal**
  
  Advances the cause of public education through advocacy for students including addressing racial and social justice in education and how it benefits our students and members’ professional needs and rights; and
  
  Building the capacity of the local, state and national union to ensure the success of public education.

• **NEA Organizational Priorities**

  - My School, My Voice
Rise If...
Hate Crimes on the Rise...

https://www.bing.com/videos/search?q=Hate+Crimes+2015&&view=detail&mid=6859209E7B740CAC1AFD6859209E7B740CAC1AFD&&FORM=VRDGAR
The Pyramid of Hate demonstrates that when people accept one level of behavior, it becomes easier to accept behaviors on the next level as being “normal.” This normalization process has the potential to continue up the Pyramid, and in fact, the most violent and horrific manifestations of prejudice at the top of the Pyramid had their beginnings in the thinking described at the lower levels. We hope the Pyramid of Hate demonstrates the importance of challenging all manifestations of prejudice and discrimination by motivating action in response to behaviors many see as subtle or insignificant.
Implicit Bias

Defined by the Kirwan Institute as **attitudes or stereotypes that are activated unconsciously and involuntarily**. They are not the same as biases that a person might try to hide because they’re unpopular or socially incorrect. Social scientists believe that implicit biases are learned as young as age 3, and may be fueled by stereotypes perpetrated in the media, or beliefs passed along by parents, peers, and other community members.
Stereotype Activity 1
Microaggression Activity 1
Snowball It....

Turn to a friend next to you and discuss this statement:

Feelings and/or thoughts that are still lingering about the activities we just completed and the discussions we just participated in are...
Mary Ellen Flannery writes...

*But what’s important to know about implicit biases is that, once people are made aware of them, those biases can be successfully addressed. “We can mitigate them. We can interrupt them. You can train your mind to catch yourself,” said Costello. “It’s like breaking a habit, but the first thing you have to do is become aware of the habit.”*

From *When Implicit Bias Shapes Teacher Expectations* neaToday
Strategies for Counteracting Implicit Bias

1. Uncover your implicit bias (through the activities we shared with you, etc.)

2. Remove emotion and blame. Blaming distracts us from the work we need to do.

3. Meaningfully engage with individuals whose identities differ from your own.

4. Seek out exposure to counter-stereotypical exemplars: individuals who contradict widely held stereotypes.

5. Use photographs and decor that expose individuals to counter-stereotypical exemplars to activate new mental association.

6. Be a part of/lead difficult conversations to help people process these things in real time.
Closing

• Please complete the evaluation for this breakout session by using the NEA Summit Mobile App!

• Please visit the Leadership Development Resources website at www.nea.org/leadershipdevelopment