

Worksheet: Allyship: becoming antiracist, antidiscriminatory, antioppressive

1) Image1

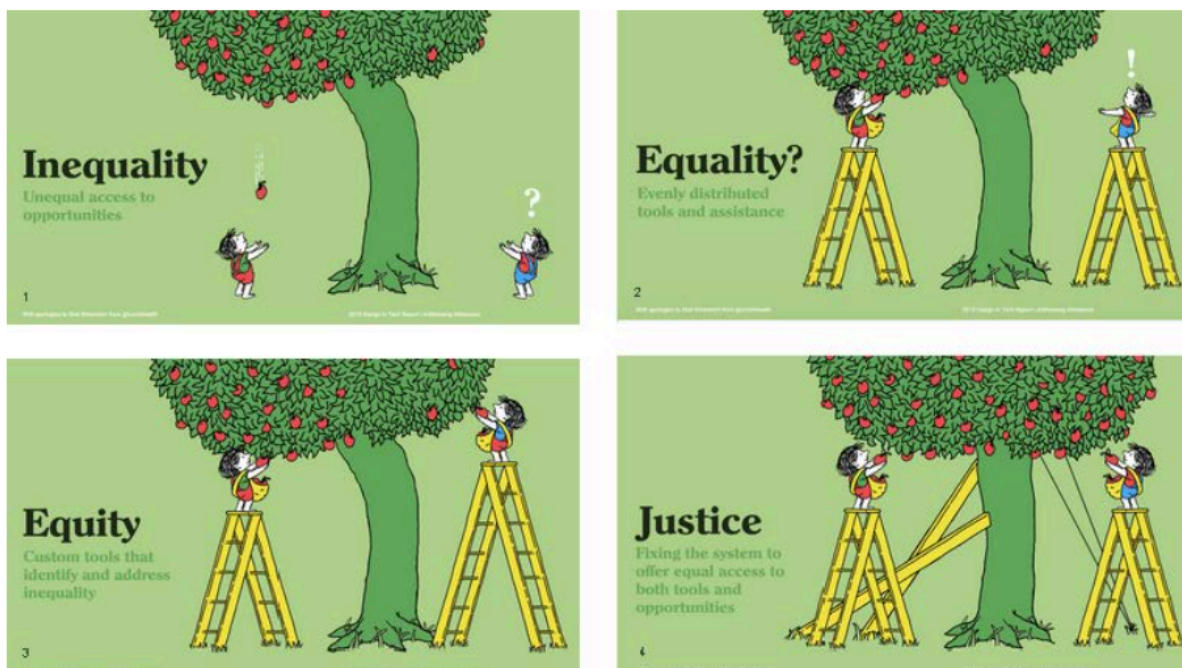


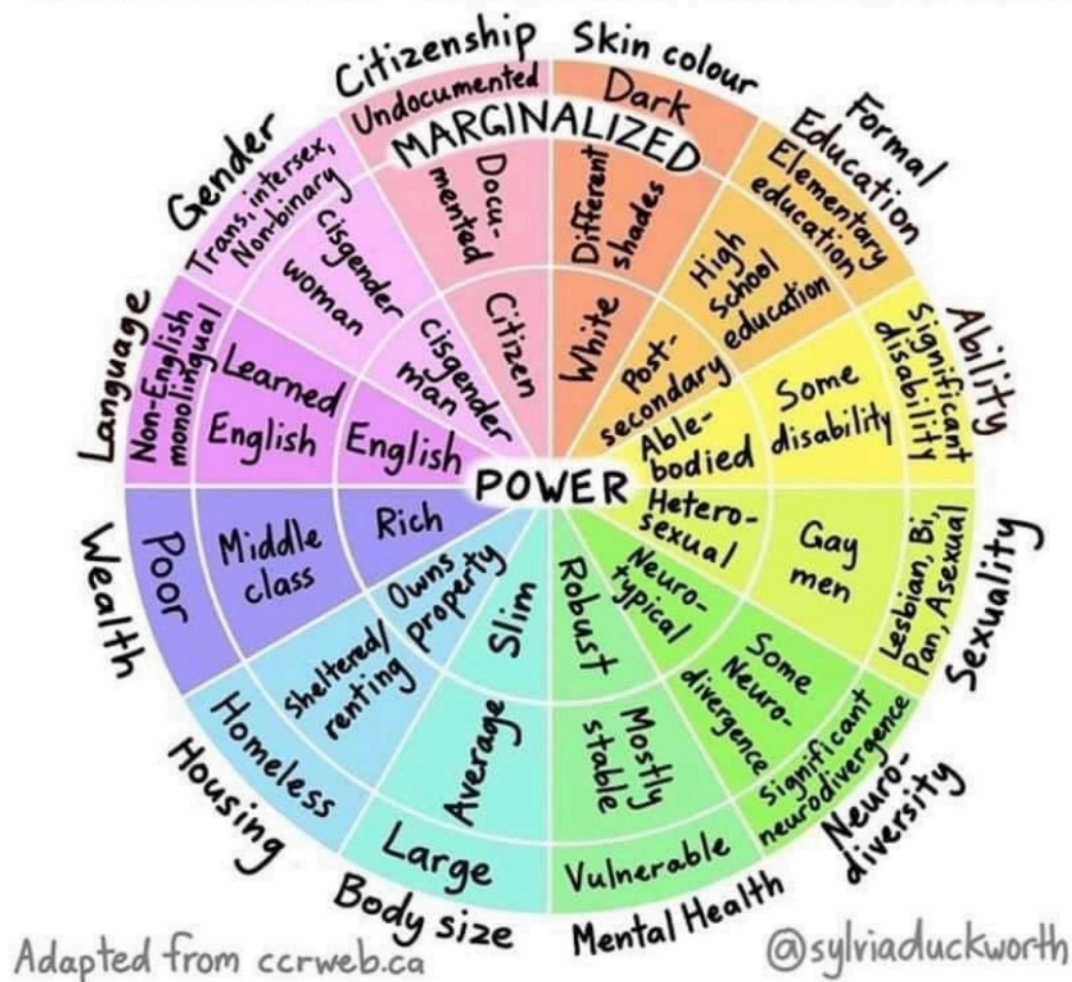
Image credit: Tony Ruth for Design in Tech Report

<https://www.paperpinecone.com/blog/teaching-difference-between-equality-equity-and-justice-preschool> (accessed 23-06-2021)

►► Briefly write down 3 thoughts on viewing this image1:

2) Image 2

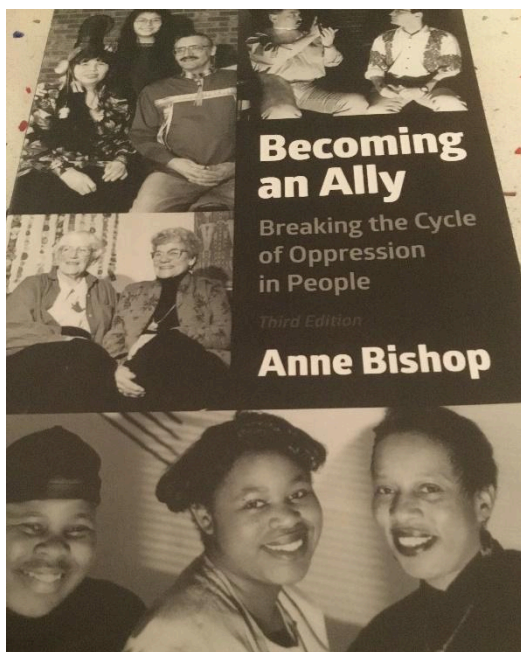
WHEEL OF POWER/PRIVILEGE



►► What are the components of your intersecting identity when viewing the wheel of power/privilege?

3) Six steps to becoming an ally (Bishop 2015)

1. Understanding oppression – the personal is political
2. Understanding different oppressions
3. Consciousness and healing
4. Becoming a worker in your own liberation
5. Becoming an ally
6. Maintaining hope



►► Meaning of Allyship to me, what actions do I need to demonstrate? (3 brief points):

4) Reflect review reframe rebuild

Case one: Jason always feels a particular colleague has an issue with him being married. Here is an example of a situation out of many that he has encountered. A group of them are chatting at the ward desk and the colleague asks what does his PARTNER do. Jason says his HUSBAND is a dentist. The person asks where does your PARTNER work. Jason says where his HUSBAND works.

▶▶ What would you do here to show allyship?

Case two: Amrita has come to do an initial interview with a service user. The service user asks to be seen by a white therapist, and says it is their right because the service has advertised that it practices person centred delivery

▶▶ What would you do here to show allyship?

Case three: Inchee is a deaf therapist. She is supposed to always have another person accompany her on home assessments. But lately her boss keeps blocking her going on home assessments saying there are not enough people on staff.

▶▶ What would you do here to show allyship?

5) ▶▶ Briefly write your allyship pledge for 2021 – make it SMART

6) Resources

Amechi J. (2021). *John Amaechi Antiracism conf video*.

<https://www.youtube.com/watch?v=Wv316ZLoT-A>

Amechi J. (2021). *John Amaechi on Privilege*

https://www.youtube.com/watch?v=B_2TBeDHW-M

Bishop A. (2015). *Becoming An Ally*. Nova Scotia, Canada: Fernwood Publishing.

Allyship Roundtable/Workshop presented by Musharrat Ahmed-Landeryou

30-06-2021 RCOT conference 2021

Bryant-Davis T. (2020). *Moving From Cultural Competence to Antiracism*. [https://www.youtube.com/watch?v= wJ_pvbC3SI](https://www.youtube.com/watch?v=wJ_pvbC3SI)

Dove B. and Fisher T. (2019). *Becoming Unstuck with relational activism*
https://ssir.org/articles/entry/becoming_unstuck_with_relational_activism

Delgado R. and Stefancic J. (2017). *Critical Race Theory*. New York, USA: New York University Press.


Epler M. (2018) *3 ways to be a better ally in the workplace*
<https://www.youtube.com/watch?v=k12j-E1LsUU>

Rivers C. Kappel S. and Matlock S. (2020). *Fieldnotes on allyship: Achieving equality together an anthology*. Orlando, USA: Our Human Family Inc.

7) Example allyship frameworks



DOING WHITE ALLYSHIP

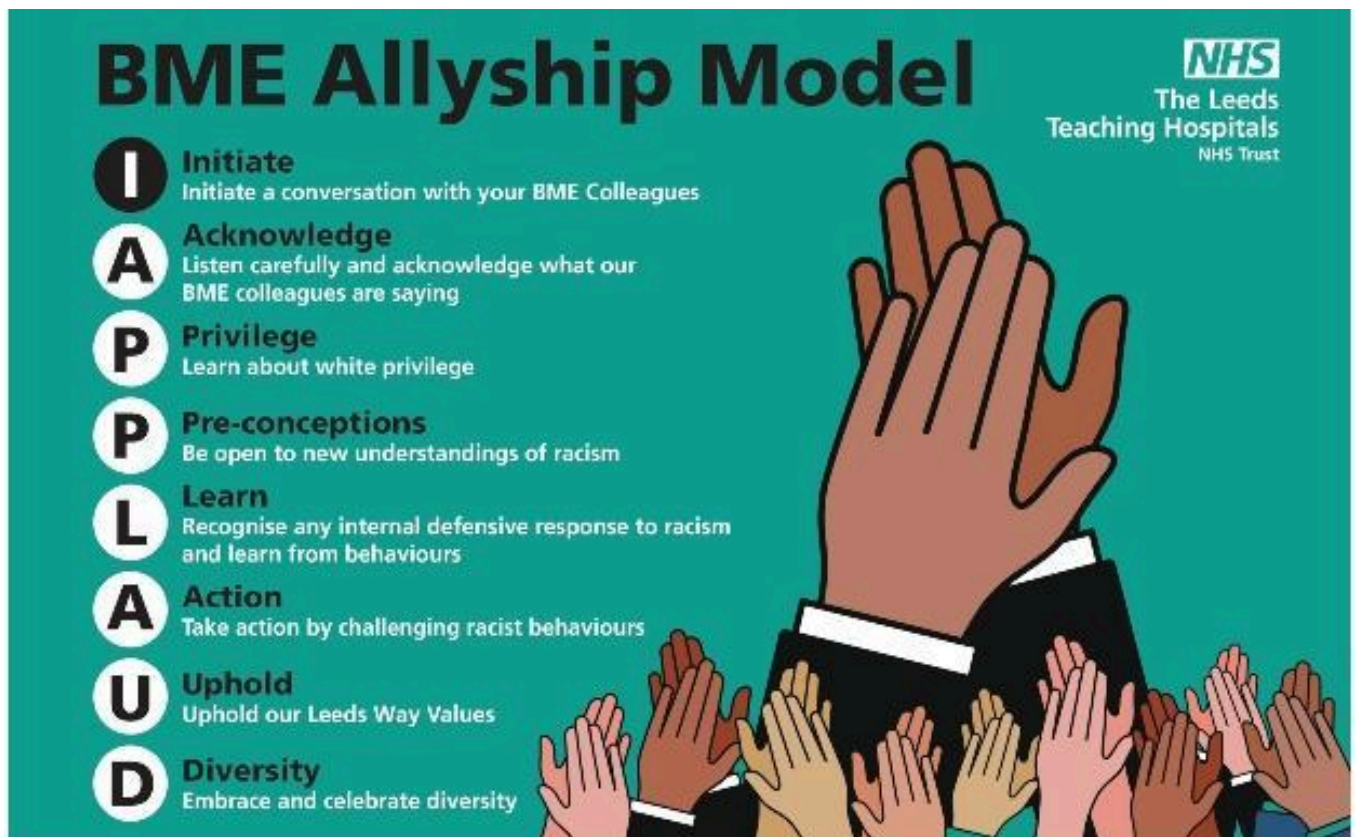
CHECKING-IN Check-in with your <u>BAME colleagues</u> and patients. Acknowledge the pain of racism and ask what you can do to help	SUPPORTING <u>Risk assessments</u> / PPE / hand hygiene / social distancing save all lives but <u>especially BAME lives</u>	UNDERSTANDING Read <u>Books About Race In Britain</u> Listen to the <u>About Race</u> podcast	
NOTICING <u>Notice your biases</u> , and take care to <u>correct them</u> Notice your <u>unearned white privileges</u>	AMPLIFYING Facilitate team meetings to <u>include BAME voices</u> <u>Challenge all-white</u> panels or committees at work	NETWORKING Join the <u>BAME network</u> as an ally <u>Promote BAME people</u> (without tokenising)	HUMILITY Practice <u>listening</u> quietly, avoiding defensiveness. Don't " <u>perform</u> " allyship. Thank people who point out your <u>white privilege</u>
EDUCATING <u>Diversify</u> staff training Build in <u>culturally relevant</u> scenarios and staff competencies	DEVELOPING Be <u>coached or mentored</u> Do <u>inclusive leadership</u> Give <u>placements and secondments</u>	REDUCING INEQUALITY Review your service and co-produce with BAME people an <u>audit</u> , a <u>QI project</u> or <u>research piece</u> to improve BAME health	SPEAKING UP <u>Call out</u> racism and white supremacy in all its forms Affirm the Trusts " <u>zero tolerance</u> " policy
LOBBYING <u>Write to your MP</u> or <u>sign a petition</u> about racism and health inequalities faced by BAME people	FUNDRAISING If you can afford to, then <u>donate or fundraise</u> for anti-racism and BAME charities	BUYING If you can, buy from BAME owned <u>Sussex businesses</u> and <u>British businesses</u>	 Sussex Community NHS Foundation Trust

TO BE AN ALLY IS TO...

1. Take on the struggle as your own.
2. Transfer the benefits of your privilege to those who lack it.
3. Amplify voices of the oppressed before your own.
4. Acknowledge that even though you feel pain, the conversation is not about you.
5. Stand up, even when you feel scared.
6. Own your mistakes and de-center yourself.
7. Understand that your education is up to you and no one else.

@ameliamont



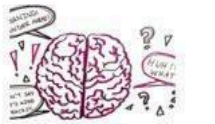

<https://guidetoallyship.com>



NHS
The Leeds
Teaching Hospitals
NHS Trust

BME Allyship Model

- I** **Initiate**
Initiate a conversation with your BME Colleagues
- A** **Acknowledge**
Listen carefully and acknowledge what our BME colleagues are saying
- P** **Privilege**
Learn about white privilege
- P** **Pre-conceptions**
Be open to new understandings of racism
- L** **Learn**
Recognise any internal defensive response to racism and learn from behaviours
- A** **Action**
Take action by challenging racist behaviours
- U** **Uphold**
Uphold our Leeds Way Values
- D** **Diversity**
Embrace and celebrate diversity

White Supremacy	White Indifference	White Awareness	White Allyship
			
<ul style="list-style-type: none"> • Accepts, and in some cases promotes, theories designed to justify white dominance and racial hierarchy typically associated with 'scientific racism'. • Fear/loathing/exoticisation of the non-white other which may be overt or covert. • Characterised by the 'white gaze'. • Belief that we live in a meritocracy. • Uncritical/favourable view of empire and colonialism - the white man's burden. • Subscribes to scientific racism. • *Black underachievement is seen to be due to their dysfunctionality/pathology. • Whiteness and its proxies' function as badges of honour • White privilege is rationalised as the natural order. • Onus on black People to accept their place. 	<ul style="list-style-type: none"> • Passionate defender of western universalism, academic freedom and the right to offend. • Belief in meritocracy but also recognises that some (deserving) disadvantaged people need help. • Characterised by a refusal to take a serious look at racism and views anti-racist initiatives as ideological endeavours linked to culture wars and political correctness. • Self-concept is based on being rational and moral, which results in avoidance of responsibility for discriminatory behaviour! • Willing to 'tolerate'/'fetishize'/'pity' the 'non-white' other. • Happy to make tokenistic gestures, but total refusal to accept one's own complicity in the (re)production of racism. • Whiteness is denied, so it functions as an absent/invisible/mythical norm leaving white privilege intact. • Onus on Black People to build up their 'resilience'. 	<ul style="list-style-type: none"> • Belief that racism is real and that it is a product of 'prejudice plus power' • Characterised by a desire to critically reflect. • Functions like a mental illness that only white people have (Katz) hence focus on 'discovering' unconscious bias and cognitive distortions. • Desire to engage with 'black issues and people, but only in limited spaces (committees, training events) • This may be as a result of feeling guilty of historic racism and/or a desire to make some amends. • White privilege is recognised and becomes a source of shame and embarrassment. • Most activity however restricted to self-development and deployment of politically correct language. • Onus on white people to overcome unconscious bias. 	<ul style="list-style-type: none"> • Racism is a complex interaction between structural, ideological, institutional and behavioural processes, but it can be overcome. • Characterised by the desire to take responsibility for change, which is not restricted to behaviour alone. • Focus on paradigm shifts and concrete interventions • Dynamic and creative solutions through co-creation. • Rejection of deficit models and acceptance of the link between white privilege and educational outcomes. • Share power, privilege, risk and vulnerability. • Actively divesting from histories, systems and structures that reproduce racism. • Onus on white to build sustained partnerships with black people.

Note: *The term 'black' here is used to denote all those people who are positioned outside of whiteness and as a result experience racial disadvantage. The degree of racial disadvantage will vary as a result of other factors primarily associated with gender, class, ethnicity.

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