



ams
— EST. 1915 —

Bystander Intervention



Land Acknowledgement

**Traditional.
Ancestral.
Unceded.**



INTENDED OUTCOMES

Intended Outcomes:

1

Learn why it's important to intervene in situations to combat racism

2

Be able to safely and accurately recognize racist words, actions, and behaviour

3

Recognize areas of privilege and how it can play into recognition of racism and taking action against racism.

4

Learn how to safely intervene when racism occurs.

5

Know who or what resources to consult upon encountering or witnessing racism

6

To encourage you to apply what you've learned and to be proactive

Systemic

ongoing racial inequities maintained by society

Institutional

discriminatory policies and practices within organizations and institutions

Interpersonal

bigotry and biases shown between individuals through
word and action

Internalized

race-based beliefs and feelings within
individuals

LEVELS OF RACISM

Where can interpersonal racism happen?

In a classroom

In the workplace

At a party

Sitting among loved ones

At a family gathering

On a walk

On the bus

We must be aware despite the circumstances

**Don't have a mindset that relies on
someone else taking action**

What is privilege?

Privilege is distinct from discrimination



Without oppression, there is no privilege



Privilege is an unjust advantage of a particular social group that is the result of structural oppression



Privilege is systemic and upheld by society

“Privilege refers to automatic unearned benefits bestowed upon perceived members of dominant groups based on social identity” (Case, Iuzzini, et al., 2012; McIntosh, 1988, 2012)

What does Allyship look like?

DO...

Have awareness of your implicit biases

Research to gain knowledge on the origins of the struggle of the movement you want to participate in

Discover, intrinsically, ways to acknowledge how you may take part in systems of oppression

Discover, extrinsically, ways to challenge systems of oppression

Use the privilege you have to louden (both in-person and on social media) voices of those who have been historically oppressed

Work on active listening skills & accept criticism gracefully, whether it makes you uncomfortable or not

What does Allyship look like?

DONT...

Expect to be taught or shown. Be self-sufficient and use tools that you may have to gain knowledge and have your questions answered

Participate to win in the “Oppression Olympics” (It is not necessary nor appropriate to compare your struggles to a marginalized person, or really anyone)

Take credit for work of marginalized people or groups who may have started something that you are working on

Assume that every member of a marginalized group identifies as oppressed

Assume someone's singular piece of their identity has placed them in a certain position (Remember: identities are intersectional)

Why people don't take action

- **Being afraid of escalating the situation**
- **Bystander intervention: thinking someone else will take action**
- **Thinking you shouldn't involve yourself as it isn't your place**
- **How can one action make a big difference anyways?**
- **Uninformed: what can I do or say?**
- **Not wanting to disrupt the status quo**
- **Being afraid to speak for a minority group**

Active Movement Break (3mins)

Psychology Behind Barriers (the internal)

Bystander Effect: Occurs when the presence of others discourages an individual from intervening in an emergency situation

Evaluation Apprehension: Anxiety induced in a person performing some task while being observed by others and feeling anxious about being judged

Pluralistic Ignorance: If we are not sure whether the situation is an emergency, we look to others and see how they are responding. If they're not responding, we tend not to respond either.

Normative Influence: people simply publicly comply in order to obtain social approval or avoid disapproval from others

THE HOW

The How



Moving from Inaction to Action

2. Interpret as a Problem

After noticing the event, start thinking to yourself, does the event involve verbal or physical harassment?

Are the statements stated by the offender charged with racist ideas?

3. Feel Responsible to Act

Use your knowledge to recognize that it is your responsibility to intervene into a conflict to ease down the tension if you are capable to do so

Especially in cases where the victim of the harassment is unable to ease down the tension, it is your responsibility as a capable person to intervene

Do your part to the society by helping others and combating racism!

Words and Phrases

INTERVENTION STRATEGIES

Intervention Strategies

"I"

Statements

Focuses on your feelings rather than criticising the other person

State your feelings, name the behaviour, and then state how you want the person to respond

Humor

Reduces the tension of an intervention and makes it easier for the person to hear you.

Do not undermine what you are saying with too much humor-funny doesn't mean it is unimportant!

Bring it home

Prevents someone from distancing themselves from the impact of their action

Ex: I hope no one ever talks about you like that.

Prevents them from dehumanizing their targets as well

We're Friends right?

Reframes the intervention as caring and non-critical

Ex: "As your friend, I got to tell you.. do yourself a favor and maybe think about what you are saying"

INTERVENE SAFELY

Intervene Safely

Express Concern and Caring

Show interest in the person and how their doing, either in general or in the area of concern- this establishes a helpful tone

Share Basis of Concern with Specifics

Let the person know what you have noticed and describe it in detail

Share How it Makes You Feel

State your concern in the form of an I statement

Ask The Other Person If They Understand Your Point of View

This is a chance to listen and hear how the person is responding to your feedback

INTERVENE SAFELY

Intervene Safely

Brainstorm What Can Be Done

Consider alternatives to the behaviour and go over them together, including possible consequences for the behaviour. Make sure to solicit ideas from the person being confronted.

Offer Support of Change

Let the person know that you are willing to help, and give examples of how you might do this. Suggest or impose consequences if necessary.

Have A Plan For Follow Up

Let the person know that you are willing to follow up with them, and you both should plan to discuss and evaluate if the behaviour has changed.

CATCH IN ACTION:

We don't say things like that here.

Help me understand your thinking.

That's not okay with me.

I am sorry, what did you say?

Can you explain that joke?

That's not funny.

What you just said is harmful.

I find that quite offensive.

I didn't realize you think that.

I am not comfortable right now

Thank you for staying with us.

Together, we will continue to learn and grow to practice active allyship and understand that this journey of learning is continuous and lifelong.



References

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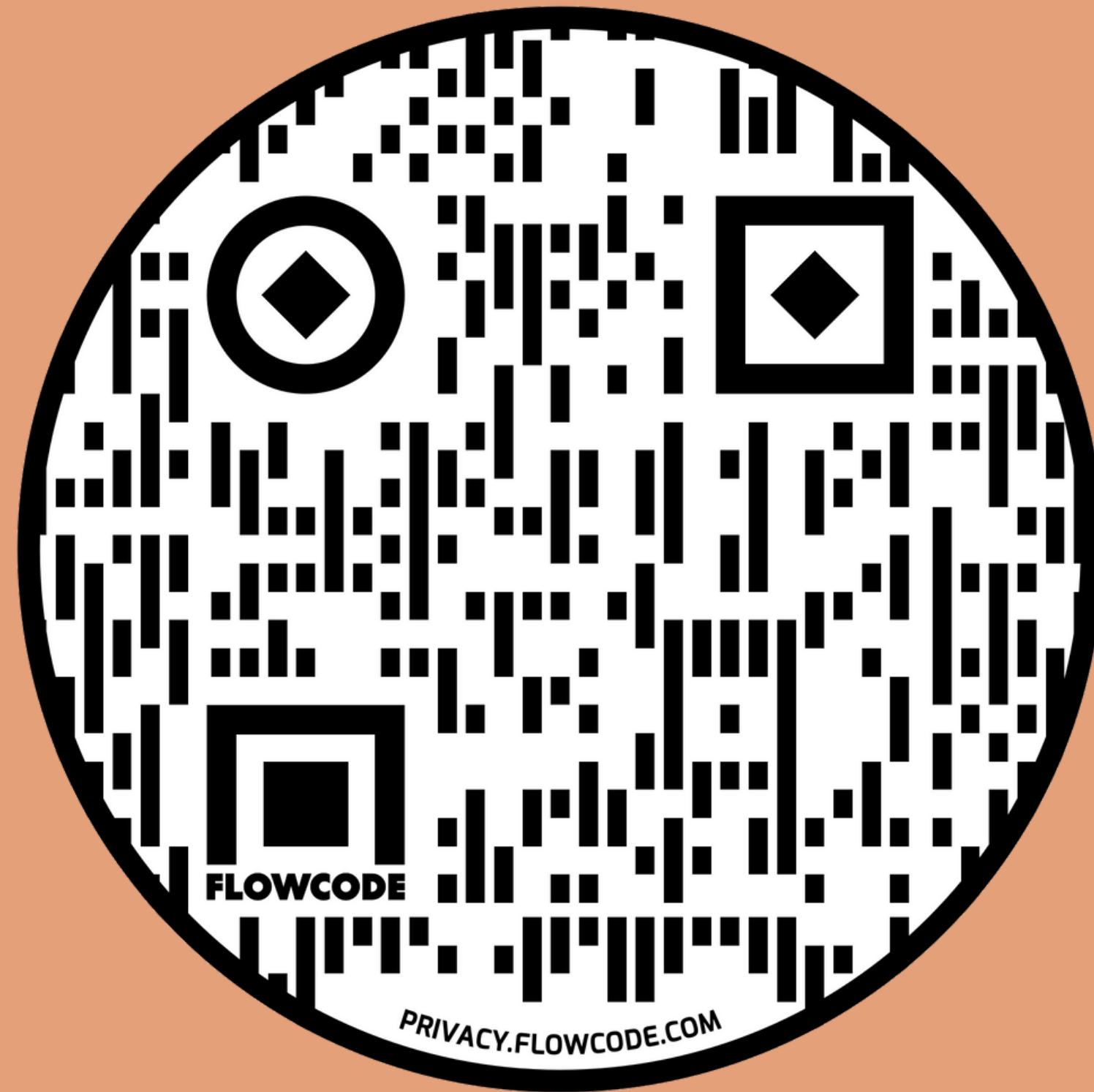
We would like your feedback

Survey #1: workshop feedback

Survey #2: evaluation of research



Q & A



Submit questions via [google form here^^](#)