Step UP!

Be a Leader, Make a Difference
Step UP! to: Discrimination
Before we begin, please read the following:

This presentation is meant to generate thought and promote discussion. We recognize and appreciate that these topics contain sensitive material. Many of you in the room may have had personal experience with this issue. Through the course of this discussion, dialogue may occur that causes an emotional reaction. It is important that the emotional reaction doesn’t impact the learning process. Therefore, if you need to leave the room for something other than a reaction to what is being discussed, please give a cue to the instructor or let a person next to you know that everything is “ok.” Also, please be respectful that someone in the room may have a reaction to what is being said.
Stereotype

• An oversimplified generalization about a person or group of people without regard for their individual differences.
  – Stereotypes are sometimes based on a “kernel of truth” or a limited experience with a group. (i.e., student-athletes don’t care about school.)
Prejudice

• An attitude, opinion or feeling without adequate prior knowledge, thought or reason (i.e., I hate gay people.)
Discrimination

• Differential treatment based on unfair categorization. A denial of fairness prompted by prejudice.
  – Racism, sexism, homophobia, classism, ageism, etc.
  – People can discriminate because of prejudice stereotypes or both.
I have been discriminated against in my lifetime.

1. Yes
2. No
There have been times when I have been either a victim or an witness of discrimination and I did/said nothing.

1. True
2. False
Why didn’t you do anything?
Click all that apply.

1. Thought I was the only one who felt that way.
2. Didn’t want to go against the group.
3. Didn’t know what to do
4. Didn’t think it was my responsibility.
5. Didn't want to piss someone off
6. I was too shocked or angry to react.
7. Other
Stereotyping, prejudice and discrimination is an issue within our group/community.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree

0% 0% 0% 0%
I believe it is important to reduce stereotyping, prejudice and discrimination on our campus and in our community.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
Every minute a college student somewhere sees or hears racist, sexist, homophobic or other biased words or images.

www.tolerance.org
I believe discrimination is most prevalent in these 3 areas:

1. Race
2. Sex/Gender
3. Religion
4. Sexual Orientation
5. Class/SES status
6. National Origin
7. Disability
8. Student-athletes
9. Greeks
Discrimination Charges
Charges filed by the Equal Employment Opportunity Commission (EEOC)

- Retaliation: 29.8%
- Disability: 20.6%
- Age: 21.8%
- Religion: 3.4%
- National Origin: 11.0%
- Sex: 30.7%
- Race: 35.9%

Source: U.S. Equal Employment Opportunity Commission (EEOC)
Don Imus Video
Prime Time Video

What Would You Do?
Coming to Terms with your own Biases

- Be respectful of individuals and their viewpoints.
- Listen to what individuals’ lives are like and the experience they’ve had in the world.
- Don’t rush the process of trying to understand a person's experiences or identity.
- Accept that you are responsible for any of your negative reactions.
• Don’t criticize people for being different.
• Don’t force your values on others.
• Develop trust and openness and allow people to be who they are without pressure or judgment.
Remember:
It is inconsistent to suffer the consequences and want to fight prejudice from a race/class/gender standpoint but then to practice it yourself against any others.
What does staying silent say?
Bystander Strategies
The 5 Decision Making Steps

1. Notice the Event
2. Interpret it as a problem
3. Assume Personal Responsibility
4. Know How to Help
5. Step UP!
The S.E.E. Model

Safe Responding

Early Intervention

Effective Helping
Perspective Taking

What would you want someone to do for you?
Obedience to Perceived Authority
Friends Helping Friends

- I care
- I see
- I feel
- I want
- I will

Adapted from BACCHUS Network's Certified Peer Educator Training
Value Based Decisions - Is it Worth it?
Our Goal

DO SOMETHING!
Preliminary Action Steps

• Identify the bias
• Form a goal based on the source of the bias
  – Change negative beliefs
  – Change negative attitudes
  – Change discriminatory behavior
• Determine the safest and most effective way to address the bias.
• Decide which strategy to use.
Strategies

• First - Reduce the tension
  – Ask the person to talk positively about themselves.
  – Tell a funny story.
  – Compliment the person or talk about something you have in common.

• Then Pick a Strategy
Individuation Approach

• Try to get the person to see others as individuals instead of members of a disliked group.

  – Highlight things about a targeted group member that are different from perceptions

  – Tell them something about the targeted member so that the person could get to know and appreciate them as individuals.
Recategorization or Common Identity Approach

• Get others to see that the targeted group is similar to others and shares similar goals.
  – Highlight things the person and targeted group share in common.
  – Discuss issues that affect both the person and the targeted group – “common enemy.”
  – Think of other ways to get the person to see things from a different perspective.
Confrontation Approach

• Point out the inconsistency in the person’s actions and stated beliefs.
  – Point out a statement as a potential bias
  – Ask the person if they think all people should be treated equally and then point out how their views contradict that.
  – Ask the individuals if they value diversity then remind them of how they might unfairly stereotype others.
WARNING:

• Confrontation can make the person angry and cause him/her to lash out or seek revenge. A person should RARELY use this approach.
Action Steps

• Be Ready

  – You know at some point you will hear or see something inappropriate or discriminatory. Think of yourself as the one to STEP UP! Be prepared and know what you will say and how you will handle it.
  
    • “Why do you say that”? 
    • “Do you really mean what you just said”? 
Identify the Behavior

• Point out someone’s behavior to help them hear what they are really saying.
  – “So what I hear you saying is all student-athletes don’t care about academics?”
Appeal to Principles

• Call on a person’s higher principles.
  – “I’ve always thought you were fair-minded.”
  It shocks me to hear you say something so biased.”
Set Limits – Draw a line

- You can’t control others but you can make others aware of what you will not tolerate.
  - “Don’t tell racist jokes or use that language in my presence anymore. If you do, I will leave.” Follow through if you make statements like this.
Find an Ally/Be an Ally

• Seek out like-minded people and build strength in numbers.

These strategies from www.tolerance.org
Consider Their Perspective

• Imagine what the person is thinking/feeling
• Imagine being in the situation
• Imagine being the person
• What would you want someone to do for you?
The Action Continuum

Adams, M., Bell, L., & Griffin, P. (1997)
Teaching for diversity and Social Justice
## The Action Continuum

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<th>Actively Participating</th>
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<th>Recognizing, No Action</th>
<th>Recognizing, Action</th>
<th>Educating Self</th>
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**Actively Participating:** Telling oppressive jokes, putting down people from target groups, intentionally avoiding target group members, discriminating against target group members, verbally or physically harassing target group members.

**Denying:** Enabling oppression by denying target group members are oppressed. Does not actively oppress, but by denying that oppression exists, colludes with oppression.

**Recognizing, No Action:** Is aware of oppressive actions by self or others and their harmful effects, but takes no action to stop this behavior. This inaction is the result of fear, lack of information, confusion about what to do. Experiences discomfort at the contradiction between awareness and action.

**Recognizing, Action:** Is aware of oppression, recognizes oppressive actions of self and others and takes action to stop it.

**Educating Self:** Taking actions to learn more about oppression and the experiences and heritage of target group members by reading, attending workshops, seminars, cultural events, participating in discussions, joining organizations or groups that oppose oppression, attending social action and change events.

**Educating Others:** Moving beyond only educating self to questions and dialogue with others too. Rather than only stopping oppressive comments or behaviors, also engaging people in discussion to share why you object to a comment or action.

**Supporting, Encouraging:** Supporting others who speak out against oppression or who are working to be more inclusive of target group members by backing up others who speak out, forming an allies group, joining a coalition group.

**Initiating, Preventing:** Working to change individual and institutional actions and policies that discriminate against target group members, planning educational programs or other events, working for passage of legislation that protects target group members from discrimination, being explicit about making sure target group members are full participants in organizations or groups.

When confronted with discrimination, I should:

1. Stand up for what I believe even if I think I am the only one.
2. Say something when someone makes a discriminatory remark.
3. Do something when someone treats another disrespectfully.
4. Think about how the person being discriminated against feels.
Discussion Questions

• Have you ever said something you didn’t mean? Did you consider how someone else might take it?

• Do you think people sometimes discriminate more based on their perception that individuals had a choice in their condition as opposed to something that was out of their control (genetics)?
Scenarios
Scenario 1

You are hanging out with teammates and one of them makes a very insulting and derogatory remark about someone’s alleged sexual orientation. They go on to sarcastically say that they definitely won’t be rooming with them on road trips. You find it inappropriate. What do you do?
Scenario 2

You are enrolled in a class and know you will be missing quite a few times due to team travel. Your professor states that if there are any student-athletes in the class they should probably drop it b/c most likely they won’t pass. What do you do?
Scenario 3

You are in the weight room lifting and female student-athletes come in to work out. Some male student-athletes approach them and sarcastically ask what right they have to be in there at the moment and start laughing with each other. What do you do?
SO...

Where will I go from here?
Have you ever been concerned about a situation and wanted to help... but didn’t?
You’re not alone.

This situation is more common than you might think, and is known as the bystander effect. Step UP! is a comprehensive bystander intervention program that will teach you:

- The 5 Decision Making Steps
- Other Factors that Affect Helping, including Perspective Taking
- Strategies for Effective Helping
- The S.E.E. Model: Safe, Early, Effective
- Warning Signs, Action Steps and Resources

Step UP! is used by athletics, Greek life, student affairs, campus health, violence prevention centers, residence life and many others. Learn more now: students or facilitators.

www.stepupprogram.org