


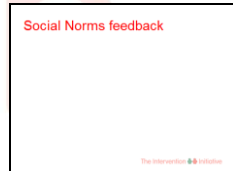
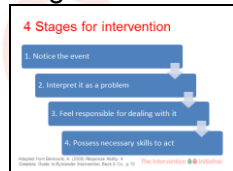
SESSION FIVE (5 of 8)


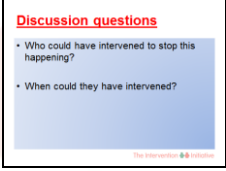
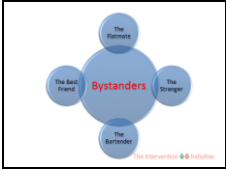
Objectives for this session:

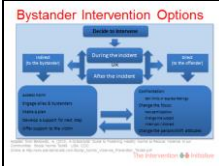

- Give feedback on perceived social norms from the questionnaire
- Start thinking about intervention strategies in the moment and after the event

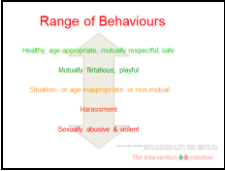

Session plan: One hour to one and a half hours

Time allocation	What you need to know as facilitator – info only	Resources
One hour to one and a half hours	<p>You will need the results from the social norms questionnaire that participants completed before beginning the course (see the instructions for how to score this at http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/session1/Facilitator-notes/Scoring_Social_Norms_Questionnaire.pdf)</p> <p>You might want to design a powerpoint with graphs to illustrate the differences between the norms and perceived norms in your sample</p>	<p>A live internet connection for playing video clips – it will be helpful to have a browser window open and paused at this Youtube clip: https://www.youtube.com/watch?v=iUj2OHLA3w</p> <p>Slides - powerpoint</p> <p>Handout: Some intervention strategies (word) Handout: Chart: Intervention Options (ppt) Handout: (if using): printed handout notes to accompany presentation</p> <p>Flipchart or board, pens</p> <p>Results from the Social Norms questionnaire – to present as slide or handout</p>

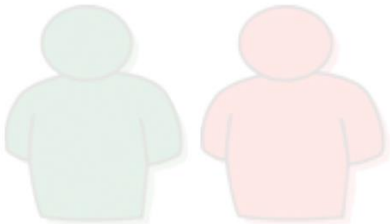
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
	Ground rules	A reminder of our ground rules		<p>Slide 3: ground rules</p> 
Aprox 20 mins	Social norms feedback	<i>Present the information from the questionnaire that you have collated which reveals the difference between what individuals actually think or would do as opposed what they think other students think or would do. Remind them that as we have seen, these perceived norms can make a big difference in terms of intervention.</i>		<p>Questionnaire results and slide 4:</p> 
1 min	Thinking about intervention strategies	<p><i>Recap: the 4 stages of bystander intervention</i></p> <p>In the previous sessions, we have been through the first 3 stages and from now on we will be concentrating on acquiring the necessary skills to act - stage 4.</p> <p>We often intervene without realising we are doing it e.g. by catching someone's eye, by not laughing at a joke, by staring, by sending a disapproving look. If you say "there's a queue" to a queue jumper this is an intervention for example.</p>		<p>Slide 5: the 4 stages</p> 


5 mins	“Who are You” Bystander film	<p>We’re going to watch a short film about a sexual offence – the purpose of watching this is to think about opportunities for intervention among the people in the film. Please be aware the scene at the end might be upsetting for some people and it’s fine if you’d rather not watch.</p> <p><i>Play the film</i></p> <p><i>Stop at the closing of the bedroom door after the rape takes place</i></p>	<p>https://www.youtube.com/watch?v=iUj2OHLAG3w</p> <p><i>(4 minutes 40)</i></p>	<p>Slide 6: clip</p> 
4 mins		<p><i>Ask whether this is how ‘sex’ should look? Is it what we want from sex? Where would you stop?</i></p> <p><i>Ask what the criminal offence is in this film and what the sentencing and other repercussions will be for the perpetrator and the victim/survivor.</i></p> <p><i>Looking for stigma, prison sentence, end of career, expulsion from university (perpetrator)</i></p> <p><i>Looking for STD, pregnancy, trauma, psychological effects, mental health (victim)</i></p> <p><i>Ask who could have intervened and when, to stop this happening and discuss.</i></p>	<p>Offence: Rape</p> <p>Repercussions: prison sentence; sex offenders register; potential social stigma; unemployability</p> <p>Looking for: the best friend, the bartender, the stranger and the flatmate.</p>	<p>Slide 7: discussion questions</p> 
3 mins	Summarise: potential active bystanders	<p>There were 4 different potential bystanders: the best friend, the bartender, the stranger and the flatmate.</p> <p><i>Resume the video to show how the situation could have ended differently. You might want to stop it after each bystander and ask about the technique that bystander used (see next slide)</i></p>		<p>Slide 8: bystanders</p> 


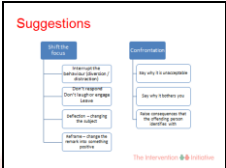

3 mins		<p>What techniques did the different bystanders use? (<i>Pointing out on the chart</i>)</p> <p>This is all happening IN THE MOMENT, DURING THE INCIDENT. There may be situations where this is or is not appropriate. In this case they are intervening whilst it is in progress to stop it.</p> <p>In reverse: <u>The flatmate</u> – does not confront him, rather, she diverts attention – she is shifting the focus and interrupting the behaviour - thanks him for bringing her home and also takes her friend away.</p> <p><u>The stranger</u> – points out to mate and security – so this is indirect intervention – he has engaged allies. The security guard intervenes directly through confrontation – <i>point out that they must never do this because it would not be safe</i> – and interruption by taking her away.</p> <p><u>The bartender</u> - again no confrontation, he interrupts by calling friend over.</p> <p><u>The best friend</u> - again no confrontation but interruption - simply asks her if she wants to go and takes her out of the situation.</p> <p>So there are ways of stopping a situation without directly confronting the offending person.</p>	Point out on the chart on the slide as you go through the different interventions	<p>Slide 9: chart</p>  <p>Handout: copy of the chart</p>
2 mins		<p><i>Show this clip:</i></p> <p>This is another example of changing the situation – the people at the party simply interrupt the situation with a diversion and get the vulnerable person out of the situation.</p>	https://www.youtube.com/watch?v=R6-PluWcNwU	<p>Slide 10: clip</p> 


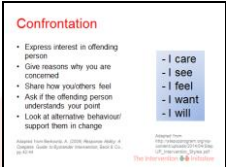
30 sec		Intervention is not just about an incident in progress at the red end of the scale but also can be about intervening to challenge low-level behaviours (using certain words, phrases, sexist jokes, low-level harassment for example)		<p>Slide 11: range of behaviours</p>  <p>The diagram shows a vertical spectrum of behaviors. At the top is 'Healthy, age-appropriate, mutually respectful, safe'. Below that is 'Mutually flirtatious, playful'. Further down is 'Situation- or age-inappropriate or non-mutual'. At the bottom is 'Harassment', and at the very bottom is 'Socially abusive & violent'. A diamond shape is centered on the spectrum.</p>
30 sec		Remember the golden rule – only intervene if it is safe to do so and call 999 if it is not safe and an emergency response is required.		<p>Slide 12: golden rule</p>  <p>The slide contains a blue text box with the following text: 'Only intervene when it is safe for you to do so. If not safe, in an emergency, dial 999'.</p>

The Intervention Initiative



<p>4 mins</p>		<p>When might it be appropriate to intervene during an incident and when it might be appropriate to intervene after the event?</p> <p><u>During the event:</u> <u>Important to say that you should call 999 if not safe and look for exit strategy for you and persons involved</u> <i>Looking for:</i> <i>Danger / harm / emergency</i> <i>Less serious but want to call it out.</i> <i>Advantages: stop harm, call it out while it's fresh</i> <i>Disadvantages: risk to self, might get heated/escalate/ you might not be calm (you don't have a strategy for what you want to say).</i></p> <p><u>After the event:</u> <i>Looking for:</i> <i>Chance to cool down and reassess and plan a strategy for effective intervention which might include others. Reflect and think about how to intervene later.</i></p> <p>Many people who engage in inappropriate behaviour or make inappropriate comments do so on a regular basis so you may be able to talk to them at a later time when you have reflected on how best to go about it.</p>	<p>It might be useful for you to look at the facilitators guide here for more information http://stepupprogram.org/facilitators/strategies-effective-helping</p> <p>(Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck & Co., chapter 3)</p>	<p>Slide 13: during/after</p>  <p>Pens / whiteboard / flipchart</p>
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5 mins		<p>How might you intervene in the moment?</p> <p><i>Take suggestions from participants and write them down if you have time</i></p> <p><i>Looking for:</i></p> <p><i>Shifting the focus away by interruption/distraction/diversion</i></p> <p><i>Showing disapproval/ leaving/ non engagement/ not laughing</i></p> <p><i>Deflection – change subject</i></p> <p><i>Reframing – saying something positive</i></p> <p><i>Confronting the person – saying something at the time – calling it out</i></p> <p><i>Say why it's not okay, say why you are unhappy with it, raise consequences of behaviour in a way that means something to the offending person.</i></p>		<p>Slide 14: how intervene in the moment?</p> 
		<p>This slide shows you some suggestions.</p>	<p>Point out anything that has not been covered in discussion</p>	<p>Slide 15: suggestions</p> 
4 mins		<p>How might you intervene after the event?</p> <p><i>Take suggestions from participants and write them down if you have time.</i></p> <p><i>Looking for</i></p> <p><i>Challenging the person's behaviour later – possible with others – engaging other bystanders – talking to them about behaviour once you have calmed down and thought about what to say.</i></p> <p><i>Try and change their attitude by talking to them</i></p> <p><i>Flagging up with someone in authority for help / to talk to them – Offer assistance to the victim</i></p>		<p>Slide 16: how intervene later?</p> 

2 mins		So these are the suggestions: confront the person, shift the person's attitudes, ask an authority figure to intervene, offer assistance – like signposting to support services - to the victim		<p>Slide 17: suggestions</p> 
2 mins		<p>Confrontation is about letting someone know that they are acting inappropriately. Here are the steps for an effective confrontation. So - start by showing interest in the person, how they are. Then tell them what your concerns are and how they make people feel. See if they can understand this. Be prepared for defensiveness. Be calm. If you are a leader/in authority (e.g. a sports team captain) then you can impose suggestions for change and offer support. The blue box gives you easy steps to remember.</p>	<p>The confrontation model also gives the opportunity for making a plan for follow up but has not been included as unlikely that students will be in a position to impose formal consequences. . (Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck & Co., p.47).</p>	<p>Slide 18: Confrontation</p> 
2 mins		<p>The difference between confrontation and shifting the person is that someone may react to confrontation by simply knowing not to do/say something in your presence but will carry on when you are not there. By 'shifting the person' you are helping the person understand why they act as they do and why it is problematic so they stop doing it altogether. Shifting the person is about having a respectful dialogue. It may be helpful to vent to another person first and to get support for yourself. You may wish to have another person with you. You must listen to the other person and identify what the 'upset' is that lies beneath the behaviour. Suggest how others might feel about the behaviour.</p>	<p>(Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck & Co., pp.47-51)</p>	<p>Slide 19: shifting the person</p> 