

Don't validate a sexist comment/behaviour with a laugh. By laughing, you're saying 'this is OK with me.'

Don't just let it pass. It's not always easy to say something, but if it's safe to do so, challenge the use of sexist language/behaviour.

Ask questions. What did they mean by that? Was it funny? Why did they feel the need to refer to the person's gender?

Remind them of their better self. Would they have said/done that if they were in a different setting?

Or express outright disapproval. 'I didn't like what you said and I don't think it's funny.'

Know your boundaries. If this turns into a heated exchange, recognise your own limits and don't feel guilty for shutting down the conversation.

Addressing sexist behaviour

What can you do personally?



The Active Bystander

Active bystanders take action to intervene in a situation where harm or injustice is occurring than remaining passive or indifferent

What would you do if?

I had an all-boys group and was working with a male instructor who thought we were lost. I said, "We're not lost, we're here on the map." They didn't listen, took the map and compass, and off they went. (Kristy, participant presenting as a woman)

What would you do personally?

What could you do as an active bystander?

Bystander intervention

- The Bystander could directly intervene and see please give the mapo back to Kristy.
- You could let Kristy know they have noticed
- You might ask someone else to step in
- You could take the male leader aside, explain the behaviour and ask them to apologise
- You could report the person to a manager

What would you do if?

Ann is the only female on a staff training day. The day is about team bonding and sharing good practice. Four of the guys have been out climbing at the weekend and are talking enthusiastically with the manager leading the day, about the hard route they've climbed. Ann climbs too and recognises some of the routes they're discussing but hasn't climbed any of them yet. She tries to join in but feels like she's treated as if she's not even there. At lunchtime she sits by herself, pretending to read a book.

What would you do personally?

What could you do as an active bystander?

Bystander intervention

- The Bystander could go over and speak to Ann
- You could point out to the managers that the 'guys' are getting all the attention
- You could change the conversation to invite Ann into it
- You could ask Ann directly what her experience has been
- You could encourage Ann to take action with your support

The 5 D's of Bystander intervention

Direct Intervention

This involves stepping in and directly addressing the situation.

- I don't feel this is appropriate
- Your behaviour is unacceptable

Distract

This involves diverting the attention of the person causing harm in order to protect the victim.

- What do you think about this (to the victim)
- Can we focus on the specific issue here?

De-escalate

This involves using communication skills to defuse a potentially harmful situation.

- Can I intervene here?
- I think we need to take a moment here
- Can we please move away from this conversation?

Delegate

Seeking help from others: This involves involving others, such as authority figures or bystanders, to assist in the situation.

- Did you notice that behaviour?
- Can we raise it together?
- I will ask another ladder to step in
- I will inform my manager

De-stress

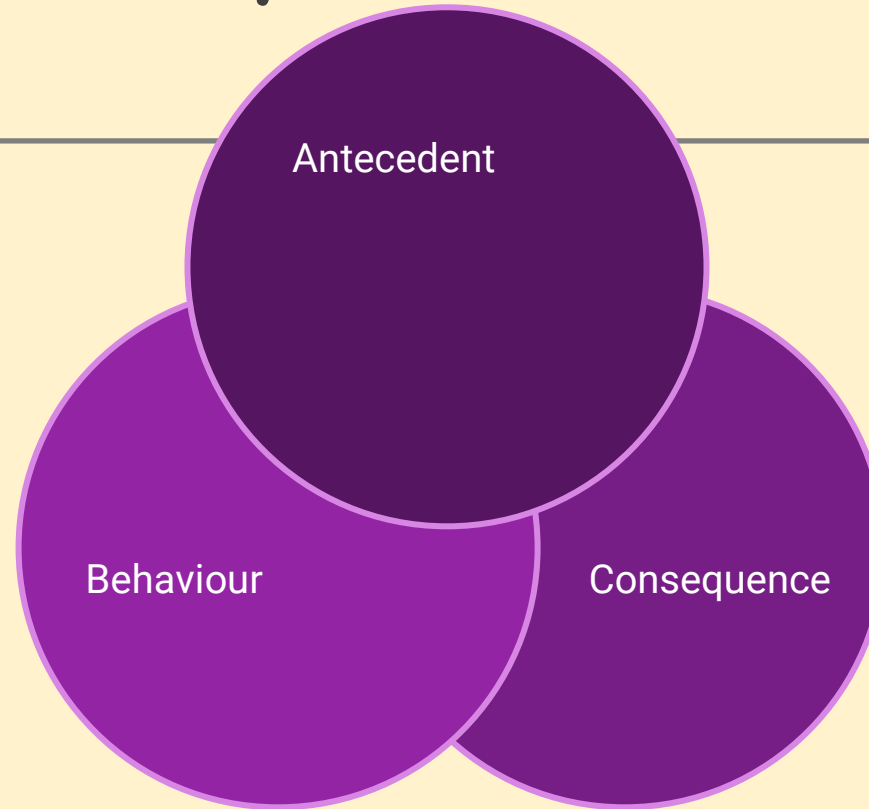
Providing support to the victim: This involves offering support, comfort, and assistance to the victim.

- Can I offer you any support?
- Do you want to talk about this?
- Is there anything I can do to support you with dealing with the situation?


The ABC of Safety

The antecedent, which means "coming before," can be any event or social or environmental factor that occurs before a behaviour, prompting that behaviour.

Identifying the specific behaviour that needs to be changed is the next step in the ABC model. This is the action or inaction that is occurring and causing concern.



The "consequence" is an event or symptom that occurs after the behaviour in response to that behaviour.

The image features a stylized background with a blue sky and a dark mountain silhouette. Three human figures are shown in silhouette, climbing the mountain. The person at the top is reaching out, the middle person is being assisted, and the person at the bottom is climbing up. A large, light-colored curved shape on the right side of the image contains text.

Climbing the mountain together...

How does Sexism live in me and how can I unlearn it?

How can I make sure my language and behaviours as a leader in the outdoors say to others,

"You belong..."

"You have value here..."

"You are capable and able to learn..."