



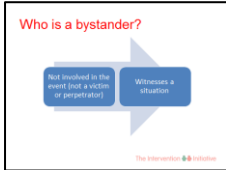
## SESSION ONE (1 of 8)

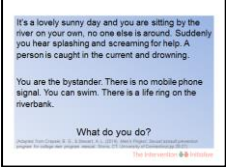
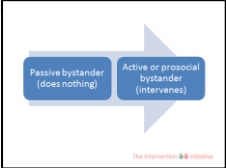
Objectives for this session:

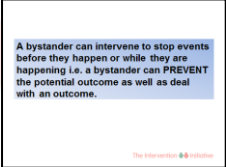
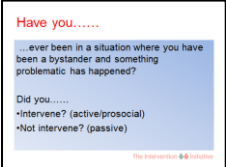
- To develop ground rules for the programme
- To learn basic theory of bystander intervention
- To understand why sexual violence and domestic violence is a problem in society and in student populations
- To engage students in becoming motivated active bystanders speaking out against violence
- To obviate feelings of hostility and resistance when confronted with the reality of male violence


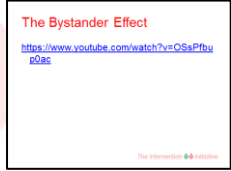

Session plan ONE HOUR to one and a half hours

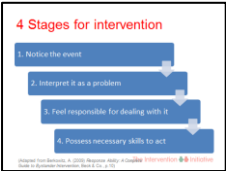
Time allocation	What you need to know as facilitator before the session begins	Resources for this session
One hour to one and a half hours	<p>You must have read the 'Good facilitation' resource:  <a href="http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Good-Facilitation.pdf">http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Good-Facilitation.pdf</a></p> <p>You must have read the guide to safeguarding, confidentiality and disclosure  <a href="http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Safeguarding-confidentiality-disclosure.pdf">http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Safeguarding-confidentiality-disclosure.pdf</a></p> <p>You (or your course leader) must have researched and written a bespoke version of the handout about local support services including support at your institution and links to complaint procedures  <a href="http://www1.uwe.ac.uk/bl/research/interventioninitiative/support.aspx">http://www1.uwe.ac.uk/bl/research/interventioninitiative/support.aspx</a></p> <p>You must be ready to hand out the Social Norms Questionnaire (unless your institution is taking part in an evaluation where participants will have answered these questions online).</p>	<ul style="list-style-type: none"> <li>• Powerpoint slides</li> <li>• Internet connection set up to play clips from YouTube</li> <li>• White board / flipchart / pens</li> <li>• <b>Handout</b> – support services local</li> <li>• <b>Handout</b> – support services national</li> <li>• <b>Handout</b> – Social Norms Questionnaire</li> <li>• <b>Handouts</b> - printed handout notes to accompany presentation if using</li> </ul>

Time allocation	Focus / Activity	What to say	What you need to know as facilitator – info only	Resources
10 mins	Welcome / icebreaker	<p>See the “Good facilitation” resource.</p> <p><i>Introduce yourself and the group to each other. If you have time, run an icebreaker (e.g. ask participants to pair up ready to tell the group their partner’s name and something good that happened to them this week – or something they like to do, or eat, etc.)</i></p>		<p>“Good facilitation” resource for facilitators</p> <p>Slides – 1 and 2</p> 
	Ground rules	<p><i>Explain that we will from time to time in this course be discussing difficult and sensitive issues. Discuss confidentiality, listening, disclosure and ensure you have set the ground rules together.</i></p> <p><i>Ensure you give your contact details to your group and explain you are trained to help them discuss any issues.</i></p>		<p>Slide – some ground rules</p> 
	Survey	<p><i>Explain that you are asking everyone to fill in (anonymously) a very short questionnaire at the beginning of the course, and that you will collect the questionnaires so that you can share the data with the group later in the programme.</i></p>	You will use the results to show students in Session 5 comparisons (%) between their responses and how they thought their peers would respond.	<p><b>Handout – Social Norms Questionnaire</b></p> <p><b>Handout – printed presentation notes</b></p> <p>pages if using</p>
	Who is a bystander?	<p>We are going to begin by looking at the definition of a bystander. Who is a bystander? A bystander is a person who witnesses an event. We are all bystanders, all the time.</p>		<p>Slide: who is a bystander</p> 

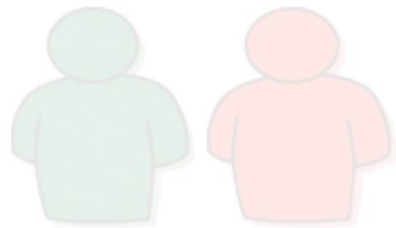
5 mins	<p>Question: What would you do?</p>	<p>Here is a scenario for you: It's a lovely sunny day and you are sitting by the river on your own, no one else is around. Suddenly you hear splashing and screaming for help. A person is caught in the current and drowning. You are the bystander. There is no mobile phone signal. You can swim. There is a life ring on the riverbank. What might you do? <i>(If there is time, write some suggestions on the board)</i></p> <p><i>Looking for:</i></p> <ul style="list-style-type: none"> <li>- <i>Jump in and save (presuming you can swim well) (being safe yourself is a very important factor – emphasise this)</i></li> <li>- <i>Call emergency services (but no signal)</i></li> <li>- <i>Throw a life ring</i></li> </ul> <p>These responses are those of an active / prosocial bystander</p> <ul style="list-style-type: none"> <li>- <i>Nothing?</i></li> <li>- <i>Run away?</i></li> </ul> <p>These responses are those of a passive bystander.</p>	<p>Don't spend too much time on this exercise as the point to get to is about prevention. It is not an exercise about how to respond in this type of situation.</p> <p>(This scenario is adapted from Crapser, B. G., &amp; Stewart, A. L. (2014). <i>Men's Project: Sexual assault prevention program for college men program manual</i>. Storrs, CT: University of Connecticut, pp.26-27)</p>	<p>Slide: scenario</p>  <p>Whiteboard / smartboard</p>
	Two types of bystander	So there are two types of bystander – passive and prosocial.		<p>Slide: passive / prosocial bystander</p> 

5 mins	Prevention before the event	<p>Let's say you save the person. No sooner have you swum them to shore or hauled the life ring to shore then another person is in the water drowning. You repeat the action. No sooner have you saved the second person than a third is in the water drowning.</p> <p>What might you be wondering now? What would you want to know?</p> <p><i>Looking for</i></p> <ul style="list-style-type: none"> <li>- <i>Why are these people in the river? What's going on?</i></li> <li>- <i>What is happening upstream so that all these people are in the river?</i></li> </ul> <p>So it turns out that upstream there's a person pushing people into the river one by one.</p> <p><i>Ask participants:</i> How does this change the situation? How does it alter your prevention effort? What are you trying to prevent? (people drowning?)</p> <p>So you might be better off at the source – i.e. preventing the person pushing the person in the river rather than saving them once they are in.</p>		Whiteboard / smartboard
		<p>So the learning point – a bystander can intervene to stop events before they happen or while they are happening i.e. a bystander can PREVENT the potential outcome as well as deal with an outcome.</p>		<p>Slide: prevention</p>  <p>A bystander can intervene to stop events before they happen or while they are happening i.e. a bystander can PREVENT the potential outcome as well as deal with an outcome.</p>
8 mins	Group activity	<p>Can you think of a situation where you have been a bystander and something has happened and you have</p> <ul style="list-style-type: none"> <li>- Intervened? (active / prosocial)</li> <li>- Not intervened?(passive)</li> </ul> <p>It might be a situation that has made you uncomfortable or concerned and put you in the position of thinking to yourself “should I do something? Should I say something?” and you chose to intervene or not to intervene.</p> <p>It might be in the supermarket, the train station, at school or college, in a club, on a bus. Anywhere.</p>	<p><b>DIVIDE THE GROUP INTO SMALL GROUPS - of 2 or 3 or have a group discussion if you have less time.</b></p> <p>You might want to give an example of your own to get the discussion going.</p>	<p>Slide: have you...</p>  <p>Have you.....</p> <p>...ever been in a situation where you have been a bystander and something problematic has happened?</p> <p>Did you.....</p> <ul style="list-style-type: none"> <li>-Intervene? (active/prosocial)</li> <li>-Not intervene? (passive)</li> </ul>

		What factors are at play in the decision to intervene or not intervene?	Make a brief list on board or flipchart under each heading. If you have time you could ask the groups to do it.	Slide: factors at play  Whiteboard / smartboard or flipchart and pens
3.5 mins	Video	<i>Play YouTube bystander effect video</i>  <i>If you have more time, discuss participants' reactions to this video</i>		Slide: embedded YouTube video 
		Explain that we will be discussing all the various forms and techniques of intervention later in the course.  This is to enable students to realise from the start that interventions can be small even seemingly insignificant acts and which do not need to be confrontational.		Slide: What is intervention? 


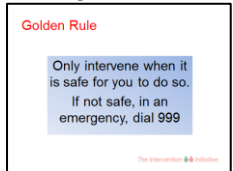
2 mins	Bystander research	<p>Now we are going to look at the research on bystanders and the reasons why people do and don't intervene.</p> <p>For a bystander to intervene, research shows there are 4 stages:</p> <ol style="list-style-type: none"> <li>1. Notice the event/behaviour (this is about being informed)</li> <li>2. Interpret it as a problem (not presuming that the problem has been solved/underestimate its importance)</li> <li>3. Feel responsible for dealing with it (realising that it's your responsibility / not presuming that because you are not causing it that you are not part of the solution / recognising that behaviours have knock-on effects and affect others too / empowering someone to be a social justice ally)</li> <li>4. Possess the necessary skills to act (need to have training on how to intervene/role play/practising).</li> </ol>	<p>This is an overview only at this stage</p> <p>Adapted from Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck &amp; Co.)</p>	<p>Slide: 4 stages for intervention</p> 
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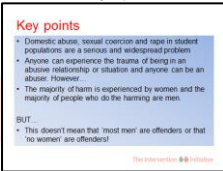
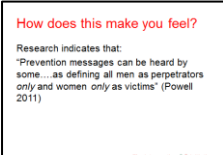
The Intervention Initiative





Initiative





4 mins	Bystander research	<p>Reasons why we don't intervene</p> <ol style="list-style-type: none"> <li>1. Social influence and social identity (social psychology theory) (no one else is doing anything so I shouldn't either – and I don't feel a connection to the victim)</li> <li>2. Fear of embarrassment (audience inhibition)</li> <li>3. Diffusion of responsibility (assume someone else will intervene)</li> <li>4. Fear of retaliation (physical harm, others' reactions, can be overcome if have training in diffusion)</li> <li>5. Pluralistic ignorance (social norms theory) Pluralistic ignorance is where individuals underestimate others' internal beliefs and believe they are in the minority when actually they are in the majority. (I.e. nobody else thinks this behaviour is wrong) This is important in a bystander context because it means they are less likely to act.</li> </ol> <p>An important influence on negative behaviour from the perspective of the red person, the problematic person, is 'false consensus' which is the incorrect belief that other individuals are like oneself when they are in fact not. This functions to enable an individual to deny that their behaviour is problematic and encourages problematic behaviour that people think is the norm. The combination of pluralistic ignorance and false consensus is 'mutually reinforcing': the holder of false consensus bias wrongly believes they are in the majority whereas the real majority view is silent due to pluralistic ignorance. The silence makes it appear that the false consensus view is supported.</p>	Adapted from Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i> , Beck & Co., p.10	Slide: reasons for non-intervention 
30 sec		<p><b>WARNING!! THE GOLDEN RULE IS ONLY INTERVENE WHEN SAFE TO DO SO.</b></p> <p>You must not start intervening until you have been taught skills in intervention and you have completed this course. You will also learn that intervention comes in many forms – it is often absolutely possible to make safe, unthreatening interventions that don't involve putting yourself in physical danger – and sometimes the best way to intervene is to wait for a better opportunity, or get in touch with a professional who can handle things safely.</p>	This is a vital message – students are not yet equipped with the skills to intervene.	Slide: golden rule 

4 mins	Motivating the group to become active bystanders	<p>This is a programme that is specifically about bystander intervention in rape and sexual assaults and domestic violence.</p> <p>You may be wondering why this is relevant to you – here is why – the evidence</p>	It is important to be upbeat and positive here to engage students and facilitate their 'buy-in' to this course	<p>Slide: this programme is about...</p> 
3 mins		<p>You may have seen a lot of media coverage recently about problematic behaviour in student populations. There have been some surveys carried out which will be referred to a lot in this course. In particular the NUS carried out a survey called Hidden Marks (2011) and Cambridge University also did a survey (2014), among others. What all the surveys have found is a large percentage of students being subject to sexual violence and this age group is also more likely to experience domestic abuse. Are you surprised by this?</p>	Give students some time to read the slide Go through some of the key statistics on the slide	<p>Slide: evidence shows that</p> 
		<p>In summary, there is a serious problem – and you are part of the solution! That's really important to note – that you can make a difference and this course will teach you how to do that!</p> <p>You need to be aware that violence and abuse can happen to anyone but also that it most often happens from male to female – i.e. males abuse females BUT that does not mean that all or most men are offenders or that women don't offend. In fact, men are very much part of the solution in tackling other men's violence! No-one is pointing the finger at men in this, we are not telling you that you are perpetrators – what we are telling you is that you can stop other men's violence against women!</p>	It is incredibly important to get this across in a positive manner so as not to alienate the men present.	<p>Slide: key points</p> 
		<p>Research indicates that men and women may feel resistant and hostile to the message about gender. Ask how those statistics make students feel because we need to acknowledge these feelings. Be extremely reassuring that we are talking about men as a statistical group and that most men are not abusers.</p>		<p>Slide: how does this make you feel?</p> 



30 secs	Aim	This is where we want to get to and this is the fundamental aim of this course – to ensure that all students are free from violence		<p>Slide: all students</p> 
3 mins	Violence is everybody's problem	<p>Violence impacts a great many people and these are people we love and care about. It happens more often than we realise.</p> <p>One reason violence is everybody's problem is the massive cost to society – billions of pounds of taxpayers' money is spent – and this affects all of us because there is then less money for other services. But this is not why we expect you to act.</p> <p>Does this economic cost surprise you?</p>	<p>You might be asked about that figure and what it includes. It includes things like the economic costs of lost output due to victims' absence from work, the cost of services for victims such as NHS, police, prosecution, courts, social services, housing etc.</p> <p>See Walby, S. (2009) <i>The Cost of Domestic Violence: Up-date 2009</i>  <a href="http://www.caada.org.uk/commissioners/The%20Cost%20of%20Domestic%20Violence%20-%20Walby%202009.pdf">http://www.caada.org.uk/commissioners/The%20Cost%20of%20Domestic%20Violence%20-%20Walby%202009.pdf</a></p>	<p>Slide: violence is everybody's problem</p> 

4 mins	Motivation	<p>As University students you really are our future leaders, you are the next generation of leaders of our society <b>YOU ARE PART OF THE SOLUTION</b> to stopping violence. You need to <b>STEP UP, SPEAK OUT, BE HEARD</b></p> <p><i>Explain:</i> There is help and support available in the university as well as from a range of local and national organisations and charities.</p> <p>Here is a short video made by UWE students as part of the campaign on UWE's campus to speak out about violence and abuse.</p> <p><i>Play the short UWE video</i></p>	Again be very positive here, you must engage the students so they end this session feeling motivated to continue!	<p>Slide: future leaders</p>  <p>embedded Youtube video</p>
3 mins	Information & motivation	<p><i>Give out handouts (local and national support) and point students to the website at <a href="http://www.uwe.ac.uk/interventioninitiative">www.uwe.ac.uk/interventioninitiative</a>.</i></p> <p>Play James Bond / Obama clip.  <a href="https://www.youtube.com/watch?v=xLdElcv5qgc">https://www.youtube.com/watch?v=xLdElcv5qgc</a></p>		<p>Handouts: local support services; national support services</p> <p>Slide: embedded youtube clip</p> 
		<p><i>If not moving straight to the next session, explain that the next session will involve taking a look at how people understand each other's beliefs and values as well as looking at gender roles in our culture.</i></p>		<p>Slide: references</p> 