

Calgary



## Becoming An Ally: Being an Active Bystander

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# Workshop Goal

1. To create a culture where language is inclusive and diversity is celebrated
2. To explore your understanding of power and privilege
3. To enhance your skills to be an ally and an active bystander



# What is Diversity? What is Inclusion? What is the Benefit?

1.



A stronger team

2.



Everyone contributing to solutions

3.



Less conflict

4.



Less stress and burnout

5.




A safer workplace


The kind of behaviour we accept at work becomes our shared perception of what is normal or ok. By addressing inappropriate behaviours when they occur, we help create a culture of accountability and an environment of trust for everyone.



# Safety & Security in the workplace are human rights



## CANADIAN CHARTER OF RIGHTS AND FREEDOMS



**Guarantee of Rights and Freedoms**

Whereas Canada is founded upon principles that recognize the supremacy of God and the rule of law:

The Canadian Charter of Rights and Freedoms guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

**Fundamental Freedoms**

Everyone has the following fundamental freedoms: (a) freedom of conscience and religion; (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication; (c) freedom of peaceful assembly; and (d) freedom of association.

**Democratic Rights**

Every citizen of Canada has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.

Every citizen of Canada has the right to enter, remain in and leave Canada.

Every individual has equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination.

Every individual has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

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agreement for five years or a more severe punishment; (f) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations; (g) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and (h) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.

Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

A witness who testifies in any proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.

A jury or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

**Equality Rights**

Every individual has equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

Nothing in this section shall be construed to prevent any law, program or activity that has as its object the amelioration of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

**Official Languages of Canada**

English and French are the official languages of Canada and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government of Canada.

English and French are the official languages of New Brunswick and have equality of status and equal rights and privileges as to their use in all institutions of the legislature and government of New Brunswick.

Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.

Everyone has the right to use English or French in any debates and other proceedings of Parliament.

Everyone has the right to use English or French in any debates and other proceedings of the legislature of New Brunswick.

The records and journals of Parliament shall be printed and published in English and French and both language versions are equally authoritative.

The records and journals of the legislature of New Brunswick shall be printed and published in English and French and both language versions are equally authoritative.

**Enforcement**

Anyone whose rights or freedoms as guaranteed by this Charter have been infringed or denied may apply to a court of competent jurisdiction to obtain such remedy as the court considers appropriate and just in the circumstances.

Where, in proceedings under subsection (1), a court concludes that evidence was obtained in a manner that infringed or denied any rights or freedoms guaranteed by this Charter, the evidence shall be excluded if it is established that, having regard to all the circumstances, the admission of it in the proceedings would bring the administration of justice into disrepute.

**General**

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any aboriginal, treaty or other rights or freedoms that pertain to the aboriginal peoples of Canada.

Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.

Nothing in this Charter abrogates or derogates from any rights or privileges guaranteed by or under the Constitution of Canada in respect of denunciations, separate or dissenting schools.

A reference to the Charter in a province or to the legislative assembly or legislature of a province shall be deemed to include a reference to the Charter Territory and the Northwest Territories, or to the appropriate legislative authority thereof, as the case may be.

Nothing in this Charter extends the legislative powers of any body or authority.

**Application of Charter**

This Charter applies (a) to the Parliament and government of Canada in respect of all matters within the authority of Parliament including all matters relating to the Yukon Territory and Northwest Territories; and (b) to the legislature and government of each province in respect of all matters within the authority of the legislature of each province.

Notwithstanding subsection (1), section 29 shall not have effect until three years after this section comes into force.

Parliament or the legislature of a province may expressly declare in an Act of Parliament or of the legislature, as the case may be, that the Act or a provision thereof shall operate notwithstanding a provision included in section 2 or sections 7 to 15 of this Charter (an Act or a provision of an Act in respect of which a declaration made under this section is in effect shall have such operation as if it were made before the provisions of this Charter referred to in the declaration).


A declaration made under subsection (2) shall cease to have effect five years after it comes into force or on such earlier date as may be specified in the declaration.

Parliament or a legislature of a province may re-enact a declaration made under subsection (2) (a) (a declaration so re-enacted shall have such operation as if it were made under subsection (2)).

**Citation**

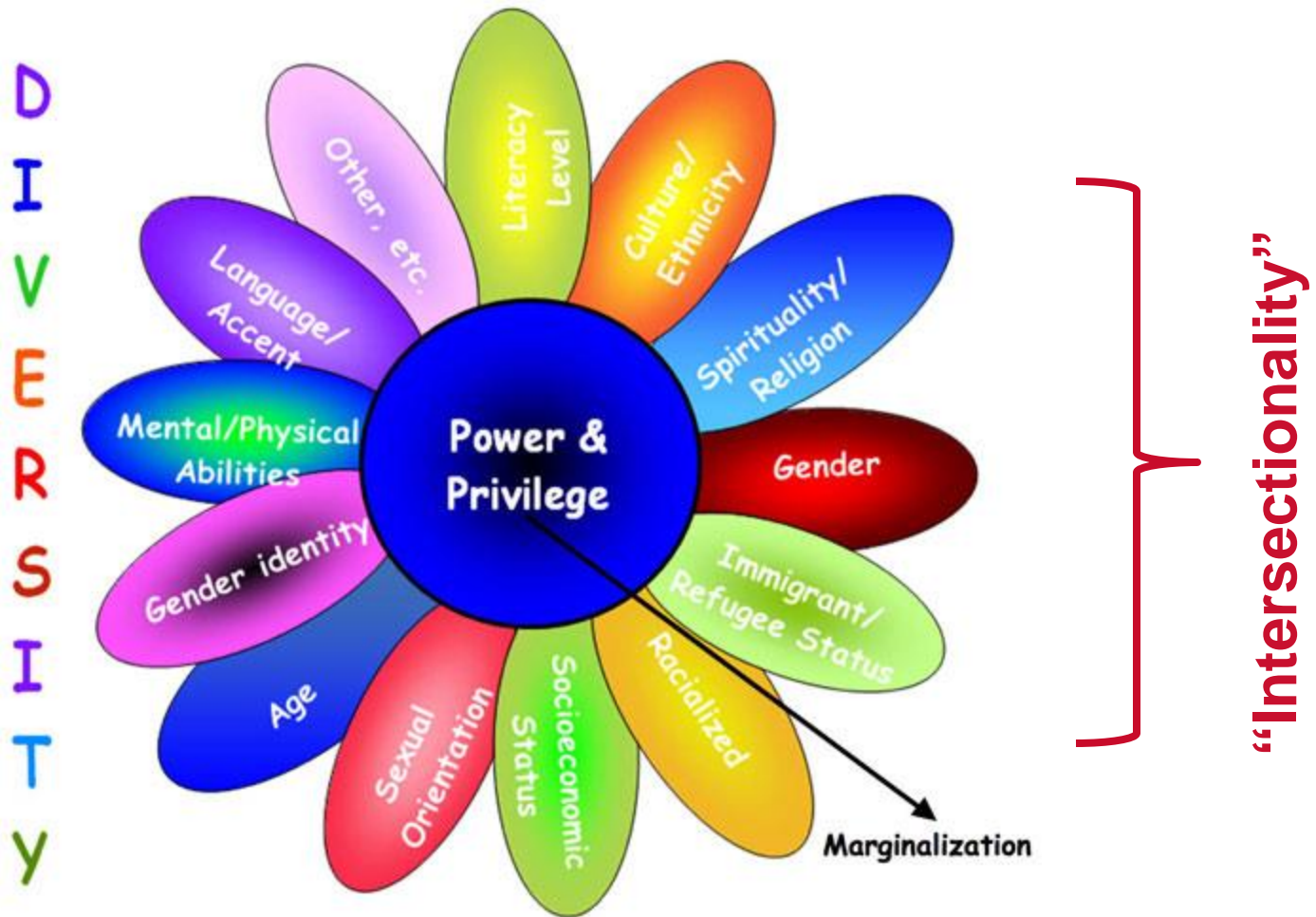
This Part may be cited as the Canadian Charter of Rights and Freedoms.

“We now stand united in this historic moment. We have united and firmly which will together as Canadians and the legend no longer exists that it is a mix of 50 and a spirit of what still needs to be done. We are proud of the history that has given us our freedom and our community.”



# The Impact of Power & Privilege

# Power and Privilege



*The Diversity Flower has been adopted from the Power Flower (Source: Arnold, R., Banks, B., James, C. & Martin, D. (1991) Educating for a Change. Toronto, ON: Between The Lines)*



# Harassment and Safety



## What social conditions create an unsafe or non-inclusive work environment?



Sexism, racism, classism, ableism, ageism, homophobia, transphobia, etc.

## What does it look like?

1. Comments about an individual's body or appearance, ability, race, or beliefs
2. Pressure for a relationship that crosses boundaries
3. Angry, threatening or intimidating behaviours
4. Touching or getting too close
5. It is often about power

## What scenarios have we faced?

“A firefighter is mocked because they try ‘too hard’ at a fire training night. They are also called a ‘know it all’.”

“I know a guy who got told to put a shirt on because he’s overweight.”

“Somebody did something wrong in a training and got made fun of afterwards.”

“Running in the gym and someone passes you and your friend who is black. The person says “lets go Kenya, this is your sport.”

“Racist remark towards two black gentleman on train. Train guy was being funny until ‘joke’ was made.”

“Being treated badly by someone who assumed by your last name you speak a language you do not.”

“Responding to a situation with a teenage girl who has been bullied and has taken a bunch of pills.”

“People using derogatory terms – ‘fag’, ‘that’s so gay’, ‘ he’s retarded’.”

**What does it feel like?**

**What are the consequences?**

“Privilege is not something I take and which I therefore have the option of not taking. It is something that society gives me, and unless I change the institutions which give it to me, they will continue to give it, and I will continue to have it, however noble and egalitarian my intentions.”

Harry Brod (2010)



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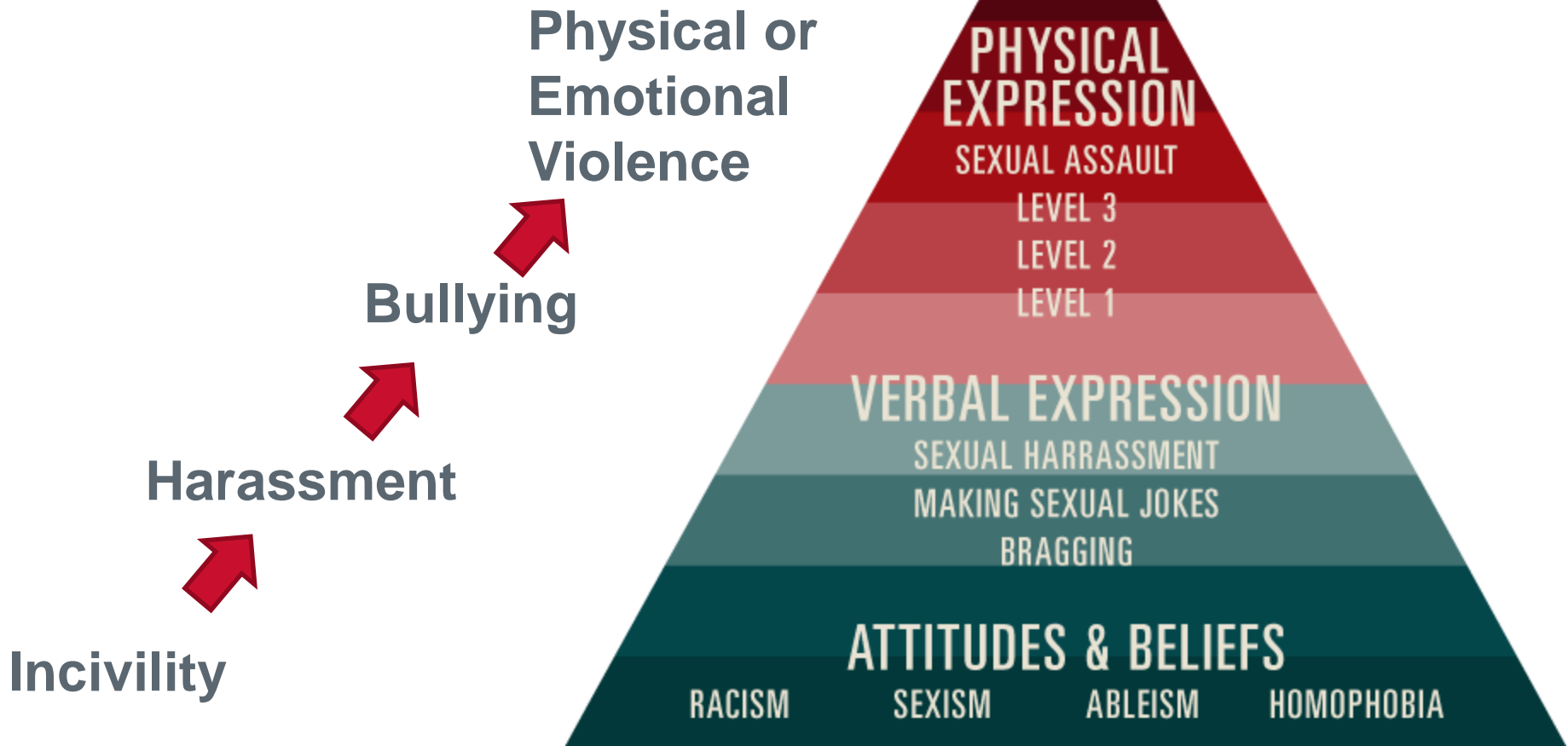


# What is our Impact?

[Dear Daddy](#)



# Violence Pyramid





# Active and Inactive Bystanders



## What is an Active Bystander?



We are all bystanders at some time in our lives. An Active Bystander is a person who witnesses a situation and takes the opportunity to help. The situation could be something minor or serious, it could occur one-time or many times. As Firefighters, we are often active bystanders in our jobs and when off duty, due to our caring demeanour and willingness to help.

## What makes someone become an Active Bystander?



You have a strong physical or psychological reaction to something you are seeing or experiencing. That reaction may be adrenaline, nausea, anger, fear, sadness etc. This reaction is occurs because you recognize that the situation is unfair, unkind, dangerous or just wrong. You can be an active bystander in the moment, or later.

## Bystander Continuum



Adapted from *Bullies & Victims*. Fried, S., & Fried P. (1996). New York, NY M. Evans & Co.



# Tools

What are some strategies that can work?



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Can we overcome our own biases?

[Become An Ally](#)



## What can we do?

Many authors state that there is no ally “magic recipe”; however you can try:

1. Reclaim the words – It is ok to name when things are oppressive. If something displays an example of sexism it is ok to call it that.
2. Acknowledge that oppression and privilege exist
3. Pay attention – Make ourselves uncomfortable. Be curious. Be aware of the unconscious information that is present in our daily lives.
4. Learn to listen
5. Little risks – Make noise and be seen. Find ways of getting off of the paths of least resistance, dare to make people uncomfortable (starting with yourself), openly choose alternative paths, promote change in systems that are organized around privilege.

Mulluly (2010)

## Challenging Conversations

### 1. Describe

- I see... Describe the other person's behaviour / actions. "When you..."

### 2. Express

- I Feel... Express how you feel, the impact of their actions – using "I" statements.

### 3. Specify

- I need... Specify what change you desire

### 4. Clarify

- We benefit... Clarify benefits of change and find common ground



## Conclusion and Questions.

Self-reflection: What will you do differently based on what you have learned from this training session?

Thank You!