

Bystander Intervention Peer Facilitator Guide (2014)

NB this guide references the R.I.S.E. App, however, the app is no longer available.

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Introduction

1. Summary

This manual is designed to provide training to facilitators interested in organizing Bystander Intervention workshops on post-secondary campuses. Whether you are an experienced facilitator or new to working with groups, the following sections will provide you with an adaptable workshop design, as well as walk you through important things to remember for planning, facilitating and supporting participants.

We believe that in order to change the general perception of what is sexual violence and how to prevent it we need to start talking about what it looks like in our communities. In the spirit of this, this workshop and manual support the importance of people being empowered to train each other in how to step up and speak out before a situation becomes risky. Through these conversations we can brainstorm together how to keep each other and ourselves safe when getting involved, and ultimately change the social norms that lead to sexual violence.

Social Norm = an expected or accepted behaviour in a given situation. An example of a social norm in this context is the widely accepted believe that women should always be welcoming of “compliments” about their body or appearance, regardless of whether they are appropriate or not.

The workshop and manual were commissioned by the Ottawa Coalition to End Violence Against Women (OCTEVAW) to promote bystander intervention as one facet of sexual violence prevention. The original intention of this workshop and manual is for post-secondary students to provide for their campuses, so most of the materials and examples will be focused on that audience. It is absolutely possible to adapt this workshop to different audiences and locations, in fact we encourage it!

Is there an App for That?

Why yes there is! OCTEVAW put out an app that inspired this workshop and manual. The R.I.S.E app (React, Intervene, Support, and Educate) helps you prevent violence before it starts and support the people around you.

Here's how it works:

- Intervene: You're out and about on campus. You identify and witness an incident of sexual violence but you're unsure of what to do! Depending on where you are you can click on different campus settings that will upload a database of possible situations and tips for interventions & support!
- Support: In just one click you have access to an extensive resource database and GPS locations of support and safety services near you!
- Community: What are your priorities? The community button allows users to share their voice and inputs on issues and questions that matter to them!
- Educate: Upload one of our hip postcard themes, add your message to end violence and share it in your networks! Better yet, take your own photo; create your own message and share widely to educate the world around you on how to rise against violence on campuses.

It also includes tools, educational information, and resources for supporting your friends and loved ones who are dealing with incidents of gender-based violence.

R.I.S.E. is free, it's bilingual (Francais et Anglais) and it's available for iOS and Android.

Of course, this app doesn't have all of the answers and doesn't include all of the complexities of sexual violence and gender-based violence on campuses. However, this app can help you understand how other people have responded to this issue on our campuses, where they have found support and how we can all move forward together.

Download R.I.S.E. here!

iTunes: <https://itunes.apple.com/app/r.i.s.e./id699769050?ls=1&mt=8>

Android: <https://play.google.com/store/apps/details?id=com.purpleforge.octevaw>

Mobile Optimized Website: <http://datacloud.me/Rise/>

(From <http://octevaw-cocvff.ca/projects/rise-social-media-app>)

2. What is a Bystander and Why Intervene?

A bystander is essentially a witness. They are someone who is there when a situation happens or has the risk of happening, but is not the person it is directed towards. There have been many cases of sexual assault occurring with bystanders present who, for whatever reason, choose not to get involved. In fact, some studies on bystander intervention in sexual violence on campuses suggest that often bystanders are present during the time directly leading up to the assault. Increasing research studies are showing

the potential for bystander intervention in preventing sexual and gender-based violence before it escalates.

Intervening in a situation does not necessarily require bystanders to put themselves in harms way. There are considered to be 3 “levels” of intervening, each carrying its own degrees of risk to the bystander. Each is considered to be effective in preventing violence, either in the present or in the future.

The 3 levels of intervention are:

1. Before – Intervening before an assault happens is usually the lowest risk scenario, and can range from confronting someone that has said something that props up and normalizes gender-based violence, to distracting someone who refuses to leave a girl alone at a party. Engaging the wider community in prevention, including calling out friends and doing public education is all considered a part of this level of intervention.
2. During – this level can have a higher risk for the bystander as it is when they notice and intervene in a situation that is currently underway. Interventions in this case can be stepping in and saying something or creating a scene around at the time violence is occurring, or calling campus security/the police.
3. After – bystanders can also be involved in supporting someone who has experienced violence after it has occurred. This usually happens in the case of when someone discloses to the bystander that they have or are experiencing violence in their lives and the bystander supports the survivor in finding support or removing themselves from the situation. There can be some higher risk to this than interventions that happen before violence has happened because of possible retribution from the perpetrator but that is not always the case.

It is never considered advisable for the bystander(s) to put themselves in danger when intervening, so learning to evaluate risk and ability is a key part of intervention strategies. Bystanders choose immediate, direct, and spontaneous interventions that consider their safety, there is also a variety of ways they can intervene that help minimize risk. They can choose to intervene in planned ways – like writing to university officials in the case of violence by people in positions of power on campus, intervention can be done from a distance – such as calling the police, interventions can be done in groups – for example gathering a group of bystanders to confront someone’s violent behaviour, they can also be done after the violence has occurred – as in the case of the third level of interventions described above. No matter what the situation bystanders must prepare themselves to intervene.

Preparing Yourself to Intervene (from RISE app)

- Check-in with yourself
- Reflect on the situation and your own boundaries
- Be aware of the pressures everyone faces to not rise up against sexual violence
- Take action.
- Get Consent!
- Remember that everyone deserves to feel safer and respected. Never put yourself in a situation where you could be in danger or face violence.

Tips for Intervening (from RISE app)

- Approach everyone as a friend
- Do not be antagonistic
- Avoid using violence
- Be honest and direct whenever possible
- Recruit help if necessary
- Keep yourself safe
- If things get out of hand or become too serious, contact police or security

No matter what the context, assaults occur there is either no one around to intervene or no one willing to intervene. While safety is certainly a key concern in bystander intervention there are many types of intervention that can prevent or interrupt incidents, as well as support survivors after the fact. The main barrier to bystander interventions is failing to either recognize an incident violence or normalizing the violence as something the victim 'deserved', 'brought on themselves', or by explaining away the perpetrators actions as 'just who they are', 'just what boys are like/athletes are like/boyfriends do'. All these reactions contribute to the social norms that support rape culture. The Bystander Intervention Model, discusses the barriers to intervention and highlights some key areas of education around recognizing violent and risky situations.

Bystander Intervention Model

Step 1: Notice the Incident

Bystanders first must notice the incident that is taking place. Obviously, if they don't take note of the situation there is no reason to help.

Step 2: Interpret the Incident as an Emergency

Bystanders also need to evaluate the situation and determine if it is an emergency – or at least a situation that requires assistance. Again, if people do not interpret a situation as one needing intervention then there is no need to provide help.

Step 3: Assume Responsibility

Another decision bystanders make is whether they should assume responsibility for giving help. One repeated finding in research studies on intervention is that a

bystander is less likely to help if there are other bystanders present. When other bystanders are present the responsibility for helping is diffused. If a lone bystander is present they are more likely to assume responsibility.

Step 4: Attempt to Help (Consensually!)

Whether this is to help the person leave the situation, confront behaviours, diffuse a situation, or call for other support/security.

The best way bystanders can assist in creating an empowering climate free of interpersonal violence is to diffuse the problem behaviours before they escalate and to do so in a safer and consensual way!

Educating yourself and friends about interpersonal violence, confronting friends who make excuses for other people's abusive behaviour, and speaking up against racist, sexist, and homophobic remarks are all forms of preventative bystander intervention.

(taken from the R.I.S.E app)

3. What is the Continuum of Gender-Based and Sexual Violence?

Gender-based and sexual violence rates are shockingly high, with 1 in 4 women reporting experiencing attempted or completed sexual assaults during their 4-5yrs in university (McMahon & Banyard, 2012). It's likely that the numbers are much higher because of barriers to reporting due to fears of retribution, shaming, re-traumatization, and other factors. It's estimated that about 8% of sexual assaults are reported to police in Canada (WAWAW Statistics, 2014). As well, we know that racialized, LGBTQ people, people with disabilities, and other marginalized persons have increased risks of sexual violence. For example, Aboriginal women in Canada are 3 times more likely to experience sexual and/or domestic violence than non-Aboriginal women (Brennan, Stats Can, 2011), 83% of women with disabilities are survivors of sexual assault (Victoria Sexual Assault Centre FAQ, 2014), and 50% of trans* people have experienced sexual violence (Forge, 2012).

Gender-based and sexual violence can be seen as occupying a continuum, where one end is considered the most severe violence that is generally agreed to be reprehensible and/or a crime, the other end of the continuum however is equally important because it includes the social norms that contribute to the existence of this violence. Actions that contribute to the continued existence of gender-based and sexual violence can take the form of sexist, homophobic and transphobic language and jokes, unwanted comments or "compliments" about a woman's body or appearance, and harassment in other forms. (McMahon & Banyard, 2012)

All these action that are consider "a part of our culture" and not considered to be harmful support what is called 'Rape Culture'. Rape Culture sustains gender stereotypes, transphobia, sexism, and homophobia and therefore continues to normalize certain behaviours that are acts of violence. Studies are increasingly showing that higher the rates of sexist beliefs and norms that exist in a community correspond with increased rates of

violence against women, and that the greater that a community accepts myths about rape – such as what a woman was wearing at the time of the assault against here, the less likely members of that community are to intervene in order to stop or prevent sexual assaults (McMahon & Banyard, 2012).

Challenging beliefs that contribute to the existence of gender-based and sexual violence directly impacts preventing that violence and encourages bystanders to not only view actions as violent but to participate in intervening.

4. How the Manual Works

This manual is divided into 2 parts. Part 1 is called ‘Facilitating a Workshop: Before, During and After’ goes through tip and tricks useful for preparing yourself before walking into the workshop space, how to maintain a positive environment and deal with challenges in the middle of facilitating, and how to close a workshop and learn from the experience. There are also suggestions for how to adapt the workshop to larger or smaller groups and different amounts of time.

Part 2 includes the Bystander Intervention workshop. It is broken down section by section and includes the objectives of the activities, a description of each activity, and facilitation notes. The content of the workshop can be added to or shortened depending on the size of the group and how much time you have with them. The structure of the workshop is based on a group of approximately 20 people, with 2 facilitators, over about 2 hours.

At the end of this manual there is an Appendix that includes the workshop framework, called a Loom, a breakdown of the activities to help you facilitate them, and some other resources worth looking at to help understand Bystander Intervention more.

Part 1 - Facilitating a Workshop: Before, During and After

1. Goals of this Workshop

- Provide a resource for campus-based leaders to conduct a 2 hour workshop on Bystander Intervention, e.g. residence assistants, student group leaders, and/or individuals committed to the issue
- Raise awareness about gender-based violence with particular emphasis on sexual violence on campuses and bystander intervention model
- Support individuals to identify situations along the continuum of gender-based violence with particular emphasis on sexual violence on campuses
- Provide tools and opportunity to practice tools for bystander intervention

2. Planning the Workshop

Getting to Know the Facilitators

The purpose of Bystander Intervention is to engage people in identifying what is a potentially risky situation and think creatively about how to intervene while putting themselves in harms way. As a facilitator in this training your most important role is to engage participants learning to identify situations and feel empowered to step up. As a facilitator you are creating a space where people are able to brainstorm ways that they feel they would be comfortable intervening and provide opportunities to practice. Think of yourself as hosting a conversation more than giving a lecture on gender-based violence. You can share your knowledge on what these situations can look like, and provide examples of how to safely intervene but remember that everyone in the room is an expert in their own experiences and abilities. The participants are likely to come up with great ideas you have never thought about, you can learn as a facilitator too!

It helps to have at least two facilitators for every workshop. While one is paying attention to the activity at hand and giving guidance about the direction of the conversation, the other can be monitoring how people are doing, help provide clarity for participants that struggling, take notes and get materials ready. Depending on your comfort levels you can switch off on these tasks and take turns answering questions and guiding the conversation. Facilitating takes a lot of focus and can be exhausting, switching off can give you a break, keep the energy up for the whole workshop, and provide different insights.

If you are working with another, or several other, facilitators it is important to meet up ahead of time to make sure you all are on the same page. Ask each other what roles each of you are most comfortable doing, and be honest. Get to know each other's strengths, challenges, and familiarity with the topic. You want to be a support to each other, not make things harder!

Some questions you can ask each other to figure out the best way to share responsibility are:

- How comfortable are you with talking in front of a group of people?
- Is there any activity or topic you are particularly passionate about facilitating?
- When you are facilitating does it throw you off when another facilitator adds information? Do you prefer to do your part and then pass off the speaking role or do you welcome interruptions?
- Is there anything about this material that may trigger you? What signs can the other facilitator(s) recognize that will tell them that you need them to step in?
- Are you comfortable with difficult situations and conflict? Do you need support if a participant is getting upset?

- How do you feel about changing activities, timing and structure on the fly? Are you able to be flexible while facilitating or is it easier for you to ‘stick to the script’ and check in at break times to figure out how to move forward?

Making sure you respect the boundaries and needs of your other facilitators means you can better support each other in ensuring that the workshop space runs as smoothly as possible, makes the workshop a more positive experience for you, and builds trust between facilitators to do the workshop again if you so choose.

Getting to Know the Participants

If at all possible, learning about who the participants are ahead of time will help you be better prepared for the workshop. If you can speak to the representative of the group, the host or professor before hand and ask about the context you will be entering. You can also provide the host with a short survey to poll the participants on their interest in attending the workshop and their expectations of what they will get out of it. Either way, being as informed as possible about the context you will be facilitating in will go a long way towards leading a successful workshop.

Some questions you can ask the host or participants ahead of time are:

- Is there a general understanding of the issue already?
- Have they been discussing issues of gender-based violence before inviting you?
- Did they invite you because of an incident that occurred, i.e.: will be participants be referring to a situation in particular that may be potentially triggering?
- Are there any available resources available at the location for survivors of abuse that may be in the room? If possible, have a list of available resources on hand to give to participants in case they need them but aren’t comfortable saying it aloud to the group.

3. Creating a Safer Space

Preparing yourself and your fellow facilitators, and getting as much information you can before the workshop will help create a space that is conducive to discussing issues of gender-based violence, however once you are in the space you will need to continue to foster an inclusive and safer space.

The reason we use the term **safer** space is because we recognize that its impossible to create a space that is 100% safe for everyone involved. Your job as a facilitator is to model respectful, open communication and encourage other’s to do the same. However, you can’t control everything everyone says throughout the workshop so the space may have moments that aren’t safe. For example, you may be using a particular example of gender-based violence to talk about potential interventions that someone in the room has experienced. Depending on their comfort level they may want to disclose this or they may not, they may want to talk about part of it but not go into detail. There may be people

who were involved in the incident in your workshop that the person doesn't feel safe talking with or in front of. Their safety in this situation is their call to make. Your work as the facilitator is to ensure that the group is respectful of the decision that person decides to make and is attentive to what they are sharing.

Be prepared for the possibility that there will participants in the room who are currently experiencing violence and/or are survivors of violence. Statistically this is very likely, so be aware of how you are talking about violence and how people are reacting. The last thing you want to do is have participants shut down because they are triggered or worse. Invite people to share their experiences but don't push them to. If they would like to, listen attentively, don't offer advice or judgment, and ask **relevant** questions if appropriate.

Some ways that facilitators encourage creating safer spaces for their workshops is to create a collective agreement at the start of the workshop. A collective agreement is brainstormed by the whole group and agreed upon. The agreements don't have to be extensive but they do provide a framework of expectations. It can help get things rolling if you suggest a couple of your own then ask the participants if they have any to add.

Examples of agreements you could suggest are:

- Speak for yourself, only tell stories that are yours
- Practice active listening, this means engaging in what someone is saying instead of thinking about what you are going to say next
- Respect people's experiences by keeping personal stories that have been shared confidential. Don't share their stories with other's outside the workshop
- Avoid derogatory, shaming, or discriminatory language
- Disagreements are okay as long as they are respectful of other people's opinions

4. Creating an Inclusive Space

On top of encouraging people to participate in establishing a safer space during the workshop, it's also important to think about if the workshop is inclusive. Part of creating an inclusive space thinking assumptions you may be making about people or groups. Inclusivity can also mean accessibility needs of your participants, and being clear about what they can expect from the workshop so that they are aware of what they are consenting to be a part of.

Your participants will be coming to the workshop from a variety of different backgrounds and experiences, including cultural backgrounds, sexualities, and gender identities. Be open to hearing about the experiences of people across a wide spectrum, and be careful not to assume that people are willing or able to speak "for" their identity or experience. Work through assumptions you may have with your fellow facilitators ahead of time, and if something comes up in a workshop don't be afraid to acknowledge that you made a mistake, apologize and use it as a learning opportunity the same way you would if a participant says something that brings up tension. The idea is to create a space where everyone is able to learn and share. Your job is to listen to what the participants are

bringing to the space, and guide the discussion so that everyone feels welcome. Don't be afraid of making mistakes, it will happen, but when you are accountable to your assumptions you will model that for everyone.

Inclusivity can also mean the physical accessibility of the space, such as whether people in mobility devices are able to get into the location, it can also mean having interpreters and/or translators available, having child care for parents that may want to attend, providing food or bus fare, etc. The more you are able to offer to ensure that you unintentionally excluding the better, an inclusive space means more experiences to draw from and more learning for everyone. Remember that marginalized people experience higher rates of sexual violence and may be interested in attending this workshop to help prevent violence in their communities or address violence in their lives, which is the point of this workshop.

Being aware of your participants' different learning styles will also foster inclusivity in your workshop. Having a written agenda up on the wall that spells out what to expect from the day, going over it before starting the workshop, providing handouts of information and allowing time for questions and clarifications will support people in understanding what to expect and ready themselves to work through challenging issues.

5. Facilitating Discussions

A lot of this workshop will be opening up the floor to participants to talk about gender-based violence, sexual violence, and how to intervene. Whether you are the lead facilitator for an activity or the support some important things to keep in mind while guiding the discussion are:

- **Think of yourself as hosting the discussion not presenting a topic** – let the participants think through the issues and come up with their own ideas, this is important since they need to become comfortable with thinking creatively to intervene. If conversation is starting off slow or is taking a turn away from the goal of the workshop feel free to ask questions or add your own perspective. Its helpful if you see yourself as a participant as well, just with the added bonus of keeping everyone on topic and schedule.
- **Meet people where they are at** – gauge the room's familiarity with the issue, if everyone is with you then you don't have to take as much time explaining the basics. If some people are struggling with understanding a section or with a concept be aware of that too. This material may be new to some of your participants, some of it may be challenging. That's okay, your role is to encourage people to engage. Take the time to clarify so that everyone is able to move forward together. Be careful not to judge people, consciously or unconsciously, for not knowing. That is why you are all there.
- **Be aware of who is taking up space and who isn't** – some people process new information by talking it out, some people need time to reflect on it quietly, some people like to talk in front of groups, some hate it. Allow the participants to

engage in the way they need to, but be aware if people are being silenced because they aren't able to talk over the louder participants. Don't force people to talk but encourage many people to speak. Usually a simple, "Does anyone who hasn't had the chance to contribute yet want to say something?" is enough to open up that space.

- **Take the temperature of the room** - take the time to see how the information is landing. Are participants looking confused? Upset? Disinterested? Are they nodding along and looking engaged? If you are co-facilitating this is a great time for the support facilitator for that activity to discreetly check in with people who are struggling, offer suggestions and clarifications if that's okay with the lead facilitator, etc. If you are the lead facilitator or facilitating alone you can still do this by occasionally asking how people are doing, if there is anything they want more explanation on, etc.
- **Adjust time according to the needs of the group** – depending on the needs of the group you may have to spend more time on some aspects of the activities and less on others. It's important to judge when the group needs a discussion to keep going to reach clarity and when another activity might help make it clearer. It's important to achieve all the goals of the workshop but its more important that everyone has had the chance to explore the activity and grasp it before moving on.
- **Be prepared for a variety of reactions, be respectful of people's experiences** – its okay if participants don't agree with you as long as everyone is respectful about their disagreements. Not everyone will approach the activities, information or intervention the same way. That's normal and is to be expected. Some people learn by deconstructing the information and thinking critically. This may feel challenging but try not to take it as an affront. As long as its done respectfully, is not abusive or supporting violent behaviour, it's all part of the process.
- **Its okay not to have the answer right then** – its impossible to be prepared for every question any participant can and will ask. Not knowing is not a fault on your part. Offer to look up the answer for the participant after the workshop and get back to them, or my personal favourite is to throw the question back out to the group and see what we can come up with together. You'll be surprised!
- **Speak for yourself only** – when you are using examples or talking about the issue be clear when you are talking from your own experience and ask other's to do the same. When you are discussing difficult and challenging situations its important not to tell other people's stories, especially if you don't have permission to do so. The last thing you want to happen is have someone tell a story of someone else in the room, or reveal someone's experience of violence that other's in the room may know. If you encourage everyone to talk about their own experiences then they can be the judge of their own safety in the situation and no one is unintentionally or unknowingly put at risk.
- **Model taking responsibility for your mistakes** – its inevitable that at some point someone will say something that upsets others or out of ignorance to the situation.

You may also be the person who makes that mistake. As the leader of the group you can model taking responsibility by acknowledging that you said something wrong, apologize and use it as a teaching moment if appropriate. By doing this you are showing your participants that mistakes are normal but that you respect them enough to catch yourself and do better next time.

- **Thank people for sharing** - talking in front of groups is hard, sharing about violence and challenging social norms is even harder. Thanking people for their contributions and courage to do so goes a long way towards making your participants feel comfortable and valued in the workshop.
- **Be patient & Ask for clarification** – remember that you know the direction of the workshop and the point you are leading everyone towards, you have had the chance to think about all this before coming into the space. Some people need more time to process information, and may have trouble expressing what they are feeling. Be patient and honour their effort. If you are having trouble understanding what people are asking or saying don't hesitate to ask for they to clarify, the clearer you are the better you will be able to communicate with the participants.
- **Ask questions and use examples if you need to** – asking open ended questions or giving examples can help get people started or encourage people to share if the conversation is lagging. Ask questions or offer suggestions if you need to but make sure to give the floor back to the participants to share. The idea is to get them thinking not give them all the answers. There are examples and suggestions listed in the appendix for this workshop.
- **Trigger warnings** – talking about gender-based and sexual violence is a difficult topic for everyone, for people who have experienced or witnessed violence it can bring up that experience again for them. Participants will likely be aware that this is the topic you will be handling in the workshop but it can be helpful to say upfront that this may be challenging and if they at any time need support or a break they can check in with one of the facilitators or go for a walk.

6. Preparing for Disclosures

As the participants talk about violence in their communities and lives and how to prevent it there is the possibility that some people may bring up personal experiences of violence. Disclosures are a sign that someone feels comfortable enough in the space to share and/or because they would like support. It can be hard to know what to do in these situations because it depends a lot on the person disclosing and what they want. Some basics on how to handle disclosures remain the same, here are some tips:

- **Don't panic** - although it can be difficult as a facilitator to hear these stories don't panic, the most important thing you can do in this situation is listen

attentively and respect the courage it took to tell a group of people about their experience.

- **Believe them** – this may seem obvious but it's worth mentioning because very often survivors are faced with doubt, blame and/or shaming when they share their experience(s) with violence. This can be very painful and in some cases be re-traumatizing.
- **Be careful not to give advice** – give the person disclosing the space to say what they need out of this situation. They may not want advice or solutions, they may not be ready or interested in addressing the situation. Listen and support.
- **Offer to speak to them outside the group** – if the person disclosing is interested in discussing their experience further, offer to speak to them later or outside of the group. There may be resources you can direct them to or support them in finding.
- **Have a list of support resources, remember you are a guest facilitator** – be really honest about what your abilities are in offering support. Depending on the context this may be the only time you see this group. Having a list of local resources and supports will be really helpful in supporting the individual in finding what they need.

7. Adapting a Workshop

Learning to adapt workshops on the fly is a skill that you will practice constantly as a facilitator. Is the energy faltering during a section? Get everyone up and stretching or take a break. Does the group need more time to finish a particular discussion? Maybe you can shorten one of the later activities. Is no one talking during a big group activity? Try breaking them up into smaller groups to brainstorm and present back to the larger group once they have ideas. If you don't know what to do, ask the group, they usually know best what they need to keep going. It never hurts to just name what you are noticing, and asking what to do next. Engaging a group in their own process means they feel more invested in their outcomes. Which is great for everyone.

There are some plans you can put in place ahead of time to adjust to group sizes if you know ahead of time. Some suggestions on how to adapt this workshop to smaller or larger groups are included in the breakdown of activities (Part 2). Talk it over with your fellow facilitators ahead of time what your plans should be if way more people show up or don't.

8. Debriefing & Evaluation

Debriefing and evaluating your workshop helps you learn about how the workshop went, what was successful and what you could improve for next time. It also helps transition

participants from the activities to the end of the workshop so that the ending isn't too abrupt that they have a chance to let it all settle before leaving the room.

For Participants

There are many ways to debrief at the end of the workshop. If you don't have a lot of time you can do a quick go-around and ask people to give one word that represents their feelings at the end of the workshop. If you have a little more time you can ask people to give their "take home moment", which is what impacted them the most and why. You can also do activities that require movement and not speaking if you think the group is done with talking.

Providing a way for participants to give feedback anonymously is also useful to your learning as a facilitator. People will let you know things you missed, what worked for them and what wasn't clear more readily in evaluation forms. You can prepare a short survey to hand out or you can ask them to write down their highs and lows of the workshop on a piece of paper, or anything else that works for you.

There are suggested participant debrief and evaluation activities at the end of the workshop but feel free to adjust it to fit the group, there are lots of examples online if you search them.

For Facilitators

It is equally important that you as facilitators sit down after the workshop (doesn't have to be directly after but sometime soon) to talk about how the workshop went, what you struggled with, what went really well, and what you would change in the future. This can be as formal or informal as you want, just remember to take notes so you remember later. Talk about how you felt personally and about the different activities, what you think you could have done better or what you need in the future to feel more supported. Mostly though, it's important to finish up together and celebrate a job well done!

Part 2 – Bystander Intervention Workshop Activities

1. Agenda Overview

Total workshop: 2hrs

5mins – Welcome & Introductions

15mins – Molecules Icebreaker

10mins – What is a Bystander & Why Intervene?

15mins – The Continuum of Gender-Based and Sexual Violence

40mins – Bystander Intervention Scenarios

20mins – Sharing Bystander Interventions

10mins – Community Scene Debrief

5mins – Evaluation & Goodbye

2. Breakdown of Activities

Activity 1: Molecules Icebreaker

What is the objective of this activity?

This icebreaking activity is meant to get the participants introducing themselves to each other and getting to know why they have chosen to be there. It's a quick, fun activity that will help prepare the group for discussing together and begin to build trust.

Activity

Explain to the group that they are atoms swirling around in space. The elements that attract you to other atoms is different in the science of this workshop though because the laws of attraction change and are based on element about each individual that you are going to call out.

The facilitator will call out the elements (category) that draw you to other atoms (each other) and everyone is to quickly self-organize to connect up with the atoms that match.

Once in the groups everyone can introduced themselves and talk about how/why they came to this workshop.

Explain that some people will be 'free radicals' able to join up other groups or make their own group if they do not belong to one already, i.e.: if only one person likes Winter, or if two people have names that don't start with the same letter as anyone else.

Have these groups introduce their group to everyone before circulating again.

Elements to call out:

1. First letter of your first name
2. Favourite Season

The third question will get people focusing in on the workshop. Get everyone's attention and ask for 3-4 (depending on the group size) people to throw out one word they associate with Bystander Intervention. Ask the rest of the people to go towards the person

who's answer drew them in. In their groups they can talk about why they came to that group. If you have time afterwards get each group to quickly say what they talked about.

Sit back down in the circle.

Materials

There are no materials needed for this activity

Adaptations

- If you are already running behind schedule (it happens to the best of us!) you can cut out the group report backs after each element, or do a quick go around of people's names, their favourite season, and if they have heard of Bystander Intervention before.
- The first 2 elements you call out are random so feel free to pick whatever you want. Be more specific to the group if you can, like what department they are studying in or which residence building they are in. Whatever gets people knowing each other more is the goal. Keep the first two light and easy though to start people off.

Facilitation Notes

- Be aware of the power dynamics of facilitator and participant. Make sure that you include the option for people to participate or not, and be clear that they are able to ask questions/for clarification. Explain the activity first before starting.
- When you are asking the groups to introduce their element try and keep it short, ask them for 3 words about what they talked about, or what their group was.

Activity 2: What is a Bystander and Why Intervene?

What is the objective of this activity?

This is the only activity where the facilitators will mostly be talking to the participants. The objective is to familiarize everyone with the concept of Bystander Intervention.

Activity

Explain the 3 levels of intervention (Before, During & After), including examples and levels of risk

Talk about intervening, including examples, and preparing yourself to intervene with tips. Be clear that this doesn't take the responsibility off the perpetrators but does focus on the responsibility of the whole community to prevent violence.

Present the Bystander Intervention Model with the flip chart.

Lead into the next activity by ending on talking about the types of violence we generally don't consider harmful and why they are, use examples.

Ask if anyone has questions before moving on.

Materials

- R.I.S.E app Preparing Yourself to Intervene and Tips for Intervening handouts
- Bystander Intervention Model on a flip chart

Adaptations

- One facilitator doesn't have to give this whole present by themselves, you can switch off on different parts or co-present if you want to back each other up.

Facilitation Notes

- Talk slowly and take the temperature of the room often to see if people are following. If some participants are struggling stop and discuss.
- If this section turns into a bigger discussion you can cut some time off the Bystander Intervention Scenarios.

Activity 3: Identifying Gender-Based and Sexual Violence

What is the objective of this activity?

Introduce the idea of a continuum of violence. Start the group off thinking about what kinds of violence they normalize in their lives and thinking about the full continuum of violence. Address the first 2 steps of the Bystander Intervention Model.

Activity

Put up the flip chart with the continuum of gender-based and sexual violence drawn on it but not filled in.

Explain the concept of the continuum. That you are not ranking violence as more or less bad, but that you're introducing the idea that there may be forms of violence that we don't always consider that fall on the continuum, and that this activity is going to help address the first 2 steps of the Bystander Intervention Model around noticing violence and interpreting it as something to intervene in.

Ask the group what the first thing they think of when they hear about sexual violence. It will usually be on the more extreme end of the continuum. If they have trouble thinking of one, suggest an example on the extreme end.

Take a few more examples and put them on the continuum. If the participants are starting to give examples that call on the "contribute to" side that great, throw in a few examples of your own that they haven't suggested yet.

Once the brainstorm is slowing down. Ask people to think about the list you've generated and what their impressions are. Was there anything there that surprised them? Anything they don't understand why its there? Discuss

Materials

- Flip Chart with a continuum draw on it but not filled in
- Markers

Adaptations

- You can present the continuum and discuss it as a group, with the participants coming up with examples if you aren't able to have the flip chart

Facilitation Notes

- If they group is struggling to come up with ideas feel free to contribute more. Ideally they will fill the continuum themselves though so give them a chance to get started before you jump in. Sometimes the brainstorm needs a few minutes to warm up. It can feel awkward or uncomfortable as a facilitator but don't worry, people sometimes need a few minutes to think about it before they get into it.
- This activity works best if one facilitator is leading the brainstorm, making eye contact and engaging the participants while the other takes the notes. This way the discussion keeps going and nothing is missed.

Activity 4: Bystander Intervention Scenarios

What is the objective of this activity?

This is an opportunity for the participants to practice interventions. It addresses steps 3 and 4 of the Bystander Intervention.

Activity

Explain that you will now be practicing bystander interventions, and that each group will be given a scenario to brainstorm interventions for. Remember that there isn't a right or wrong answer. You will be giving them paper to record their interventions because they will be presenting their ideas to the larger group afterwards. The facilitators will be circulating to answer questions and help brainstorm ideas. Groups can use the R.I.S.E app for possible interventions if they would like.

Split the group up into 4-5 smaller groups. Once the groups are settled in their spots, hand out scenarios to each group.

Give the groups about 35mins to discuss before gathering everyone back to the circle.

Materials

- Scenarios for each group on pieces of paper. Just the scenarios, not the intervention

Adaptations

- If the group is too small to break up into groups you can go through a couple scenarios together as a full group and brainstorm. You won't have to do the share back activity afterwards so do scenarios until the debriefing time.
- If the group is large still break them up into groups of 4-6 people, but instead of sharing back to the big group, get groups to share to each other instead.

Facilitation Notes

- There are scenarios at the end of this manual that you can use to give to the groups. Try and choose scenarios that range across the continuum so you have a wide range of possible interventions between the groups.
- Feel free to come up with scenarios that are specific to the particular group.
- Both facilitators should be circling to help groups if they are stuck
- Keep an eye on the time. Give groups a 5mins heads up to when they should be wrapping up. If the groups are still deep in discussion and you can give them more time here be flexible, the idea is to get as many creative ideas out there as possible.

Activity 5: Sharing Bystander Intervention

What is the objective of this activity?

Sharing the interventions that each group came up with. Offering a variety of scenarios and interventions that the participants in that workshop came up with to show that they can come up with many interventions on their own, there aren't pre-determined interventions for every situation.

Activity

Gather the group back into the large circle.

Explain that each group will read out their scenario and what interventions they came up with. Invite a group to start.

After each group has gone, ask the other groups what they think and if they have anything they would add. Record the new suggestions on a flip chart.

Materials

- Flip chart and markers (if you want)

Adaptations

- If the group was too small to break up into groups and you decided to do scenarios as one group together then skip this activity and keep going through scenarios together.
- If the group is large you won't have time to go through every group so instead of sharing back to the big group, get 2-4 groups together to share to each other instead.

Facilitation Notes

- If a group doesn't want to present to everyone that's okay, remember that you are allowing for people to choose to participate or not.
- As with the Continuum activity this works best if one facilitator is leading the discussion while the other takes notes. You will only need to write down any new suggestions that come out of the discussion not everything that is said.

Activity 6: Community Scene Debrief

What is the objective of this activity?

To bring the day to a close, honour the work that ways done here, and reinforce the fact that the participants make up a community and are accountable to each other to take responsibility.

Activity

Thank everyone for their contributions and insight today. Explain that you will be finishing up with a community scene exercise.

Ask everyone to stand in a circle. Ask one person to walk into the centre of the circle and strike a pose that represents how they feel after this workshop. Once they have found a pose, ask them to hold that pose and invite another person to come and add a pose. Ask them both to continue holding their poses and invite 2-3 more people to join the group one at a time. Ask the whole group to hold for a few seconds so the circle can take it in, then they can return to their positions.

Repeat this 1 or 2 more times until everyone who wants to participate has.

Explain that every person has their individual role and position but that together we make a whole.

Thank everyone again, remind them that you will be doing evaluations next so please don't leave.

Materials

- No materials are necessary for this activity

Adaptations

- You can choose any debrief/ending activity that you want here, there are many online if you want to Google it. For example, you can do a go around and have each person say one word that represents how they feel after the workshop, or you can ask everyone what one thing they learned was, etc.

Facilitation Notes

- After all the talking from the day this activity will be a nice ending and break from the talking
- Let the participants self-select for this activity, if someone would like to stay in the outer circle and just take it in that's fine, if someone wants to go in twice that's fine too.
- At the start of every repetition ask if there is someone new who would like to start
- Feel free to take part in the scene as well, you participated in the workshop as well. Sometimes if one of the facilitators starts off the first scene it helps get the participants get comfortable with it.

Activity 7: Evaluation & Goodbye

What is the objective of this activity?

To get some concrete feedback on what worked and what can be improved on.

Activity

Thank everyone for attending. Give any announcements or reminders that you need to. Remind the participants about the R.I.S.E app.

Hand out the evaluations and pens, and let them know where to put the evaluations when they are finished.

Materials

- Evaluation sheets
- Pens

Adaptations

- If you don't have evaluation sheets you can write the questions on a flip chart and ask people to answer on pieces of paper.
- If you want to do something less formal and more transparent, you can ask people to write down one thing that inspired them and one thing that challenged them on a post-it and get them to stick them on associated flip charts.

Facilitation Notes

- Don't run away! Be available to answer questions, etc
- Gather supplies, clean up and pat yourself on the back for getting through the whole workshop!

- Make sure you have a plan to debrief with your co-facilitators soon.

Appendix

1. Workshop Loom

The Loom is the break down of activities, materials and roles that is useful to print off and keep with you while you facilitate to make sure you have everything and are staying on time. This is for the facilitators only, make a simple agenda that lists the approximate times and objective title for each activity for the participants. This much detail is unnecessary for the participants and would likely be confusing.

The times and facilitator roles on this loom are an example, you can adapt the times and roles to your workshop and facilitator interests.

Training Objectives:

1. Provide a resource for campus-based leaders to conduct a 2-hour workshop on Bystander Intervention, e.g. residence assistants, student group leaders, and/or individuals committed to the issue.
2. Raise awareness about gender-based violence with particular emphasis on sexual violence on campuses and bystander intervention model
3. Support individuals to identify situations along the continuum of gender-based violence with particular emphasis on sexual violence on campuses
4. Provide tools and opportunity to practice bystander intervention

TIME		OBJECTIVE	METHOD	DESCRIPTION OF PROCESS	STUFF	WHO
9:30am	10:00am	Set up	Set Up	Arrive before the participants and set up the space, including: <ul style="list-style-type: none"> • set up chairs in a circle for the participants, no tables • if you have resources to give out set up a table to display them • if you have coffee, tea and snacks set that up • at the door to the room set up a registration table with a sign in sheet for participant contacts if you want them and any handouts you would like to give out in advance • Set up flip chart paper and post the agenda on the wall • Make sure you have all the scenarios and know where to find them 	Agenda Flip Charts & Markers Sign up sheet if needed Handouts	Everyone
10:00am	10:30am	Arrival	Participant Arrival & Registration	Participants arrive, register if necessary, get snacks and settle in	Food and Drinks	Everyone
10:30am	10:35am	Welcome & Intros	Large Group	<ol style="list-style-type: none"> 1. Call the group together 2. Welcome everyone to the space 3. Introduce the facilitators and any support folks 4. Go through the agenda for the day using the basic 	Agenda	Facilitator #1

				<p>agenda posted</p> <ol style="list-style-type: none"> Useful information: the RISE app, where to find the bathrooms, when the break will be (and if there will be food then), where to smoke, evaluations at the end, etc General trigger warning - let participants know that the material in this workshop may be difficult to points if they need to take a minute to feel free to go for a walk, or talk to one of the facilitators, whatever they need. Ask that they check in with one of the facilitators by at least making eye contact so you know they are leaving. 		
10:35am	10:50am	Ice Breaker	Molecules	<p><i>Facilitation note: Be aware of the power dynamics of facilitator and participant. Make sure that you include the option for people to participate or not, and be clear that they are able to ask questions/for clarification. Explain the activity first before starting.</i></p> <p>Explain to the group that they are atoms swirling around in space. The elements that attract you to other atoms is different in the science of this workshop though because the laws of attraction change and are based on elements about each individual that you are going to call out.</p> <p>The facilitator will call out the elements (category) that draw you to other atoms (each other) and everyone is to quickly self-organize to connect up with the atoms that match.</p> <p>Once in the groups everyone can introduced themselves and talk about how/why they came to this workshop.</p> <p>Explain that some people will be 'free radicals' able to join up other groups or make their own group if they do not belong to one already.</p> <p>Have these groups introduce their group to everyone before circulating again.</p> <p>Possible groupings to call out</p> <ol style="list-style-type: none"> First letter of your first name 	N/A	Facilitator #1

				<p>2. Favourite Season</p> <p>The 3rd question will get people focusing in on the workshop. Get everyone's attention and ask for 3-4 (depending on the group size) people to throw out one word they associate with Bystander Intervention. Ask the rest of the people to go towards the person who's answer drew them in. In their groups they can talk about why they came to that group. If you have time afterwards get each group to quickly say what they talked about.</p> <p>Sit back down in the circle</p>		
10:50am	11:00am	What is a Bystander and Why Intervene?	<p>Talk Talk (Full Group)</p>	<p>Explain the 3 levels of intervention (Before, During & After), including examples and levels of risk</p> <p>Talk about intervening, including examples, and preparing yourself to intervene with tips. Be clear that this doesn't take the responsibility off the perpetrators but does focus on the responsibility of the whole community to prevent violence.</p> <p>Present the Bystander Intervention Model with the flip chart.</p> <p>Lead into the next activity by ending on talking about the types of violence we generally don't consider harmful and why they are, use examples.</p> <p>Ask if anyone has questions before moving on</p>	<p>Bystander Intervention Model on Flip Chart</p> <p>R.I.S.E. app Preparing Yourself to Intervene and Tips for Intervening handout</p>	Facilitator #2
11:00am	11:15am	The Continuum of Gender-Based and Sexual Violence	<p>Brainstorm (Full Group)</p>	<p>Put up the flip chart with the continuum of gender-based and sexual violence drawn on it but not filled in.</p> <p>Explain the concept of the continuum. That you are not ranking violence as more or less bad, but that you're introducing the idea that there may be forms of violence that we don't always consider that fall on the continuum, and that this activity is going to help address the first 2 steps of the Bystander Intervention Model around noticing violence and interpreting it as something to intervene in.</p> <p>Ask the group what the first thing they think of when they hear about sexual violence. It will usually be on the more</p>	<p>Flip Chart with a continuum draw on it but not filled in</p> <p>Markers</p>	<p>Facilitator #2</p> <p>(Facilitator #1 takes notes of the responses on the flip chart)</p>

				<p>extreme end of the continuum. If they have trouble thinking of one, suggest an example on the extreme end.</p> <p>Take a few more examples and put them on the continuum. If the participants are starting to give examples that call on the "contribute to" side that great, throw in a few examples of your own that they haven't suggested yet.</p> <p>Once the brainstorm is slowing down. Ask people to think about the list you've generated and what their impressions are. Was there anything there that surprised them? Anything they don't understand why its there? Discuss</p>		
11:15am	11:55am	Bystander Intervention Scenarios	Small Groups Discussions	<p>Explain that you will now be practicing bystander interventions, and that each group will be given a scenario to brainstorm interventions for. Remember that there isn't a right or wrong answer. You will be giving them paper to record their interventions because they will be presenting their ideas to the larger group afterwards. The facilitators will be circulating to answer questions and help brainstorm ideas. Groups can use the R.I.S.E app for possible interventions if they would like.</p> <p>Split the group up into 4-5 smaller groups. Once the groups are settled in their spots, hand out scenarios to each group.</p> <p>Give the groups about 35mins to discuss before gathering everyone back to the circle.</p>	<p>Scenarios on pieces of paper. Just the scenarios, not the answers</p> <p>Flip chart paper and markers for each group</p>	<p>Facilitator #1</p> <p>Both facilitators circulate to help groups if they are stuck and answer questions</p>
11:55am	12:15pm	Sharing Bystander Interventions	Present Back (Full Group)	<p>Gather the group back into the large circle.</p> <p>Explain that each group will read out their scenario and what interventions they came up with. Invite a group to start.</p> <p>After each group has gone, ask the other groups what they think and if they have anything they would add. Record the new suggestions on a flip chart.</p>	<p>Flip Chart and Markers</p>	<p>Facilitator #1</p> <p>(Facilitator #2 takes notes of the responses on the flip chart)</p>
12:15pm	12:25pm	Community Scene	Debrief	<p>Thank everyone for their contributions and insight today. Explain that you will be finishing up with a community scene exercise.</p>	<p>N/A</p>	<p>Facilitator #2</p>

				<p>Ask everyone to stand in a circle. Ask one person to walk into the centre of the circle and strike a pose that represents how they feel after this workshop. Once they have found a pose, ask them to hold that pose and invite another person to come and add a pose. Ask them both to continue holding their poses and invite 2-3 more people to join the group one at a time. Ask the whole group to hold for a few seconds so the circle can take it in, then they can return to their positions.</p> <p>Repeat this 1 or 2 more times until everyone who wants to participate has.</p> <p>Explain that every person has their individual role and position but that together we make a whole.</p> <p>Thank everyone again, remind them that you will be doing evaluations next so please don't leave.</p>		
12:25pm	12:30pm	Evaluation	Evaluation & Goodbye	<p>Thank everyone for attending. Give any announcements or reminders that you need to. Remind the participants about the R.I.S.E app.</p> <p>Hand out the evaluations and pens.</p>	Evaluation questions on a handout pens	Facilitator #2
			Clean up			

2. Examples to Offer (from R.I.S.E app)

Campus Bar

She's not interested at the Campus Bar

Scenario:

You're at the bar with your buddies and you notice a guy trying to hit on a girl who clearly is not interested. He just won't let it go.

Intervention:

If you feel safe to do so try approaching the guy and ask him if he knows the score of the last hockey game. Tell him to give her his number and let her call him tomorrow, and if you like offer to buy him a beer.

Drunk means no at the Campus Bar

Scenario:

You're standing in line waiting to get into the club and you notice a guy and girl walk out of the bar. She is very obviously drunk and he is trying to get her to go into a cab home with him. What can you do?

Intervention:

Let the guy know that you see, recognize and aren't okay with his behaviours no matter what the intention may be. Something as simple as asking for directions/or time can work wonders. Use that moment as an opportunity to ask her if she's doing okay or if she needs anything. Just make sure to reflect on the situation so you are not putting anyone at risk! Yourself, or others.

"Slutty" Girls don't "Deserve it" even at the bar!

Scenario:

Someone at the bar tells you that just the girl standing on the other side of the room clearly wants sex because she is wearing revealing or "sexy" clothing.

Intervention:

Let them know that at they are saying simply isn't true and is based on rape myth! For example, every woman has the right to wear what she wants, and to choose her sexual partner. The idea that someone "asked for it" because of what she was wearing blames the victim instead of the perpetrator. You have to ask if someone wants to have sex.

She's too drunk to take home

Scenario:

While having some drinks with the guys at the campus bar, you see a few women from your dorm having some drinks as well. You turn back to your friends, continue chatting, and forget about your fellow dorm residents for a couple of hours. When you next look

over, you see the same group of women, but one of them, Sam, is noticeably drunk. Sam is struggling to keep her balance, and her friends are fairly drunk as well and thus are not paying much attention to their friend. Eventually, one of your friends goes to talk to Sam. From where you're sitting, you can see that your friend is trying to flirt with Sam as he buys her more drinks. Soon enough, you see your friend leading Sam out of the bar and toward the dorms.

Intervention:

You can approach Sam's friends and call their attention to their very drunk friend who is leaving with a man and heading toward the dorms. Let them know that she is very drunk and perhaps they should follow her to check in and see how she's doing.

You can also follow your friend and assess the situation up close. Ask yourself, how drunk is Sam, is Sam more drunk than your friend, and is Sam really able to give sexual consent? Try to talk to your friend and let him know that this situation isn't okay and that Sam is not able to give consent. Try distracting him and getting him back to the bar so that you, or Sam's friends, can get her back to her room safely.

Someone's slipping something in a drink at the campus bar**Scenario:**

While sitting at the bar on campus, you notice a man trying to chat with a woman. The woman is noticeably uncomfortable and definitely not interested. With some stern "no thank you's" and then silence, the man finally leaves her alone and moves to the other side of the bar. After about an hour, you see the man talking to the bartender. The man points out the woman to the bartender and then gives the bartender a fifty-dollar bill. Right after that, the woman who the man was bothering earlier orders a drink. As you watch, you notice the bartender drop something into the woman's drink before he hands it to her.

Intervention:

When you first see the man harassing the woman be sure to make it known, through body language and where you are looking, that you see what's going on and that it isn't acceptable. Make it known that you are a witness.

When you see the bartender put something in the woman's drink, tell her! Tell the woman that there are drugs in her drink and that she should not drink it. Ask her if she wants to leave and if she would like you or campus security to walk her home.

Further, report the bartender and the man who paid him to put drugs in the woman's drink to campus security.

Some Tips for Intervening at the Bar:

Tips for intervening when you're not sure of the situation at hand! Whether you're out on the street, or at the bar.

Approach everyone in a friendly manner and don't be antagonistic. Avoid using violence and make sure to take the lead from the person who is experiencing the harassment. Be honest and direct. If necessary, recruit support from others. Never try to approach a group of people you don't know alone. Make sure there are other witnesses around.

Classroom

A person in a position of power is making inappropriate advances in class

Scenario:

A person in a position of power (teacher, professor, coach, administrator, counselor, attendant) will not stop making sexual and inappropriate comments and/or advances towards you when no one else is around on campus or at school.

Intervention:

Find out relevant policies and guidelines about sexual assault and sexual harassment at school or on campus, especially by a person in authority or in a position of power. If you feel safe to do so, find someone you can trust and let them know what is going on. If you can document dates, times, locations, and the nature of the comments and behaviours in the event that you might need them later if you choose to move forward with an investigation or to file a harassment. It is also completely understandable for a person to feel like they cannot tell someone or if they feel like they do not want to file a harassment suite with the school. Particularly because so often this can put a survivor in a position of vulnerability and danger.

When your professor is spreading rape myths in class

Scenario:

You're sitting in class listening to someone in a position of power (professor, teacher, teaching assistant, etc.) tell the rest of the class that "women who wear short skirts had it coming to them and deserved it". What can you do?

Intervention:

We often hear people in positions of power say things that can be quite troubling and upsetting, especially in class settings. Often times they may not realize the impact that their statements might have on people in the room. In the moment you may feel like it's necessary to say something out loud in front of the class. If you feel like this is a safe choice for you than perhaps try responding with a question like "Professor ____, you don't actually mean to say that any person deserves to get sexually assaulted?" This may make the person question what they said and realize that it was inappropriate.

Another option is to wait until after class and approach the professor one-on-one and let them know that their comment didn't sit well with you, particularly because many of us know that rates of sexual violence are quite high (for example, 1 in 3 women will be sexually assaulted) and because we know that a popular rape myth includes that sexual assault is about sex rather than power and control. Of course, if you do not feel comfortable confronting the professor one on one perhaps you can speak to your peers about coming up with a group strategy or you may also approach the campus safety,

equity services or harassment officer to see what you can do that does not compromise your own position and comfort in the classroom.

When flirting becomes harassment in class

Scenario:

You notice a fellow student in your class will not stop sitting beside someone and commenting on their sexuality, dress, and making inappropriate comments. At first you thought it was harmless flirtation and that the person receiving the comments was flattered. After a few classes however you notice the person receiving the attentions body language is off and they clearly are not interested. One day you even notice that they tried to move seats but the student will not stop harassing them.

Intervention:

After class one day you can approach the person being harassed and let them know that you have been noticing the harassment and ask them if they're okay, or if they need anything. Together you both can generate ideas for ways in which you can support and assist in diffusing the situation whether that means sitting beside them, letting the aggressor know that the harassment isn't going unnoticed and that it is consensual, or you can even let them know that what they're doing is not okay (only if you feel safe to do so, and if the person being harassed agrees)

A friend is being sexual harassed by a fellow classmate

Scenario:

One of your friends in class is being sexually harassed by a fellow student. They are clearly upset and feeling uncomfortable. What can you do?

Intervention:

Try to send your friend a text or call them away if you see them being harassed. You can even walk up to them and interrupt the situation by asking your friend a school related question and direct them away from this person. This provides them with an out and can potentially diffuse any confrontation.

When your professor shows a triggering video in class

Scenario:

A person in a position of authority (professor, teacher, teaching assistant, coach etc.) plays a video during lecture/class that you find to be really triggering. What do you do?

Intervention:

If you are feeling triggered it's perfectly okay to remove yourself from the space and take some fresh air. Feel free to go to the bathroom or to get a drink of water! If you feel comfortable (or if you don't perhaps ask a friend to help you do this) approach the person in a position of power after class and let them know that the content in the video was upsetting to you, and possibly for other people too. Respectfully suggest that in the future it might be a good idea to provide a "trigger warning" before showing any material or videos that deals with violent or traumatic content. The person might feel defensive so let

them know that you are aware that it was not their intention to trigger people in the class. If they refuse and if you feel comfortable also try approaching a school counselor or someone from the administration regarding this issue.

Gym

Gender Policing in Change Rooms

Scenario:

You're in the campus change room getting ready to go to the gym. As you unpack your belongings, you see Robin, someone you vaguely know from the Gender and Sexuality Resource centre on campus. You smile and give a casual wave. Robin, although female identified, has a short haircut and dresses in clothing that many people characterize as masculine. You have heard that many people misgender her and call her sir at times. As you start to change, you hear a voice say loudly, "Excuse me!" When there is no response, the woman repeats herself more loudly, which prompts you to turn around. You see that the woman is addressing Robin and you can tell by the conversation that she has misgendered Robin.

Intervention:

Respect Robin's boundaries and remember that this is not about "saving" anyone. Calmly interrupt the conversation and start chatting with Robin so that the aggressor understands that you know Robin and that it's completely okay for Robin to be in the change room regardless. This may also help Robin feel less isolated and more comfortable as change rooms are often a hard space for queer and trans folks to be in.

Someone won't stop hitting on another person at the gym

Scenario:

While on the treadmill at the campus gym you notice that a guy won't stop hitting on someone who clearly is not into it. What can you do?

Intervention:

If there is a machine open next to these people feel free to go and work out next to them. Even your presence and witnessing can deter someone from being inappropriate and aggressively hitting someone. If there isn't you can also try walking up to them and pretending that you know the aggressor or have met them in the past, this will give the girl an opportunity to get herself out of the situation safely and respectfully.

Aggression and Escalation at the Gym

Scenario:

Two guys at the gym are really getting into a screaming match over this woman that they see. You notice the woman is uncomfortable with this environment. What can you do?

Intervention:

Try not to put yourself into the middle of the situation or to directly or physically intervene. Sometimes all it takes to diffuse the situation is to ask people what's going on

or to make your presence known. If anything feel free to ask the girl if she is doing okay or needs anything. You can also make your presence known and the fact that you don't agree with their behaviour known through use of your body language. If things escalate it might be a good idea to call campus safety. Never put yourself into the middle of a fight or put yourself into a dangerous situation.

Dating Violence

Scenario:

You just finished hitting the gym late one night after class. On your way to catch the bus you witness two people, a girl and a guy whom you presume are dating, get into a heated argument. All of the sudden you notice the guy slap the girl in the face. She is crying hysterically and tries to walk away but he grabs her by the hand and begs her not to leave apologizing over and over again for his behaviour. As a bystander what can you do?

Intervention:

It might be a good idea to not get into the middle of the fray because you can never be quite sure if that's what she would want, or if it would create a more dangerous situation for the person who is experiencing the violence. For example, getting aggressively involved might trigger an abuser to escalate their behaviour rather than stop it. What you do need to remember is that it is important to do *something*. If you have an emergency safety number in your phone you can try to call it and let campus safety know what you have witnessed. You can hang out and be present to make sure the abuser knows that you are there and you are witnessing. In some cases of domestic violence and intimate partner violence distraction strategies can work to de-escalate a situation such as making a noise, or using a ringtone. The idea is to let the abuser know you've noticed, you're standing by and can possibly intercept an escalating situation. Other strategies suggest that, you simply ask the person who is experiencing the abuse if they are okay and if they need support (and respect their wishes!). The main thing is *to do something*. Because doing nothing is one more vote that as a culture we accept that it's OK to hit or strangle your partner a little, even in public, and maybe hit her, punch her, break a bone. As a culture we need to take responsibility and build support. We need to collectively say that this type of behaviour is not okay and we don't accept it.

Unwanted touching

Scenario:

You're hanging out at the gym getting your crossfit on and all the sudden you notice someone is touching another person who is using the treadmill because they have a lot of visible tattoos. The person with the tattoos obviously seems uncomfortable with what just happened, what can you do?

Intervention:

Indeed, as rude and invasive as "etiquette intrusions" are we have all experienced unwanted touching from strangers at some point! And just because we have all experienced these doesn't make them okay! Our bodies are our own and nobody else's to touch without our consent. As a bystander you can always walk up to the person after the fact and let them know that you witnessed what happened and that what that person did was not okay. You can explain to them (kindly and respectfully) regarding boundaries

and consent, and let them know that people can feel uncomfortable with touch and have a hard time expressing that discomfort. Don't forget to take the lead from the person though! Ask the person with tattoos if it's alright that you confront the issue with that person. Often times people can handle situations on their own so ask if they need some extra support. Try to approach the situation in a calm and gentle manner and let the person know that nobody should feel entitled to other people's bodies no matter what!

Witnessing unwanted flirting

Scenario:

You are going to the gym after class and as soon as you walk in you notice someone is hitting on the employee at the front desk. The employee seems to be uncomfortable but is kindly taking their compliments all the while trying to get back to doing their work. The person is not taking a hint and keeps hitting on the employee who has no way out of that uncomfortable conversation. As a bystander what can you do to support?

Intervention:

As a bystander it's important to respect everyone's boundaries in the situation. First ask yourself if the employee would like for you to intervene. Since you are an outsider looking in it might be difficult to gauge the comfort levels of everyone in the situation. In this situation distraction might be a good strategy. Walk up to the employee and ask them a simple gym related question and pretend that you need some help. This gives them an out! If the person doesn't stop the behaviour of flirting with the employee you can always let them know that they don't seem interested. Remember to never publicly bash or belittle any other person in the situation and be careful not to do anything that might cause the employee to get into trouble at work. If you feel like the situation is escalating see if you can speak to a manager or another employee from the gym to recruit some help.

How to deal with unwanted stares

Scenario:

You are hitting up the gym after class to break a sweat. While you are working out on you notice people keep stopping to stare at you, which makes you uncomfortable. One person in particular keeps coming back, stopping, staring for long periods of time. What can you do?

Intervention:

Depending on your comfort level you can either choose to ignore it or confront the situation. You may also recruit other folks in the gym to help you out if you feel uncomfortable dealing alone. Often ignoring sexual harassment may cause for it to continue or escalate. You can choose to speak up and calmly let the person know that you do not tolerate their behaviour no matter what the intention may be. Moreover, they are unlikely to change their behaviour if everyone thinks it's acceptable so it can be quite helpful to recruit others in the intervention! If the person threatens you or continues to make you uncomfortable feel free to engage the gym staff and seek some extra help. Gym staff may be in a position to help and support you, as this behaviour should not be tolerated in this type of environment. Here are some other steps you can take:

- Document each experience of sexual harassment by writing down the date, time, description, the names of any witnesses and the location where the harassment took place. Continue to do this, even after you report the situation.
- Tell the harasser to stop—in person or in writing (keep a copy). Or you may want to tell your supervisor, your harasser's supervisor, employees and management of the location, the person designated in your school's sexual harassment policy. Provide documentation where applicable.

Home

When a friend discloses abuse between family members

Scenario:

Someone discloses to you that they are afraid someone in their family home is abusing another person.

Intervention:

Suggest to them to call home and ask the person to leave the house- giving them an out. If young siblings are involved you might want to research policies around "Duty to Disclose" and let your friend know the professional ethics surrounding getting professional help. Generally when younger children are involved and abuse is disclosed in the home a professional must report it to child welfare services. It might be a good idea to give the person a heads up regarding this policy in Canada.

Fighting at home

Scenario:

You can hear members of your family getting into a loud screaming match. You are worried that the situation will escalate but you don't want to call the police. What can you do?

Intervention:

If you feel safe to do so and have the capacity to do so try calling a neighbour to come and ring the doorbell to ask to borrow some sugar. This might help de-escalate the situation.

When a friend discloses domestic violence between parents

Scenario:

Your friend discloses to you that their father has been physically abusing their mother for a really long time. They aren't sure what to do anymore and feel a lot of resentment toward their mother because she stays with him. As a friend what can you do?

Intervention:

In these situations it's hard to know the complexities of family dynamics. The best thing to do is to listen to your friend and validate how they feel. Let them know that you will always be willing to listen. Ask them what they need in terms of support and maybe help them get connected to professional resources regarding what they can do to help their mother out. Not everyone has the option of leaving an abusive situation, which makes

violence a complex issue. Someone might stay with an abusive partner for fear of leaving, for financial reasons; they may have nowhere to go, if there are small children or pets in the home etc. Try not to make assumptions regarding someone's situation but if you feel up to it offer your ear, and help this person get connected to resources if that is something they would like. Sometimes people just want to talk and have someone listen to, which is okay.

I think a friend is self-harming

Scenario:

You notice a friend on campus has a lot of scars and marks on their wrists and arms. You are generally concerned about them and are not sure how to approach the subject. What can you do?

Intervention:

People who practice self-harm do so for a variety of reasons. A huge misconception is that people are trying to get attention and this is absolutely not the case. Without placing shame or blame on the person ask them if you can speak with them privately. Bringing up the marks in public can be quite embarrassing and not feel very good. Let them know that you have noticed the scars and marks, let them know that you are available to talk or listen at any time. If and when the person is ready to seek support they can come to you giving them the choice to talk about their issues if they choose. Agency, choice and validation are really important! Also remember that it is not your job to be their "support person" but let them know that you are there to listen and if need be you are there to help them get connected to resources if they so choose. If you can let them know that there are ways for them to reduce harm and infection (by practicing safer and harm reduction strategies) and if you are really concerned that this person is putting themselves at risk or are in crisis seek the advice or support of someone you both trust to help them get professional support.

When a friend discloses experiencing abuse at home

Scenario:

A person discloses to you that they are experiencing abuse at home from a parent.

Intervention:

Explore with this person whether telling other family members they trust about what happened is a good option for them. Come up with a safety plan together. Validate them and let them know that they can't control someone's behaviour but that they can take steps to reduce and protect themselves from harm.

Someone discloses to you that they are in an abusive relationship

Scenario:

One of your long time friends has been dating someone new these past few months. They had previously dropped off the map but recently they reached out to you and confided in you that they feel like they are in an abusive relationship. As a friend how can you be supportive?

Intervention:

Listen to your friend and provide validating messages. Such as "you don't deserve this. There is no excuse for abusive behaviour. You deserve better." Or, "I am concerned. This seems harmful to you." And, "I care. I am glad you let me know. I want to know more about your situation, and intimate partner violence so we can work together to keep you as safe and healthy as possible and so that you can make sure to get what you need and want." Don't forget to listen to your friend and respond to safety issues. Encourage your friend to make their own safety plan, to establish a support system, and if they feel up to it help them explore local resources and gather as much information as possible.

How to recognize a Healthy or Unhealthy Relationship!

Scenario:

You have been in a relationship with someone for a few months and recently they have been quite aggressive, controlling and at some points even cruel. They won't let you see your friends and want to know where you are at all times. They even check your text messages and get quite angry if you don't check-in with them multiple times a day. Over the past few weeks you notice that you are spending less and less time with good friends, which makes you feel unhappy. Even your parents have noticed that you don't seem like yourself. You're unsure what to do, how to feel, and whether or not your relationship is taking something away. What can you do?

Intervention:

Here are a few things to think about before you decide what is best for you. 1) Evaluate honestly: Is this relationship healthy or unhealthy? Have many things changed since this relationship began? Have you told your parents what is going on between you and your partner? Do you feel like you could? 2) Does your partner engage in any behaviour that might seem discouraging, pressuring, controlling, blaming, embarrasses you or makes you feel like there is no way out? Do you ever feel scared, anxious, nervous, or responsible for their feelings? 3) Evaluate how your other relationships have changed. 4) Recognize your blindness to your partner's faults. 5) Recognize excessive jealousy, anger, or possessiveness. 6) Keep your support system! Don't cut yourself off from the friends and family that make up your support system. This helps your partner gain control and dominance over you. Remember that you are allowed to have your own feelings, choices and decisions. 7) Don't blame yourself! And do recognize that every person is capable of some manipulative or controlling behaviours from time to time. But when you begin to recognize more than a few, or if you feel unsafe, it may be time to take a closer look at your relationship and decide whether it's truly an equal and healthy partnership.

When a sibling discloses sexual assault

Scenario:

Your younger sibling, who just started university a few weeks ago, discloses to you that they were sexually assaulted during Frosh week. What can you do?

Intervention:

Listen to your sibling and believe them. Provide them with validating messages to let them know you care and that you are on their side. It's really difficult for people to disclose experiences of sexual assault. Fear, shame, guilt, and self-blame keeps many survivors silent. Try not to give your sibling advice even if that feels like it might be right

in the moment. Also remember that it is their decision to decide what they want to do, try not to interrogate them or insist that they report to authorities. Remember to protect their confidentiality, and let them know it wasn't their fault. Ask them what they need and if there is anything you can do to support such as: research community resources and referrals, come up with a safety plan, figure out the best way to inform the rest of your family if they so choose, support with contacting school authorities if that is a route they would like to take. Remember to let them take the lead even though it may be difficult.

Library

Witnessing Gender-Based Harassment in the Library

Scenario:

There is a gender ambiguous person that you perceive as a woman walking in front of you as you pass the campus library. As you pass a group of people, they all start pointing, staring, and laughing. Soon after, a few of the people have started following this person and taking pictures behind them when they think the person isn't looking.

Intervention:

What might be most effective is making it known that you see what is happening and that it is unacceptable when the group of people are initially gawking and laughing when the person walks by them. This could potentially prevent them from feeling that following and taking pictures is okay. Set the tone for acceptable behaviour. Since the situation escalated to picture taking, you can also continue to demonstrate that you are not okay with what is happening and this could potentially deter them. If there are on-lookers who also seem to be displeased with the picture taking, try to engage them in getting the harassers to back off.

Alone studying in the library late at night

Scenario:

You notice someone studying late at the campus library during midterms. The library is pretty quiet and there are not a whole lot of people around. You notice a girl won't leave this guy alone who is studying. He's clearly not into it. What can you do as a bystander?

Intervention:

Feel free to walk up to the girl and pretend you know her. Ask her if she remembers you. If you are not comfortable speaking with her feel free to walk by them. This way at least she knows that someone is watching and this will likely deter her from continuing her behaviour.

Someone's alone sleeping in the library

Scenario:

You notice a student fell asleep at the library late at night while trying to study during exam period. There aren't a whole lot of people around and you are concerned for their safety. What can you do?

Intervention:

If there is a table or desk empty close by feel free to move yourself close by and that way at least you know that they are not alone without assuming that they are in danger or disrespecting their space. It is not our responsibility to "save" others but sometimes it's good for people to not be alone in these types of situations. A witness or a bystander's presence will likely deter anyone from taking advantage of this person who is asleep in the library.

Stalking in the library**Scenario:**

You and some friends are sitting in the library at school studying an approaching date for your exam final. While you are all studying one of your friends discloses to you that she thinks she sees her ex-partner hanging out in some nearby book aisles. Over the past year you know that your friend has been trying to stay away from her ex-partner due to an unhealthy dynamic and bad breakup. She has been doing everything she possibly can to stay away from the ex-partner but they just keep following her and won't leave her be. What can you do as a friend?

Intervention:

First validate how your friend must be feeling and ask them what they would like to do or what they need in terms of support. Clearly this is an issue she has been dealing with for a long period of time so if you feel comfortable help her come up with a safety plan and strategy to deal with this ex-partners abusive behaviour.

Online

Body-shaming and bullying on Facebook**Scenario:**

While browsing through *facebook, you see a picture of a girl you know from school. This person is someone who experiences a lot of bullying at school. People frequently target her with threats and name calling including, "slut" and "whore". When you click on the picture for a closer look, you see that fellow students are treating her no differently online. The comment section is filled with inappropriate and hateful statements like, "cover up your body b***", and "you're fat and ugly". What can you do from the other side of the computer screen?

Intervention:

- Preventative: Take time to learn about issues such as slut shaming and fat shaming (fatphobia). Further, look into the continuum of sexual violence and educate yourself around issues of violence and the ways in which violence escalates. You can also befriend this girl or even just offer her a supportive ear. Cyber bullying is just as real as when it happens in person.
- Direct response: Report comments using the reporting system of the website of it is available. You could also: be the voice to counter the other comments. If you feel comfortable, point out that their comments are unkind or unfair. Perhaps link

it to solid examples that can be found in pop culture and the ways in which media perpetuates these ideas.

Talk about how media reinforces ideas and try to draw attention to the importance of being critical of the meaning attached to words.

- Addressing the issue after the fact: You can ask the girl if she needs to talk about how the comments make her feel. Try to reframe the situation as the bullies being people who need to use power to feel better and by reinforcing the positive characteristics of the girl. Offer the girl a supportive ear if you can. Sometimes people just need to feel listened to and validated. If she needs any extra support offer to help her explore different resources.

Online Harassment and Depression

Scenario:

A fellow student you have as a friend on social media seems to be feeling very down lately. A few months ago, their statuses seemed to be darker and gloomier than usual. Not very many people commented on those statuses and if they did, people either made fun of her or told them that they needed to be more positive. Lately, the status updates and pictures this person has been posting have only become more dark and intense and so have the rude comments making fun of them. What can you do?

Intervention:

- Preventative: if you suspect that this fellow student may be depressed, try doing some research. Before diagnosing them and jumping to conclusions, look for credible information that will help you learn more.
- Direct response: leave helpful and supportive comments on her statuses to help the person know that there is a someone available if needed. Your supportive comments may deter other negative comments once people see that not everyone is leaving negative comments.
- Addressing the issue after the fact: You can ask if the person needs support or just a willing listener.

Explicit Videos, Consent and Social Media

Scenario:

Multiple people have been posting the same video on social media over the past few days. Finally, curious to see what it is, you watch it. After a few seconds it becomes apparent that there are people having sexual relations in the video, more specifically, one's that seem unconsensual wherein the woman is extremely drunk. In the comments section, someone who seems to be the girl in the video is asking the poster to delete the video. What do you do?

Interventions:

- Report the video to the website it is posted on
- Comment on the video in support of the girl in the video asking it to be deleted

- If the person in girl in the video is under 18, let the poster of the video know that they could possibly be charged under certain criminal law and policy (age of consent in Canada is 16 years old)
- Try researching and awareness raising around similar issues regarding gender based violence and cyber bullying. Try to emphasize the fact that posting private videos is a big deal and that it is not acceptable.

Homophobia Online

Scenario:

A friend of yours posts a picture of her new haircut on social media. You friend's haircut is very short and the comments posted on the picture accuse her of having a "dyky haircut" and call her a "lesbian". What do you do?

Intervention:

Comment on the picture with supportive comments such as providing compliments for the haircut. Call people out in a productive way that highlights the homophobic nature of their comments. Help educate people surrounding how gender stereotyping and assumptions are not productive or tolerable. For example, what makes a certain haircut "gay" or "straight" or how people's sexuality is their own to define and determine. If you feel up to it privately message your friend and ask her how she is doing and if she needs anything in terms of support.

Sexting, Consent and Social Media

Scenario:

With all the busy-ness of school and work you don't have much time for going out and getting to know people. You decide to start a profile on a popular online dating site to meet new people and possibly hit it off with someone romantically. You start chatting with someone and after a while you both decide to exchange phone numbers. You are texting with this cute guy and suddenly he decides to send you a photo of his junk. You are totally taken aback by this explicit photo and uncomfortable. You don't understand why someone would think it was okay to send you a photo like this when you clearly don't know them well or haven't communicated any intentions of the sort. He keeps asking you send a photo back and stating how much you "must like it". How should you continue to engage with this person?

Intervention:

If you feel uncomfortable with someone sending you naked photos of themselves feel free to let them know that you are feeling discomfort. You can try to engage them in a way that doesn't make them feel ashamed yet asserts your boundaries. Letting them know that you feel like this behaviour is inappropriate or crosses your boundaries is okay and you do not need to feel otherwise. If you feel positive about the experience that's okay too! It really depends on what your feelings are around the situation- and no matter what your feelings are valid. You can kindly ask them to stop sending you explicit photos and give them a warning that if they keep doing so that you will not engage. If this behaviour continues simply do not respond or engage with them. If you feel threatened by their texts you can call your mobile service provider and have their number blocked. You should

never feel the need to engage in behaviours that make you feel unsafe and uncomfortable no matter what the behaviour is or what medium it is coming from.

Distributing explicit photos of someone else without their consent

Scenario:

Someone has found themselves in quite the predicament: They sent a nude photo of themselves to their dating partner over a year ago when they were dating. Now that they've since broken up their ex-partner who received the photo, is now sending it to others. What are the implications of this context and what does this person need to know?

Intervention:

Before anyone sends photos of themselves to someone else there are many things that need to be considered. For example, once the photo has moved beyond the private exchange between the original two consenting people and is distributed to a wider audience (something that can happen very quickly with cell phones and cyberspace) it becomes much more likely that someone (e.g., a person of authority or concerned parent/guardian/friend) will bring it to the attention of the police or campus authorities. Legal jurisdiction also depends on the two individuals' ages (whether they are adults or minors for example) In this scenario, if both people were not considered of legal age at the time of the photo distribution according to the strict definition of the law, the original dating partner who sent the photo to a third person and everyone who subsequently sent it to someone else has, legally speaking, distributed child pornography. In one case, in 2007, an 18-year-old male in Alberta was charged with the possession and distribution of child pornography because he showed to other people nude pictures of a 15 year-old female who had privately emailed the pictures to him. The male in this case was allowed to plead guilty to a less severe charge (Baute, 2010). In similar scenarios in the United States, the teens involved have been charged and convicted for distributing child pornography.

How to engage negativity on Social Media

Scenario:

We've all had those moments on social media where we've had to challenge sexist, homophobic, racist and otherwise rude and offensive comments. The problem is we don't always know what to do or what to say!

Intervention:

If you've used social media for any length of time, then there is a good chance you've come across some inappropriate or offensive comments, people or material online. In fact, you've probably come across any of these things more than one. Maybe you've been someone who has engaged in these types of inappropriate behaviours (if so, think twice!) While social media brings people together in ways that were never possible before, it also means that there is a large platform for bullying, offensive and oppressive behaviour, and people who act cruel or mean since they can hide behind their screen more easily! Sometimes it's a personality issue and other times it's just someone having a bad day but whatever the situation, it's important that you learn how to handle it appropriately. Sometimes it's a matter of engaging the person and educating them on the issue because

often someone might say something and not know or understand that it is inappropriate or why. Sometimes a person might act out because all they really want is to be listened to, so perhaps try to engage them in a conversation and listen to where they are coming from. Other times engaging a person may not be worth your time and effort and the best route to go is blocking and/or deleting their comments. Whatever the situation may be make sure to remain calm and respectful, make a point to understand the context/intent and affect of the comments and where that person is coming from, and make sure to take good care of yourself during the process!

Cyber-bullying Online

Scenario:

If you've used social media for any length of time, then there is a good chance you've come across some inappropriate or offensive comments, people or material online. In fact, you've probably come across any of these things more than one. Maybe you've been someone who has engaged in these types of inappropriate behaviours (if so, think twice!) While social media brings people together in ways that were never possible before, it also means that there is a large platform for bullying, offensive and oppressive behaviour, and people who act cruel or mean since they can hide behind their screen more easily. If you or someone you know has encountered cyber-bullying, what can you do to intervene and support?

Intervention:

No matter how harmful it can be, people are often reluctant to tell parents, peers, or authorities about cyberbullying because they fear that doing so may result in being shamed or making matters worse. Here are some tips to dealing with cyber-bullying: If you are targeted by cyberbullies, it's important not to respond to any messages or posts written about you, no matter how hurtful or untrue. Responding can make a situation worse and provoking a reaction from you is exactly what the cyberbullies want, so don't give them the satisfaction. Moreover, it's also important that you don't seek revenge on a cyberbully by becoming a cyberbully yourself. Again, it will only make the problem worse and could result in serious legal consequences for you. If you wouldn't say it in person, don't say it online. Instead, respond to cyberbullying by:

- Saving the evidence of the cyberbullying, keep abusive text messages or a screenshot of a webpage, for example, and then report them to campus authorities, the local police, or someone you trust such as a family member, professor, or school counselor.
- Reporting threats of harm and inappropriate sexual messages to the police. In many cases, the cyberbully's actions can be prosecuted by law. We also recognize that not everyone wants to or has the option of reporting incidents. Therefore, whatever the case may be it is important to develop a safety plan to reduce risk of harm and escalation.
- Being relentless. Cyberbullying is rarely limited to one or two incidents. It's far more likely to be a sustained attack on you over a period of time. So, like the cyberbully, you may have to be relentless and keep reporting each and every

bullying incident until it stops. There is no reason for you to ever put up with cyberbullying.

- Preventing communication from the cyberbully, by blocking their email address, cell phone number, and deleting them from social media contacts. Report their activities to their internet service provider (ISP) or to any web sites they use to target you. If you are being cyberbullied, remember to not blame yourself, to access support, and take care of yourself in the mean time!

Residence

When a friend seems upset

Scenario:

You notice a friend is distraught and not doing well. They seem to be crying and shaken up. Though when you try to approach the situation they are pretty quiet and unresponsive. What do you do?

Intervention:

Assuming this is not a crisis situation, a person who has experienced a traumatic event must first feel safer, calm, and validated before moving forward. Don't make any assumptions regarding what they're feeling or what happened to them. Try asking your friend if they need anything or simply acknowledge that you have noticed them and could be made available to talk should they need you too. Support doesn't mean the same thing to every person. Let them have some space and time to figure out what works for them. Consent in a support-like situation is just as important as anywhere else. If it is a crisis situation feel free to call an emergency number

Transphobia is gender-based violence on campus!

Scenario:

There is a man having a cigarette outside of a campus building. You recognize him to be Graham who you know as a trans man who has recently started his transition. Since Graham is a friend of a friend, you nod at him in acknowledgement as you light your cigarette. Soon, a large man exiting the building heads towards Graham. The man is about to pass Graham, when he does a double take and stops to stare at him. Graham says, "Hi." And the man proceeds to aggressively interrogate Graham as to whether he is male or female.

Intervention:

If you see a large aggressive man coming out of a building try to start a conversation with Graham. Graham experiences a lot of transphobia and some people can be especially aggressive and confrontational. Graham may feel more comfortable and may become less of a target if he is not standing alone and therefore starting a conversation can act as a deterrent for potential aggression.

If it is too late and the aggressor has already become confrontational, always make it known in some way (in whatever capacity you feel comfortable and safe) that the aggressor's behaviour is unacceptable and that you are a witness to what is happening. If you don't feel safe approaching the situation or if the aggression escalates when you get involved, try calling attention to more people who would be able to help. If that doesn't work then try to put as much distance between you and Graham and the aggressor as possible. Go back into the bar where there will be other witnesses and potentially security guards to help diffuse the situation.

When a friend is experiencing intimate partner abuse

Scenario:

A friend comes to you extremely agitated and tells you that their partner beat them last night. Your friend says that they don't know what to do. You can see they're very panicky. Everything you suggest just seems to provoke more anxiety and fears. When you try to respond to one aspect of the problem, your friend interrupts frantically and jumps to another. What can you do to help?

Intervention:

No matter how good your advice, it simply won't be of much help to give that advice to someone who is overwhelmed with panic or anxiety. The suggestions and thoughts you put out may not get through to them in this moment, and it's not very likely that they'll remember them later. Assuming there's no imminent danger, a person who is overwhelmed by a traumatic event must first feel safer, calm, and validated before moving forward to safety planning. Always believe survivors! Try asking your friend if they need anything.

My roommate disclosed sexual assault to me in Residence

Scenario:

Your roommate in residence discloses to you that they were sexual assaulted a few months ago. You are not sure how to respond. What can you do?

Intervention:

If this is not a crisis situation, a person who has experienced sexual violence must first feel safer, calm, and validated before moving forward. Don't make any assumptions regarding what they're feeling or what happened to them. Try asking your roommate if they need anything or simply acknowledge that you believe them and could be made available to talk should they need you to. Support doesn't mean the same thing to every person and generally people know what works best for them. Let them have some space and time to figure out what works for them and if you feel up to it help them get connected to resources if that's what they would like. Consent in a support-like situation is just as important as anywhere else. Also, remember that people are more likely to process their experiences at their own pace. So just because your roommate waited a few months to disclose it doesn't mean that it never happened. Always believe survivors!

Is cheating unconsensual?

Scenario:

You find out that one of your guy friends is cheating on his girlfriend of 4 years with a new sexual partner who is also a mutual friend. This news upsets you and saddens you, but you don't feel like it's your place to say anything. What can you do?

Intervention:

People's relationships are complex and it's hard to know exactly what anyone's relationship dynamic is like. First ask yourself, are you certain that their relationship is a monogamous one? Sometimes people have different relationship styles and we assume that they are normative. Secondly, if you feel comfortable and know that they are in fact breaking the boundaries of their relationship try pulling the person aside and let them know how you are feeling about the situation. Explain to them that having sexual relationships with other people and being deceiving is not consensual. Tell your friend that what he is doing is not fair or right because it doesn't allow the other person to know what is going on or to give informed consent. Let him know that he should treat his partner(s) with respect. Just be conscious of the fact that this is not your decision to make or to place judgment on your friends. Shaming and blaming people is not productive but try to come at it from an angle of gentleness, empathy and informed consent.

How to support a friend**Scenario:**

Your friend discloses sexual assault to you. What can you do?

Intervention:

Helpful Responses: Believe your friend. Stay cool and calm!
Listen without interrupting. Encourage your friend to take whatever time is necessary and do what they need to do to feel safer. Respect the language your friend uses to identify what's happened. Understand that individuals from different backgrounds may express or experience reactions to an assault in different ways. Validate your friend's experience or reactions. Believe them no matter what! Remind your friend that it's not their fault! Help your friend identify other safe people in their existing support system. Encourage your friend to seek medical attention and counseling if they feel like that's something they want to do. Help your friend seek out resources and information if they would like your support in that. Allow your friend to make their own decisions about where to go from here!

She's too drunk to consent**Scenario:**

You notice your roommate in rez has taken home someone from the campus pub. The person is obviously incredibly intoxicated and you are concerned that consent might be an issue. You don't feel right about the situation because you believe the person is way too drunk to do anything sexual with. How do you approach your roommate?

Intervention:

If you feel comfortable let your roommate know that the person seems too drunk to consent and that you're uncomfortable with the situation. Be calm, honest and assertive. It's possible that your roommate wasn't fully aware of the situation. Offer to help your roommate call this person a taxi or cab to get home safely. If they don't listen to you try

to engage your neighbours in the situation or contact your rez fellow if you feel safe to do so. Try not to be antagonistic and avoid using violence. Be a friend and let your roommate know that you are acting in their best interest.

Sexual Assault at a Party

Scenario:

You are at someone's party in residence and notice an acquaintance of yours took some drunk girl into a private room. You noticed that the girl was falling all over the place and wasn't really aware of what was happening. As a bystander what can you do to intervene?

Intervention:

Use a distraction and redirect the focus somewhere else: "Hey, I need to talk to you." Or, "Hey, this party is lame. Let's go somewhere else." If you need to even spill your drink! You can also use interruption by knocking on the door multiple times over and over again. Approach everyone as a friend and recruit help if necessary.

Sexist Graffiti

Scenario:

On your rez floor you notice someone is writing sexist and homophobic graffiti on someone else's door. What can you do?

Intervention:

Sexist and homophobic comments are gender-based violence. If you feel safe: say something, and do something! For example: "those comments are offensive to me, please erase them or else I will contact our floor representative." or "Could you be more considerate? It's really hard for me to read your comments. Could you not do that?" If they don't listen feel free to report them to authorities. If you need help recruit some friends. Avoid using violence and being antagonistic!

What to do if Someone tells you a Rape Joke

Scenario:

You're hanging out in your room in residence and all of the sudden someone from your floor comes to visit. You engage them in a conversation and they suddenly drop the rape joke bomb! What can you do?

Interventions:

Here are three things that you can do to survive hearing a rape joke:

- Remember that you are not alone.
A lot of people believe that rape jokes are bad. These people are smart and strong, just like you.
- If you feel safe, say something. If you can- stay calm. If you are angry- that anger is valid! If you don't want to engage- you don't have to! Your choice!
If you want to engage, here are a few things you can say:
 - "You know, a lot of people who I love have been raped. That joke isn't funny to me."

- “It’s really hard for me to hear jokes about violence. Can you not say that anymore?”
- “One in three women been assaulted. Can you be more considerate when you tell jokes? There’s a really good chance that you’re saying that in front of a survivor.”
- “What a lazy joke. You’re better than that.”
- Take good self care
 - If a joke is triggering for you, use your coping skills to get through the moment.
 - Take a deep breath, count to 100, create a calming image in your mind, get up and walk away.
 - Do whatever you need to do to keep yourself emotionally safe, and don’t apologize to anyone for it.
 - You have a right to safety. There’s no way around it. Jokes about rape are wildly inappropriate and downright cruel.
 - We all have the right to exist in the world without being triggered by another person’s insensitive and offensive jokes.
 - Let’s all hold each other accountable in understanding that rape jokes are wrong and in supporting the people who get stuck hearing them.

Street

When compliments go too far on the street

Scenario:

You see a woman walking down the street when she is suddenly approached by a man. Judging by their conversation and the woman’s body language, you can tell that the two people do not know each other. As you get closer, you can tell that the man is telling the woman how beautiful she is and is asking for her phone number repeatedly. The woman is trying not to engage with the man and is noticeably uncomfortable.

Intervention:

Firstly, make it known that you can see what is going on and that you are a witness to it. You don’t have to engage with the man; rather you can simply stop walking if you witness this as you are walking by. As well, you can continue to follow the two people if they happen to be in front of you. Let it be known that you are there and aware of the situation.

If the situation is escalating or the man will not relent, you can try to talk to the woman, without engaging with the person harassing her. You may offer to walk with her the rest of the way or elsewhere. Always keep in mind the needs of the person experiencing the harassment. Sometimes simply being a witness is the best solution in order to respect the boundaries of the person experiencing the harassment.

A group of men are harassing someone at the bus stop

Scenario:

You see a young woman on her own waiting at the bus stop being harassed by a bunch of men in a group... They just won't leave her alone.

Intervention:

Interrupt the situation with your presence. Sometimes people change their behaviours when they know that other people are watching. Ask the young woman if she is doing all right and if she needs anything. If she asks you for support you could let the men harassing her know that they are crossing a line and their behaviour is unacceptable. If you don't feel comfortable with confrontation make your presence known and walk with her for a few more blocks.

Drive by car harassment**Scenario:**

You are walking down the street and a car drives by honking at you aggressively. This experience feels incredibly disempowering and there's not much that you feel like you can do.

Intervention:

If you have time take down the license plate number and feel free to report the situation of harassment on the Ottawa iHollaback page! This lets other people know about this car and how unacceptable their behaviour is and who knows maybe someday those people will find out that their bad behaviours are being documented online for the world to see!

Stalking on the street**Scenario:**

You notice someone is following a young woman. She seems uncomfortable and starts walking more quickly, looking over her shoulder periodically. The person stalking her from a few blocks behind is not slowing their pace or changing their route. What can you do?

Intervention:

There's not really any certain way to know that the person is intending to stalk her though it very well may be the case. What's important in this context is that she is obviously not feeling very safe or comfortable knowing that the person is following her. It is obviously not your job to "rescue" her but what you can do to help disengage the person following her is simply by distraction giving her an out. Try walking up to the person and asking them for the time or if they can give you directions. This will stall the stalker for a few moments giving the woman some opportunity to do what she needs to do to feel safer.

Harassment at a street intersection**Scenario:**

You are walking along a main street in Ottawa and notice a car containing three men who appear to be in their early twenties stopped at a red light. As you walk by the car the individual sitting in the front passenger side of the car decides to spit out of the window into your direction while staring at you and mouthing explicit and derogatory comments. After a few brief moments the light turned green and the car drove away while the passengers laughed. What could you have done?

Intervention:

In situations like this it can be difficult to respond. Depending on how you are feeling in terms of safety you could either choose to ignore the men in the car who are harassing you or you could choose to engage the vehicle. If you would like to report the situation you can always take note of the cars license plate number and call the City or local police services to file a complaint. If you so happen to be a bystander witnessing this interaction you may choose to ask the person who is experiencing the harassment if they are alright and if they need anything. As a bystander you can also choose to engage the men in the car and let them know that what they did was inappropriate and not okay.

Late evening in the parking lot & foot patrol services**Scenario:**

You are returning to your parked vehicle late one evening after class. While walking through the parking lot you realize that someone who looks anxious is waiting outside in the parking lot on their own. What can you do?

Intervention:

If you feel up to it you may approach the person calmly and warmly and simply ask them if they're alright and if they need anything. You may also offer to accompany them to their vehicle or ask them if they need a walking buddy if your schedule and time permits. Most campuses also provide foot patrol services through safety and the student unions. You may let them know about this service on campus so that they may have the phone number handy!

Harassment at the Bus Stop**Scenario:**

You are hanging out at the bus stop on campus and notice a person will not leave a woman alone. Her body language is clearly indicating discomfort and she is trying to assert her boundaries but the person will not leave her be. What can you do as a bystander?

Intervention:

You can simply ask the woman if she's alright and if she'd like support. Let her take the lead in the situation. You can also choose to use a distraction tactic by going up to the person harassing the woman and asking them for the time or if they know when the next bus arrives. This distraction tactic provides the person an out in safe and respectful manner.

Stop telling Women to Smile**Scenario:**

You are walking along the street and notice a person telling a woman how beautiful she is and telling her she should smile more. The woman seems aggravated by this person's compliments and attention. She clearly wants the person to leave her alone and they won't. As a bystander what can you do?

Intervention:

In many cases people are definitely strong and resilient enough to assert their own boundaries and feelings. It's not up to anyone to "save" others but there are moments where we can support people and let others know that their behaviour is unacceptable. As a bystander you can always approach the person who was paying the woman compliments after-the-fact and let them know that their behaviour is not acceptable and that they shouldn't tell women "to smile more". If the person doesn't understand you can always explain to them that what they are doing is objectifying people, which isn't cool.

Transit

Stranger on the bus

Scenario:

While sitting on the bus home from school one day, you notice a stranger staring at you. This obviously makes you uncomfortable and you move to the back of the bus in order to find another seat. After doing this, the stranger follows you and sits down in a nearby seat.

Intervention:

You can get off the bus early when you see a safe place nearby with large groups of people.

If you feel that you will be followed, try to get off at a stop further away from your residence and meet up with a friend.

Furthermore, if you are someone who can see this happening, you can ask the person being harassed if they would like to be walked home or walked off the bus. Make sure both people; the harasser and person experiencing harassment know you can see what is going on. Make it known that you are a witness.

"Slut shaming" is not okay

Scenario:

You're on the city bus to school and there are girls behind you who are clearly making fun of another person on the bus. They are making derogatory comments about how they are dressed, and how much they look like a "slut". What can you do?

Intervention:

What the girls are doing is incredibly offensive and not okay. In fact slut shaming is a behaviour that also feeds into rape culture making it harder for people to be believed when sexually assaulted. If you feel comfortable and safe try asking the girls what is the matter with "sluts" followed by how you find it rude and disrespectful for anyone to be behaving in this manner. Likely the girls will realize someone else listening to them and become embarrassed by their behaviour. Slut shaming is not okay.

Challenge "reserved seating" abuse

Scenario:

Someone in a motorized scooter gets on the city bus. You notice that once they are on the bus nobody is willing to remove themselves from the reserved seating area leaving this person with nowhere to go. What can you do?

Intervention:

Recognize that this type of situation can be quite invalidating for the person living with disabilities. But also remember that it is not anyone's job to "save" or "rescue" people and that this person has their own agency. If you feel comfortable ask the person in the motorized scooter if they need any assistance or support? Take the lead from them. If they ask you to assist them let the people on the bus know that this is a reserved seating area and that they need to move.

Keeping compliments to yourself**Scenario:**

You notice a person on the bus won't leave a few women alone. They keep paying them compliments, which seem to be making the women feel uncomfortable. What can you do as a person who is witnessing this scene unfold on the bus?

Intervention:

In many cases people will assert themselves and let people know that they are uncomfortable. You can simply ask them if they are alright or if they need anything. You can also let the person know that their behaviour is unacceptable. If things escalate you can also alert the bus driver or transit official and ask for help.

Bus Driver Harassment**Scenario:**

You are on the bus and notice that the Bus Driver is being quite unkind and cruel to another passenger, behaviour that is uncalled for. You are not sure what the situation is exactly but you are feeling uncomfortable with the disrespectful manner in which the bus driver is handling the situation.

Intervention:

If you are unsure of the situation but feel uncomfortable with the tone of the conversation regardless feel free to let the bus driver know. If the situation escalates you can always report the drivers behaviour to their supervisor or call and complain to the bus company, if you feel comfortable doing so. Also, if you feel up to it ask the other passenger how they're doing and if they need anything.

Homophobic Comments on the Bus**Scenario:**

You are sitting on the bus and notice a group of men using aggressive language towards another passenger that is homophobic in nature. As a bystander what can you do?

Intervention:

Homophobia and transphobia are definitely forms of gender-based violence. Nobody should have to deal with aggressive and verbally abusive comments. If you can alert the

bus driver or a transit official do so. If you feel safe and comfortable let them know that their behaviour is not okay and that verbal harassment is unacceptable. If you are feeling up to it ask the person who is experiencing the harassment if they're okay and if they need anything. If the situation escalates offer to accompany the person to another area of the bus or change buses entirely.

Asserting your boundaries on Public Transportation

Scenario:

You are on your way home from class and you realize that one of your professors just got onto the bus. This professor has made passes at you in the past (outside of the classroom context) that make you uncomfortable and you're unsure what to do. Where can you go from here?

Intervention:

In this situation a simple "hi" and "bye" can be a great response that doesn't require anyone to engage in conversation that they feel uncomfortable with. If the professor decides to try to further engage you feel free to assert your boundaries or simply tell them you are busy, getting ready to disembark, or let them know you are needing to study for an upcoming exam.

3. Other Bystander Intervention Programs and Resources

Canada - Ontario

Draw the Line - <http://draw-the-line.ca/>

Draw the Line is a sexual violence prevention campaign that challenges myths about sexual violence and equips bystanders on how to intervene safely and effectively. The campaign consists of a series of posters outlining different scenarios of sexual violence and offering suggestions for intervening; a video about sexual violence in the workplace and promoting Draw the Line; and a comic about intervening when unwelcome sexual comments are made.

University of Windsor Bystander Initiative - <http://www1.uwindsor.ca/bystander/>

Professors and student groups at the University of Windsor have developed a peer led sexual assault awareness and prevention program based on the "Bringing in the Bystander" program from the University of New Hampshire. The program is a 2 course sequence (the second in the sequence is for credit) through the Faculty of Arts and Science that trains peer facilitators that then provide workshops to first year students. The effectiveness of the program is being

evaluated through 2 research studies over 5 years. This program discusses identifying sexual assault and challenging social norms, as well as intervening in situations that could lead to sexual violence and how to be a supportive ally to survivors.

Ottawa Hollaback! - <http://ottawa.ihollaback.org/>

Ottawa Hollaback! Is

White Ribbon - <http://www.whiteribbon.ca/>

White Ribbon is a violence against women prevention movement aimed at educating and empowering boys and men to address language, behaviours, and ideas of manhood that can lead to violence against women.

White Ribbon resources and campaigns include: workshops for boys and men about masculinity, homophobia, and violence against women including positive role modeling, peer to peer education in schools, and a toolkit to promote healthy, equitable relationships and end VAW.

**University of Western Ontario Centre for Research and Education on
Violence Against Women and Children (CREVAWC) -
<http://www.learningtoendabuse.ca/>**

CREVAWC coordinates groups of individuals, groups and institutions that research and provide training to understand and prevent violence and abuse. In particular CREVAWC has a program called 'Make it Our Business' that focuses on recognizing and responding to domestic violence in the workplace. It includes tips for employers on how to support survivors in the moment, create a safe work environment and refer employees to appropriate services.

CREVAWC has also put out a brief entitled, "[Bystander Sexual Violence Education Programs for High School, College, and University Students](#)" in 2013. Their evaluation found that bystander campaigns did not indicate a reduction in campus-wide sexual violence, though they did not necessarily see this as a negative outcome as its possible that education and outreach can lead to other positive outcomes, such as increasing the reporting of sexual violence, greater community participation of responsibility and focus on sexual assault prevention.

**Kizhaay Anishinaabe Niin | I am a Kind Man -
<http://www.iamakindman.ca/IAKM/>**

Kizhaay Anishinaabe Niin is an organization of Aboriginal men in Ontario that focuses on addressing violence and abuse by Aboriginal men towards Aboriginal women. The purpose is to engage men in Aboriginal communities to speak out against violence against women. This is

done through education that encourages Aboriginal men to address issues of violence against women, re-establish traditional responsibilities, inspire peer learning and mentoring, and support Aboriginal men who choose not to use violence. The website offers ideas of how to raise awareness, challenge gender stereotypes and norms, and support VAW shelters. It also has a searchable database for facilitators that are interested in working with communities on the issue of supporting Aboriginal men in ending VAW. Facilitator workshops and community-based workshops are currently being developed.

Canada – Other Provinces

www.iamakindman.ca/IAKM

<http://endingviolence.org/prevention-programs/be-more-than-a-bystander/what-you-can-do-to-be-more-than-a-bystander/>

<http://unsilencetheviolencestfx.wordpress.com/2013/07/26/who-are-you-bystander-intervention/>

<http://studentsns.ca/wp-content/uploads/2014/01/2014-01-12-sexual-assault-report-Final.pdf>

[\[new.marshall.edu/jrcp//ARCHIVES/V10%20N1/Thompson/Thompson%20V10%20N1.pdf\]\(http://new.marshall.edu/jrcp//ARCHIVES/V10%20N1/Thompson/Thompson%20V10%20N1.pdf\)](http://muwww-</p></div><div data-bbox=)

<https://inspire.dawsoncollege.qc.ca/extreme-violence/role-of-the-bystander/>

http://www.alanberkowitz.com/articles/VAW_Bystander_Paper.pdf

United States

University of New Hampshire Prevention Innovations -

<http://cola.unh.edu/prevention-innovations>

The University of New Hampshire is the source model for many bystander intervention programs on university campuses in the US and Canada. “Bringing in the Bystander” is trademarked and only available through purchase. The purpose is to teach bystanders how to safely intervene in incidents or where there may be a risk. The curriculum is customized to the location and culture of the campus that purchases it, and is designed to be presented both as a 90min workshop and a more in depth 4.5hr workshop over 2 days. Without seeing the actual program its difficult to analyze the full extent of its resources, however based on the website it seems to follow the Bystander Intervention Model. The program is said to help students, faculty, staff and community, “Identify behaviours on the continuum of violence, develop empathy for those who have experienced violence, practice safe and appropriate intervention skills, commit

to intervene before, during, and after an incident of sexual abuse, relationship violence and stalking occurs”.

University of New Hampshire also hosts a social media campaign “Know Your Power” (<http://www.know-your-power.org/>). It is seen as the social marketing campaign associated with the Bringing in the Bystander Project. The main message of both Bringing in the Bystander and Know Your Power is that, “Everyone in the community has a role to play in ending sexual violence”. Know Your Power is a series of posters on different aspects of prevention, intervention and support of survivors.

California Coalition Against Sexual Assault – Engaging Bystanders in the Prevention of Sexual and Domestic Violence

Course Booklet

http://learn.preventconnect.org/pluginfile.php/402/mod_resource/content/1/Engaging-Bystanders.pdf

Men Can Stop Rape - <http://www.mencanstoprape.org/>

Like White Ribbon. Men Can Stop Rape focuses on education and advocacy with men to prevent sexual assault. Located in Washington, DC, Men Can Stop Rape offers workshops, campaigns, peer led education and posters to deliver its message of sexual assault prevention, and promotion of healthy, equitable relationships.

<http://learn.preventconnect.org/course/view.php?id=8>

http://www.nsvrc.org/sites/default/files/Publications_NSVRC_Booklets_Engaging-Bystanders-in-Sexual-Violence-Prevention.pdf

<http://www.nsvrc.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>

<https://www.ncjrs.gov/pdffiles1/nij/grants/208701.pdf>

<http://www.health.ny.gov/publications/2040.pdf>

http://wiki.preventconnect.org/file/view/STEPUP_FacilitatorGuide.pdf/288318092/STEPUP_FacilitatorGuide.pdf

<http://www.know-your-power.org/>

<http://www.preventconnect.org/2012/03/ive-got-your-back-bystander-intervention-for-street-harassment/>

<http://www.health.ny.gov/publications/2040.pdf>

<http://cola.unh.edu/prevention-innovations>

<http://savn.vassar.edu/prevention/bystander-intervention.html>

<http://www.wcsap.org/bystander-intervention>

<http://www.purdue.edu/incsapp/bystanderintervention/index.shtml>

www.iknowssomeoneuwo.ca

www.livethegreendot.com

<http://slutwalkphoenix.wordpress.com/how-to-prevent-rape/>

<http://www.stopabuse.vt.edu/>

<http://www.stopabuse.vt.edu/pdf/playbook.pdf>

<http://vimeo.com/28066212>

<http://therepresentationproject.org/about/mission/>

<http://www.youtube.com/watch?v=qVU1BDHp4AE&feature=youtu.be>

http://contentz.mkt5031.com/lp/37886/394531/Student%20Sexual%20Assault_Weathering%20the%20Perfect%20Storm.pdf

http://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue

<http://www.mvpnational.org/program-overview/>

<http://cola.unh.edu/prevention-innovations>

<http://wiki.preventconnect.org/Programs+that+Promote+Bystander+Intervention>

<http://www.trainingactivebystanders.org/evidence-based.html>

<http://sharecenter.yale.edu/>

<http://www.ihollaback.org/research/>

http://www.alanberkowitz.com/articles/Campus_Safety_Whitepaper.pdf

http://www.alanberkowitz.com/Social_Norms_Violence_Prevention_Toolkit.pdf

<http://stepupprogram.org/>

<http://www.nsvrc.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>

Scotland

<http://notever.co.uk/>

<http://www.rapecrisisscotland.org.uk/campaigns/10-top-tips-to-end-rape/>

South Africa

https://www.youtube.com/watch?v=BW30WslahMc&feature=player_embedded

Australia

<http://www.vichealth.vic.gov.au/pvaw-bystander>

http://www.vichealth.vic.gov.au/~media/ResourceCentre/PublicationsandResources/PVAW/Review%20of%20bystander%20approaches%203%20May_FINAL_with%20cover.ashx

UK

http://www.surrey.ac.uk/mediacentre/press/2011/69535_are_sex_offenders_and_lads_mags_using_the_same_language.htm?utm_source=dlvr.it&utm_medium=twitter