

# ALLYSHIP IN ACTION: PROVIDING TOOLS & SKILLS FOR EDUCATORS TO BE BETTER ALLIES

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# WHAT IS AN ALLY?

Ally: “Recognizing oppression broadly and standing in solidarity with anyone who experiences oppression—whether or not the ally also belongs to a targeted group.”

- Teaching Tolerance (Southern Poverty Law Center)

Teacher Ally: “Someone who has a strong sense of their own identity, as well as the ways in which their own identities are either privileged or oppressed.”

-Ali Michael of the University of Pennsylvania’s Center for the Study of Race and Equity in Education



# WHAT DOES BEING AN ALLY MEAN TO YOU?

- Your idea might be different than your fellow colleagues.
- It might be different than what your students think an ally is.
- What experience do you feel is needed to be an ally?



# COMMON CONCERNS



- I'm going to say the wrong thing and make the situation worse.
- I'm going to be called the P.C. Police.
- I'm coddling students and not letting them experience real life situations.
- I can't take time away from the rest of my students to help one or a few students.
- Administration might not offer me the support I need.

# THINGS AN ALLY SHOULD DO

- Do listen and ask how you can help.
- Do accept criticism thoughtfully.
- Do speak up when you hear biased language.
- Do acknowledge intersectionality.

# THINGS AN ALLY SHOULDN'T DO

- Don't expect another person to educate you about their identity.
- Do not participate in the Oppression Olympics.
- Don't ignore a situation when an incident occurs.
- Don't allow yourself to become immobilized by fear or uncertainty.

# TOOLS FOR TOOLKIT

Less Time/Public Space  
(Between Periods, at dismissal)

More Time/ Private Space  
(During Class, after school activities)

<p><b>Structured Setting</b> (Classroom, Library, Etc.)</p>	<ul style="list-style-type: none"> <li>• That is unacceptable in this room.</li> <li>• You know the class ground rules.</li> <li>• Leave them alone.</li> </ul>	<ul style="list-style-type: none"> <li>• What did you mean by what you said?</li> <li>• That was a stereotype and those can hurt people's feelings.</li> <li>• You may have not meant to be hurtful, but here's how your comment hurt...</li> </ul>
<p><b>Unstructured Setting</b> (Hallway, Locker Room, Cafeteria)</p>	<ul style="list-style-type: none"> <li>• Cut it out! That language is not acceptable.</li> <li>• That's out of line.</li> <li>• Stop it right now.</li> </ul>	<ul style="list-style-type: none"> <li>▪ That was really mean. Why did you say that?</li> <li>▪ Do you understand why that was so hurtful?</li> </ul>

# WHAT CAN I DO?

- Mindful of the language that I use.
- Educate myself on different issues and identities.
- Utilize diverse lesson plans that incorporate different identities and perspectives.
- Provide opportunities for students to feel empowered to make a change and feel valued and appreciated at you school.



# ALLY ACTION CONTINUUM



# THINGS TO CONSIDER

- Being an ally is an action and not simply a label.
- Intent VS. Impact
- You are going to make mistakes.
- Being an ally takes commitment.
- Challenge the idea and not the individual.
- Change is a process and not everyone is going to be at the same stage.

# RESOURCES

- GLSEN ( Gay, Lesbian, Straight Education Network)
  - [www.glsen.org](http://www.glsen.org)
  
- Anti- Defamation League ( A WORLD OF DIFFERENCE INSTITUTE)
  - [www.adl.org/education](http://www.adl.org/education)
  - <https://www.adl.org/education-and-resources/resources-for-educators-parents-families/lesson-plans>

# QUESTIONS?

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