
ADDRESSING HATE IN SCHOOL SPORTS

DECEMBER 8, 2022 | TD GARDEN, BOSTON

Recognizing Bias & Best Practices to Address Hate

RECOGNIZING & ADDRESSING IDENTITY-BASED BIAS IN SCHOOL SPORTS

Recognizing Identity-Based Bias in School Sports

■ What is identity-based bias?

Recognizing Identity-Based Bias in School Sports

1. ableism
2. ageism
3. anti-immigrant bias
4. anti-Muslim bias
5. anti-Semitism
6. anti-trans bias
7. classism
8. anti-LGBTQ+ bias
9. racism
10. religious bias
11. sexism
12. weightism

Recognizing Identity-Based Bias in School Sports

■ How do these biases present themselves in school sports?

- “Jokes”
- Slurs
- “Teambuilding” activities
- “Motivational” remarks
- Other

Recognizing Identity-Based Bias in School Sports

■ Why is identity-based bias harmful?

- Jeopardizes physical, social, and emotional safety of targeted individuals/groups and others
- Compromises sense of belonging
- Undermines school and community values

Addressing Identity-Based Bias in School Sports

- What can be done to address identity-based bias in school sports and barriers that stand in the way?
 - Prevent & Prepare
 - Encourage Reporting
 - Act Quickly & Respond
 - Communicate
 - Educate & Heal

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Recognizing Bias & Best Practices to Address: Legal Obligations

Presented by:
Office of the Attorney General
of Massachusetts



School District Obligations

- Obligation to investigate bias-related bullying and harassment
- Includes sports and school-sponsored activities
- May include incidents occurring out of school depending on impact at school



Bullying & Harassment

Harassment: Conduct that contributes to an intimidating or hostile environment for a student because of their protected characteristics. Harassment does not need to be repeated or targeted at a particular victim.

Bullying: Targeted, repeated behavior that causes harm to a student or disrupts the school environment.



MA Anti-Hazing Law

- Possible criminal liability
- School districts must:
 - Incorporate anti-hazing policy into disciplinary code
 - Distribute copies of the anti-hazing law to all students and sports teams



Best Practices for Administrators that Promote Legal Compliance

- Establish clear lines of communication between athletic staff and administrators
- Set expectations for athletic staff
- The words “bullying,” “harassment,” or “hazing” are not necessary to investigate



Best Practices for Athletic Staff that Promote Legal Compliance

- Report hate or bias to the school leader
- Specific words are not necessary, e.g. “bullying” or “harassment”
- It is not your responsibility to investigate
- Offer support to affected students



Best Practices that Promote Legal Compliance

- Stay vigilant
- Respond promptly
- Report
- Support impacted students
- Investigate as appropriate



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Experiences
from the Field

ADDRESSING HATE IN SCHOOL SPORTS

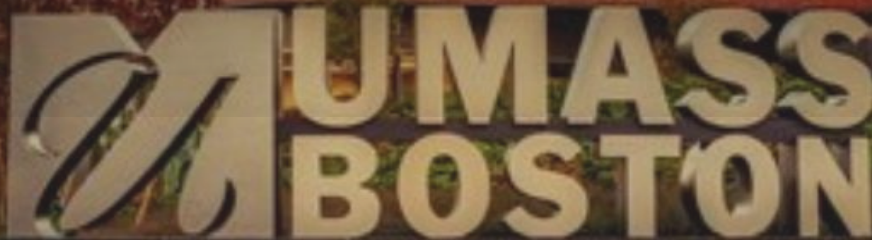
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Positive & Inclusive Sports Environment



Sport Leadership and Administration Program

**College of Education and Human Development
Department of Counseling and School Psychology**





PROGRAM MISSION & CORE VALUES



Mission

- ▶ The mission of the UMass Boston Sport Leadership and Administration (SLA) program is to cultivate equity-minded, character-driven, and transformational leaders who will positively improve society through sport.

Core Values

- ▶ Equity and Social Justice
- ▶ Diversity and Inclusion
- ▶ Integrity
- ▶ Holistic Development

Best Practice Strategies

- ▶ Question and Change the Status Quo When Necessary
- ▶ Mission Alignment with Individual and Collective Wellness
- ▶ Reflect and Update Rituals
- ▶ Rewards and Penalties

Activating your Allyship through ERCEE

- ▶ **Educated (E)** on pertinent holistic consciousness issues and concepts,
- ▶ **Reflect (R)** upon their positionality within the broader ecosystem and ability to enact change proximally to internationally,
- ▶ **Connect (C)** with like-minded individuals who are committed to engaging in concerted counter-oppressive actions (i.e., grassroots organizing and/or mass mobilization),
- ▶ **Engage (E)** in targeted and diverse counter-actions against oppressive systems, and
- ▶ **Evaluate (E)** the impact of one's counter-actions before continuing the ERCEE process from the beginning.

The A.R.C. of Justice

- ▶ **A**
 - ▶ **Agency**
 - ▶ **Advocacy**
 - ▶ **Allyship**
 - ▶ **Activism**
 - ▶ **Alliances**
- ▶ **R**
 - ▶ **Respect**
 - ▶ **Representation**
 - ▶ **Resources**
 - ▶ **Redress**
 - ▶ **Results**
- ▶ **C**
 - ▶ **Consciousness**
 - ▶ **Care to Conviction**
 - ▶ **Courage**
 - ▶ **Cross Cultural Collaboration**
 - ▶ **Commitment**

Sources:

Cooper, J. N. (2021). A legacy of African American resistance and activism through sport. New York, NY: Petr Lang.

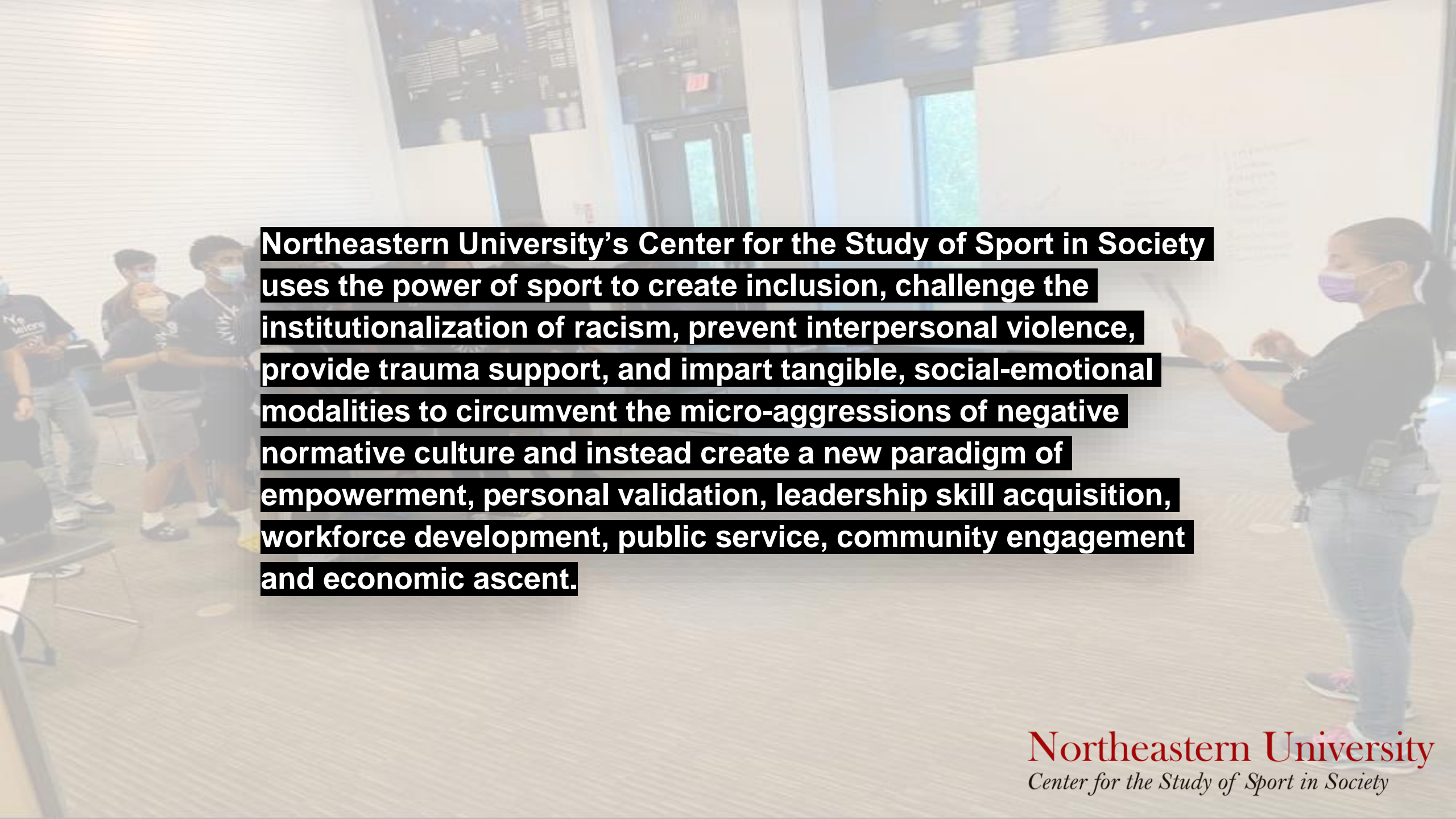
Cooper, J. N. (forthcoming). Race matters in sport. In A. Hart & E. Staurowsky (Eds.), Equity, diversity, & inclusion in sport: A roadmap for sport leaders, managers, & practitioners. Champaign, IL: Human Kinetics.

Cooper, J. N. , Newton, A. J. C., Klein, M., & Jolly, S. (2020). A call for transformational culturally responsive leadership in college sport: An anti-ism approach to address equity and inclusion.

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Positive & Inclusive Sports Environment

The background image shows a classroom setting. On the left, a group of students wearing face masks and dark t-shirts are standing. On the right, a female teacher wearing a purple face mask and a black t-shirt is standing and gesturing towards a whiteboard. The whiteboard has some faint writing on it. The room has large windows in the background, letting in natural light.

Northeastern University's Center for the Study of Sport in Society uses the power of sport to create inclusion, challenge the institutionalization of racism, prevent interpersonal violence, provide trauma support, and impart tangible, social-emotional modalities to circumvent the micro-aggressions of negative normative culture and instead create a new paradigm of empowerment, personal validation, leadership skill acquisition, workforce development, public service, community engagement and economic ascent.

Signature Programs

THE MVP PROGRAM

The Center is most recognized for its foundational Mentors in Violence Prevention (MVP) program. MVP is a dialogic, interactive learning platform that motivates students, educators, community-based organizations, advocacy groups, first-responders, athletes and others to play a central role in preventing all forms of interpersonal violence. Utilizing an empowered bystander approach to prevention, that is both realistic and engaging and teaches actual skill sets, MVP positions participants not

THE DHP PROGRAM

as potential abusers or survivors, but rather as leaders who can engage and challenge peers' abusive behavior and change negative norms. DHP is a dialogic, interactive learning platform that motivates students, educators, community-based organizations, advocacy groups, first-responders, athletes and others to play a central role in preventing all forms of interpersonal violence. Utilizing an empowered bystander approach to prevention, that is both realistic and engaging and teaches actual skill sets, DHP positions participants not as potential abusers or survivors, but rather as leaders who can engage and challenge peers' abusive behavior and change negative norms. DHP aims to address the challenges that institutions, corporate entities, global sports leagues, nonprofits, and schools face in effectively engaging in conversations about racism, power, and privilege. By deepening participants' understandings of racial identity, implicit bias, and institutional racism, and by working on skills to effectively interrupt interpersonal racism, these workshops give participants new tools to move towards effective action.

THE TSP PROGRAM

Toxic Speech Prevention (TSP) course; is a language-themed exercise at preventing the linguistic conditions which give rise to the mass participation of normal people in genocide. It tackles issues such as racism, anti-Semitism, islamophobia, xenophobia, nationalism, and sexism in an effort to provide a deeper look at how language forms the foundations for these discriminatory practices. TSP enables participants to identify linguistic trends in themselves and others which can divide our communities as well as dehumanizing members of them. These specific tools can help provide awareness of the subtlety of harms which occur regularly throughout every sector of human interaction including: every level of the global sports network; from pro teams to youth sports, in media, schools, corporate offices, political structures, and any public or private forum.

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Positive & Inclusive Sports Environment

ADDRESSING HATE IN SCHOOL SPORTS CONFERENCE

Positive & Inclusive School Sports Environments

“If you have come here to help me, you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together”

- Lilla Watson

Action Strategies for Inclusive Leaders in School Sports

- Ask the hard questions of yourself
- Make it personal
- Initiate conversations about current events
- Provide staff with access to standardized sport-specific learning
- Establish DEI competency in performance evaluations
- Name the experiences and identities of your student-athletes
- Dedicate time to 'check the climate' monthly and learn how bias functions
- Diversify representation of those being hired and developed for leadership
- Be mindful of those tasked with leading DEI initiatives
- Be patient with yourself



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