

## SESSION SEVEN (7 of 8)

Objectives for this session:

- To feel safe and comfortable practising intervention behaviours
- To practise intervention behaviours (from scripts) in order to be able to intervene 'in real life'

Session plan ONE HOUR to one and a half hours


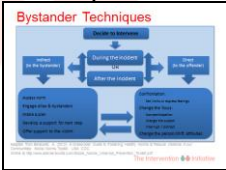
### Resources:

- 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
- Optional – flipchart/white board, pens
- **Handouts:** All scripted role-plays and Instructions: role play scenarios
- **Handouts:** any scripts or scenarios that were developed since the last session
- Optional – “What happens when you dial 999” handout from support folder

NOTE: If you are running 7 and 8 together then you may want to distribute all the handouts from both sessions together. We suggest putting them in a booklet.

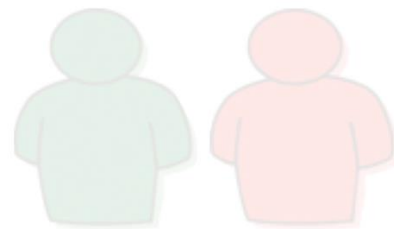
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1m	Recap	<p>In the last session we did some role-play based on a real-life event. We identified possible points of intervention, then we practised what it would feel like to intervene successfully in the situation. Today we're going to look at some more role-play scripts developed with the help of students, based on common situations that have occurred in university settings.</p>		
1m	Reminder: Stages	<p>In our final session, or earlier if you feel ready, we'll start doing some improvised role-play. Let's start by reminding ourselves that this is a safe space.</p>		<p><b>Slide 2: Stages</b></p> <ul style="list-style-type: none"> <li>• Safe space</li> <li>• Scripted roleplay</li> <li>• Improvising</li> </ul> <p><small>The Intervention Initiative</small></p>

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1m	Safe space – ground rules	<p>We've been starting all our sessions by remembering the ground rules for this programme.</p> <p>Let's also acknowledge that some of the content of this session might be upsetting for some people – many of us have experienced sexual assault, abuse or rape and most of us will know someone close to us who has. We are about to see some evidence that role-plays are a really powerful way of learning how to be a confident bystander but <b>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.</b> Also remember that the handouts from session 2, which are also available online by searching for "Intervention Initiative", have details about help and support.</p>	Note the content warning	<p>Slide 3: our ground rules</p> <div data-bbox="1823 309 2047 475" style="border: 1px solid black; padding: 5px;"> <p><small>We will be learning and working together as a group in this programme. Some of the material we will be discussing will be sensitive and some of us will have had personal experience of the things we discuss. We will all be responsible for personal emotions as we learn.</small></p> <p style="text-align: center;"><b>Some ground rules</b></p> <ul style="list-style-type: none"> <li>• Confidentiality</li> <li>• Appropriate language</li> <li>• Attendance</li> <li>• Communicating with the facilitator</li> </ul> <p><small>Please be aware that we will be talking about sensitive issues and some of our material will be sensitive and some of us will have had personal experience of the things we discuss. We will all be responsible for personal emotions as we learn. If you need support please contact me or the course leader. If you need to leave the session at any point later, please contact me or the course leader. If you need support please contact me or the course leader. If you need support please contact me or the course leader.</small></p> </div>

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3m	Benefits of role-play	<p>Role-play is a really effective method for developing and practising communication skills, and that's why we spend three sessions in this programme working together on role-play, to really make sure that everyone on this course will be a skilled and confident bystander. Here is a reminder, using a group of medical students' own words, about the benefits they found after their role-play practice sessions.</p>		<p>Slide 4: students' responses</p> 
1m	Reminder: Bystander techniques	<p>So now we're going to look at some more scripts for bystander intervention. We have lots of scripts to work with, looking at 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.</p>		<p>Slide 5: bystander techniques</p> 

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1m	Reminder: bystander techniques	Here are some of the techniques that will be used in the scripts, and I'll leave this slide on display for you to refer to during the session.		<p>Slide 6: 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> <p style="text-align: right; font-size: small;">The Intervention Initiative</p> </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	[hand out the role-play scripts]	<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>Make sure that the “Calling the police” script is read through by everyone – see below.</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>Handouts: all <u>scripted</u> role-plays plus any that the group have written plus instructions.</p> <p>“Successful role play” resource for facilitators</p>

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5m	Calling the police scripted role-play	In the research that was done with students when this programme was developed, it was found that quite a few people had worries about whether to call the police in certain situations, and what might happen if they did call the police. So this script was written by students and the police, and we'll go through it so that everyone is familiar with what happens when you call the police.	Interested students or facilitators can download the “What happens when you dial 999” information sheet from the “Support” area of our website.	Handout: Calling the police script  Optional handout: Support/What happens when you dial 999
			<p>Make sure you leave time at the end for positive group feedback.</p> <p>If participants are ready and there is time, you could start improvising with scenarios.</p>	Handouts: scenarios for role-plays

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5-10 mins	Debrief – discussion.	<p>Well done everyone, you worked really well on these scenarios.</p> <ul style="list-style-type: none"> <li>• Did you enjoy the experience?</li> <li>• What did you find difficult?</li> <li>• Did doing the role plays help you to develop a deeper understanding of how to intervene?</li> <li>• Were there any particular points that you found especially difficult that you would like time to work on next time?</li> </ul>	<p>Use feedback to shape the next session – you can develop new scenarios based on the feedback from participants concerning the skills they would like to practise. Encourage participants to come along next time with their own ideas to discuss.</p>	
1m		<p>Next time we will go through some scenarios based on common experiences in student life and you'll be creating your own interventions with the help of handouts.</p>		