



# Intercultural Engagement

## Interruptions: Calling out and Calling In

**LINKED COMPETENCY:** Recognize and respond to myths and misconceptions about diverse identity groups and First Nations, and Métis peoples

The strategies of “calling in” and “calling out” help create culturally safe spaces that promote accountability and constructive dialogue to create a more inclusive environment for all.

- **Calling in** is an invitation to a one-on-one or small group conversation to bring attention to an individual or group's harmful words or behavior, including bias, prejudice, microaggressions, and discrimination.
- **Calling out** is bringing public attention to an individual, group, or organization's harmful words or behavior. [harvard.edu](https://www.harvard.edu)

### Outcomes:

- Students can identify ableist language and practice using person first language.
- Students can reflect on and share experiences when they experienced or witnessed unfair treatment.
- Students can practice and receive feedback on appropriately addressing behaviours that cause harm and undermine culturally safe spaces.

Recognize and respond to myths and misconceptions about diverse identity groups and First Nations, Inuit, and Métis peoples			
Indicate with an ✓ on the line below, where you currently have evidence of responding to myths and misconceptions.			
Exploring			Implementing
Recognize myths and misconceptions about diverse identity groups and First Nations, Inuit, and Métis peoples when I hear or read them.	I can accurately correct myths and misconceptions about diverse identity groups and First Nations, Inuit, and Métis peoples when asked.	When I am comfortable, I respond to others who communicate myths and misconceptions about diverse identity groups and First Nations, Inuit, and Métis peoples by providing clarifying facts.	I effectively and consistently intervene when I observe others perpetuating myths and misconceptions about diverse identity groups and First Nations, Inuit, and Métis peoples.



### Materials:

- [Calling In and Calling Out Guide](#)
- [Tips on ableist and first person language.](#)
- Case Studies at the end of this guide

### Time:

55-min session

### LEARNING ACTIVITIES:

#### Read and Reflect:

Provide the students a few minutes to read the handout on Tips on ableist and first-person language. Have students turn to a partner and share what stood out the most to them from the handout? Is there a common phrase that you might need to work on changing to first-person language?

[Tips on ableist and first person language.](#)

#### Small Group Share:

Reflect on your personal experience. Describe a time when you experienced or witnessed unfair treatment? Did someone assume? Did someone use inappropriate slang? Maybe they forgot to include a pronoun in their introduction? Describe some key considerations and how you'd like to or did interrupt the experience.

#### Read and Reflect:

Provide the students a few minutes to read the handout on Calling In and Calling Out guidelines. Have students turn to a partner and share what stood out the most to them from the handout?  
[Calling In and Calling Out Guide](#)

#### Role Play:

Explain the Triad feedback exercise to practice using the strategies of Calling In and Calling Out.

##### Triad feedback exercise:

1. Explain to the students that they can choose a case study of their choice. Together they can brainstorm whether they would use a Call In or Call Out strategy. There is a section in the Calling In and Calling Out Guide titled "What Do I Do When Someone Calls Me In or Out?" that they should also reference. Finally, they can assign each other either the role of Person #1 – the person being called in or called out, Person #2 – the person practicing the calling in or calling out strategy, or Person #3 – the observer who will provide feedback at the end of the round.
2. First round: Using the chosen case study, Person #2 is trying to appropriately call in or call out the behaviour. Person #1 should be focusing on how to appropriately respond to the



conversation. Person #3 will observe and provide feedback during the debrief.

3. Repeat with different case studies until each person has had the opportunity to play each part.

**Case studies:** (Adapted from micro-aggressions in the online classroom)

Participants can choose from the case studies below or role play a scenario they have witnessed or experienced.

**Case study #1**

You are working in a small group on a collaborative project. Person #1 repeatedly misgenders a student (that is, they use the incorrect pronouns). Person #2, not the student being misgendered, attempts to address the situation.

**Case study #2**

In an online meeting, one of the group members tries to incorporate discussion on historic and continuing racial inequalities. While a discussion is happening on Zoom, certain members of the class use body language and the chat function to dismiss the topic. They are seen on video rolling their eyes and shaking their heads. Someone shares a link to an 'All Lives Matter' article in the chat and gets a bunch of thumbs up.

**Case study #3**

The professor forgets to do a land acknowledgement at the start of the term, or they offer the land acknowledgement in a way that is incorrect or offensive. One student (not person 1 or 2) politely raises this as an issue in the course discussion board. Everyone else is silent.

**Case study #4**

Person one continually uses the word crazy and insane to describe people. Person one also understands that this is ableist language and knows that most people don't consciously realize they are reinforcing the idea that people with disabilities are devalued or not as worthy.

Remind your students to reflect, add, and annotate evidence of competency to their portfolios.

- **Reflect** on their experiences and what they learned through the activities and feedback.
- **Add** evidence of competency to their portfolios.
- **Annotate** the evidence to highlight their specific competency.