

OVERVIEW OF HOW TO TEACH THE PPT

This guide is to be used in conjunction with the PowerPoint presentation. You should study this guide and convey this information in your own words. The scripted portions are examples you can use, but as long as you convey the central messages and themes you should say it in the way you feel most comfortable and follow the discussion happening in your class. Every discussion will be different so be in the moment. Avoid jargon and use language that matches the community with whom you are working.

We urge you to make this presentation conversational as much as possible. Learning through dialogue is among the most effective teaching methods for adult learners. Adult learners want to show you what they know and actively participate in their learning. Facilitated dialogue, which is used throughout this training, accomplishes that goal (Kearsley, 2010, Knowles 1984). Additionally, learning through dialogue has been proven to be a successful method for working with teens and young adults.

Each slide in this guide will give:

1. Learning OBJECTIVES for the slide
2. A general OVERVIEW or OVERVIEW OF ACTIVITY explaining what the slide is about
3. A “YOUR IDEAS” space at the end of each section to write your own ideas for teaching the slide

Some slides will also list:

1. An EXAMPLE of how that slide can be taught
 - a. **IMPORTANT NOTE** – As stated above you should not consider this a script, but rather guidelines, which is why it is written more as an outline. This is your training and you should stay true to yourself and trust your training. You’ve got this!
2. Any additional TOOLS/ADDITIONAL INFO you will need to teach the slide
3. TEACHING NOTES which give you some advice on how/why you may want to switch up some of the traditional ways we talk about this topic. There will also be a guide to responding to victim blaming or other traditionally difficult topics at the end of the course.

TOOLS/EQUIPMENT

- PowerPoint capabilities
- A board/dry erase board/chart paper
- If necessary, this training can be done without PowerPoint - in this case, make copies of the definitions and scenarios to hand out

APPENDIX:

- Appendix A: Bystander Information and Facilitation Guide
- Appendix B: Scenarios to swap out for different populations
- Appendix C: Group Work SAMPLE worksheet
- Appendix D: Specific Audience Guides (College & Rural/Religious)

SLIDE 1: Welcome and Intro



Bystander Intervention

YOUR NAME HERE



OBJECTIVE:

- To briefly introduce yourself and your agency.

TEACHING NOTE: Use your intro to set the tone for the group. Be positive and use what you know about the group to craft an individualized intro that meets their interests, culture, and needs. Did you go to that school or know someone who did? What do you love about working in that community?

- **College specific** - Is there a great bystander program at the school?
- **Faith or community based** - Do you love their service to their community?
- **Rural** - What are they known for and proud of - a product, a place, or way of life? Tell them why you are glad to be there and talk with them in ways that are personally meaningful to them.

YOUR IDEAS:

SLIDE 2 Objectives

Objectives

- ▶ Define Sexual Assault and Root Causes
- ▶ Explore the Bystander Model
- ▶ Develop Skills for Effective Bystander Intervention



2

OBJECTIVE:

- To provide a quick overview about what you will discuss today.

EXAMPLE: Like I said before I always love coming here because of [insert reason]. But even if I've always had a positive experience, I know that people still get nervous about these sort of trainings. So here's the deal - we are going to talk about how we are all the key to ending this in your community. This isn't going to be about calling all men rapists, because the vast majority of men would never commit this crime. This training isn't going to tell you only women are victims of sexual violence because we know that isn't true either. We are approaching this training believing you are the solution, rather than the cause of this problem. This training is about defining the problem, learning how you can use your power to make change, and redefining the rules for ending violence so we can make a positive difference.

YOUR IDEAS:

SLIDE 3 Shared Agreements**SHARED AGREEMENTS**

- ▶ Confidentiality
- ▶ Respectful Communication & Speech
- ▶ Right to Pass
- ▶ Take Care of Yourself

**OBJECTIVE:**

- To set the tone of the training.

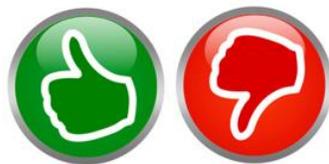
TEACHING NOTE: It is critical to give reasons people may leave the space that are not just connected to being a survivor. Too many times in trainings we stress this and often this creates a situation where folks are afraid to leave for fear of being outed as a survivor. In your list of reasons, the final one they should hear you say is that they may leave to use the bathroom. This will make it the most resonate reason for folks to leave.

YOUR IDEAS:

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SLIDE 4 Activity: Agree, Disagree or Neutral

AGREE, DISAGREE OR NEUTRAL



OBJECTIVES:

- Create an opening conversation that allows them to honestly give their opinions without fear of repercussions.
- Describe the activity you are about to engage in with the audience.

OVERVIEW OF ACTIVITY: In this slide you will explain to participants the activity that follows. Explain that you will read a statement. They must decide if they agree with, disagree with, or are neutral (neither agree nor disagree) about how they feel about the statement. There are three statements that are already in the training.

TEACHING NOTE: You can set this up two ways:

- 1) Have them raise hands from their seats when asked if they agree, disagree, or are neutral about this topic and have a quick myth busting conversation.
- 2) Actually have them get up and move to different areas of the room you have designated as the agree space, the neutral space, and the disagree space. After you read the statement tell them to go to the area of the room and quickly (less than 3 minutes) discuss why they chose to be in the “agree”, “disagree”, or “neutral” group. Each subgroup should pick a spokesperson to summarize what their group members said. The facilitator should give a one-minute warning that time will be up to discuss the topic. The report back should be summarized in 3 sentences or less. Don't allow debate - you will provide the corrective details at the end.

TOOLS/ADDITIONAL INFO: Here is a space where you can make the training tailored to the community to whom you are presenting. While all of the ones that are currently listed will work in virtually any community, you may want to change one to hit a specific need you've been told is an issue by your Point of Contact (POC). For example,:

College - ALTERNATE STATEMENT ON SLIDE: Sexual harassment isn't a problem on college campuses

- Stat you can use in discussion to correct this misconception: 28.2% of women and 13.2% of men harassed on campus in the 2016 Bureau of Justice stats
<https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5540>

Faith or rural based - ALTERNATE STATEMENT ON SLIDE: Sexual violence is not a problem in my community

- We know this is often an underlying feeling for both of these communities, so having this conversation may be important to have to correct the misconceptions that are keeping them from buying into your talk. To bust this myth, you need to bring local facts about the reporting rate in that county. They must be local to the county you are in, otherwise the problem will be reduced to the “other” cities, colleges, etc. For example, this can be accomplished by giving services numbers for the local center, local crime stats from the police, and/or local hospital stats. The more local the stat the better. You may be thinking, why not use the 1 in 5 national stat? Besides the reasons already outlined, often people will think, “I know 5 women and none of them have told me they were raped so this cannot be true.” This effectively shuts down the conversation in these specific communities.

YOUR IDEAS:

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SLIDE 5 Statement 1**STATEMENT #1**

Women lie about rape.

**OBJECTIVES:**

- To have a conversation that allows the audience to identify myth beliefs and correct them.
- To examine the myths, misconceptions, and stereotypes about assault.
- To establish realities of sexual violence.
- To make connections between systemic portrayals of sexual violence and what we believe about sexual violence.

OVERVIEW Have them tell you why they agree, disagree, or are neutral about this point. Ask them to give you logical reasons this is not true rather than giving them the statistic immediately. You can use this stat to support their arguments. “According to a recent study by the American Prosecutors Research Institute, false rape allegations account for two to eight percent of all reported rapes.”

If you do not use this slide be sure to cover the information about false reporting thoroughly in SLIDE 9 or in SLIDE 10.

TEACHING NOTE: You can ask them to consider why people believe that women lie. Where do they get that messaging? Why is it important for them as:

- ...college students to correct this myth?
- ...community leaders to correct this myth?
- ...church leaders to correct this myth?

YOUR IDEAS:

SLIDE 6 Statement 2

STATEMENT #2

He's a man. Men can't be raped.

**OBJECTIVES:**

- To have a conversation that allows the audience to identify myth beliefs and correct them.
- To examine the myths, misconceptions, and stereotypes about assault.
- To establish realities of sexual violence.
- To make connections between systemic portrayals of sexual violence and what we believe about sexual violence.

OVERVIEW Have them tell you why they agree, disagree, or are neutral about this point. Ask them to give you logical reasons this is not true rather than giving them the stat immediately. You can use this stat to support their arguments. "1 in 6 men will experience sexual assault before the age of 18. Approximately 6% of college men will experience sexual assault during their college career." But as stated earlier, getting a local stat for this is always better.

If you do not use this slide be sure to cover the information about male victims thoroughly in SLIDE 9 or SLIDE 10.

TEACHING NOTE: You can ask them to consider why people believe men aren't victims of rape. Where do they get that messaging? Why is it important for them as;

- ...college students to correct this myth?
- ...community leaders to correct this myth?
- ...church leaders to correct this myth?

YOUR IDEAS:

SLIDE 7 STATEMENT 3

STATEMENT #3

If a person doesn't say no,
they are consenting to sex



OBJECTIVES:

- To have a conversation that allows the audience to identify myth beliefs and correct them.
- To examine the myths, misconceptions, and stereotypes about assault.
- To establish realities of sexual violence.
- To make connections between systemic portrayals of sexual violence and what we believe about sexual violence.

OVERVIEW Have them tell you why they agree, disagree, or are neutral about this point. Ask them to give you logical reasons this is not true rather than giving them the answer immediately. “If a person doesn’t say yes, then you don’t have consent. Consent must be sober, freely given, mutual, enthusiastic, not coerced, etc.” Ask, “why do we know that the absence of a no does not equal a yes?”

If you do not use this slide be sure to cover the information about consent thoroughly in SLIDE 8.

TEACHING NOTE:

In rural and college communities you will get pushback on the idea that consent must be sober and less pushback in religiously conservative groups. Be ready for this and to have conversation about what that means. Many people in the rural group will cite examples of having had alcohol and not being assaulted or assaulting someone else. The students will believe they know of these examples (friends that have for example) or may have one in mind from their own life. Ask them why it is that you cannot get consent from someone who is drunk? Or why are laws written to say a drunk person can’t give consent. We always want to stress that the responsibility of getting consent is on the one asking for consent. For example, when they say “drunk people don’t know what they are saying yes to, “you can counter with something like, “do drunk people say yes to stupid things all the time? Raise of hands? Right they sure do - that’s how I ended up [with this tattoo, ordering a shake weight, ordering two crave cases one night, etc.]. That is also why we should really think of this as you can’t GET consent from someone who is drunk. Just like someone can’t get your written consent on legal documents: you can’t get someone’s consent when they are drunk because they may not understand what they are saying yes to. And in the end, it’s safer for everyone.”

This slide is also an opportunity to add a little sexual health discussion. You may also consider

adding the discussion in SLIDE 8. You can discuss consent in the usual manner - consent is active, informed, and freely given - and discuss what active consent looks like - participatory and mutual. If someone stops participating you should check in and make sure all is well. Informed means everyone knows what's going to happen and understands their own sexual health and is informed about their partner's sexual health. Finally, freely given, as discussed above, means not coerced, threatened, manipulated, or forced.

Older groups, which can include rural and faith based community members might not think this discussion is important for them because they are married or have been in long term relationships. You can ask them why it is important for them to understand this as parents or as leaders to whom younger people might turn. Also, how our misconceptions about this can create harm by giving false information or responding in a judgmental way to a young person coming to you with honest questions or concerns.

YOUR IDEAS:

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SLIDE 8 STATEMENT 3

What is Sexual Violence?

Sexual violence occurs when someone is forced, coerced, or manipulated into unwanted sexual activity against his or her will or when a person is incapable to give consent due to being underage, having an illness or disability, or being incapacitated due to alcohol or other drugs.



OBJECTIVES:

- To give a clear definition of sexual assault.
- To break down the definition in easy to understand ideas and examples.

OVERVIEW

This is pretty straightforward, BUT still requires you to break it down and explain it so it is easily understandable and recognizable to them. Give them examples of force, coercion, and manipulations.

TEACHING NOTE: If you didn't cover it completely in the previous slide OR you substituted that slide for one of your own community specific ones, ask them to tell you what consent is and isn't [see the TEACHING NOTE on slide 7 for more ideas]. Ask them to explain why the protected categories - age, illness & disability, and incapacitation are in place. Whenever possible, have them consider this from the perspective of their group. Why do they need to know this as students, parents, teachers, volunteers, faith leaders, police officers, etc.? Why is knowing [in reference to their identity/group] this helpful? How can knowing this information make them better students, parents, teachers, volunteers, faith leaders, police officers, etc.?

Questions you can ask to break down this slide:

- What do you think force looks or sounds like?
- We talked about when you can or can't get consent before, but what is consent?
- What does enthusiastic consent sound like?
- What does consent LOOK like?
- What does consent feel like?

YOUR IDEAS:

SLIDE 9 What is Sexual Violence?

What is Sexual Violence?

Sexual violence/assault is an abuse of power, designed to humiliate, intimidate or instill fear.

It refers to any form of non-consensual sexual encounters that are against the victim's will and without his or her consent.



OBJECTIVES

- To give a clear definition of sexual assault.
- To break down the definition in easy to understand ideas and examples.

OVERVIEW

Again this is seemingly a pretty straightforward slide, but as with the last you still need to break it down and explain it so it is easily understandable and recognizable to them. Give them examples of what consent and abuse of power looks like. Have them discuss consent as affirmative consent - verbal, enthusiastic, active, and ongoing. Have them consider why knowing this important for happy sexual folks - regardless of how they define sex. If you did not cover male victims or false-report in the earlier slides, you can cover those ideas here [See the **TEACHING NOTES** and **OVERVIEW** for **SLIDES 5 & 6** to get more ideas on how to teach these points here].

TEACHING NOTES: Questions you can ask to get at other crimes on the sexual violence continuum: What do we mean by "other non-consensual sexual encounters"? You also have the opportunity to have them consider other harmful behaviors such as sexual abuse, harassment, cat calling, flashing, etc.

On college campuses this is your opportunity to have them consider some hazing activities as sexual violence (inserting objects into rectums, mushroom stamping, tea bagging, etc.).

In rural or urban communities this is the opportunity to discuss cat calling and other street harassment.

YOUR IDEAS:

SLIDE 10 What's to blame?

Root Causes of Sexual Violence

- ▶ Sexism – discrimination based on sex; belief that one sex (male or cisgender) is superior
- ▶ Racism – discrimination based on race; belief that one race (Caucasian) is superior
- ▶ Heterosexism – discrimination based on sexuality; the belief that one sexual preference (heterosexual) is superior
- ▶ Classism – discrimination based on class status



OBJECTIVES

- To critically analyze how bias and systemic oppression inform our understanding of sexual violence.

OVERVIEW

This conversation is meant to get your audience to see the way bias, prejudice, and systemic inequality are the building blocks of sexual violence. This slide is appropriate for college and many social service community center audiences, but probably not for rural. There is an alternate rural slide in the SUPPLEMENTAL PowerPoint Materials. If your community is ready for this discussion by all means go for it!

TEACHING POINT: Ask them to give you examples of how sexism, racism, classism, or heterosexism are tied to sexual violence.

College group - specifically Freshmen (see Cheat Sheets): Play up their belief that it is important to understand other cultures experiences. Ask them why it is important to understand the connection between discrimination and assault.

EXAMPLE: You can summarize conversation this way: Historically we have created systems that prioritize one human over another in regards to race, sex, orientation, class, etc. You have given poignant examples [repeat good ones], or “So your example of...” [repeat a good example given] is an excellent illustration of how we have valued some people’s lives over others and that creates a situation where we collectively are saying it’s ok to hurt some folks, which means those who are marginalized are more likely to experience violence as a result. So when we talk about ending sexual violence, we have to always be thinking about ending oppression of all marginalized groups. This is one of the most important ways we can make a difference in regard to reducing gender-based violence within our communities.

YOUR IDEAS:

SLIDE 11 TRANSITION SLIDE INTO BI**OBJECTIVES**

- To transition to bystander intervention.

OVERVIEW We want to shift our culture from a culture of violence to a culture of kindness. Use this as a connector to Bystander Intervention discussion.

YOUR IDEAS:

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SLIDE 10 What is a Bystander?

What is a Bystander?

Bystanders: are individuals who witness emergencies, criminal events or situations that could lead to harmful or criminal events and by their presence may have the opportunity to provide assistance, do nothing, or contribute to the negative behavior.

Anyone here ever intervene?



10

OBJECTIVES

- To define bystander intervention.

OVERVIEW

To define bystander intervention in terms that are understandable and relatable to their community.

EXAMPLE

READ THE DEFINITION

ASK: Can anyone think of a situation when they didn't stand idly by, where you intervened in a situation that was uncomfortable or potentially harmful for someone else?

POSSIBLE ANSWERS: People may be reluctant to answer. Give them the opportunity to give an example of how many of them are already active bystanders.

Rural or Community audiences: Have you ever seen someone's car stalled on the side of the road and pulled over or called for help? Then you're an active bystander!

College audiences: Ever go out with a group of friends and help a friend out of a weird situation with someone hitting on them? Then you're an active bystander!

YOUR IDEAS:

SLIDE 11 What is an active bystander

What is an Active Bystander?

Active/pro-social bystanders are individuals whose behaviors intervene in ways that impact the outcome positively.

What would this community look like if everyone looked out for each other?



OBJECTIVES

- To define an active bystander.

OVERVIEW

To define what an active bystander is in terms that are understandable and relatable to their community and their position within.

EXAMPLE

READ THE DEFINITION

College: What would our campus look like if we were active bystanders instead of passive witnesses?

Rural and Faith Based Communities: What would this community look like if everyone looked out for each other? How are you already doing that in your everyday life? Examples of checking in on elderly neighbors, correcting someone that is gossiping about others, attending a training like this to be a more helpful community member.

YOUR IDEAS:

SLIDE 14 So if intervening is a good idea....

So if intervening is a good idea:



OBJECTIVES

- To define what keeps people from intervening so they can overcome those obstacles.

OVERVIEW

We need to address their fears about intervening in order to give them the opportunity to consider ways to overcome these fears. This is an essential piece in any bystander intervention program

EXAMPLE OF HOW YOU CAN REVIEW THIS SLIDE

ASK: Do people always intervene? Why don't they?

POSSIBLE ANSWERS: People will say none of my business, fear of themselves getting hurt, not sure what to do, don't want to get involved, don't want to make matters worse, etc. Unpack these issues and orient them to how to overcome those fears. For example, we don't have to intervene alone, we don't (and shouldn't) use violence, we can check in with others, we can consider the harm if we don't intervene, etc.

Do: Go over the common themes as to why people do not intervene and then have them discuss how they can overcome these barriers in order for them to intervene. Have them explain what would work for them - they lead this part of the discussion.

ASK: So despite their fears and worries, people do intervene, right? So why do it?

POSSIBLE ANSWERS: It's the right thing, people don't want others to get hurt, it's a friend or family member who is being hurt, etc. Let them talk about why it's important, you only need to guide them and correct misinformation.

YOUR IDEAS:

SLIDE 15 Vanderbilt Case

Vanderbilt Rape Case: 2013



Who are the bystanders?

What could they have done to help and stop this?

TIMELINE OF EVENTS:

JUNE 23

12:00am: Victim and Vandenburg are seen drinking at the Tin Roof Bar

2:30am: Vandenburg and victim arrive at her residence hall. She is carried by other players. They are seen on camera photographing her exposed body

2:30-3:00 Victim is raped multiple times.

Vandenburg sends pictures to other players. He also starts to work the cover up stating "delete the photos after viewing" and "she will never remember this happened"

3:09 Vandenburg covers surveillance camera with a towel

3:26 towel falls and several athletes are seen interacting

June 23 Coach flies home and has team meeting telling them to "take this seriously"

June 24 or 25 Texts that describe the attack between two players. Five men meet at a Popeye's to discuss the case.

4 players total indicted, several additional players listed as witnesses and 2 other outside persons charged with tampering with evidence.

15

OBJECTIVES

- To begin identifying the multiple places people witness harmful behavior and how intervening could help using a real life scenario.
- To get them thinking about safe and positive ways to intervene so they can overcome previously defined obstacles.

OVERVIEW

Briefly take them through the timeline and afterwards ask them to consider who were bystanders and what they could have done to become active bystanders.

TEACHING POINT: For Freshmen audiences ask why they think people didn't act and how they could have overcome those barriers.

For Senior and Grad audiences ask how this was a lost leadership opportunity.

For fraternity or athletic audiences: Ask why the other teammates participated? How could you convince another frat brother or teammate to not go along with harmful behavior? What is the cost to the whole team/the fraternity?

YOUR IDEAS:

SLIDE 16 Tools for intervening....**5 steps of being an
active bystander**

1. Notice that something is happening
2. Recognize something is wrong and needs intervention
3. Take personal responsibility
4. Know how you can help
5. Take Action

-Darley, J. M., & Latané, B. (1968).

**OBJECTIVES**

- To understand what are the steps to becoming an active bystander.

OVERVIEW

Explain the steps people go through in order to decide to intervene.

YOUR IDEAS:

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Slide 17 What are the 3 D's of bystander intervention

What are the 3 D's of bystander intervention?

Edwards
2009.

OBJECTIVES

- To introduce the idea of bystander intervention tools.

OVERVIEW

This is a transition slide to breaking down the 3 D's: direct, distract, and delegate

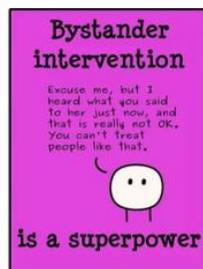
YOUR IDEAS:

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SLIDE 18 Direct

Direct

Let the person know
that their actions
are not ok.



OBJECTIVES

- To explain the direct bystander intervention technique.

OVERVIEW

The goal here is to get them to give examples they feel they could do for each of the three Ds. Let them give examples that would work for their life. Be sure to ask them to give you examples for various scenarios and get beyond the bar. For example, how does Direct look at a workplace versus a bar? Ask how to intervene at work (maybe sexual harassment), how to intervene at a party or bar, how to intervene when someone makes an inappropriate comment (jokes, victim blaming, “ism” comments), or how to make institutional change by getting involved in campus student leadership or working with community stakeholders in your rural or religious community.

EXAMPLE

STATE: So if we are going to fix something we need to make sure we have the right tools to fix it. Active bystanders have three great tools to help them intervene safely.

STATE: Let's start with...1. Direct! A direct intervention would involve approaching either person and saying something about the situation:

EXAMPLES IF YOU NEED TO GET THEM STARTED TALKING:

- In the bar/party trying to take a drunk person home: Approach both parties and say to the aggressor, “Hey, s/he looks pretty drunk why don’t you get their number and call them tomorrow?” or say to the targeted person, “Hey, where are your friends (if you don’t know them) or hey it’s time for us to head out...”
- Sexual Harassment - making lewd comments in class or at work: IF YOU KNOW THE PERSON, “Knock it off Smith, you’re acting like a jerk.” IF YOU DON’T KNOW THE PERSON you can change the topic and explain to them later about why it’s a problem. You can make a joke, “wow that was inappropriate” and change the topic.

SLIDE 19 Distract

Distract



INTERRUPT the situation

- ▶ Spill your drink
- ▶ "Who wants to watch TV?"
- ▶ Use humor
- ▶ Change the subject

Do something to change the focus of the situation so that the victim can leave the situation.

OBJECTIVES

- To explore the different intervention techniques and give examples of each.

OVERVIEW

The goal here is to get them to give examples they feel they could do for each of the three D's. Let them give examples that would work for their life. Be sure to ask them to give you examples for various scenarios and get beyond the bar. For example, how does Distraction look at a work place versus a bar? Ask how to intervene at work (maybe sexual harassment), how to intervene at a party or bar, how to intervene when someone makes an inappropriate comment (jokes, victim blaming, "ism" comments), or how to make institutional change by getting involved in campus student leadership or working with community stakeholders in your rural or religious community.

EXAMPLE

STATE: So if we are going to fix something we need to make sure we have the right tools to fix it. Active bystanders have three great tools to help them intervene safely.

2. Distract You distract the parties, separate them, and stop the behavior

EXAMPLES IF YOU NEED TO GET THEM STARTED TALKING:

- In the bar/party trying to take a drunk person home: IF YOU KNOW THE PERSON approach them and ask to join in the fun, ask if you can come along/have a ride/take them out to eat.
- Sexual Harassment – one person is cornering the other and isolating them IN THE WORKPLACE/CLASSROOM/RESIDENCE HALLS: Approach either person and ask them to step away. For example, "Can you help me out with something?" or "So-in-so is looking for you."

YOUR IDEAS:

SLIDE 20 Delegate

Delegate

Have someone get help.
Ask someone to intervene for you.
Team Work!



OBJECTIVES

- To explore the different intervention techniques and give examples of each.

OVERVIEW

The goal here is to get them to give examples they feel they could do for each of the three Ds. Let them give examples that would work for their life. Be sure to ask them to give you examples for various scenarios and get beyond the bar. For example, how does Delegate look at a work place versus a bar? Ask how to intervene at work (maybe sexual harassment), how to intervene at a party or bar, how to intervene when someone makes an inappropriate comment (jokes, victim blaming, “ism” comments), how to make institutional change by getting involved in campus student leadership, or working with community stakeholders in your rural or religious community.

EXAMPLE

STATE: So if we are going to fix something we need to make sure we have the right tools to fix it. Active bystanders have three great tools to help them intervene safely.

3. Delegate You don't have to intervene alone, find others who can help
 - In the bar/party trying to take a drunk person home: Find friends to take the potential victim or perpetrator out of the situation or get a bouncer or bartender to help.
 - Sexual Harassment in the WORKPLACE/ CLASSROOM/RESIDENCE HALLS: Talk to the perpetrator's friends, the survivor's friends, get help from other sources such as:
 - **COLLEGE:** talk to a professor or residence advisor
 - **RURAL/RELIGIOUS COMMUNITIES:** talk to a supervisor, talk to a religious leader, get family involved, etc.

YOUR IDEAS:

SLIDE 21 Let's Practice**Scenarios****Let's Practice!!****OBJECTIVES**

- To explain the following scenario based activity.

OVERVIEW: Explain to your audience you will now give them the opportunity to practice by using real life scenarios. You will read the scenario and have them tell you:

- What's the potential problem?
- Why should you intervene in this situation? Or why are you responsible for intervening?
- What could you say or do?
- Who else can help?
- How can you support the target of the harm?
- What are resources you can give to the target of the harm?
- What can you say to the perpetrator of the harm to stop the behavior?
- What can you do to support change community wide?

TEACHING POINT: You can make this activity a group one if there is less than 30 in the workshop. Walk everyone through the first scenario so they get a chance to practice as a group then break them up into smaller groups to brainstorm solutions together. A group activity sample worksheet is in Appendix C

YOUR IDEAS:

SLIDE 22 Let's Practice

Let's Brainstorm together.....

You are out of town visiting a friend. She is hosting a party in honor of your visit. At some point during the evening you notice someone across from you that seems really drunk. One person in particular, someone calls them Chris, is paying them a lot of attention and is walking over to them with drink after drink. You do not know either of these people. You are not sure if they are together or if they even know each other. Chris starts moving the drunk person towards the door.



OBJECTIVES:

- To use scenarios to build intervention skills.
- To give the participants the opportunity to practice intervention skills.

TEACHING POINT: Don't accept "I'd intervene" as an answer without the details of why they would intervene and how they would act. Both characters are gender neutral in order for you to be able to have a conversation about male survivors, women perpetrators, and considering if and how the gender of the players matters in choosing their intervention strategy.

DO: Read the scenario.

EXAMPLE:

READ: You are out of town visiting a friend. She is hosting a party in honor of your visit. At some point during the evening you notice someone across from you that seems really drunk. One person in particular, someone calls them Chris, is paying them a lot of attention and is walking over to them with drink after drink. You do not know either of these people. You are not sure if they are together or if they even know each other. Chris starts moving the drunk person towards the door.

ASK: Who thinks an intervention is necessary?

- Why or why not?
 - Did you assume gender for either person?
 - Who assumed the drunk person was a woman and who assumed Chris was a man?
- What would you do, if anything, at this point?
 - Does the gender of the victim or perpetrator change how you intervene and if so, how?
 - How would you intervene with the potential victim versus how would you intervene with the potential perpetrator of harm?
- What are your resources?
- Who else can help?

DO: Get as many examples as possible. Get examples that highlight intervening both with the

perpetrator and the victim.

TEACHING POINT: There is a modified version for colleges in the supplemental PowerPoint. There is also a modified version that lists the aggressor is a man and the victim is a woman. For rural/religious groups, depending on how conservative your group is, you may want to utilize the scenario where the genders are stated. Then ease them into a conversation asking them to consider the scenario with the genders reversed (or changed), and if and how that change impacts the situation.

YOUR IDEAS:

DRAFT Do not reprint

SLIDE 23 What would you do?

What would you do?

- Bob, your friend and coworker has been telling you for months about another coworker, Sarah, he is interested in. They went on a few dates but it never went anywhere. She just started dating another co-worker. He says she's played around with him long enough.
- The following week he tells you he's "had it with her lies and BS". Later that day he messages you and sends you pics of a txt conversation he's had with her:
 - *Bob: I thought you liked me, clearly you prefer to sleep your way to the top*
 - *Sarah: I'm sorry you're so upset but this isn't ok. Please stop.*
 - *Bob: How do you live with yourself knowing you are a liar. Does he?*
 - *Sarah: Please stop. I am trying to do my job and this is very out of control. Please don't do this during work hours.*
 - *Bob: You should have thought of that before you acted like such a lying slut*



OBJECTIVES:

- To use scenarios to build intervention skills.
- To give the participants the opportunity to practice intervention skills.

TEACHING POINT: Don't accept "I'd intervene" as an answer - ask how.

DO: Read the scenario in two parts. Give them a chance to intervene at every step in the scenario. There are three animations on this page.

EXAMPLE:

READ: Bob, your friend and coworker, has been telling you for months about another coworker, Sarah, he is interested in. They went on a few dates but it never went anywhere. She just started dating another co-worker. He says she's played around with him long enough.

ASK: What's the potential problem?

ASK: Who thinks an intervention is necessary?

- Why or why not?
- What would you do, if anything, at this point?
- If Bob's target is a woman, Transgender, a man, or non-gender-conforming does that change our answers?

DO: Get as many examples as possible. Get examples that highlight intervening both with the perpetrator and the victim. Then click to the next part of the scenario.

READ: The following week he tells you he's "had it with her lies and bullshit". Later that day he messages you and sends you copies of a text conversation he's had with her:

- *Bob: I thought you liked me, clearly you prefer to sleep your way to the top*
- *Sarah: I'm sorry you're so upset but this isn't ok. Please stop.*
- *Bob: How do you live with yourself knowing you are a liar. Does he?*
- *Sarah: Please stop. I am trying to do my job and this is very out of control. Please don't do this during work hours.*
- *Bob: You should have thought of that before you acted like such a lying slut*

ASK: Now who thinks an intervention is necessary?

- Why or why not?
- What would you do, if anything, at this point?
- What are your resources?
- Who else can help?

DO: Get as many examples as possible. Get examples that highlight intervening both with Bob and Sarah.

TEACHING POINT: There is college appropriate version of this in the Supplemental PowerPoint materials. The gender of the perpetrator is assumed to be male or masculine. The gender of the victim is unknown - discuss the different assumptions we make with gender and how that can blind us to feeling an intervention is necessary or create different victim blaming reactions. For example, would a woman get more victim blaming for having supposedly slept around than a male victim? A faith based or more conservative version is also made available without cursing.

YOUR IDEAS:

DRAFT Do not reprint

SLIDE 24 What would you do?

What would you do?

- You and some other volunteers are working on reorganizing a community food pantry. One of the women who helped organize the day comes in to see how things are coming along. She starts talking to another volunteer about something she overheard about one of the staff at the food pantry. She says, "I'm not saying the girl's a liar, all I am saying is a she shouldn't have gotten herself into that situation in the first place. You've seen how she dresses and carries on, and honestly I don't mean to sound like a racist, but you know how those people act." The other volunteer responds, "I just hope she's telling the truth and doesn't ruin some poor guy's life over a misunderstanding." You see a few people seem uncomfortable with the conversation.



OBJECTIVES:

- To use scenarios to build intervention skills.
- To give the participants the opportunity to practice intervention skills.

TEACHING POINT: Don't accept "I'd intervene" as an answer - ask how.

DO: Read the scenario.

EXAMPLE:

READ: You and some other volunteers are working on reorganizing a community food pantry. One of the women who helped organize the day comes in to see how things are coming along. She starts talking to another volunteer about something she overheard about one of the staff at the food pantry. She says, "I'm not saying the girl's a liar, all I am saying is a she shouldn't have gotten herself into that situation in the first place. You've seen how she dresses and carries on, and honestly I don't mean to sound like a racist, but you know how those people act." The other volunteer responds, "I just hope she's telling the truth and doesn't ruin some poor guy's life over a misunderstanding." You see a few people seem uncomfortable with the conversation.

ASK: What's the potential problem?

ASK: Who thinks an intervention is necessary?

- What is the problem?
 - Are there multiple issues? Probe for the victim blaming, gossip, and the "those people" comment.
- Why or why not?
- What would you do, if anything?
- What are your resources?
- Who else can help?
- Who is negatively affected?

TRANSITION OUT:

STATE: Hopefully you can see that there are a lot of different ways we can all intervene to stop the violence beforehand and change the culture to support survivors and hold perpetrators accountable. Intervening earlier—before the violence starts—is easier.

Speaking up to support survivors helps other survivors come forward and get help. Holding perpetrators accountable reduces violence and the number of hurt people in your community.

TRANSITION

STATE: In the end this all really boils down to this:

TEACHING POINT: There are **RURAL/RELIGIOUS, COLLEGE GENERAL, COLLEGE SORORITY** and **COLLEGE FRATERNITY** versions in the SUPPLIMENTAL POWERPOINT materials you can swap in when appropriate.

YOUR IDEAS:

DRAFT Do not reprint

SLIDE 20 Contact info

Thank you!!

More Questions? Give us a shout!

YOUR AGENCY HERE
615-386-9406

YOUR NAME HERE
YOURNAME@AGENCY.org



STATE: Because in the end it's simple...if you see someone getting hurt on your watch keep doing something until no one is getting hurt on your watch. If not, carry on and stay vigilant. That's all we are really asking here today. Remember harm comes in many forms: rumor, myths, misinformation, verbal abuse, physical abuse, etc.

DO: Make your own closing in connection to your discussion.

Example:

Listen, here's the simple truth: You all have important roles in your community and we are counting on you to lead the way. When you leave here, we are asking that you spread the word. Right now you probably have more training on this issue than most people. We are counting on you to lead the way in creating change in your community. You will be the ones setting the example and leading the way to a more respectful, supportive, and caring community. This is one of those, "With great power comes great responsibility" situations. People are watching what you do, and if we get enough people doing the right thing we can really change the world. Go out and lead the way!

YOUR IDEAS:

APPENDIX A

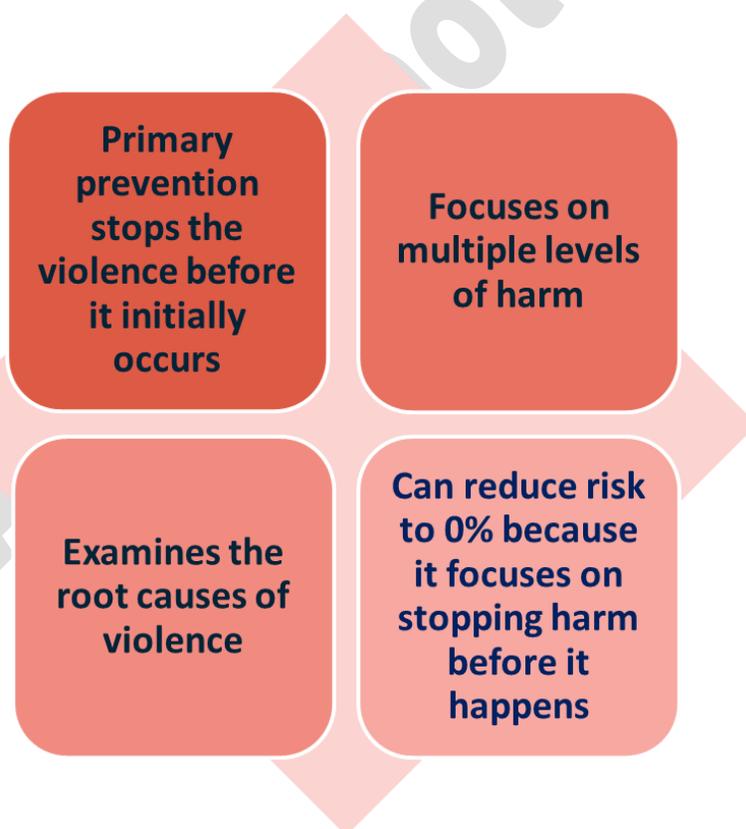


WELCOME TO THE PREVENTION TEAM!

What is prevention? (CDC)

- Primary Prevention is designed to prevent disease from occurring in the first place.
- Secondary Prevention aims to find and treat disease early.
- Tertiary Prevention intends to manage disease.

Why the focus on prevention education?



Bystander Intervention is Primary Prevention

A bystander is anyone with knowledge of a situation, whether happening in the past, present or future and with the power to do something about it. Bystander interventions happen at all levels of influence: personal, interpersonal, group and systemic.

What focus on Bystander Intervention?

- Bystander interventions are focused on stopping multiple forms of oppressive, abusive or violent behavior
- Can be focused on stopping the negative or harmful behavior as well as supporting the victim and risk reduction strategies
- Can create community rather than divisions
- Can be based in a cultural change model
- Focused on the safety of people of all spaces and identities
- Can be a multi-level response that not only reduces harm but can change community standards

What are the problems we have faced teaching risk reduction as prevention?

- They usually do not reduce our risk to zero
- Are not always based in fact
- Are usually focused on stranger danger
- Often based in racist, classist, ableist stereotypes
- Can promote victim blaming
- Can be isolating and depressing
- Usually only focused on cis-women - where does this leave cis-men and non-gender conforming or Tran folks?
- Does not focus on the perpetrator and ways to stop the behavior before it starts

Campuses have been successfully using bystander intervention programs to reduce negative attitudes and increase incidents of pro-social bystander helping behaviors. (Banyard, Plante, & Moynihan, 2004; Berkowitz, 2002; DeKeseredy, Schwartz, & Alvi, 2000; Foubert, 2000; Foubert & Marriott, 1997; Katz, 1994; Slaby & Stringham, 1994). Banyard et al (2007) found using an experimental design that participants in the bystander education condition, where participants had 1-3 bystander education classes, showed improvements in attitude, knowledge and behavior while the control group, no bystander education, did not.

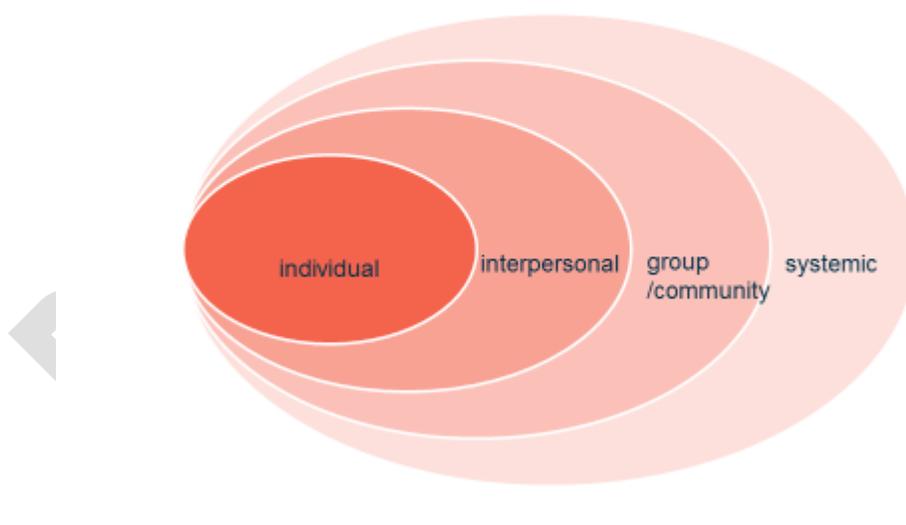
We approach teaching bystander intervention and anti-violence education as a moral/ethical issue rather than from a legal one. Rape is against the law because it is wrong, not the other way around. Being an intervener is about making your community one that is accountable, ethical, empowered and safer for all, not just some. As a moral/ethical issue it is about treating others with respect, valuing others right to live free of violence, not hurting others, resisting selfishness, respecting boundaries, listening and responding and acting with mutuality.

Bystander intervention is also an effective secondary prevention tactic. It can be an effective way to teach how to respond to and support survivors, as well as how to hold perpetrators of violence accountable and reduce the risk of reoffending.

The problem is that in the current incarnation of many bystander intervention programs we concentrate only on stopping the immediate threat in the bar or at the party, which is akin to tertiary prevention. Tertiary prevention stops the immediate harm one person at a time but often neglects to discuss how to create change on all levels of influence. We propose creating bystander intervention education that is rooted in social ecological theory of change.

The social-ecological model is a public health model that suggests multiple levels for reducing community violence (Dahlberg et al 2002, Fielding, Teutsch, Breslow 2010). Addressing the issue of sexual violence from four levels of social influence, the individual, interpersonal, group/community and systems/societal levels is essential for creating sustainable cultural change (Dahlberg et al 2002, Fielding, Teutsch, Breslow 2010). This means bystander intervention effects change in the person: the person who intervenes, the person who observes an intervention and the person who is the recipient of an intervention are all affected. Additionally, we must supply tools for individuals to complete successful interventions. Interpersonal interactions are at the root of classic bystander intervention; conversing with friends, helping out a stranger in crisis, asking a coworker to stop using bias speech etc. Group interventions are community responses such as advocacy and anti-violence centers, activist groups or neighborhood wellness initiatives. And finally, systemic bystander intervention effects change on a systems level as seen through national policy recommendations, laws, media and other systemic responses that affect change on the systems level.

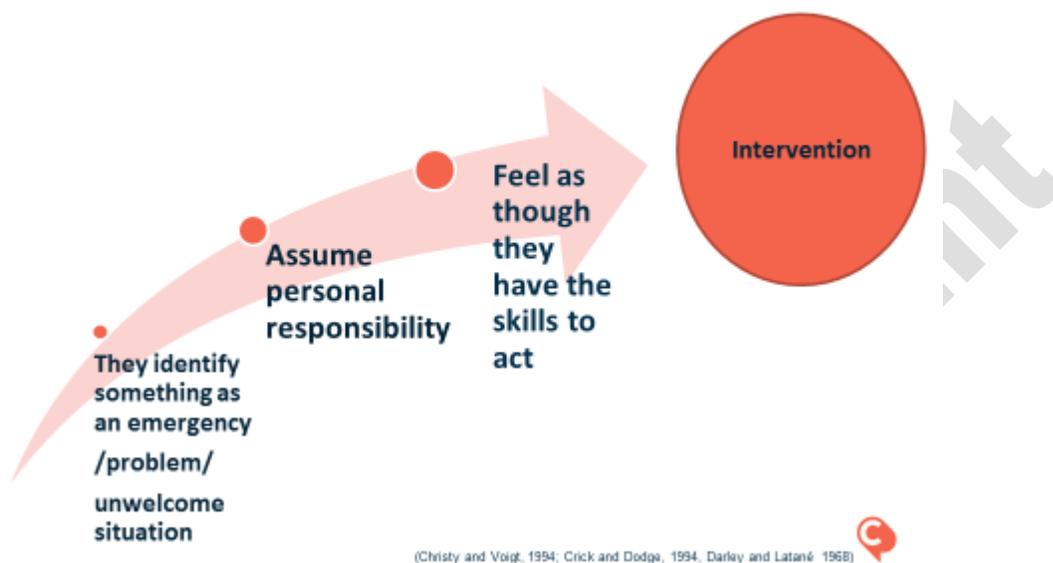
THE SOCIAL-ECOLOGICAL MODEL: A FRAMEWORK FOR PREVENTION [DAHLBERG ET AL 2002]



The first step in understanding bystander intervention is discerning what the decision making process is for people when confronted with a situation which requires intervention. In 1968, Darley and Latane introduced the five steps that bystanders must move through before they are able to take action: bystanders must first recognize the event as something that may lead to violence;

second they must consider whether the situation is an emergency that demands action; followed by the decision on whether they are personally responsible to act; once responsibility is established they must believe they have the skills to act and choose the form of assistance they will use; and finally they must understand how to safely execute the act and then act.

THE RESEARCH SHOWS THAT BYSTANDERS INTERVENE WHEN:



There are multiple psychological barriers to intervention that people may face that is critical for educators to understand, anticipate, and unpack.

EVALUATION APPREHENSION

COTTRELL, N.B. (1968)

- When faced with a high risk situation, individuals are reluctant to respond because they are afraid they will look foolish or misinterpret what they are seeing.
- What is the solution to overcoming this barrier?

DIFFUSION OF RESPONSIBILITY (DARLEY AND LATANÉ (1968))

- “Somebody else’s problem”
- Diffusion of Responsibility occurs when someone incorrectly assumes that someone else will call, say something, or physically respond in some way to a harmful or potentially violent situation
- More people, less intervention
- What is the solution to overcoming this barrier?

PLURALISTIC IGNORANCE (DANIEL KATZ AND FLOYD H. ALLPORT (1931))

- Byproduct of "groupthink"
- When you hold an opinion that something is wrong, but you are convinced that everyone else thinks that it is acceptable
- What is the solution to overcoming this barrier?

MYTH ACCEPTANCE AND BIAS

- Belief in myths about sexual violence can keep us from knowing when to act
- Bias & stereotype belief block helping behaviors
(Gaertner, Samuel L.; Dovidio, John F. 1977)
- Multi-level harm: Can block intervention in the moment and keep survivors from receiving fair and accurate support response
- What is the solution to overcoming this barrier? 

WHAT CAN WE DO TO OVERCOME THESE BARRIERS?

- Get educated
- Self Evaluation
- Trust your gut
- Check in with others not involved
- Check in with people involved 

In order to lower barriers, teach helping tools, and encourage responsibility we need to create dialogical programming that is active and engaging. Lecture style programming does not provide the opportunity for learners to problem solve and make the learning applicable to their own lives like dialogue does. Dialogical learning is particularly applicable to teaching social justice issues (Freire, 1970). Adult learners in particular prefer dialogical learning with scenarios that enable them to skill build (Knowles, 1984). Many of us are not used to this style of teaching so we have provided facilitation tips at the end of this bystander overview.

Tools for intervening

LET'S GET BEYOND THE BAR

- Intervention education needs to get beyond point of impact scenarios
- Intervention education must understand where our audiences are and what's at stake for them
- Intervention education must consider real life situations and real life solutions
- Intervention education must be comprehensive

BYSTANDER TECHNIQUES

(BRINGING IN THE BYSTANDER, MVP, 1 IN 4, GREEN DOTS, ALAN BRIKOWITZ, CATHARSIS PRODUCTIONS)

- Direct:
 - you step in, directly, to intervene
- Distract:
 - You distract the parties, stop the behavior and address the problem separately
- Delegate
 - You don't have to intervene alone, find others who can help

SPECIFIC, RELATABLE AND REALISTIC

Programs and interventions must be specific to audience (Schewe 2002, Nelson 2005)

- Know your audience and their resources
- Know your audience and their fears and concerns
- Create scenarios that are relatable to the community you are teaching
- Remember that there is not one “correct” strategy
- Encourage multiple ideas on how to intervene
- Encourage peer-to-peer learning

Print



The following are tips for facilitating dialogue.

Some general rules for facilitating dialogue:

- Establish rules of engagement from the start:
 - What will be the rules for discourse in your group?
 - Will you raise hands or is verbal indications for speaking ok?
 - Have you established rules about bias speech?
 - How have you created a welcoming environment?
- Encourage open and respectful dialogue:
 - You cannot guarantee everyone will feel safe in the conversation, but you can guarantee that you will be respectful of their thoughts and that they need to also be respectful of you and each other.
 - As the facilitator, it will be your job to disrupt and reframe disrespectful dialogue.
 - You are a bystander in your own presentation, and as such you must model positive responses to disrespectful dialogue and correct misconceptions and rape myths.
- Use active listening skills to make sure you understand what is being said:
 - Paraphrase - Paraphrasing means repeating the essence of what a participant has said in order to make them feel understood.

- Clarify/Check for meaning - Sometimes people are not as good as others at communicating their ideas. Checking and clarifying what was said keeps us from misunderstanding and ensures that our participants are being heard. We can't get to the heart of the matter when we don't know what people are thinking.
- Summarize - Summarizing helps us keep track of the conversation, can be utilized as another great tool for clarifying what's being said, and provides us with a method for reiterating important points of our conversation.
- Give participants time to answer rather than asking three different questions quickly in a row to fill the silence.
- Remember that peer-to-peer learning is important:
 - Ask for other participants to respond to negative or challenging comments.
- Do not over utilize one or two participants:
 - If only a few people control the discussion the rest of the participants may shut down or be disengaged.
- Physicality: Do not touch any of the participants as you move about the room. Even a well-meaning gesture as a pat on the shoulder can be alarming to a survivor who may be having heightened sensory awareness brought on by the topic content.
- Correct victim blaming, rape myths, bias speech, and other objectifying language:
 - Need help with identifying these? Talk with your community resources on how to identify and respectfully/thoughtfully respond to misconceptions and use of bias speech.
- Encourage multiple ideas on how to intervene:
 - Not everyone intervenes the same way, get a variety of examples so everyone hears something they can try!
 - Be sure to examine interventions beyond the bar, how your audience can respond to victim blaming, how they can volunteer or support programs like yours, and how they can support statewide systemic efforts. Brainstorm solutions that work for their lives. Think creatively!

OK, ready to facilitate the conversation?

QUESTIONS

Every presentation will be different since every audience will be different. It is impossible to give you questions for every conceivable scenario but these should provide you the opportunity to have a conversation that provides everyone in your audience the opportunity to share and learn from others. You can use their answers to guide you, creating questions specific to that conversation or proceed with the ones you preselected. Every bystander presentation should provide a conversation that covers the following:

- What's the potential problem?
 - Your audience can not intervene unless they can identify what the issue or problem is.
- Why should you intervene in this situation? Or why are you responsible for intervening?
 - We do not intervene unless we feel responsible for intervening. Getting people to discuss why they believe they should, and why they believe it's their responsibility helps make it real.
- What could you say or do?

- Just as we run roleplays in training for advocates, so too we should have our audiences practice intervening in a low stakes learning environment.
- Who else can help?
 - Intervention is not something we have to do alone, remind your audience of that reality and help them identify who their allies or helpers are.
- How can you support the target of the harm?
 - Practice intervention as a way to protect survivors from further harm by helping your audience figure out ways to support survivors.
- What are resources you can give to the target of the harm?
 - Make sure they know what resources are available in your community.
 - Be sure you know the resources for every contingency: where is the place to report bias crime, workplace violence, sexual harassment, bullying, etc.
 - Also provide resources for systemic change, who do they call or email?
- What can you say to the perpetrator of the harm to stop the behavior?
 - How can they confront this person without putting themselves at risk?
 - How can they talk to a friend who is using bias language, spreading misinformation and rape myths, perpetrating abuse, etc.
- What can you do to support change community-wide?

Make your questions specific for the group you are teaching. For example, if you are teaching on a college campus specifically on sexual violence.

Examples of questions you may ask on a campus:

1. How can you support survivors on your campus?
 - a. What can you say to someone who tells you they were raped (see information below)?
 - b. How can you get involved on campus to help support survivors of sexual violence?
 - c. What can you do in your residence hall to show support for survivors?
2. How can you hold perpetrators of harm accountable for their actions on your campus?
3. What can you say to someone who tells you they forced someone to have sex?
4. What can you do to correct someone making a victim blaming statement (give an example for them to respond to)?
 - a. EXAMPLE OF VICTIM BLAMING: She should have known what would happen if she went home with him.
 - b. EXAMPLE OF VICTIM BLAMING: It can't be rape because men or Trans people can't be raped; you can't rape the willing.
5. What can you do to correct someone spreading false and misinformation about rape or sex (give an example for them to respond to)?
 - a. EXAMPLE OF FALSE/MISINFORMATION: It's not rape if both parties are drunk.
 - b. EXAMPLE OF FALSE/MISINFORMATION: Sometimes you have to force someone into doing something you know they really want to do.
6. What can you do to correct someone making a bias statement/rape myth about sexual violence (give an example for them to respond to)?
 - a. EXAMPLE OF BIAS SPEECH/RAPE MYTH: Everyone knows she's a slut so....
 - b. EXAMPLE OF BIAS SPEECH/RAPE MYTH: I can't believe he did this, this is Chris, not some sketchy dude from the ghetto.
7. What can you do to stop someone trying to take an incapacitated person home?

- a. Get as many examples as possible so everyone hears something they can realistically and safely accomplish.
 - b. Encourage group interventions for safety reasons, discourage violent reactions.
8. YOUR QUESTION IDEAS HERE:

Examples of questions you may ask in a rural or religious community:

1. How can you support survivors in your community/house of worship?
 - a. What can you say to someone who tells you they were raped?
 - b. How can you get involved in your community/in your house of worship to help support survivors of sexual violence?
2. How can you hold perpetrators of harm accountable for their actions in community/house of worship?
3. What can you say to someone who tells you they forced someone to have sex?
4. What can you do to correct someone making a victim blaming statement (give an example for them to respond to)?
 - a. EXAMPLE OF VICTIM BLAMING: She should have known what would happen if she went home with him.
 - b. EXAMPLE OF VICTIM BLAMING: It can't be rape because men or Trans people can't be raped; you can't rape the willing.
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 - a. Get as many examples as possible so everyone hears something they can realistically and safely accomplish.
 - b. Encourage group interventions for safety reasons, discourage violent reactions.
8. YOUR QUESTION IDEAS HERE:

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Appendix B

Swap these out on the PowerPoint and utilize the same follow up questions and add your own!

GENERAL:

You have noticed that a good friend of yours treats her boyfriend badly. She constantly puts him down, even in public, and insults him for what he is wearing, yells at him for “always getting it wrong”, and flips out if he talks to other women, even friends and family. Today you are with them at the movies and you hear her say, “you are such a moron, who else but me would put up with your stupidity?”

Your community softball team just won a major game and you are headed to the league playoffs in a few weeks. Everyone is headed over to coach’s house for a celebration. Several team members have brought friends. You overhear a group of your teammates rating the women that have come to the party. You over hear one of them say “total butterface, too bad”

You are at Kroger with a group of friends. Among your friends is your best friend and his boyfriend. They are two aisles over and you hear your friend yelling at his boyfriend. This is not the first time you have heard them fighting. Your friend starts yelling obscenities at his boyfriend and you hear the boyfriend say “you are scaring me, please calm down”.

COLLEGE:

You are hanging out with some friends in the commons area in your residence hall - there are a bunch of other folks from around the building that you kind of know sitting in a chair cluster next to yours. You notice a woman you know from your floor is part of that group and she waves at you and smiles. The two groups begin to intermingle and you notice the woman from your floor looks around the room and says, “What do you tell a woman with two black eyes? Nothing, you already told her twice.” You look around, her friends seem uncomfortable (one in particular looks really upset) but no one says anything. She says “come on – guys lighten up I’m kidding.”

You are at a frat party with some of your sorority sisters. You didn’t want to go, but attendance was mandatory because it is being hosted by your brother Fraternity. You are anxious because the last two times you have partied with them you’ve noticed a couple of the new brothers, you’ve privately nicknamed the d-bag duo, messing with your new pledges. Tonight looks like it’s going to be more of the same. You see the duo trapping a new pledge between them and asking her if she was hungry, and if so what type of sausage would she prefer: linked or [insert frat name NOT associate with that college]

RURAL/RELIGIOUS

You are at a pancake breakfast sponsored by your church. You are walking by the kitchen and overhear fighting in the kitchen. You overhear someone say, “Please stop. You’re scaring me, please calm down.” Then you hear the crash noise, the sound of pans falling and the voice yells out, “sorry everyone, just an accident.”

You are at a local restaurant having dinner. You see John, your brother's friend, walk in and head over to a group of younger people at the bar. He buys them a round of shots. It's a small town so you recognize that one of the people in the group is your neighbor's daughter Rebecca. Rebecca is out celebrating her 21st birthday. John is a little older than the group, but you know that Rebecca works for him at the bank. You notice throughout your dinner that Rebecca is very drunk and John has bought the group several rounds. At one point she heads to the bathroom, falls, and laughs as she and her friends struggle to get her up. John comes over and says, "Next round is on me, y'all. Stay here, and I'll make sure she gets home safely."

DRAFT Do not reprint

Appendix C

SAMPLE GROUP WORKSHEET

SCENARIO HERE (this is just an example substitute for the one(s) you're using.)

You and some other volunteers are working on reorganizing a community food pantry. One of the women who helped organize the day comes in to see how things are coming along. She starts talking to another volunteer about something she overheard about one of the staff at the food pantry. She says, "I'm not saying the girl's a liar. All I am saying is a she shouldn't have gotten herself into that situation in the first place. You've seen how she dresses and carries on, and honestly I don't mean to sound like a racist, but you know how those people act." The other volunteer responds, "I just hope she's telling the truth and doesn't ruin some poor guy's life over a misunderstanding." You see a few people seem uncomfortable with the conversation.

1. What's the potential problem?
2. Why should you intervene in this situation? Or why are you responsible for intervening?
3. What could you say or do to help?
4. Who else can help?
5. How can you support the target of the harm?
 - a. Does the gender matter?
6. What are resources you can give to the target of the harm?
7. What can you say to the perpetrator of the harm to stop the behavior?
 - a. Does the gender matter?
8. What can you do to support change community wide?

APPENDIX D SPECIFIC AUDIENCES

COLLEGE GUIDE

Working with college audiences:

Working with college audiences can be some of the most challenging and also rewarding presentations you can have. This guide will provide you some information about what we know about college aged people and tips on the how to teach this topic to this audience. Colleges are not monolithic, they have different communities with different goals and concerns. This guide will provide an overview of college students in general, but it is not comprehensive since it is impossible to thoroughly cover such a diverse community. To that end you will also need to do some of your own research before working within different college communities. You will want to get a sense of where they are at and what they need from you in this presentation by at least the week or so before you present. There is a worksheet at the end of this guide to help you consider your audiences and provide guidance in working with your point of contact on campus.

The worksheet also covers questions you should ask yourself about your feelings and beliefs about this community. Many of us have preconceived ideas about the groups we work with based on both stereotypes and previous interactions we have had with that group. While it is not possible we can instantly clear that mental slate, we do need to consider how these notions and experiences are influencing our interactions in the classroom. This worksheet is a way to start considering what we are bringing into the classroom that may be a barrier to learning for us and our audience.

General advice for working with college audiences

1. Activating positive social norms for helping that are already inherent in their community is key. Research tells us that having established norms for helping in a community is key to activate bystander intervention. Show them that this is something they are already practicing in small ways every day.
2. Communicating with community stakeholders is key to understanding their community, values, social norms, and needs, as well as to gain buy-in from the folks with whom you are working.
3. Keep your focus on your goals: increasing bystander intervention, increasing access to support and helping services for survivors, and decreasing incidents of harm in that community.
4. If you use images in your slides make sure a college aged person has approved them first. Too often something we think is fun or cool is read as corny or dated by the audience.
5. Keep up to date on cultural references, even if you are not going to use them (and if it's not authentic to you, then don't). They will be impressed if you know their language/references. In general, don't reference TV/MOVIES/MUSIC older than two years unless it's a classic for their generation.
6. Keep on social media and app references. Most teenagers today are not on Facebook. Ask a teenager or college aged person which ones they use.
7. Road test your swag. Young people are not wearing rubber wrist bands anymore. More young adults take notes digitally than with pens, so pens might not be super useful. When in doubt about your swag materials, ask a young person!
8. When presenting to specific groups on campus (athletes, fraternities, sororities, nursing students, student government, etc.) you must do your homework ahead of time to find out what their community wants and needs in your presentation.
9. The influx of technology has created significant differences in the way their brains process information. Old style lectures with stats, myths, facts, and a heavy reliance on formal

lecture style presentations will not work. The PowerPoint is a tool, it is up to you to make the presentation dynamic, interesting, and relevant. You are the star, not the Power Point.

10. Finally, and most importantly, remember you can do this! Teacher self-efficacy (self-belief) is important to success. You were chosen to do this work because people believe you can do this, remember that when things get overwhelming. Believe in your abilities.

Freshmen/1st years:

- Research tells us that freshmen are less likely to intervene than their upperclassmen counterparts. There are a couple of hypotheses about this: 1) Freshmen are experimenting with alcohol more and drink more than upperclassmen; 2) Perhaps it is social anxiety because they don't know the social norms in their new environment and do not want to look foolish or have people dislike them for being a "cock block" or buzzkill, etc.
 - To help overcome the social norms fears: When there is a bystander program in place at a school, tell them that intervening is already a norm at the school. This is where getting stories of intervention from your POC beforehand will help you establish that bystander intervention is a social norm in their new community (see questions to ask before you present in the worksheet below).
- Freshmen have gone from a place of feeling the most powerful as high-school seniors to a place where they feel the least powerful - new college freshmen. This can make them feel vulnerable and want to immediately bond and find their place. Many of you remember or have witnessed the "insta- friends" phenomenon that happens over orientation weekends. During the first days together they will be intensely bonding with each other and becoming "best friends" with people within days or weeks.
 - Their desire to make friends quickly can work well in a bystander curriculum by encouraging them to care for each other and define themselves as leaders. Students want to help their friends, learning how to be intervenors can give them the tools to do that.
 - For example, you might ask, "have you made friends during your short time here? Can you imagine hanging out together, going to classes or parties together? That's great because school can be overwhelming - it's good to find folks who have your back and you theirs. That's all we are saying about BI, look out for each other, support each other, have their backs, and that they have yours. Seem reasonable?"
- According to the American Freshmen Report (AFR) - 2015 (<https://heri.ucla.edu/>), "nearly three-quarters (74.6%) of freshmen in 2015 consider helping others in difficulty to be a 'very important' or 'essential' personal objective." (pg. 15)
 - This is clearly in line with our active bystander objective and you can trigger this belief simply by asking them why it is important to intervene.
 - You can also ask them to think about the friends they have made this week. "Imagine that new friend needs help, can you be there for them? Can you support them? How?"
- Additionally, the AFR states, "More students than ever before indicate that becoming a community leader represents either a 'very important' or 'essential' life objective (39.8%)". Many students come looking for a fresh slate and are redefining aspects of their identity they want to change and becoming a leader may be part of their goal.
 - Talking about how they can be leaders and create the culture they want on that campus is important. Intervention is a way to be a leader and create real change.

- Institutional intervention is a way to be a leader and make lasting change on your campus. Institutional strategies include being part of student leadership and creating policy that supports survivors of interpersonal violence, showing up to town halls that are discussing new policies and giving input, and working with student life to bring anti-oppression programming to campus.
- The 2015 freshmen class was exposed to more activism and civic participation than their predecessors and it was reflected in the AFR data.
 - This does not mean you should use activist or in-group jargon in your talk, but it does mean you need to think about what options you share with them for who is a helper. Students, especially students of color, will potentially be more distrustful of police and not want that to be the go-to option when discussing delegate strategies.
- Finally, from the AFR “... [students] express strong commitment toward improving their understanding of other countries and cultures. Representing the greatest level of support for this item since we added it to the survey in 2002, nearly three in five (59.2%) rate this goal as ‘very important’ or ‘essential.’” (pg. 15)
 - Depending on the school, the freshmen may not have as much experience talking about sexism, racism, heterosexism, or classism. But clearly they see the importance of understanding cultures. One of the ways we do that is to correct myths, stereotypes, and misconceptions. Give them the opportunity to learn this in a respectful space and encourage peer to peer learning whenever possible. You will want to give them concrete examples to help guide this part of the discussion. Some of them may not understand it is racist to believe most perpetrators of assault are men of color. They might think this is a fact depending on where they grew up. So you can say something about that being a stereotype, and in fact most assault occurs within groups of the same race and class. Also ask where those stereotypes come from.
 - You can also use this as an opportunity to discuss why it is important to understand the experiences of others, which is in line with their priorities. For example, “how must it feel to have people believe this stereotype about you/your group? How can we intervene to change people’s ideas and correct misinformation?”
- **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. For example, a scenario where: the conflict is with their new roommate(s) in housing; they are at a party where they don’t know a lot of people; they are new to a social group or campus group/club, etc.

“Generation Z”.

- This age group follows Millennials. They are the current generation being born and is defining itself now. They are currently in high school and are freshmen starting this and next year. Characteristics of Gen Z (<http://genzgoestocollege.com/>) include being:
- COMPASSIONATE and OPEN-MINDED: This is here as a reminder for ourselves that sometimes our fears about a group overwhelm us and we put up barriers. We have already discussed the research about how freshmen want to help others and this is in line with that thinking and how to reach them.
- LOYAL: This is tricky as loyalty is both a positive and a negative. Their loyalty to friends may make them blind to problematic, harmful, and dangerous behaviors.

- This is why we need to have discussions about how to deal with a situation where their friend is the person potentially or actually perpetrating harm. Often times we only focus on direct interventions with the potential or actual victim, be sure to have them practice how they can talk to friends who are the ones objectifying others or committing harm.
- LOWER ATTENTION SPAN: Having so much access to technology all of their lives their brains have learned to think and process information differently. They are more visually stimulated than their predecessors and need variety in presentations. This group dislikes lectures. Be mindful with using images though, they are fast consumers and you will need to update consistently to keep up (Rothman PhD n.d.).
 - Mix it up for this group. You can make part of your presentation group activities - break them up and have them figure out how to respond to the scenarios as a group. You can use a handful of images - but be sure your language and images are current. If you cannot ask a Gen Zer to give you approval, think twice about using images.
 - This group also likes challenges. Make it a game, make teams and see who can come up with BI techniques the fastest. Have them work as a team to bust the myths - have them give you three reasons something is a myth in a speed trial - first to three wins a prize or candy.
- TECH FOCUSED: More so than Millennials, Generation Z reach for a smart device every seven minutes. Gen Z'ers are 25% more likely than Millennials to say they are addicted to their digital devices and 40% of Gen Z self-identify as digital device addicts (<http://www.huffingtonpost.com/george-beall/8-key-differences-between-b-12814200.html>) Gen Z folks are not on Facebook as much as Millennials or older adults so referencing FB will be passé -so don't. As outlined earlier, ask a young person in your life what apps or social media they use. Currently Snap Chat, Twitter, and Instagram are popular with young people.
 - Teenagers will occasionally have two Instagram accounts, a public one and one they call their "sinsta" that is private and usually has photos of drunk nights, drug usage, or photos of which their parents would generally disapprove. A scenario about how to intervene when a friend is slut shaming someone on their "sinsta" would be a helpful scenario.
 - Incorporate ways for them to use their prized possession - their phone, especially apps/social media. For example: they can call up a car service to help a friend get home safely, they can visit your agency's web page to get information on how to help a friend who has been hurt, and they can tweet to confront bias online.

College Students/Graduate Students

- College students are not as sexually active as many older adults believe. According to the National College Health Assessment (NCHA) (<http://www.acha-ncha.org/>), 74.9% of students have had zero or one sexual partners in the prior 12 months (spring 2016 report). This is important for us to know as practitioners so we don't go in making assumptions and continuing the stereotype. We also do not want to make folks who are not sexually active feel non-normative and causing those who are having more sex feel ashamed. Positive sexuality is the goal, busting myths that block intervention and contribute to victim blaming is what we are concerned with in our programs.
 - This stereotype of everyone having sex all the time is an important thing to bust because the idea that everyone is going home to hook up keeps students from

intervening.

- It can also create a situation where students will believe that flirting or kissing or making out always/naturally leads to sex even though that isn't always true. So if they see those behaviors beforehand, they are resistant to intervene on what they think is already or inevitably consensual, even if other red flags are present such as alcohol, using objectifying language, or manipulation and other coercive force. You need to correct this misconception that all sexual behaviors lead to sex while helping them to identify red flags.
- This mindset also creates victim blaming and continues the harmful spreading of sexual myths into the collective schema.
- College aged folks are already practicing bystander type behaviors you can tap into for your presentation. According to the NCHA, 87% say that when they “party” they have a designated driver and 86.9 % plan to “stay with the same group of friends the entire time drinking”. 42.1% “have a friend let you know when you have had enough” which is enough folks in your room that you can discuss that as a norm.
 - You can give these as examples of why they are already active bystanders and stress that active bystanders actually help keep the party going because they keep the space safe for all.
- Finally, from the NCHA, the majority of students are not regularly binge drinking. When asked the number of times they consumed five or more drinks in a sitting within the last two weeks, the majority (67.4%) answered either “N/A I don’t drink” (24.7%) or “none” (42.7%). This is important because students believe other students are partying harder, but most of the time they aren’t. Most drink four or less drinks when they go out but perceive that others drink far more.
 - Use this information as a way to talk about the difference between what we believe is normal and what actually is normal - if we see something that doesn’t ring true for our life we might want to check in to make sure all is ok. We also want to stress this because we can not only give drinking examples since not everyone will be exposed to that type of situation, but can still intervene along the continuum of harm to reduce sexual violence and oppressive attitudes on campus.
- Seniors and graduate students are becoming part of the adult learner community and will want you to provide reasons why this information will aid them in their potential careers.
 - Utilize aspects of Malcolm Knowles’ *Adult Learning Theory*
 - Adults are most interested in learning subjects that have immediate relevance and impact to their job or personal life.
 - As an example: If you are talking to a class of graduate students in the social work department, intervention scenarios that involve how to respond to victim blaming would be a helpful that works for them on multiple levels: 1) it is something they may encounter in their personal and professional life; 2) it helps them practice confronting someone in a measured and helpful way; 3) it gives them the opportunity to consider their own internalized blaming that could interfere with their work with survivors.
 - Consider which department they are from and how you can tailor your presentation to fit their needs
 - Adult learning is problem-centered rather than content-oriented (Kearsley, 2010). This is why utilizing appropriate real to their life scenarios for them to practice is key. The bystander scenarios should not be the shortest portion of

your presentation.

- **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. Examples may include: A scenario where the conflict is at their internship; they are at a party where their friend is the one perpetrating harm; they witness their advisor sexually harassing another student (graduate students are often first reporters on a college campus, often they are TA's or GAs for undergraduate classes); a scenario considering how to intervene when hearing racist sentiment overheard outside of their office; an incidence of homophobic harassment at a conference; or an incidence in a bar rather than a party.

Millennials (Born between 1982-2004)

- There has been a lot of bad press about this age group including stereotypes that they are lazy, entitled, and difficult to work with. If you are someone who holds this opinion you are not alone. Millennials themselves are critical of their generation, more so than any generation that came before them (Pew 2015), but holding negative thoughts about your audience will be counterproductive to your goal of getting them to buy into your message. This section will focus on how you can utilize general personality traits of this group in a positive way.
- **IMPACT:** In the research on this generation there has been an overarching theme - they want to make an impact. They want to make a difference and bystander intervention is a great way to do that.
 - Use words and phrases like: make your mark on campus, make a positive impact on campus/internship/work, etc., you can utilize BI to change things for the better.
- **OPTIMISTS:** Millennials are optimists, they are generally confident and positive people.
 - Discuss BI as an antidote to the “trust no one” messaging of risk reduction strategies. BI can bring communities together rather than create mistrust and division. Looking out for each other and supporting respectful spaces is hopeful.
- **HELPFUL:** 84% of millennial aged people agree with the statement, “knowing I am helping to make a positive difference in the world is more important to me than professional recognition.” (PEW 2015)
 - As with the other college aged groups, use language that will stimulate their natural orientation to help others. Active bystanders are helpers and intervening makes a positive difference in both the potential victim and also the potential perpetrator’s lives.
- **OUTSIDE OF THE BOX THINKERS:** Millennials don’t believe that you do something one way because it’s always been done that way.
 - Urge them to think of respectful and safe out of the box ways to utilize Distract techniques. For example, if you are at a bar with a friend who is drunk and is receiving negative attention from another patron, you could pretend to act like you are drunk and ask your friend to help get you home. Even though your friend is drunk and not really capable of helping, they will still want to help you and that’s the opportunity to get them out of the situation.
- **TECH SAVY:** Millennials are early adapters of technology and are plugged into multiple tech platforms.
 - Incorporate ways for them to use their prized possession - their phone! They can use it to check in with others if they are uncertain about a situation even if that person is across the room. They can call up a car service to help a friend get home safely. They can also visit your agency’s web page to get information on how to help a friend who

has been hurt.

- **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. Some possible examples include: a scenario where someone is victim blaming a friend online, a friend that is sending out unsolicited sexually explicit photos of themselves to people via SNAPCHAT, or overhearing someone using transphobic language to describe someone.

Fraternities/Sororities

A brief note about the Greek system. This section could be a whole training in and of itself. A lot of research has been done about fraternities and sororities and it is highly recommended to reach out to experts in that field. We advise starting with the research of Dr. Gentry McCreary. Because culture is so diverse, this section will primarily deal with the positive aspects of Greek culture that you can utilize in your training.

They will likely believe you have lots of stereotypes about them when you walk into the training. Greeks are currently feeling attacked in the media and by groups like ours. Starting your BI training with a Greek organization should probably address their fears and frustrations about this subject. You can talk about how you believe they are uniquely situated to change those stereotypes by implementing BI strategies within their organization. BI helps hold the small number of perpetrators of harm accountable, keeps folks from getting hurt, protects the chapter's reputation, and can help keep the party going for the rest of them.

A note about traditionally white versus traditionally black Greek organizations:

- Most of the stereotypes we hold about sororities and fraternities are about historically white Greek (HWG) culture. There are many important differences you need to be aware of before speaking to a historically black Greek (HBG) organization. In short:
 - HBG's do not host "keggers" and alcohol use is far less in an HBG than in a HWG group.
 - Often HBG groups rush later in the college life cycle. It is common not to rush until sophomore year. Additionally, HBG groups will accept new members in Grad school and folks in professional life.
 - HBG groups are also generally more philanthropic than HWG groups. Fundraisers are a very common occurrence.
 - All of this means that the scenarios you use with this community will want to consider these facts of their life. Include descriptions of step competitions, parties should not be focused around descriptions of "keggers", and include scenarios that discuss an issue regarding a fundraiser.
- **VALUES:** All Greek organizations have a values statement. Utilize the positive aspects of that for affirming why this issue is something their organization cares about and takes responsibility in responding to.
- **BROTHER/SISTERHOOD:** Greeks are loyal to each other which, as already outlined above, can be problematic. Sorority sisters have occasionally chosen to be loyal to the brother Fraternity rather than their sister when reports of sexual violence are made. Frame your

discussion in ways that make it clear you are asking them to be loyal to the group at large and not to allow one or two people to ruin the reputation and good standing of the whole. Your loyalty is to those in the group living up to the group's values.

- **LEADERSHIP:** Among the many social reasons folks join Greek groups is the leadership experience (Daley 2011). Greek organization members are generally more involved in campus activities than non-Greeks which means they can have both cultural and institutional influence.
- **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. For example, a scenario where the perpetrator of harm is a member of a brother fraternity, a scenario where the perpetrator is someone from within their own fraternity or sorority, or an example where a leader's communications to the group is laden with bias speech.

We hope this guide provides you some insights to how college aged people think, their experiences, and how to connect with them to create a better training for everyone involved! Often during presentations, we establish an "us versus them" mentality which blocks us from authentic dialogue and positive learning experiences on both sides. Search for areas of commonality between you and your audience. Remember most of these students have entered your training wanting to live and learn on a campus where they and their friends are safe from harm. Tell your audience that you are not here to blame them but rather to work with them to create a community that is supportive, respectful and safer for everyone. This is a central theme in your bystander presentation that is easy for most college community members to agree with and matches what they also want, if even if they have never articulated it before. You can do this, go forth and be awesome.

CAMPUS PRE-PRESENTATION WORKSHEET:

1. Who is my audience for this presentation (e.g., Greek life, athletics, student leadership, freshmen/1st years, etc.)?

2. What do I know about this campus?

3. What do I know about this particular group on campus?

4. What resistance do I anticipate from this group and what can I do to overcome it?

5. What are my negative stereotypes about this group that I need to be aware of/work on/process before I present to this group?

6. What are positive attributes about this group that I can use to make the learning more personal and positive for them?

7. Who can I talk to at this school to get insider information?

QUESTIONS TO ASK YOUR CAMPUS POC:

1. Are there any current issues that may come up in the training and to whom should I direct folks to if they have questions (i.e. recent assaults, hazing problems, sexual harassment issues, etc.)?
2. Are there any current bystander or other prevention campaigns running on campus that I need to know about? Can I get their logos/central messaging to imbed in my PowerPoint?
3. Are there any stories you have already collected/heard about of students intervening/looking out for each other/speaking up, etc.
4. Are there specific places students go to have fun/drink/party? If so what are they?
5. Are there specific ways students talk about dating/hooking-up/sex/assault on your campus that will help me understand their view?

ADDITIONAL QUESTIONS FOR SPECIFIC STUDENT GROUPS:

1. Has your group been mandated to this training? If yes, can you share the reason why so we can be better prepared to answer questions?
2. Does your group have any policies connected to this issue? Can I have a copy of that policy?
3. Do you have a mission, vision, or values statement? Can we see it prior to the presentation (fraternities and sororities will often have these)?

RURAL/FAITH BASED GUIDE

Working with rural or faith based audiences:

Working with rural or faith based populations can be some of the most critical work you do. These communities are largely underserved and have less resources than folks on college campuses or in larger cities. There is also often a large amount of resistance to our topic in these communities, which can often make them the most frustrating presentations to do. But when done right, you can forge strong reciprocal relationships that last for years. This guide will provide you some information about what we know about rural communities and tips on how to teach this topic to this audience. Because rural and faith based communities are not monolithic, they have different sub communities with different goals and concerns. This guide will provide an overview of trends in rural communities in general. It is not comprehensive since it is impossible to thoroughly cover such a diverse group. To that end you will also need to do some of your own research before working within different rural communities. You will want to get a sense of where they are at and what they need from you in this presentation the week or so before you present. There is a worksheet at the end of this guide to help you consider your audiences and provide guidance in working with your point of contact (POC).

The worksheet also covers questions you should ask yourself about your feelings and beliefs about this community. Many of us have preconceived ideas about the groups we work with based on both stereotypes and actual interactions we have had with that group. While it is not possible to instantly clear that mental slate, we do need to consider how these notions and experiences are influencing our interactions in the classroom. This worksheet is a way to start considering what we are bringing into the classroom that may be a barrier to learning for us and our audience.

General advice for working with rural or faith based folks

11. Research tells us that having established norms for helping in a community is key to activate bystander intervention (BI). Show them that this is something they are already practicing in small ways every day.
12. Communicating with community stakeholders is key to understanding their community, values, social norms, and needs, as well as to gain buy-in from the folks with whom you are working.
13. This is not a place to have a political debate. Keep your focus on your goals: increasing bystander intervention, increasing access to support and helping services for survivors, and decreasing incidents of harm in that community.
14. If you use images in your slides, make sure they are not adding to the stereotypes this population often has about this topic. Don't show sad white women in a corner. Don't utilize activist, social justice, or other politically affiliated images or slogans. Do incorporate images that positively reflect their community. Images of white women victims affirms a stereotype about who is at risk, and images or slogans that appear politically charged will cause you to lose them before you even start to speak. Finally, you can take quick snapshots of local landmarks with your phone and incorporate them into your presentation next time you are there.
15. Use statistics that are local to that group - this is critical. National statistics will be assumed to be from large cities, universities, or secular groups. Using the 1 in 5 statistic seems powerful, but they may have never had someone tell them they are a survivor – it's very easy for them to think of 5 women and then think, "well obviously this isn't happening here." Faith based leaders may think no one from their parish has ever said this is an issue,

- so it can't be a problem for their community. Get the local stats and only use those.
16. Find out what dress is appropriate. Dressing down may make you seem more accessible OR it can be seen as insulting or lacking respect. Check with the POC as a guide to that community's dress habits.
 17. If you are a member of that community, great. If not, do not try to pretend that you are. Being authentic is key. This is why getting a community member to vouch for you (the pastor, a local leader, etc.), and to introduce you, helps give you credibility. Additionally, you should develop that relationship to help give you a better understanding of that community and hence a richer presentation.
 18. Road test your swag. In impoverished communities, swag they can actually use will go a long way to getting people to use it and reference others. A lanyard might be useful for someone whose job requires an ID and less so for a training for church deacons. Everyone has use for umbrellas or t-shirts.. When in doubt about your swag materials ask your POCs what would be most helpful.
 19. When presenting to specific groups in the community—religious groups, first responders, local businesses, civic leaders, etc.—you must do your homework ahead of time to find out what those specific groups want and need in your presentation.
 20. Not everyone has equal access to technology, so presentations should be low tech and not overly reliant on references to tech items they may not have in their homes.
 21. Remember that not everyone in a small town, rural area, or faith based community is the same in their social or political orientation. Get to know them via their social media presence, by communicating with your POC, or hanging around a local gathering spot to get a sense of the community. Look for the places where your values and beliefs meet theirs.
 22. Finally, and most importantly, remember you can do this! Teacher self-efficacy (self-belief) is important to success. Believe in your abilities.

Rural or Faith Based audiences

- **“THIS DOESN'T HAPPEN HERE” ATTITUDES:** One of the biggest hurdles you will have to overcome in a presentation is the idea that sexual violence does not occur in rural or faith based communities.
 - It is critical to address this stereotype in your training or your audience will be thinking something along the lines of, “That’s important to know and all, if you live in a city/are not a [insert religious belief here]. But that sort of thing could never happen here.” Addressing this at the top of your presentation is critical to disrupt this thinking and open them up to the possibility that this could happen in their community. Having local stats and stories to back it up is essential to opening them up to the possibility that it happens in their town or faith community..
 - **SCENARIO SLIDES:** Using a locally based scenario seems like a good idea, but it will trigger the fear about everyone knowing everyone else’s business. Concentrate this learning point on the start of your presentation.
- **SOCIAL NORMS AND ATTITUDES ABOUT WHAT REALLY CAUSES ASSAULT:** Folks from more conservative or authoritarian mind sets will have a tendency to view the world through a just world lens. Just world theory is a belief that good things happen to good people and bad things happen to bad people. When people have a just world orientation they often

place blame for assault on the victim's character or behavior.

- The sort of victim blaming statements you may hear from people with a just world view are (not comprehensive):
 - If she had been a more modest dresser or if she had not dressed so provocatively she would not have gotten hurt in the first place.
 - She should have known what would happen if she got drunk.
 - She should not have been alone with the him in the first place.
 - Reframe that conversation away from the victim and focus on the values of someone who thinks their choices are more important than someone else's.
 - Employ your victim blaming busting skills to debunk the myths, but do so through dialogue rather than lecture.
- **EVERYBODY KNOWS EVERYBODY'S BUSINESS:** i.e. the lack of privacy, anonymity, and confidentiality in small towns and closed communities. This is both a barrier and gateway to intervention. First acknowledging the barrier:
 - When one feels the exposure of a small town they may be very committed to a "not my business" belief system hoping others will do the same for them. You can discuss this phenomenon when discussing why people don't intervene.
 - How can this be turned into a BI gateway to intervention? When discussing how to overcome barriers to intervention you can ask, "Do people in small towns often rely on each other more than in larger cities? For example, if someone gets sick at [list community business or hub] and they need to close how could that affect the rest of you? Connecting this to our talk today what is the potential cost to a small community like yours when even one person gets hurt? A cold or the flu is something we can recover from quickly; the toll of sexual violence takes far longer to heal. Additionally, in a small town or a closed community, like a church, you are likely to know the victim or the perpetrator of harm. As hard as it is to imagine someone we know perpetrating sexual violence, wouldn't you want to stop them before they hurt someone else? Get them help to not do this again. Conversely, knowing the victim can make you understand the very real cost this crime has on its victims."
 - Discuss the harm gossip does to the community and ask for examples. Stress that your training is a space of respect and one way we respect one another is holding confidences in the training and vowing to look out for each other afterwards.
 - **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. For example, a scenario where they know both the potential victim and perpetrator. Or a scenario where someone is gossiping about an incidence of sexual harassment perpetrated by church leadership.
 - **FAMILY/SUPPORT FOR OTHERS IN NEED:** Americans living in small towns and in rural areas will list family values and feeling good about being part of a community that supports each other as top reasons for living where they do. All religions have a core belief system with

messages of family and helping those in need.

- This discussion can take place while going over the slides on either “Why don’t people intervene” or “The five steps to intervention”. The point is to show them that they are responsible for looking out and helping others just as you’d wish someone would do the same for your loved ones.
- You can ask them to imagine someone they care about being stranded on the side of the road with a flat tire, their phone is dead, and they are just hoping someone comes by to help them. Can you imagine that scenario? How would you feel knowing dozens of your friends, coworkers, neighbors, fellow parishioners, and other community members drove by and did nothing to help? Even when that loved one makes it home ok, aren’t you frustrated and hurt that potentially dozens of people passed without offering a helping hand?
- **HARD WORK, RESPONSIBILITY AND TEAMWORK:** Rural and religious communities often feel hard work is the key to a successful life. Because of this, and because of lack of resources, folks in small and rural towns will depend on each other, value teamwork, and feel a responsibility to each other. This is especially true when your nearest neighbor is over a mile away and the nearest police station or hospital is dozens of miles away.
- Because of this you can stress the importance of looking out for each other so your community is stronger and healthier. What does it feel like to live in a community where you know people are looking out for you and the ones you love? How does that look in your day to day activity? How might that look considering the topic we are discussing today? What could you do to show your community you care for their well-being? Could you offer to drive a neighbor in crisis to the closest crisis center? Could you offer to give someone a ride home from a bar?
- **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. For example, a situation where they help a family member, friend, coworker, or neighbor get to the closest crisis center, or a scenario where they know both the potential perpetrator and victim.
- **FAITH:** It goes without saying that activating the values found in religious practice can work well in a bystander intervention curriculum.
 - Research has had mixed results regarding use of scripture as a motivator for helping acts so I would not heavily rely on that, especially if you are an out of group person. The values and social norms imbedded in religious texts and found in religious communities are what you want to stress. Focus on the values that are reflected in the social norms of that group. Telling stories of how the church/synagogue/temple/mosque has practiced positive interventions in the community and how many of them have participated in these is a good starting point. Is their religious group helping to feed those in need in the community? Are they providing child care? Have they hosted other trainings like this? All are moments of intervention that have been a positive good. Ask them to

- take that analysis to their personal lives. How can they act in ways that reflect their faith through helping others in crisis, working to reduce bias language, and working to increase positive helping behaviors in their community at large?
- When confronted with victim blaming in faith based communities, counter with a talk on values. You can remind them that there is no evidence that provocative clothing attracts violent behavior. Rather than focus our lens on the victim's choices, let's concentrate on the perpetrators choices. How does choosing to take advantage of someone who is vulnerable reflect a positive moral decision making process? Move the conversation to discuss how you can make moral choices to help vulnerable people, stop people from making harmful choices to hurt others, and support survivors of harm after the fact.
 - **SCENARIO SLIDES:** Choose, alter, or create scenarios that will resonate with situations they may face. For example, how would they intervene when they hear a fellow parishioner victim blaming and gossiping about someone who has been hurt?
 - **TRADITION:** Tradition can both be a barrier and gateway to bystander intervention.
 - Tradition is often used as an excuse for negative behaviors to flourish. Hazing is a good example of this: citing tradition as one of the main reasons it should stay in place. We know that research on hazing tells us it does not solidify bonds and create closeness, and upholding traditions that harm others is not a moral good. Still though, arguments of tradition to keep harmful behaviors as a norm prevail. Your goal will be looking for traditions in the community that are rooted in helping as a social norm.
 - For example, the Muslim religion has a communal orientation that values brotherhood. Jews believe in doing charitable, helpful acts for others called mitzvahs. Christians have many parables that describes helping or charitable acts, the story of the Good Samaritan is an example. As long as these values are reflected in the everyday social norms of that community, you will be able to discuss them as proud traditions you are upholding when you intervene.

FIND YOUR COMMON VALUES and GOALS:

Often during presentations, we establish an "us versus them" mentality which blocks us from authentic dialogue and positive learning experiences on both sides. Search for areas of commonality between you and your audience. For example, rape crisis centers share many of the values listed above with rural or faith based communities: responsibility, commitment, hard work, team work, family, and supporting those in need. Work from your common values and establish a common goal –to create a community that is supportive, respectful and safer for everyone. This is a central theme in your bystander presentation that is easy for most rural and faith based community members to agree with and matches their values and beliefs. You can do this, go forth and be awesome.

RURAL PRE-PRESENTATION WORKSHEET:

1. Who is my audience for this presentation (e.g. church group, social service group, community group, etc.)?
2. What do I know about this community in general?
3. What do I know about this particular group in this community?
4. What resistance do I anticipate from this group and what can I do to overcome it?
5. What are my negative stereotypes about this group that I need to be aware of/work on/process before I present to this group?
6. What are positive attributes about this group that I can use to make the learning more personal and positive for them?
7. Who can I talk in the community to get insider information?

QUESTIONS TO ASK YOUR POC:

1. Are there any current issues that may come up in the training and to whom should I direct folks to if they have questions (i.e. recent assaults, street harassment, bias crimes, sexual harassment issues, etc.)?
2. Are there any current bystander or other prevention campaigns running in this community that I need to know about? Can I get their logos/central messaging to imbed in my PowerPoint? Even if you feel the communities don't have these campaigns, "See something say something" campaigns are popular for government spaces.
3. Are there any stories you have already collected/heard about of group or community members intervening/looking out for each other/speaking up, etc.
4. Are there any specific places that are known as hook-up spots? Places people go to have fun/drink/party? If so what are they?

ADDITIONAL QUESTIONS FOR SPECIFIC GROUPS:

1. Has your group been mandated to this training? If yes, can you share the reason why so we can be better prepared to answer questions?
2. Does your group have any policies connected to this issue? Can I have a copy of that policy?
3. Do you have a mission, vision, or values statement? Can we see it prior to the presentation?