

Module 5: Bystander Intervention

[FN(Facilitator note): Be aware that some of the issues covered in this workshop may bring up strong feelings for residents. Please create a plan to best support them.]

Slide 1: Staying Safe

- Hi, as you know I'm NAME. I am presenting part two of a five part series about Staying Safe from Abuse. Our goal is to make FACILITY a safe space for everybody. Today the topic is: Bystander Intervention.

Slide 2: Community Agreements

- What we are going to talk about might be sensitive for some of you and could bring up uncomfortable memories or feelings. Whenever we get together in a group, it's important to agree on some rules ahead of time, so that we all know what to expect from others and what's expected from each of us. We are going to start by going over a set of community agreements.
 - **Respect:** You will hear ideas that may be different or new to you, and opinions with which you may disagree. As you participate and interact, try to take in new information without judgment and to keep an open mind. Make sure that your words and body language reflect a respectful attitude toward others. Learn by listening to others.
 - **I statements:** Speak from your own personal experiences and try not to judge the experiences of others. Use I-statements such as "I feel..." or "In my experience..." Avoid saying things like "You should" or "You all think that ..." or other things that might sound like you're blaming someone or telling them how to feel or think.
 - **Ask Questions:** Much of the information that we will cover will be new to many of you. Feel free to ask any questions that come up for you—either during the activity or privately afterwards—without fear that they are too "silly." Make sure to phrase all questions in respectful and nonjudgmental ways.
 - **Confidentiality:** Please make sure that everything said in the room stays in the room. When sharing personal stories, make sure to avoid using the names of other people. *[FN: mention mandated reporting limitations specific to your facility]*
 - **Step Up/Step Back:** if you have been speaking a lot, step back and allow others to share the floor. Learn by listening to others. If you haven't been talking at all, challenge yourself and share.
 - **One Mic, One Person:** Just one person speaks at a time. No side talk.
 - **Remember to take care of yourself:** If something becomes too overwhelming, feel free to *[FN: insert support plan here]*.

- **Reporting:** If you would like to report something that happened to you or someone else, please *[FN: insert support plan here]*.
- **Ask:** Does anybody have any questions? Now we're going to get started with some definitions.

Slide 3: Zero Tolerance

- Zero tolerance means: FACILITY does not tolerate any behavior that makes a resident feel unsafe here.
- Anyone who reports abuse will be protected
- Anyone who is abusive will be held accountable

Slide 4: Vocabulary

- **Read definitions and ask for examples.**
 - A **Bystander** is a person who witnesses an act of bullying. A bystander can be harmful by encouraging the bully, joining the bullying, accepting the bullying by watching and doing nothing. On the flip side, a bystander can be helpful by defending the target, taking the bully's attention away from the target, getting help, or rallying support from peers to stand up against the bully.
 - **Bystander Intervention** is model to prevent bullying and abuse. Youth are equipped with the skill and knowledge to effectively intervene in a bullying situation.
 - The **Bystander Effect** is when people are less likely to intervene when there are other people are present. We will talk about why that is in a moment.
 - An **ally** is a person who is on your side or helps you in a situation, a helpful bystander is an ally.

Slide 5: Pair & Share

- (Split the group into pairs, designate a partner A and a partner B, and sit them across from each other. For this exercise, there will be two prompts, both will have 2 minutes to share per prompt. The agreement is for Partner A to share first and Partner B to just listen. When you call time they will switch.)
 - Please follow the directions. I will read a prompt and Partner A will share first and Partner B will just listen. Then you will switch when I call time
 - **Say:** Talk about a time you were a bystander. You have two minutes to share A. Switch. You have two minutes to share B. (4 minutes)

- **Say:** Now talk about a time you were an ally. You have two minutes to share A. Switch. You have two minutes to share B. (4 minutes)
- When they have completed the exercise share: Without words Partner A, tell Partner B that everything they shared with you stays between the two of you, now thank them for sharing and listening. Now please switch. (2 minutes)
- After they have completed the task **ask:** How was that experience? Did you learn anything new? Did anyone have any trouble finding something to talk about?

Slide 6: Why Don't People Step In?

- Many times when someone gets bullied, harassed, or abused, we want to say something but we don't.
- **Ask:** What are reasons people do not get involved? This brings us back to the bystander effect.
 - **(Possible answers:** People are often afraid to get involved because they are afraid people will judge them, the cost of intervening outweigh not intervening, people do not relate to the target, we might be afraid or we might think it isn't our business)
- **Ask:** When you intervened how did it feel? When you intervened was it effective?
- After the Pair & Share exercise for Workshop 1, it is a lot easier to identify with the target because all of us have known someone who has been bullied before and we are familiar with how awful it can feel to be bullied. And after sharing today, you know that all of you have all been part of the crowd that just stood there and maybe wanted to do something and didn't for one reason or another. At the same time, each one of you has had the power, courage, skill, and potential to stand up for someone else.

Slide 7: 5 Steps to Helping

- You have the heart. Now here are the steps that you have used and can use in the future to help.
 - First, notice an event. Be aware of what is happening around you.
 - Identify the situation. You learned about the different types of bullying/abuse and you sharpened your skills at identifying bullying/abusive situations through the different exercises from the different workshops.
 - You have been bullied and you have been the brave one to intervene, know that it is part of your responsibility to keep your community safe.
 - Decide how to help—we will talk about different ways you can help in the next slide.
 - Act. We can think in our minds all day long, but it is all about action.

Slide 8: Strategies to Help

- There are numerous ways in which bystanders may intervene during a situation of bullying.
- The following are common ways to intervene: I statements, Silent Stare, Humor Group Intervention, We're friends, Right, Distraction
- I am going to review these methods. After each one, I will ask one of you to give us an example.
 - **I Statements**
 - Three parts 1)State your feelings 2)name the behavior 3)state how you want the person to respond
 - Focuses on the confronters feelings rather than criticizing confrontee.
 - Ie I feel _____ when you _____. Please don't do that anymore.
 - **Silent Stare**
 - Remember, you don't have to speak to communicate. Sometimes a look can be far more powerful than words.
 - **Humor**
 - Cuts the tension and makes it easier to hear
 - If you are witty, this may fit well with your style
 - Daniel tells Billy he throws like a girl. Vivienne steps in and says, "And if you practice more Danny, maybe one day you can too."
 - **Group Intervention**
 - There is safety and power in numbers
 - Best used with someone who has a clear pattern of behavior where many examples of his own behavior can be presented
 - After a week of making fun of Latina girls who dye their hair, Jenny says, "You know Mari, you're being straight disrespectful. If you don't stop, you're gonna be eating lunch alone manana." Leti added, "Yah you said that to me on Tuesday" Espie added, "And me too yeserday." Mari said "Ya'll needs to chill" and continued to make fun of them. The next day, they all ate at a separate table from Mari.
 - **We're friends right...**
 - Reframes the confrontation as a caring, non critical gesture
 - Hey Mike, as your friend I've gotta tell you calling dudes 'fags' is making you look wack. Do yourself a favor and drop that old school ish.
 - **Distraction**
 - Snaps someone out of their "comfort zone"
 - While Nico was busy heckling one of the girls in the lunch hall, Nando interrupts, "Hey my dude. Can I get your pudding?"
- What if I don't feel safe with these strategies?
- That's OK. No one should put themselves in an unsafe situation.

Slide 9: Be a Friend

Ask: How else can you lend a hand when bullying, sexual harassment or sexual abuse happens?

- You can be a friend to the person who has been bullied or abused.
- Believe their story and say kind words to the person who is being bullied or harassed. Help them understand it is not their fault and that you're sorry that it happened.
- Let them know you are there when they are ready to talk . When they are just listen. Do not give advice unless they ask.
- Support them in what they want to do next. Even if you don't agree, ultimately they know what is safest for them.
- Respect their right to heal in their own time. Everybody's timeline and process is different.
- Be patient. They may have all sorts of feeling: anger, fear, embarrassment, shame. Let them know its okay to feel what they are feeling.
- Encourage them to talk to someone about what happened. Offer to help by going along.
- Tell an adult. As you've shared with us, often bullying doesn't get reported and both the person getting targeted and the bully need help from an adult. If you need help telling, you can write a note to staff or take a friend along.

Slide 10: Get Up, Stand Up

- Divide the group into pairs. Give each resident a scenario. Each group will have two minutes to read and two minutes to present their scenario and tell the group what strategies they would use in to intervene in the bullying/abusive situation.
- You are eating lunch with a couple of friends. Tad makes a joke dissing fun of gay people and some people laugh. You look across the table and see Kevin (who is in the closet, but out to you,) looking very uncomfortable.
- Sally passes you a note that says Lisa is a big slut because she keeps hitting on the new girls.

- Jerry, a transboy resident, refuses to finish his dinner. The staff tells him, “If you wanna be a man I’mma treat you like one” and grabs him the back of his neck and pushes him against the wall.
- You are at a party and notice your friend Andre and his girlfriend Candace in the corner. You see him grab her arm, shake her, and get in her face. You can’t hear what she is said, but you can see that she’s trying to get away from him.
- Your friend Jermaine posts an embarrassing sexual picture of his ex girlfriend on your FB wall.
- You see a staff fondle another resident’s private parts during pat search and see the disgust in the resident’s face.
- You’re playing basketball with a group of your friends and some other residents. Joe a 16 year old resident is being super rough to the new smaller 11 year old resident Edgar throughout the game. For no reason, during time out Joe checks Edgar against the wall.
- **Ask:** Which interventions do you prefer? If you were being bullied/harassed, which strategy would you use? Which strategy do you think you use the most in real life? Which one would you like to try out?

Slide 11: Youth to Power

- You have the power to make your community a better place. Young people often doubt their ability to change the world but young people have a tremendous impact on others, not only on their peers, but the adults around you. I hope you take what you’ve learned and apply it to what you’re already doing for yourself and others around you.
- "Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed it is the only thing that ever has."
— *Margaret Mead*