

## SESSION EIGHT (8 of 8)

Objectives for this session:




- To feel safe and comfortable practising intervention behaviours
- To improvise and practise intervention behaviours in order to be able to intervene 'in real life'
- To bring the programme to a close

Session plan ONE HOUR to one and a half hours

### Resources:

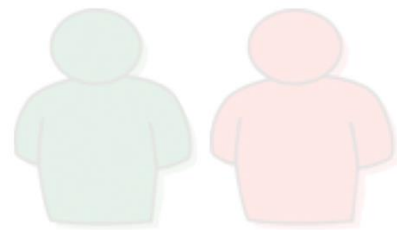
- Before the session, make sure you have read the **“Good Facilitation”** guide from the toolkit, be prepared with your own preferred icebreakers – many helpful resources are available and some are listed in the “good facilitation” guide. Make sure you have also read the **“Successful Role Play”** guide from facilitator notes for session 6.
- Powerpoint Slides
- **Handouts:** Scenarios handout
- **Handouts:** Sexting – intervention phrases; Supporting a friend in domestic violence; Supporting a friend who has been raped; What can I say about behaviour; What can I say to be supportive
- **Handout:** Feedback Form

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1m	Recap	In the last two sessions you've been practising bystander intervention from scripts, putting yourself in the shoes of people experiencing unwelcome behaviour or abuse, and putting yourself in the shoes of assertive bystanders. Hopefully you are quite familiar now with assessing situations for opportunities to intervene, and thinking about the best ways to intervene.		

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1m	Reminder: Stages	Today is our final session, and we're going to move on from practising with scripts, to creating interventions in our own words. This is the final stage for being an active bystander. Let's start by reminding ourselves, as always, of the ground rules.		<b>Slide 2: Stages</b>  <ul style="list-style-type: none"> <li>• Safe space</li> <li>• Scripted roleplay</li> <li>• Improvising</li> </ul>
	Safe space – ground rules	And remember we don't want anyone here to feel that they have to take part in a role-play that could be upsetting. If you think you need to leave the session now or if you need to leave the session at any point later, please contact me / the course leader immediately afterwards to let us know how you are and so that we can give you support. Also remember that the handouts from session 2, which are also available online by searching for "Intervention Initiative", have details about help and support.		<b>Slide 3: our ground rules</b>  <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Appropriate language</li> <li>• Supportive environment</li> <li>• Constructive feedback</li> </ul>
1m	Reminder: Bystander techniques	So now we're going to look at some scenarios where bystanders could intervene. We have a number of scenarios to work with, where you can use a range of interventions that you'll be familiar with from the programme. Some interventions are to prevent something happening to someone, some are to stop a bad situation from getting worse, and some are showing how to support a friend who is in trouble.		<b>Slide 4: bystander techniques</b>  <p><b>Handout: Scenarios</b></p>



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1m	Reminder: bystander techniques	Here are some of the techniques that you might want to use - I'll leave this slide on display for you to refer to during the session.		<p>Slide 5: Techniques (leave on display)</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Techniques</b></p> <ul style="list-style-type: none"> <li>• Using body language (communicating disapproval)</li> <li>• Distraction (changing the focus)</li> <li>• Humour</li> <li>• "I" statements</li> <li>• Encouraging empathy</li> <li>• Using caring and friendship as a framework</li> <li>• Using social norms</li> </ul> </div>

# The Intervention



# Initiative

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
30m  (1 hour if more time available)	Role-play	<p>Here are some handouts to help you. They include an example of a text conversation about an inappropriate photo being sent around. Quite often stalking, harassment and abuse happen online, through social media and texting. Remember that you can challenge abusive behaviour directly, or through reporting to the service provider or the university which will have an acceptable use of IT policy.</p> <p>There are also some guides to supporting a friend who has been raped or assaulted, or who is in an abusive relationship. You'll recognise one of the guides from the session on rape earlier in the programme.</p> <p>Finally there are some useful phrases that help to start a conversation to support a friend, or to challenge someone's behaviour.</p> <p>Take a few minutes to read through the materials, then work in pairs or groups to act out the scenarios, using your bystander intervention skills.</p>	<p>If you feel it would be of benefit, begin with your preferred ice-breaker or warm-up exercise.</p> <p>Use your preferred facilitation methods to work with the group as a whole, or in small groups, to read and perform the various role-plays.</p> <p>As facilitator, you might want to take on a part in some of the role-plays or you may prefer to move around the room asking for and offering constructive feedback.</p> <p>Ask the members of the group to give each other constructive feedback. They might want to discuss:</p> <ul style="list-style-type: none"> <li>• What kind of intervention is this?</li> <li>• Can we think of other ways to intervene safely and effectively?</li> <li>• How does it feel to be the bystander? – the victim? – the abuser?</li> </ul> <p>Ensure that everyone has had several turns at taking part as the bystander in the role-plays.</p> <p>Give and encourage positive feedback, and ask for contributions from each group concerning any 'discussion points' on their scripts.</p> <p>If using new scripts developed by the group, your guidance will be essential ensure that strategies for intervention are not in themselves inadvertently problematic – e.g. an inappropriate use of humour, or the suggested substitution of an inappropriate behaviour with one that is less inappropriate but nevertheless problematic.</p>	<p><b>Handouts:</b></p> <ul style="list-style-type: none"> <li>• Sexting – intervention phrases</li> <li>• Supporting a friend in domestic violence</li> <li>• Supporting a friend who has been raped</li> <li>• What can I say about behaviour</li> <li>• What can I say to be supportive</li> </ul> <p>"Successful role play" resource for facilitators</p>

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
5 mins			Make sure you leave time at the end for positive group feedback.	
5-10 mins	Debrief – discussion.	Well done everyone, you worked really well on these scenarios. Thank you very much for taking part in this programme and I hope it has been rewarding for you. The aim of this programme has been to give you the tools that you need to be active citizens and to stand up for the rights of all students to live and study free from the fear of harassment or violence.	If your institution is providing credits or certification for completing this programme, let the participants know that certificates will be available once the final questionnaires have been completed – students should be asked to complete post-course questionnaires for evaluation via the Intervention Initiative website.	Slide 6: All students have the right 
		In the next few days, and in a few months' time, you'll be asked to fill in some questionnaires that help to formally evaluate how well this programme has worked and to measure any differences in your confidence, your knowledge and your approach to the topics that have been covered on the course. But we are also interested in your views about taking part in the programme. Before you go, please fill in this feedback form and hand it in to me.		Slide 7: You are our future leaders  <b>Handout:</b> feedback form