

## Bystander-to-Upstander Workshop Breakout Group Activity: *Practice Saying the Words*

### **Instructions:**

#### **1. Introductions:**

- Please have everyone say their first and last name.
- We suggest not using titles (like Dr. or Professor) so that everyone feels equal. However, if using titles is normal in your culture, you may include them.
- We will talk about difficult or sensitive topics. Please keep everything shared in this activity private.

#### **2. Counting off:** After saying your name, count off from 1–10. Your number matches the scenario you will work on (see page 3).

#### **3. Practice activity:**

- One person at a time will read their scenario out loud.
- Pretend you just saw the scenario happen.
- Use the ACT framework to show what you would do or say to move from a bystander to an upstander.
- You do not need a perfect answer—we are just practicing saying the words.
- You may use the helpful phrases on page 2 if you would like.

#### **4. Time:**

- Each person has 2–3 minutes for their scenario.
- If someone has trouble, the group may give ideas. But the person **should still try to say the words out loud themselves.**
- Please do not judge or correct each other.
- Be kind and supportive to everyone.

#### **5. This is not a role play:**

- You are not acting as someone else.
- Just say in your own words what you would do if you saw this scenario happen.

# A C T

**Ask** for permission to respond.

**Communicate** disagreement or displeasure by stopping or deflecting the action

**Tell Why** the action was hurtful or problematic or the hurtful impact of their action on others.

## **ASK for permission to respond.**

“Is it okay if I respond?”

“I’m feeling uncomfortable – is it ok if I share my thoughts?”

“May I step in here?”

“Would you mind if I help deflect some of this from you?”

“Excuse me, before you / we continue, may I say something?”

“Before you/we go on, I’d like to acknowledge what just happened.”

## **COMMUNICATE disagreement or displeasure by stopping or deflecting the action.**

“Help me understand what you mean by....”

“What makes you say that?”

“I don’t understand why you said...That remark isn’t appropriate.”

“We don’t use that language here.”

“I am willing to come back and discuss this further with you, but for now let’s focus on....”

## **TELL WHY the action was hurtful or problematic.**

“I assume you didn’t intend to stereotype anyone, but what you said could be interpreted that way.”

“When you say [X], it could be viewed as [Y]”

“That was offensive because...”

“Comments like that do not meet our school/hospital’s standards.”

“I respect every member on my team. I expect that you do as well.”

“That comment diminishes the ability to create a safe, inclusive hospital environment”

*Disclaimer: The scenarios are not intended to purposely single out any demographic group and are not ascribing any behavior to any one person or group.*

1. **Scenario:** During introductions on the first day of class, a learner says, “Hi everyone, my name is Sam, and my pronouns are he/him.” The faculty supervisor glances at the roster and says in front of the group, “Wait, your name is Sam? The roster says Mary — what’s your real name?” The room falls silent.
2. **Scenario:** In a team meeting, a supervisor repeatedly calls a learner, Thomas, the name of another learner from a similar ethnic background. When Thomas corrects her, the supervisor says, “Oh, my apologies. You two just look so similar.”
3. **Scenario:** While scheduling a mandatory training session, a learner mentions that the proposed date falls on a significant religious holiday for them. The scheduler replies, “That’s really the only day that works for the team. You’ll just have to miss it.”
4. **Scenario:** On the first day of a new rotation, the team is introducing themselves. After a learner shares their last name which is long sounding, the faculty supervisor laughs and says, “That name is too hard for me to say. Can I just call you by your initials?”
5. **Scenario:** A female student is giving a case presentation to the clinical team. While the student is speaking, one of the supervisors keeps interrupting with questions. Instead of asking questions to the female student who is presenting, the supervisor directs the questions to a male colleague, even though he is more junior on the team.
6. **Scenario:** In a shared breakroom, a learner is heating up their lunch from home. A colleague approaches and says, “Do you mind eating that somewhere else? The smell of your ethnic food is overwhelming.”
7. **Scenario:** A learner presents a complex patient case speaking with a noticeable accent, denoting they speak a different language. The faculty member comments, “You must not be from here, but I can still understand you even with your accent. Nice work!”
8. **Scenario:** After a female learner gives a formal case presentation, her male supervisor provides feedback, saying, “The content was strong, but you should wear your hair up the next time you present. You’ll look prettier.”
9. **Scenario:** A student who has openly shared with classmates and faculty that they have a visual impairment asks for a seat near the front of the room for a lecture. The presenter dismisses the request, saying loudly, “Oh, you’ll be fine. I made the font on my slides extra large for you.”
10. **Scenario:** At the end of a rotation, a learner who has a noticeable speech impediment (such as a lisp or stutter) gives their final case presentation. Afterwards, the faculty supervisor says in front of the team, “That was excellent! Honestly, I was so impressed with how clearly you spoke.”