

DO'S AND DON'TS FOR BYSTANDER INTERVENTION

DO:

Do make your presence as a witness known.

- If possible, make eye contact with the person being harassed and ask them if they want support.
- Move yourself near the person being harassed. If possible and you feel you can risk doing so, create distance or a barrier between the person being harassed and the attacker.
- If it's safe to do so, and the person being harassed consents—film or record the incident.

Do take cues from the individual being harassed.

- Is the person engaging with the harasser or not? You can make suggestions, “Would you like to walk with me over here? Move to another train car? For him to leave you alone?,” and then follow their lead.
- Notice if the person being harassed is resisting in their own way, and honor that. (Especially white folks, don't police tone of the person being harassed).
- Follow up with the individual being harassed after the incident is over, see if they need anything else.

Do keep both of you safe.

- Assess your surroundings—are there others nearby you can pull in to support? Working in a team is a good idea, if it is possible.
- Can you and the person being harassed move to a safer space/place?

DON'T:

Don't call the police.

- For many communities experiencing harassment right now (including Arab and Muslim communities, Black people, queer and trans folks, and immigrants) the police can cause a greater danger for the person being harassed.

Don't escalate the situation.

- The goal is to get the person being harassed to safety, not to incite further violence from the attacker.

Don't do nothing.

- Silence is dangerous—it communicates approval and leaves the victim high and dry. If you find yourself too nervous or afraid to speak out, move closer to the person being harassed to communicate your support with your body.

The TLC Process

THINK

- Cool off
- Decide approach
- Create “I” message *(contact the person to set a meeting)*

LISTEN

- A shares “I” message
- A invites the other person (B) to share their perspective
- Listens to perspectives
 - B talks/A paraphrases until B feels understood
 - A talks/B paraphrases until A feels understood
 - Each party listens for interests
- Name what the two of you have in common (1 or 2)
 - Positive
 - Relational
- Interest question
 - How can A _____ and B _____?

COLLABORATE

- Brainstorm options
 - at least 5
 - no evaluating
 - one list
 - no discussing
 - quantity, not quality
 - piggyback
 - alternate turns
 - speak for self
- Evaluate and make a plan
 - Evaluate and work on ideas both like
 - Is solution feasible
 - Plan needs to be specific—who, what, when, where, how, time line
 - Follow-up

How You Can Use the NVC Process

TWO PARTS

Clearly explaining how I am without blaming or criticizing	Empathetically receiving how you are without hearing blame or criticism
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FOUR STEPS

1. OBSERVATIONS

What I observe (*see, hear, remember – free from judgment or blame*) that does or does not contribute to my well being:

“When I (see, hear) . . .”

What you observe (*see, hear, remember – free from judgment or blame*) that does or does not contribute to your well being:

“When you (see, hear) . . .”

2. FEELINGS

How I feel (*emotion or sensation rather than thought*) in relation to what I observe:

“I feel. . .”

How you feel (*emotion or sensation rather than thought*) in relation to what you observe:

“You feel. . .”

3. NEEDS

What I need or value (*rather than a preference or specific action*) that causes my feelings:

“. . .because I need/value. . .”

What you need or value (*rather than a preference or specific action*) that causes your feelings:

“. . .because you need/value. . .”

4. REQUESTS

Clearly requesting (*rather than demanding*) concrete actions that would enrich my life:

“Would you be willing to . . .?”

Empathetically receiving (*without hearing any demand*) concrete actions that you would like taken:

“Would you like . . .?”

Choices

- Observe reality
- Listen for MY feelings and needs
- Listen for YOUR feelings and needs
- Get to calm alert
- Demand
- Label
- Blame
- Complain

Feelings

- Amazed
- Confident
- Energetic
- Glad
- Inspired
- Content
- Joyful
- Optimistic
- Relieved
- Surprised
- Touched
- Calm
- Comfortable
- Eager
- Fulfilled
- Hopeful
- Intrigued
- Curious
- Moved
- Proud
- Stimulated
- Grateful
- Trustful
- Open
- Angry
- Confused
- Disappointed
- Stressed
- Frustrated
- Scared
- Shocked
- Bored
- Hopeless
- Irritated
- Nervous
- Puzzled
- Sad
- Worried
- Tired
- Withdrawn
- Annoyed
- Concerned
- Discouraged
- Embarrassed
- Helpless
- Torn
- Upset
- Wary
- Impatient
- Lonely
- Overwhelmed
- Reluctant
- Uncomfortable
- Vulnerable
- Hurt
- Helpless

Needs

Autonomy

- Choosing dreams/goals/values
- Choosing/creating plans
- Power with my world
- Growth/learning

Physical Nurturance

- Air * Food * Water
- Shelter * Touch
- Rest/Relaxation
- Health
- Stability
- Warmth/closeness
- Movement, exercise
- Sexual expression
- Protection/Safety

Integrity

- Authenticity * Creativity
- Meaning * Purpose
- Self-worth

Spiritual Communion

- Beauty * Harmony
- Inspiration * Order
- Peace
- Awe * Wonder

Celebration/Play

- Fun * Laughter
- Celebrate the creation of life and dreams fulfilled
- Celebrate losses: loved ones, dreams, etc (mourning)
- Creativity/self-expression

Community

- Acceptance
- Appreciation
- Acknowledgement
- Closeness
- Emotional Safety
- Empathy
- To contribute
- To be heard
- Connection
- Love
- Reassurance
- Respect
- Trust
- Cooperation
- Consideration
- Harmony
- Belonging/Inclusion

I AM A PERSON
WHO WILL

INTERRUPT

ECHO

TOLERANCE.ORG
RESPOND TO EVERYDAY STEREOTYPES AND BIAS
SPEAK UP AT SCHOOL

QUESTION

EDUCATE



TEACHING TOLERANCE
A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
TOLERANCE.ORG

SPEAK UP
AGAINST BIAS

EDUCATE

QUESTION

TOLERANCE.ORG

RESPOND TO EVERYDAY STEREOTYPES AND BIAS
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A TEACHING TOLERANCE POCKET GUIDE

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SPEAKING UP, ALLISON.

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EDUCATE

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TRY SAYING

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TRY SAYING

“I DON’T LIKE WORDS

LIKE THAT.” OR “THAT

PHRASE IS HURTFUL.”

QUESTION

Ask simple questions in

response to hateful remarks to

find out why the speaker made

the offensive comment and

how you can best address the

situation.

TRY ASKING

“WHY DO YOU SAY

THAT?” WHAT DO

YOU MEAN?” OR

“TELL ME MORE.”

EDUCATE

Explain why a term or phrase

is offensive. Encourage the

person to choose a different

expression. Hate isn’t behind

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“DO YOU KNOW

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If someone else speaks up against

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TRY SAYING

“THANKS FOR

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I AGREE THAT WORD

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