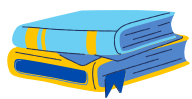


ALLYSHIP, ACCOMPLICESHIP, AND ACTION IN SOCIAL JUSTICE

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GOALS AND OBJECTIVES:

- Briefly discuss terms such as Marginalization, Privilege, Equity, Equality, Inclusion, Liberation, Implicit Biases, and Microaggressions.*
- Understand what it means to be a spectator, ally and accomplice in the field of Social Justice.
- Look at factors that harm allyship and accompliceship.
- Look into the basic skills you need to possess to be an ally/accomplice.
- Learn what it means to be an active bystander.

This handout is a part of a workshop offered by Difficult-Discussions Inc., if you are using it independently these items will need to be covered by the facilitator. ()*

SPECTATORS, ALLIES, & ACCOMPLICES IN SOCIAL JUSTICE

SPECTATORS

- Spectators in Social Justice are people that do not disrupt the current state of inclusion or lack thereof in a community.
- They have minimal impact in creating more equitable communities.
- For communities and systems to change we need spectators to take part in the actions of allies and/or Accomplices.

ALLIES

- Allies in social justice are individuals from one social identity group who advocate for and support members of a different group.
- Being an ally requires action and continuous education about the needs of marginalized communities.
- The actions of an ally have a greater likelihood to challenge biased systems.

Performative allies are not genuinely attempting to change the system to create more inclusive and equitable communities. Instead, they act as allies to fulfill their savior complex. For them, activism is a means to feel important and gain attention.

ACCOMPLICES

- A person of a social identity group who works to dismantle systems that oppress members of another group by working with leaders from the oppressed group.
- Being an accomplice requires actively working with marginalized groups to dismantle oppressive systems.
- The actions of an accomplice directly challenge biased and oppressive systems.

SOME IDEAS OF THIS CHART ARE FROM [HTTPS://WWW.POWERSHIFT.ORG/](https://www.powershift.org/)



ACTIVITY 1- IDENTIFYING THE ACT

Jimmy sees a person of color being harassed by a group of his classmates using racial slurs. What would jimmy be considered in terms of a spectator, ally, accomplice, or performative ally in social justice if he:



Jimmy acts like he did not see anything but later goes on to share a post made about the incident condemning the act.

Jimmy waits for someone else to intervene and then tells his friends about it.

SPECTATOR

ALLY

SPECTATOR

ALLY

ACCOMPLICE

PERFORMATIVE ALLY

ACCOMPLICE

PERFORMATIVE ALLY

Jimmy gathers passersby and disrupts the situation.

Jimmy disrupts the situation safely, checks if the person is okay, and then works with social justice organizations on campus to prevent future acts of hate and bias.

SPECTATOR

ALLY

SPECTATOR

ALLY

ACCOMPLICE

PERFORMATIVE ALLY

ACCOMPLICE

PERFORMATIVE ALLY



ACTIVITY 2: INTERVENTION STRATEGIES

You are attending a gathering and you notice a person getting heated in a conversation with a person of color. The person of color looks uncomfortable but cannot seem to leave the conversation. Talk with your group to create a strategy to be a good accomplice in this situation.





ACTIVITY 3: ROLE-PLAYING SCENARIOS

In small groups, role-play the following scenarios. After each role-play, discuss which role (spectator, ally, or accomplice) was demonstrated and how the response could be improved.

SCENARIO 1:

During a team meeting, someone makes a stereotypical joke about a marginalized group.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SCENARIO 2:

You notice that a colleague from a marginalized group is consistently talked over in meetings.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SCENARIO 3:

A friend expresses frustration about a systemic issue affecting their community.

- How does a spectator react?
- How does an ally react?
- How does an accomplice react?

SKILLS YOU NEED TO POSSESS TO BE AN ALLY/ACCOMPLICE

To be a good ally or accomplice you need to possess some key skills, the ones listed on this handout do not make a comprehensive list. You will learn more as your journey moves forward in the field of social justice.



- Effective Learning Style.
- Ability to accept criticism.
- Being a good follower.
- Ability to identify Microaggressions.
- Ability to identify your implicit biases.
- Being an Active Bystander.



EXTERNAL RESOURCE

Learning to be an Ally for People from Diverse Groups and Backgrounds

Citation: Marya Axner. Chapter 27, Section 5. Learning to be an Ally for People from Diverse Groups and Backgrounds. Cultural Competence and Spirituality in Community Building. *Center for Community Health and Development at the University of Kansas*. <https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>.

You can find this resource by scanning the QR code on the right or by visiting:

<https://ctb.ku.edu/en/table-of-contents/culture/cultural-competence/be-an-ally/main>



STARTING YOUR JOURNEY AS AN ALLY



EDUCATION & AWARENESS

Educate yourself by understanding the history and experiences of marginalized communities. Use non-burdensome avenues like reading books, attending events, and participating in educational presentations. Employ inclusive language and avoid terms that may be offensive or exclusive.

ACTION & ENGAGEMENT

Volunteer with and/or donate to organizations supporting marginalized communities. Participate in political activism by attending protests, writing to officials, and volunteering for campaigns.

ALLIES IN SOCIAL JUSTICE

'Individuals who support members of different social identity groups.'
Being an ally involves taking action and continually educating oneself about the needs of marginalized communities.

EMPOWERMENT & AMPLIFICATION

Support leaders and activists from marginalized communities by amplifying their voices through sharing their work to broaden reach. Use your privilege to uplift the community. Make sure you do not take over the dialogue but rather ask how you can help.

SUPPORT

Challenge discriminatory or offensive remarks. Interrupt and address biased statements. Support businesses and organizations owned by people of color.



EXTERNAL RESOURCE

Implicit Association Test (IAT)

Citation: Implicit Association Test. *Project Implicit*. <https://implicit.harvard.edu/implicit/takeatest.html>.

This resource can be used to identify your implicit biases.

You can find this resource by scanning the QR code on the right or by visiting:

<https://implicit.harvard.edu/implicit/takeatest.html>



EXTERNAL RESOURCE

Be an active bystander

Citation: Be an active bystander. Breaking the silence - preventing harassment and sexual misconduct. *University of Cambridge*. <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>.

This resource created by the University of Cambridge provides information on how to be an active bystander. You can find this resource by scanning the QR code on the right or by visiting:

<https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander>



ACTIVITY 4: ACTIVE BYSTANDER SIMULATION

Objective: Practice the skills needed to be an effective active bystander in various scenarios.

Instructions: This activity involves role-playing different scenarios where participants can practice being active bystanders. The focus is on intervening safely and effectively. Divide into small groups. Each group should have 3-5 members. In each scenario, one person will play the bystander, one or more to play the individuals involved in the situation, and others as observers who will provide feedback. Observers take notes on what the bystander did well and what could be improved.



SCENARIO 1:

A person at a party makes a derogatory comment about another person's appearance or identity. The bystander's task is to intervene by addressing the comment directly and supporting the person targeted.

NOTES:

Questions to consider:

- What strategies did the bystander use to intervene?
- How effective was the intervention?
- What other approaches could the bystander have taken?
- How did the targeted person feel after the intervention?

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NOTES:

SCENARIO 2:

On public transport, someone is harassing another passenger based on their ethnicity. The bystander should intervene safely, either by distracting the harasser, directly addressing the behavior, or offering support to the targeted individual.

SCENARIO 3:

During a group project meeting, one team member is consistently ignored or interrupted. The bystander's role is to ensure everyone's voice is heard by addressing the interruptions and encouraging inclusive behavior.

NOTES:

Questions to consider:

- What strategies did the bystander use to intervene?
- How effective was the intervention?
- What other approaches could the bystander have taken?
- How did the targeted person feel after the intervention?



EXTERNAL RESOURCE

Recognizing Microaggressions and the Messages They Send

Citation: Recognizing Microaggressions and the Messages They Send. *University of California Berkeley GSI Teaching and Resource Center.*

https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

This resource created by the University of California Berkeley GSI Teaching and Resource Center provides information on how to recognize microaggressions and the messages they send. You can find this resource by scanning the QR code on the right or by visiting:

https://academicaffairs.ucsc.edu/events/documents/Microaggressions_Examples_Arial_2014_11_12.pdf

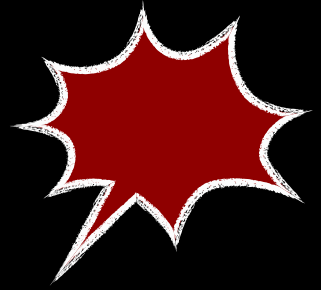


ACTIVITY 5: MICROAGGRESSIONS IDENTIFICATION AND RESPONSE

Divide into small groups. Each group should have 3-5 members. Read the following statements and identify if they are microaggressions. Discuss with your group why these statements are harmful and how you would respond as an ally or accomplice.

Discussion Questions

- What makes these statements microaggressions?
- How can you address microaggressions when you witness them?
- Share personal experiences of microaggressions and discuss potential responses.



STATEMENT 1: "YOU'RE SO ARTICULATE FOR SOMEONE FROM YOUR BACKGROUND."

STATEMENT 2: "I DON'T SEE COLOR; I TREAT EVERYONE THE SAME."

STATEMENT 3: "YOU'RE REALLY PRETTY FOR SOMEONE OF YOUR ETHNICITY."



ACTIVITY 6- PRACTICE ACCOMPLICESHIP

In small groups, brainstorm specific actions you can take in the following situation to be a good accomplice.

Situation: A local business is reported to discriminate against certain customers. They do so in a manner that is hard to prove federal civil rights violations... 'they make customers from marginalized communities wait longer before they serve them', 'they provide a lower quality of service to individuals from marginalized communities', and 'they are rude to customers from marginalized communities'.



NOTES





DIFFICULT-DISCUSSIONS INC. DIVERSITY, EQUITY, AND INCLUSION GLOSSARY

ACCESSIBILITY	The process of ensuring that information, environments, and experiences are designed to be usable by individuals of all abilities. Its objective is to facilitate full participation and engagement for everyone, eliminating any barriers that may hinder access or interaction.
CULTURE	The collection of shared attitudes, values, goals, and practices that define a specific group of people, encompassing their knowledge, beliefs, art, laws, customs, and habits.
DIVERSITY	Diversity with regard to people refers to a group of individuals with varying characteristics. Diversity encompasses different dimensions, including visible aspects such as race, age, and ethnicity, as well as invisible aspects such as religion, skills, abilities, socio-economic status, and culture.
EMPOWERMENT	The journey towards obtaining greater autonomy, control, and influence in one's life and decision-making processes. It involves acquiring the necessary knowledge, skills, and resources to autonomously make choices and pursue personal goals.
EQUITY	Equity pertains to fairness and justice, recognizing that individuals come from diverse backgrounds with varying needs. It aims to establish a level playing field where everyone has an equal opportunity to succeed, acknowledging that some may require additional support to achieve true equality of opportunity.
INCLUSION	Creating an environment where everyone feels welcome, valued, and supported, regardless of their background or characteristics. It ensures that everyone has the opportunity to participate and contribute fully.
IDENTITY	The unique traits and characteristics that define an individual.
INTERSECTIONALITY	Intersectionality acknowledges that individuals' lived experiences are molded by the intricate connections between their various social identities, such as race, class, gender, and ability. Visualize these identities as overlapping circles in a Venn diagram; the overlapping regions depict intersectionality. For example, a Black woman confronts unique obstacles due to the compounded effects of racism and sexism. By recognizing and understanding these intersections, we can develop targeted interventions and advance more inclusive initiatives within the realm of social justice.
LIBERATION	Breaking free from different limitations. It involves fighting for equal rights and opportunities for a specific group, representing their ongoing struggle for equality against historical oppression.





DIFFICULT-DISCUSSIONS INC. DIVERSITY, EQUITY, AND INCLUSION GLOSSARY

MARGINALIZATION	Systematic disadvantages experienced by specific groups because of their social identities. It stems from power dynamics within a society, where dominant groups establish and uphold systems that benefit themselves while disadvantaging others.
MICROAGGRESSION	Subtle insults, slights, or invalidations directed at individuals or groups due to their marginalized identity. These seemingly small interactions can convey negative messages and have a cumulative impact on the recipient. They are often unconscious or unintentional expressions of prejudice towards marginalized groups, like racial minorities.
MISINFORMATION	Inaccurate or misleading information spread unintentionally. Unlike disinformation, which is intentionally deceptive, misinformation is shared without malicious intent. Those spreading misinformation may genuinely believe it to be true.
PRIVILEGE	Unearned advantages or benefits that some groups receive based on their social identity, allowing them to live without facing certain disadvantages.
SAVIOR COMPLEX	A psychological tendency where someone feels a strong urge to help others, sometimes to the extent of neglecting their own needs or becoming overly intrusive. Despite appearing positive, it can create issues in relationships and for the person themselves. People with a savior complex seek to fix others' problems and often see themselves as heroes, but this can result in little impact on challenging oppressive systems effectively.
IMPLICIT BIAS	The attitudes and stereotypes that impact our judgments and actions without our awareness. These biases are shaped throughout our lives, representing social stereotypes about certain groups that individuals form without conscious realization.

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