



HIGH SCHOOL HATE & BIAS PROTOCOL LESSONS

Created by the VPS Equity &
Restorative Justice Teams **in collaboration with**
Vancouver Public Schools high school students



HIGH SCHOOL HATE & BIAS PROTOCOL

LESSON #1

Learning Target:

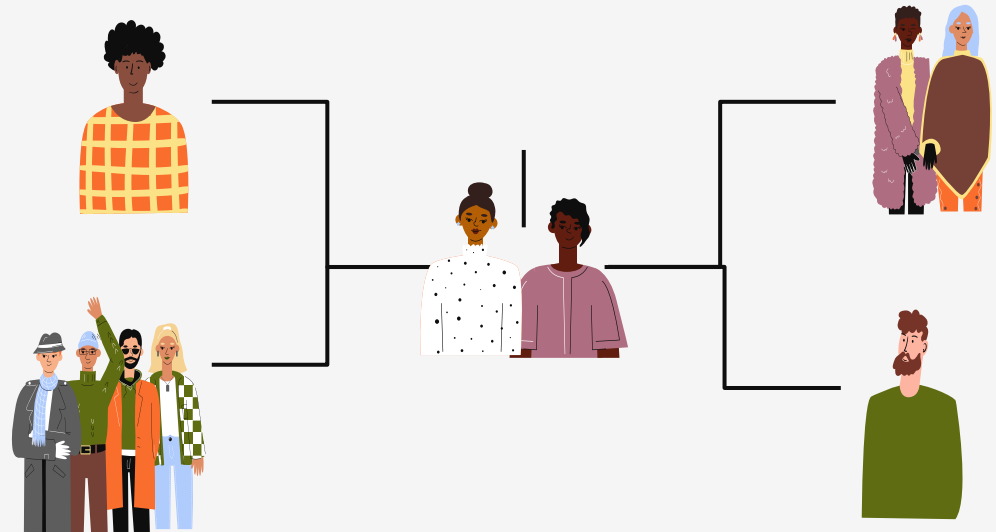
I can **understand** the **impact of words** and the importance of **being mindful when interacting** with those around me.

Language Objective: I will **practice reading** how I could **interrupt hate speech**.
I will **practice reading aloud** from sample scripts **during a role play** with a partner.

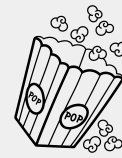
BELONGING BUDDIES

Task: When I say go, find a group that is similar to you using the indicator I say.

- **Round 1:** Find a group that has a **similar shirt**
- **Round 2:** Find a group that has a **similar shoe style**
- **Round 3:** Find a group that shares the **same favorite food** as you



OUR REMINDERS



Popcorn read the below
guidelines
for today's lesson

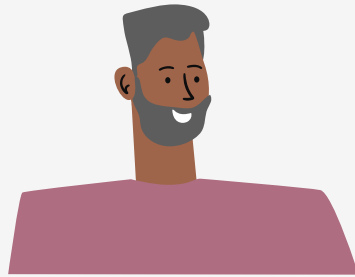
- Be **mindful** of others' feelings and opinions
- Speak from personal experience by using **"I" statements**
- Be **respectful** of people's differences and their lived experiences
- Be **understanding** that we do not always know the words to use
- Be **supportive** when someone shares personal experiences or thoughts
- **Respect confidentiality** when someone shares personal experiences or thoughts
 - **Get comfortable** with being uncomfortable
 - **Actively engage** to the best of your ability today



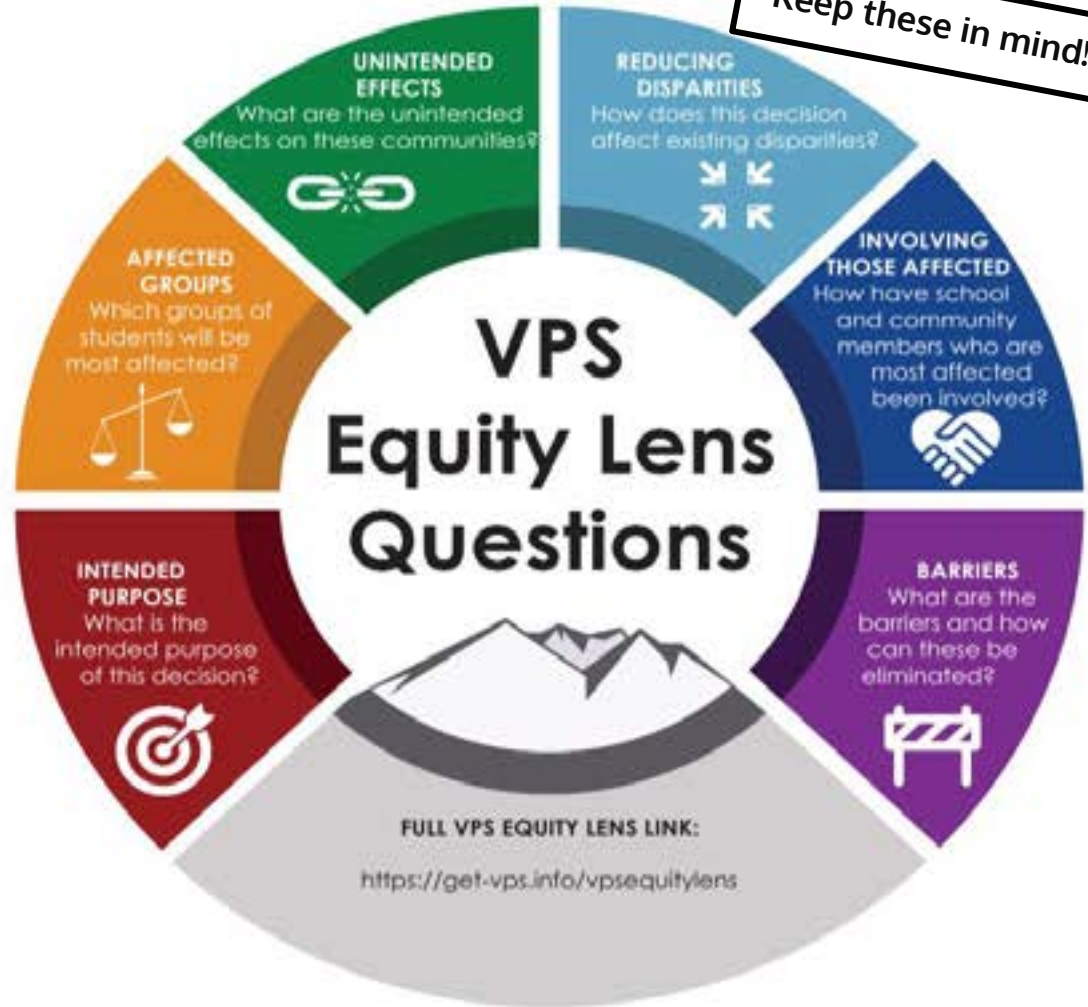
REMINDER

Talking about/addressing issues like this takes courage. It requires a level of honesty and vulnerability that can be uncomfortable. THAT requires bravery. It is also common for people to joke or make light of things that make them uncomfortable. Put downs and microaggressions are not jokes. Please try your best to be mature.

Note: If you need to step out at any point, you can signal to your teacher and a staff member will accommodate you.



Equity Lens Questions



WHY

- **Student empathy interviews showed a need for a consistent response to hate and bias language**
- **Staff and community reported a need for training on how to interrupt incidents of hate and bias language**
- **Needed to strengthen safety and restorative process for repairing harm in our school community**
- **At schools that piloted the Hate & Bias Protocol, students and staff reported a decrease in incidents and that the school culture feels better**





INDEPENDENT REFLECTION:

Write down whether you have ever experienced or witnessed hate speech.

What thoughts are coming up for you after seeing the video and reviewing the data?

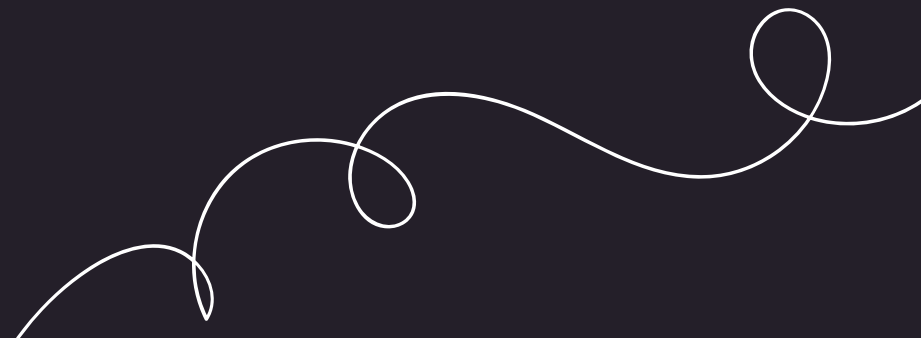
What connections can you make to yourself, your loved ones, your peers, and our world/community?



OPTIMISTIC CLOSURE:

Share with your neighbor one random act of kindness you could take after leaving today's lesson.







HIGH SCHOOL HATE & BIAS PROTOCOL

LESSON #2

Learning Target:

I can **understand** the **impact of words** and the importance of **being mindful when interacting** with those around me.

Language Objective: I will **practice reading** how I could **interrupt hate speech**. I will **practice reading aloud** from sample scripts **during a role play** with a partner.

WARM WELCOME

Whole Group Popcorn Shout-outs:

Take a moment to intentionally shout out individuals in your class!

- **Kind, Light-hearted Round: ex. Mrs. Kiefer has the coolest costumes.**
- **Kind, Serious Round: ex. Andre is SUPER helpful.**



OUR REMINDERS

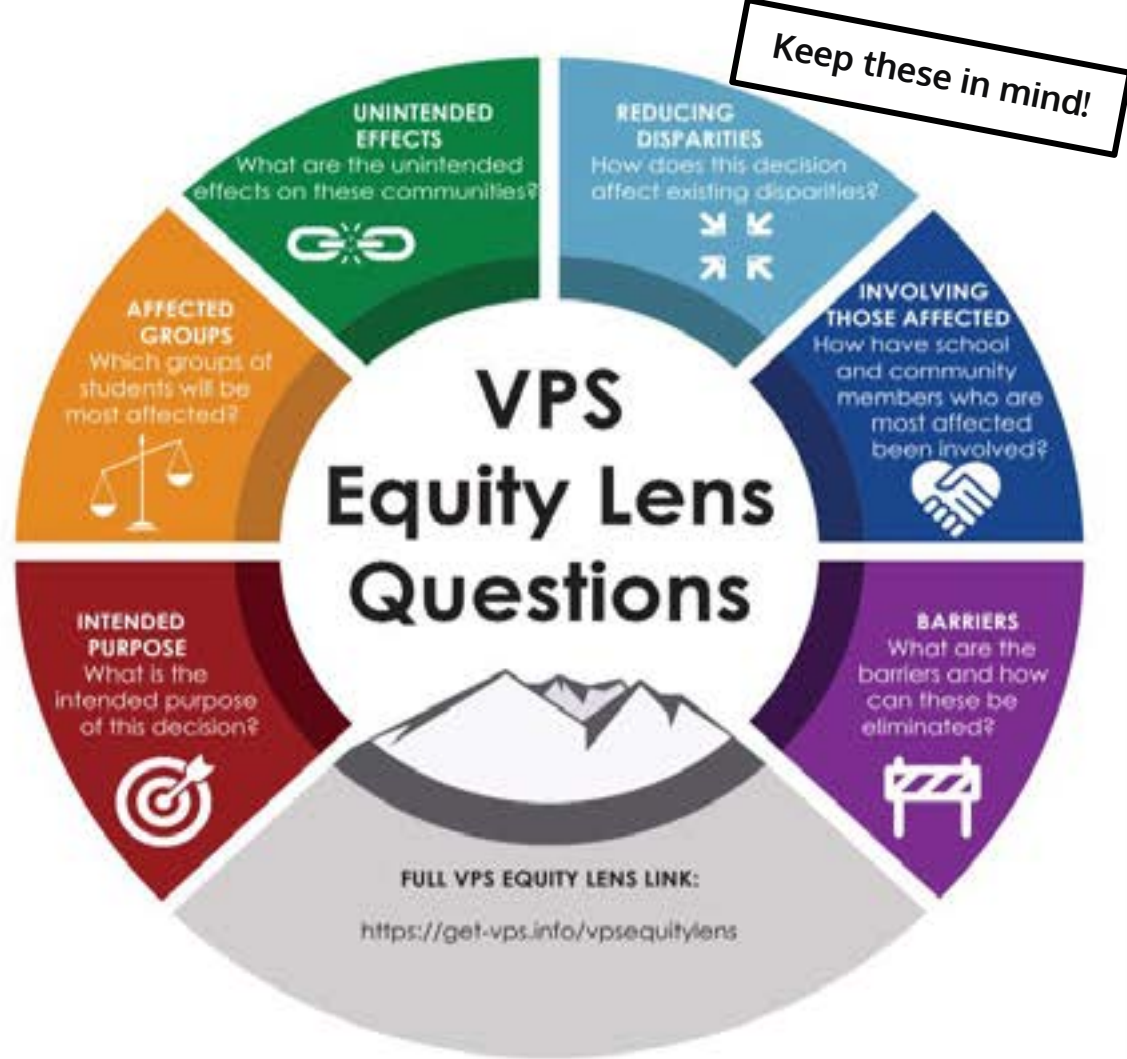


Popcorn read the below
guidelines
for today's lesson

- Be **mindful** of others' feelings and opinions
- Speak from personal experience by using **"I" statements**
- Be **respectful** of people's differences and their lived experiences
- Be **understanding** that we do not always know the words to use
- Be **supportive** when someone shares personal experiences or thoughts
- **Respect confidentiality** when someone shares personal experiences or thoughts
 - **Get comfortable** with being uncomfortable
 - **Actively engage** to the best of your ability today



Equity Lens Questions

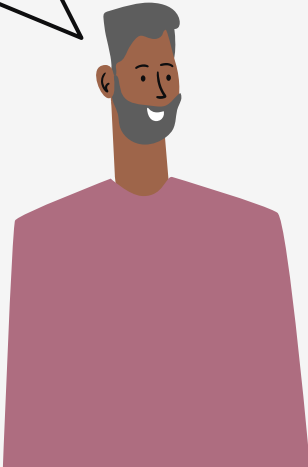


NEW VOCAB

HATE SPEECH

An insulting, offensive or degrading remark/term, often based on an identity group such as race, ethnicity, religion, ethnic, gender/gender identity or sexual orientation.

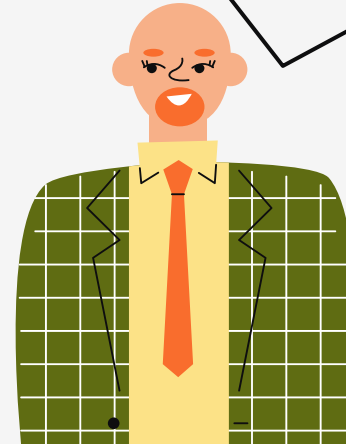
[LINK TO EQUITY POLICY & PROCEDURE](#)



ISMS & PHOBIAS

Harmful beliefs and attitudes that lead to unfair treatment of certain groups of people. “Isms” are discriminatory ideas based on stereotypes. “Phobias” are strong fears or negative feelings toward specific groups, often resulting in discrimination.

Examples: racism, ageism, ableism, anti-semitism, colorism, Xenophobia, transphobia, fatphobia



GUEST SPEAKERS: THE IMPACT OF SLURS



Erin Jones and past Columbia River High School Students speak about the negative impact of slurs in the school space.



Erin Jones: Quick Bio

- **28 years of experience in education**
- **Teacher, Instructional Coach, Assistant State Superintendent, School District Director**
- **Worked in White communities, Black communities, and some of the most diverse communities in the nation.**



**So what do we do
about the hate
speech that we
hear?**



Four Strategies

As we walk you through the Four Strategies for interrupting hate and bias, we invite you to write what you notice or wonder on this digital [doc](#) or on the paper at your tables.

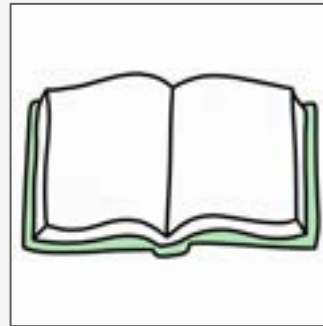
Interrupt



Question



Educate



Echo



[Link to Speak Up Pocket Card](#)

Interrupting

Consistent

Brief

Direct

“Letting one go, then speaking up against the next one, sends an inconsistent message: that sometimes bias is ok; other times it isn’t. Letting the first instance go without comment also sends the message to anyone within earshot that it’s ok to say bigoted things.”



“Stop. We do not talk like that here.”

“That is not appropriate to say at school.”

Speak up against every biased remark—every time, in the moment, without exception. Some options:

- We do not say that word at school.
- Ouch. That hurt, please use a different word.
- That word offends me.
- Nope. I am going to stop you right there. That language is not allowed in this space.

Questioning

Exploratory

Conversational

Curious

"...this approach accomplished two things. One, it led the speaker to encounter his own blind spots or bits of ignorance, as she teased out the reasons behind his thinking. Two, it helped her better understand his thinking and gave her more time to frame and tailor her response."



"Why did you just say that? What was your intention?"

"What do you mean when you say that?"

Simple, non-aggressive questions can guide students to reflection. Some options:

- I'm curious, what was your intention when you said that?
- How could someone be impacted by your words?
- Do you know the history of that word/phrase?
- Can you tell me more about what you mean by that?
- Why do you say that?

Educating

Illuminating Empowering Partnership

“Hate isn’t behind all hateful speech. Sometimes ignorance is at work, or lack of exposure to diverse populations. Other times, people simply don’t know the negative power behind certain words or phrases. So a good first step in a moment of bias—particularly if it’s the first time you’ve encountered it with someone—is to explain why the term or phrase is offensive.”



“Why did you just say that? What was your intention?”

“Do you know the history of that word/phrase?”

Adopting a partnered mindset, take the opportunity to educate the student:

“What you’re doing right now is (bullying, using slurs, -ism)”

- Name the impact on others and perception

“What you just said is really hurtful for folks. Whether they heard it or not, it sounds prejudiced.”

- Give context

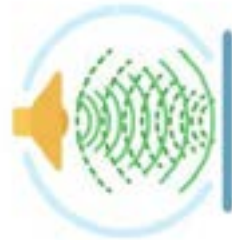
“What you said has been pretty harmful to that group of people in the past. Do you know the history of that word?”

• Redirect with patience and partnership
“Those words don’t match with your character, and I trust that next time you can choose a more accurate way to communicate your feeling”.

Echoing

Uniting Empowering Reorienting

“It’s powerful to be the first voice that interrupts bias. It’s also powerful on another level to be the second, third or fourth voice to join in the interruption. In group settings, if someone has said something biased, and not one but four people speak up, the echoing power of those voices can have a multiplying effect.”



When others speak up.

“I agree, that is offensive.”

“Thank you for speaking up.”

Extend education by demonstrating a class culture of respect, which does not tolerate hateful language:

- Thank the person who first spoke up
“I totally agree with what you said.

Thank you”

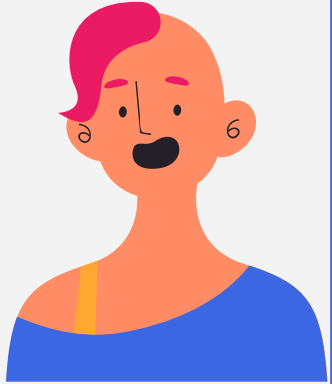
- Support students’ agency to echo
“I’m thankful we’re on the same page, that’s not okay to say”

- Encourage students’ bravery to echo

“How does everyone else feel because of what was said?”

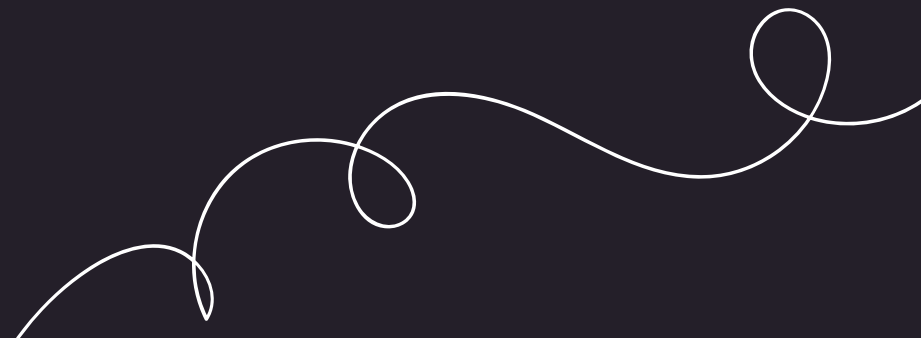
Be mindful to keep comments focused on the biased message to manage escalating feelings

OPTIMISTIC CLOSE



Give a compliment to the person near you. The compliment must be about their character or personality.





HIGH SCHOOL HATE & BIAS PROTOCOL

LESSON #3

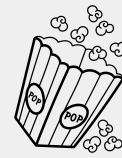


Learning Target:

I can **reflect on** the **impact of words** and the experiences of those around me.

Language Objective: I will **choose a go-to response** that I could use to **interrupt hate speech and read it aloud** to a partner.

OUR REMINDERS

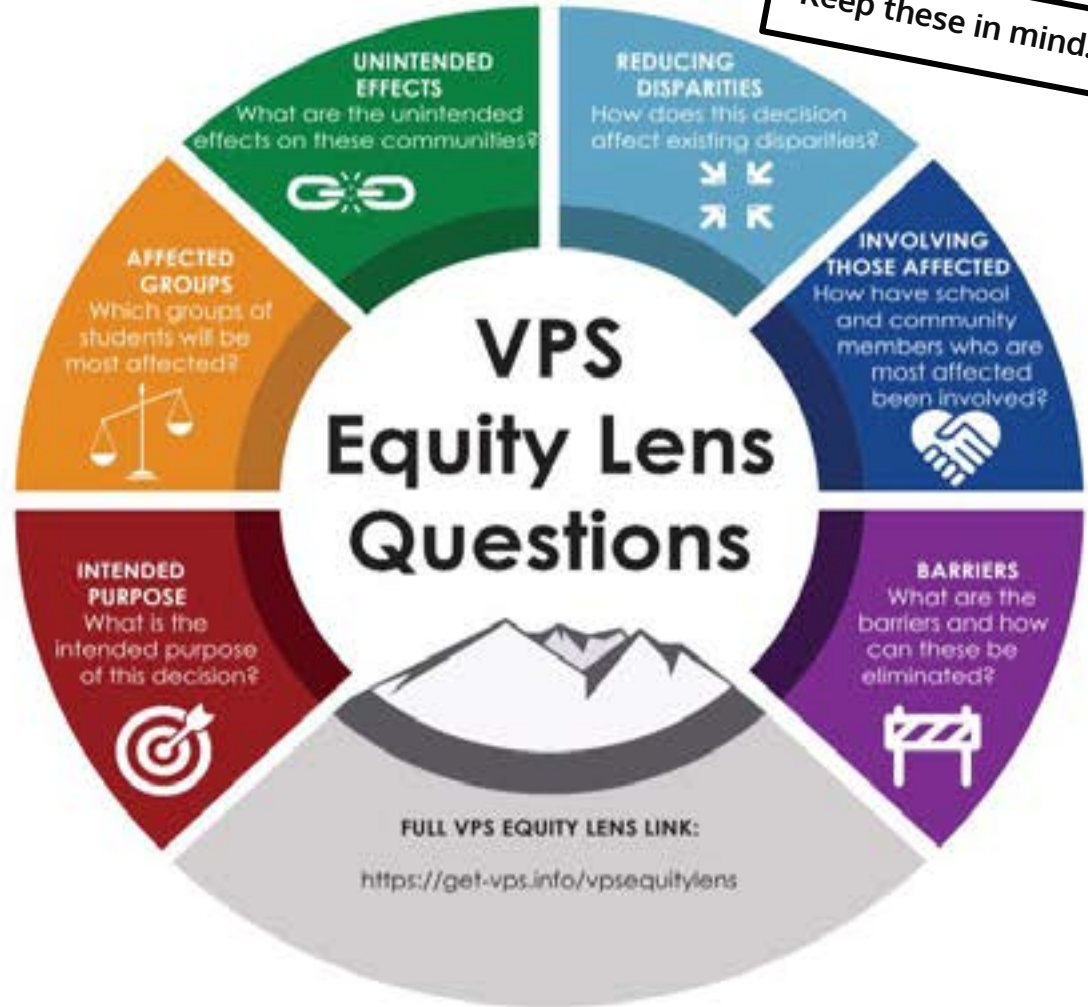


Popcorn read the below
guidelines
for today's lesson

- Be **mindful** of others' feelings and opinions
- Speak from personal experience by using **"I" statements**
- Be **respectful** of people's differences and their lived experiences
- Be **understanding** that we do not always know the words to use
- Be **supportive** when someone shares personal experiences or thoughts
- **Respect confidentiality** when someone shares personal experiences or thoughts
 - **Get comfortable** with being uncomfortable
 - **Actively engage** to the best of your ability today



Equity Lens Questions

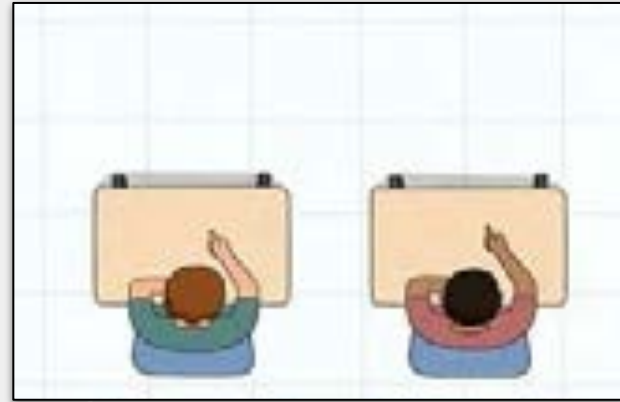


Mindset Activity Options:

Today you will listen to some statements about using slurs and offensive jokes and **then decide to what extent you agree or disagree with the statement.** You will have two options for the format of this activity:



Option 1: Step-in, Step-out
Circle



Option 2: Heads-down,
Thumbs-up

Pick the option that fits your classroom community/comfort level the best

Option A: Circle Activity Directions



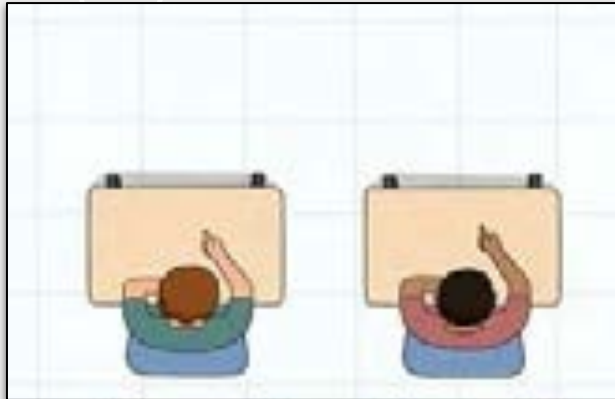
Step in = “I agree”

One foot in = “ I somewhat agree/somewhat disagree”

- You will listen to some statements about using slurs and offensive jokes and **then decide to what extent you agree or disagree with the statement.**
- Form a circle with your classmates. To show your opinion about each statement, **if you agree, step forward into the circle, if you disagree, stay in place.**
 - If you somewhat agree and disagree, put **one foot forward.**

Questions?



Option B: Heads-down, Thumbs-up Activity Directions



Thumbs-up = “I agree”



Thumbs-up BUT sideways = “ I
somewhat agree/somewhat disagree”

- You will listen to some statements about using slurs and offensive jokes and **then decide to what extent you agree or disagree with the statement.**
- With your thumb, show your opinion about each statement:
 - **If you agree, put your thumb UP.** 
 - **If you disagree, keep it DOWN.**
 - **If you somewhat agree and disagree, put your thumb in the air BUT point it SIDEWAYS** 
- The teacher will **CALL OUT** the # of students that agree (out of the # of students in class) **AND** then the # of students that somewhat agree

Questions?

Option A: Circle Activity-Intro Rounds

Read the below statements one at a time, pausing to provide time for participants to either move or stay still in response:



Step in = “I agree”

One foot in = “ I somewhat agree/somewhat disagree”

1. I like pineapple on my pizza.



2. I play a sport.



3. I would rather face off against a tiger-sized hamster than a hamster-sized tiger.



Option A: Circle Activity- Digging Deeper Rounds

Read the below statements one at a time, pausing to provide time for participants to either move or stay still in response:



Step in = “I agree”

One foot in = “ I somewhat agree/somewhat disagree”

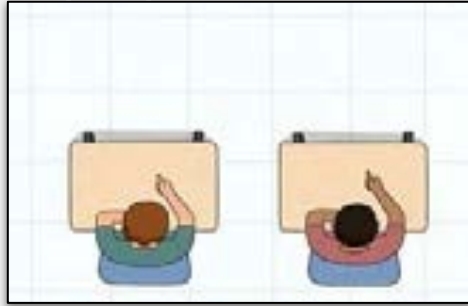
1. When I walk through the hallways of our school, I hear a lot of slurs and ethnic/racial jokes.
2. Adults should act as role models and interrupt slurs and hate speech every time.
3. When someone makes a joke insulting someone’s identity, you should just laugh it off.
4. Slurs and jokes are okay but should only be said in private among friends.
5. I see a lot of slurs and offensive jokes online.
6. When you hear slurs or jokes about your group, you should say something.
7. It’s okay to use a slur when talking about your own group (e.g., Black people using the N-word, girls using the B-word).
8. Words don’t mean anything and people should just get over it.



Open Discussion:

What are you still thinking/feeling after responding to those statements?

Option B: Heads-down, Thumbs-up Activity-Intro Rounds

Read the below statements one at a time, pausing to provide time for participants to show their response:



 **Thumbs-up = "I agree"**
Thumbs-up BUT sideways =
 **"I somewhat agree/somewhat disagree"**

1. I like pineapple on my pizza.



2. I play a sport.

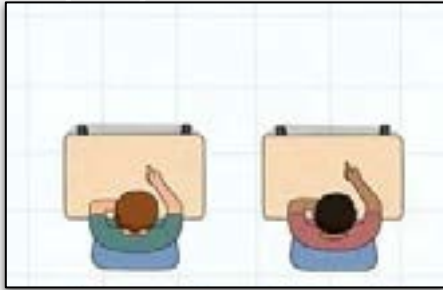


3. I would rather face off against a tiger-sized hamster than a hamster-sized tiger.



Option B: Heads-down, Thumbs-up Activity- **Digging Deeper Rounds**

Read the below statements one at a time, pausing to provide time for participants to show their response:



Thumbs-up = "I agree"

Thumbs-up BUT sideways =



" I somewhat agree/somewhat disagree"

1. When I walk through the hallways of our school, I hear a lot of slurs and ethnic/racial jokes.
2. Adults should act as role models and interrupt slurs and hate speech every time.
3. When someone makes a joke insulting someone's identity, you should just laugh it off.
4. Slurs and jokes are okay but should only be said in private among friends.
5. I see a lot of slurs and offensive jokes online.
6. When you hear slurs or jokes about your group, you should say something.
7. It's okay to use a slur when talking about your own group (e.g., Black people using the N-word, girls using the B-word).
8. Words don't mean anything and people should just get over it.

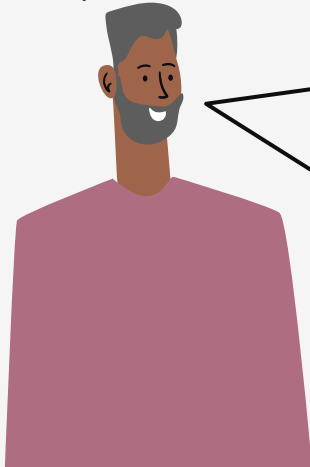
Open Discussion:

What are you still thinking/feeling after responding to those statements?

NEW VOCAB

PREJUDICE

A preconceived negative opinion or attitude towards a person or group that is not grounded in objective reasoning or direct personal experience.

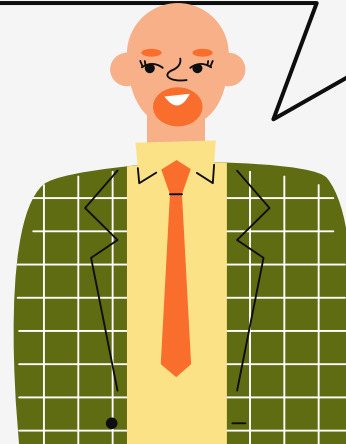


MICROAGGRESSION

A form of often unintended discrimination; The everyday slights, insults, and offensive behaviors that people of marginalized groups experience in daily interactions, which include hurtful underlying messages (**think backhanded compliment**)

DISCRIMINATION (prejudice in action):

The unfair and unjust treatment of various groups of people, particularly based on factors such as race, gender, sexual orientation, or age.



THE BUILDING HARM OF MICROAGGRESSIONS



Reflect:

Why do you think psychologists refer to **microaggressions** as **"death by a thousand cuts"**.

The College/ Career Connection

In Vancouver Public Schools, students are expected to call each other by their names.

Nicknames are okay, IF they are consensual:

“Hey, bro! Is it cool if I call you bro?” (it’s that simple!)

A slur is not an acceptable nickname whether “re-claimed” or not, it is NOT appropriate at school.

- N word = NEVER okay (Do not repeat the word in song lyrics)
- LGBTQIA+ “F” slur = NEVER okay
- R slur (ableism) = NEVER okay
- Do not give “passes” for others to use any slurs
- No slur is okay even when you are joking or kidding

****Use kind words outside of school and online****

****In a workplace setting, using these words will get you fired!****



Remember the Four Strategies

Choose your go-to response for interrupting hate and bias speech.

As we walk you through the Four Strategies for interrupting hate and bias, we invite you to write what you notice or wonder on this digital [doc](#) or on the paper at your tables.

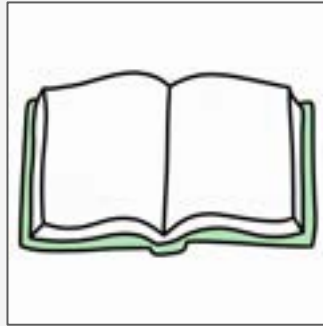
Interrupt



Question



Educate



Echo



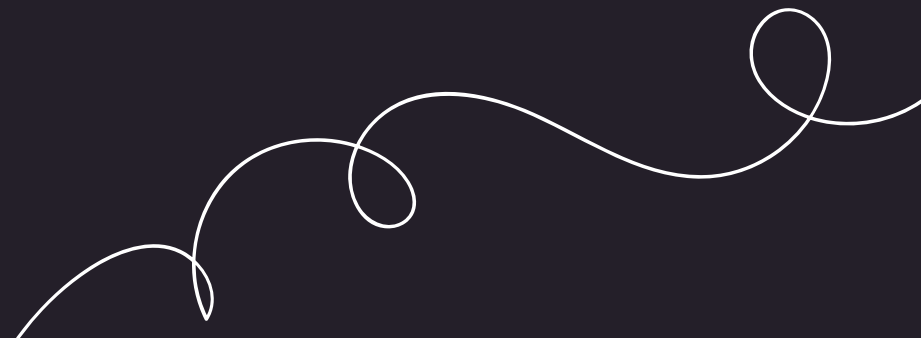
[Link to Speak Up Pocket Card](#)



EXIT SURVEY

On a piece of paper, respond to the questions and submit to your teacher.

- 1- What is your take-away?
- 2- What do you want adults to know?
- 3- What can you personally commit to?





HIGH SCHOOL HATE & BIAS PROTOCOL

LESSON #4

Learning Target:

I can **reflect on** the **impact of words** and the experiences of those around me.

Language Objective:

I will **practice reading aloud** from sample scripts **during a role play** with a partner.

MINDFULNESS MOMENT



Breathe in and out using the video at right for 5-10 sets



Breathwork helps with:

Reduced Stress and
Anxiety

Increased Energy
Levels

Enhanced Mind-Body Connection

Improved Focus and
Concentration

Positive Mood Enhancement
Empowerment and Self-Care

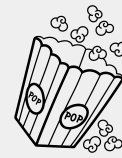
Stress
Management

Emotional
Regulation



Breathe in...

OUR REMINDERS



Popcorn read the below
guidelines
for today's lesson

- Be **mindful** of others' feelings and opinions
- Speak from personal experience by using **"I" statements**
- Be **respectful** of people's differences and their lived experiences
- Be **understanding** that we do not always know the words to use
- Be **supportive** when someone shares personal experiences or thoughts
- **Respect confidentiality** when someone shares personal experiences or thoughts
 - **Get comfortable** with being uncomfortable
 - **Actively engage** to the best of your ability today



QUOTES FROM EXIT SURVEY

(INSERT DIRECT QUOTES)

(INSERT DIRECT QUOTES)

(INSERT DIRECT QUOTES)

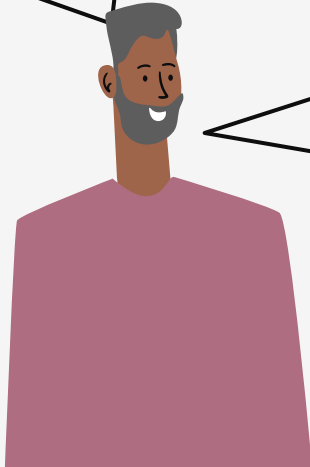
(INSERT DIRECT QUOTES)



NEW VOCAB

SLUR

An insulting, offensive or degrading remark/term, often based on an identity group such as race, ethnicity, religion, gender/gender identity or sexual orientation.



RACIAL SLUR

An insulting, offensive or degrading remark/term, based on race.

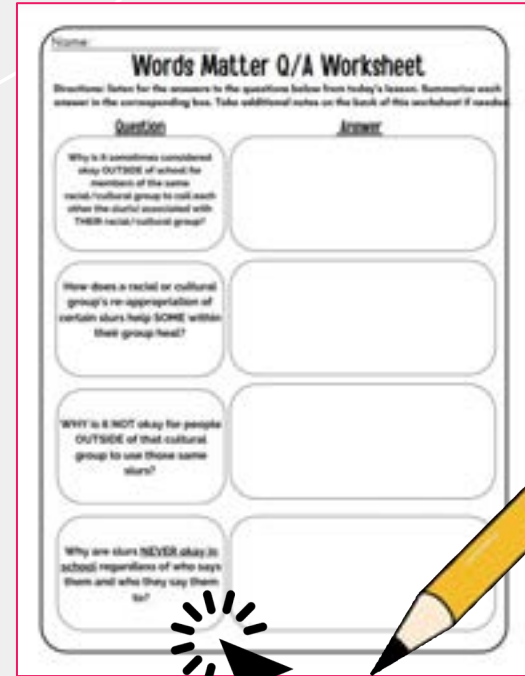


ALLY

Someone who supports and stands up for the rights and well-being of a marginalized or oppressed group, even if they do not belong to that group themselves. Allies actively listen, learn, and take action to promote equality and justice.
Ally is a verb!

RECORDING YOUR THOUGHTS!

Use the provided **”Words Matter Q/A Worksheet”** to **record your notes, commentary (individual thoughts), and the ANSWERS to the questions on the audio content on the following slides!**

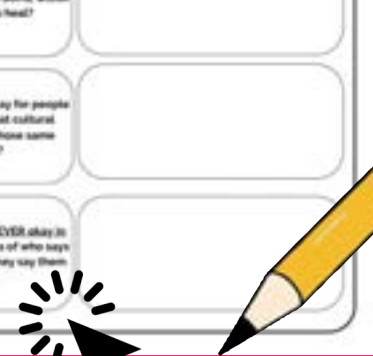


Name: _____

Words Matter Q/A Worksheet

Directions: Listen for the answers to the questions below from today's lesson. Summarize each answer in the corresponding box. Take additional notes on the back of this worksheet if needed.

Question	Answer
Why is it sometimes considered okay OUTSIDE of school for members of the same racial/cultural group to call each other the slur(s) associated with THEIR racial/cultural group?	
How does a racial or cultural group's re-appropriation of certain slurs help SOME within their group heal?	
WHY is it NOT okay for people OUTSIDE of that cultural group to use those same slurs?	
Why are slurs NEVER okay in school regardless of who says them and who they say them to?	



Teachers: Please print a class set of the worksheet linked above OR download a copy and put it into your student Canvas Course :)

COMMON QUESTIONS ANSWERED:

Q 1- Why is it sometimes considered okay OUTSIDE of school for members of the same racial/cultural group to call each other the slur(s) associated with THEIR racial/cultural group?

2- How does a racial or cultural group's re-appropriation of certain slurs help SOME within their group heal?

3- WHY is it NOT okay for people OUTSIDE of that cultural group to use those same slurs?

4- Why are slurs NEVER okay in school regardless of who says them and who they say them to?

As a class, pause after each question to summarize the answer given in the audio clip. Write the answer in your own words on the provided worksheet or any piece of paper.



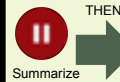
A



THEN



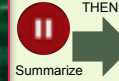
Summarize



THEN



Summarize



THEN



Summarize



Restorative Response Plan

IF A STUDENT SAYS A SLUR AND/OR ENGAGES IN AN INCIDENT OF HATE/BIAS, THE FOLLOWING WILL HAPPEN:

- **Step 1:** A staff member will **interrupt** the harmful language (“Stop, that is hurtful.”)
- **Step 2:** The staff member will write an office **referral** in Synergy for that student’s behavior
- **Step 3: Guardian(s) will be contacted** (student harmed and student responsible)
- **Step 4:** The student responsible will participate in an **educational learning opportunity** on the type of harm they have caused.
- **Step 5:**
 - The student may be given the **opportunity for a restorative conversation/restorative re-entry** plan (depending on whether both students are willing to restore the harm)
 - The student responsible **may have additional disciplinary** consequences

Restorative Response Plan

IF THE BEHAVIOR HAPPENS AGAIN...

A **formal meeting** with the student, family, and staff will be scheduled and building leadership will **explore exclusionary discipline** options as well as additional behavior interventions.

Remember the Four Strategies

Choose your go-to response for interrupting hate and bias speech.

As we walk you through the Four Strategies for interrupting hate and bias, we invite you to write what you notice or wonder on this digital [doc](#) or on the paper at your tables.

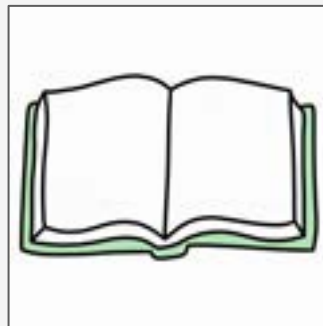
Interrupt



Question



Educate



Echo



[Link to Speak Up Pocket Card](#)



09:56

Collaborative Scenario Activity

Each group chooses 1-3 scenarios to interrupt

Four Roles:

- **Team Leader:** logs in to the bit.ly and keeps the team on task and on time
- **Reader:** reads the scenario to the group
- **Recorder:** writes the evidence of bias “*The bias happens when...*” that the group decides
- **Equity of Voice Manager:** Ensure that each team member contributes their voice/ideas to the conversation.

Resource/Word Bank:

- **Bitly:** <https://bit.ly/3YeZWRg>
- **Identity Group Examples:** race, ethnicity, religion, ethnicity, gender/gender identity or sexual orientation, ability, socio-economic status, etc.
- **Isms Examples:** racism, ageism, ableism, anti-semitism, colorism, Xenophobia, transphobia, fatphobia

SCENARIO 1

What tools will you use?

Interrupt? Question? Educate? Echo?

**A student makes a mistake in class,
and a classmate calls them, “SPED”.**

SCENARIO 2

What tools will you use?

Interrupt? Question? Educate? Echo?

A Latinx student and a Black student are talking in the hallway. The Black student calls the Latinx student a slur related to a stereotypical food from their culture.

SCENARIO 3

What tools will you use?

Interrupt? Question? Educate? Echo?

Two students in conversation in your classroom use the n-word. You try to intervene to tell them to stop, and one student says, “This is my culture. I can use the word if I want. Are you trying to say something about my culture?”

SCENARIO 4

What tools will you use?
Interrupt? Question? Educate? Echo?

A staff member continually pronounces a student's name wrong (in front of other students and staff), and when it is pointed out, the staff member responds, "Whatever. I'm terrible at names."

SCENARIO 5

What tools will you use?

Interrupt? Question? Educate? Echo?

A non-binary student uses they/them pronouns, and was misgendered in your classroom. No one says anything.

SCENARIO 6

What tools will you use?
Interrupt? Question? Educate? Echo?

You overhear a student encouraging another student whose first language is not English and who is in their first year of learning the English language, say a racial slur to another student.

SCENARIO 7

What tools will you use?
Interrupt? Question? Educate? Echo?

A group of students is making repeated comments about a peer's shoes being "dusty" and making fun of them for not being able to afford the newest Nikes.

SCENARIO 8

What tools will you use?

Interrupt? Question? Educate? Echo?

You notice a peer has drawings of swastika flags on his/her/their notebook.

SCENARIO 9

What tools will you use?

Interrupt? Question? Educate? Echo?

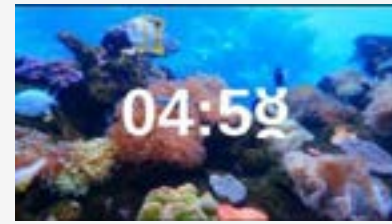
During group work in history class, a student dismisses another student's comments by saying, "This topic is complicated—let the guys handle it."

SCENARIO 10

What tools will you use?
Interrupt? Question? Educate? Echo?

**You overhear someone imitating
and making fun of an English
learner's accent.**

INDEPENDENT REFLECTION



Journal your thoughts to the following questions:

- How did you **feel when responding** to incidents of hate and bias with students? With staff?
- What **helped you feel more confident** in your response to incidents of hate and bias?
- What resources will you use to **better prepare** yourself for responding to incidents of hate and bias?



(INSERT [YOUR SCHOOL'S QR CODE](#)
FOR STUDENTS TO REPORT HATE & BIAS)

How do I report any Racism, slurs, microaggressions, harassment, and other types of bias that I witness or experience



Hate, Bias & Racism: Student Reporting Form (23-24)

HATE AND BIAS INCIDENT: A hate and bias incident causes harm to individuals, groups, and school communities. They can range in severity from unintentional acts to explicit and intentional ones based on a person's real or perceived race, nationality, ethnicity, religion, sex, sexual orientation, gender, gender identity or disability. Bias incidents can also involve hateful imagery, language or actions.

Use this reporting form so our administration can address these incidents with urgency and follow up with you.

ИНЦИДЕНТ, СВЯЗАННЫЙ С ПРОЯВЛЕНИЕМ НЕНАВИСТИ И ПРЕДВЗЯТОГО ОТНОШЕНИЯ

Инцидент, связанный с проявлением ненависти и предвзятого отношения, причиняет вред отдельным лицам, группам и школьным коллективам. Степень

OPTIMISTIC

CLOSE



Give a shout out to a situation or individual(s) who you have noticed interrupting hate or biased language.



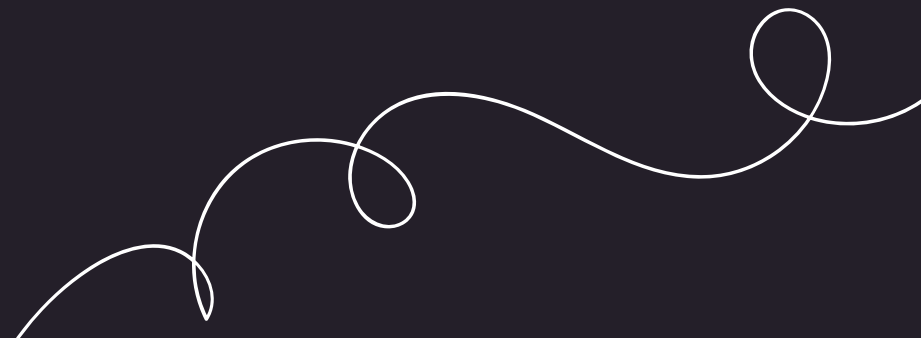
EXIT SURVEY

On a piece of paper, respond to the questions and submit to your teacher.

1- What is your take-away?

2- What do you want adults to know?

3- What can you personally commit to?





ADDITIONAL RESOURCES

Laws, Policies, and Standards

LAWS & POLICIES

[VPS Equity Policy](#)

[VPS Equity procedure \(0010P\)](#)

[VPS Equity Resolution 869](#)

[VPS Nondiscrimination Policy](#)

[VPS Gender Inclusive Schools \(3211\)](#)

[Gender-Inclusive Schools Laws| OSPI](#)

[VPS Gender Inclusive Schools Policy](#)

- [VPS Student - Prohibition of Harassment, Intimidation and Bullying \(3207P\)](#)
- [VPS Staff - Prohibition Harassment Intimidation and Bullying \(5800P\)](#)
- [VPS Community Relations - Civility \(4900P\)](#)

STANDARDS

[OSPI SEL Standards and Benchmarks](#)

[ASCA MINDSETS AND BEHAVIORS](#)

The Ripple Effect



With your elbow partner discuss:

How can the **Ripple Effect** change our school in positive or negative ways?



The Ripple Effect - It Takes Just One Leader



With your elbow partner discuss:

How can the **Ripple Effect** change our school in positive or negative ways?

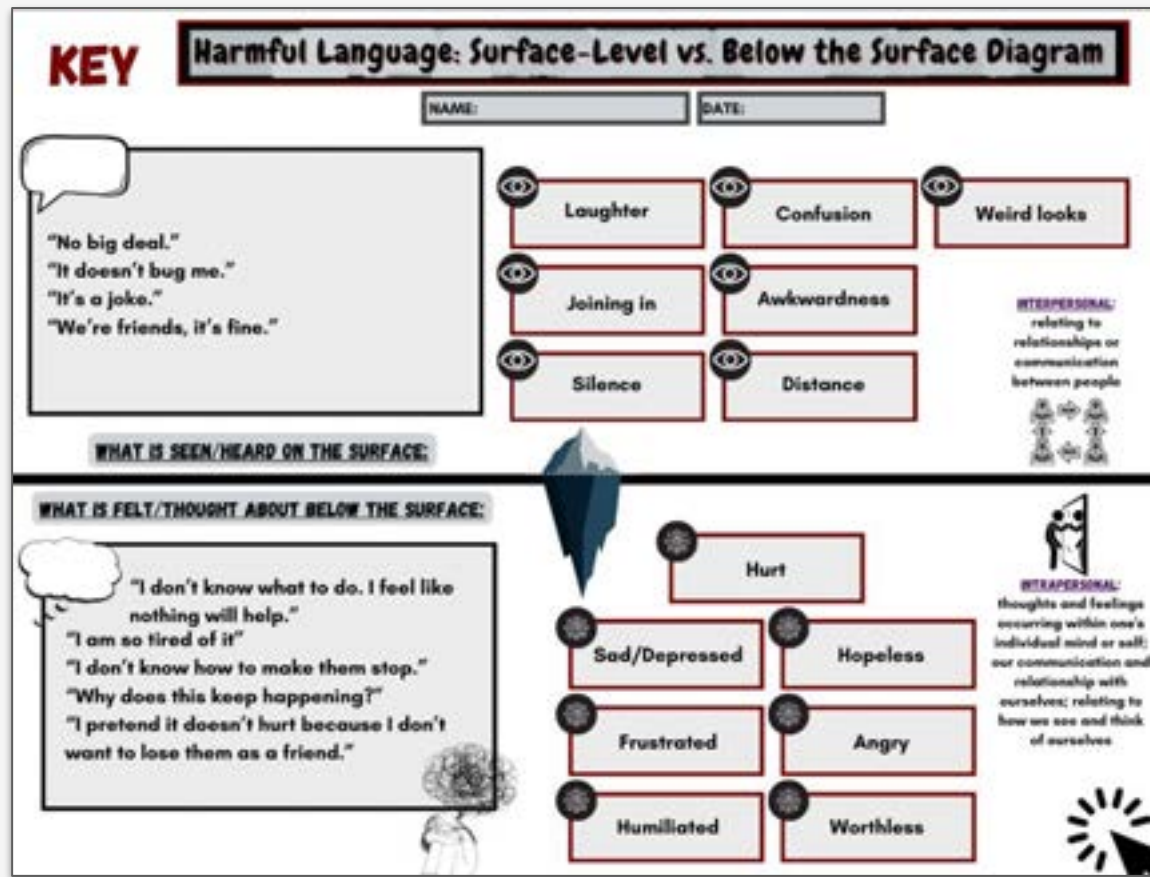




TEDx Vail Youth

The Iceberg: What's Happening BELOW the Surface when VPS Students Hear Hate and Bias Language?

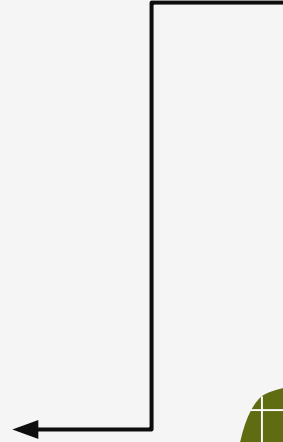
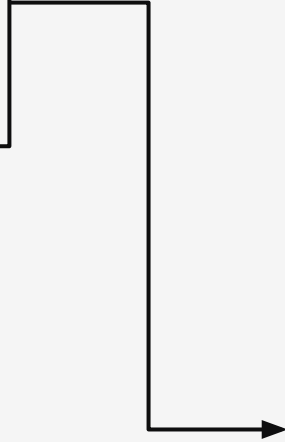
Note: the graphic at right was based on empathy interviews with VPS students. One reason WHY the surface /below the surface responses are so different is because it is sometimes HARD to be vulnerable with others, even close friends, especially when you don't know how someone will respond.



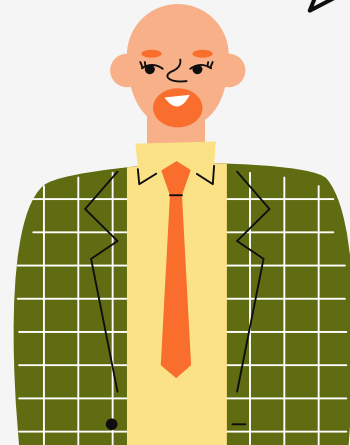
What do you notice? What do you wonder about?

REVIEW LESSONS

**Fall
Lesson**



**Winter
Lesson**



COMMUNITY ACTION

- **Now that we have an idea of how to handle hate speech, what do we do?**
- **How do we want to take this information and make our school better?**

