

The Scottish
Intervention Initiative

Facilitator Handbook
SESSION 1
Introduction

Dr. Melanie McCarry

Equally Safe in Colleges and Universities
University of Strathclyde

Intervention Initiative materials upon which this is based.

Good Facilitation & Discussion Tips for Facilitators

Ground Rules – set at first session and remind every session

Ask the students what they need from you and from each other in order to feel safe talking about abuse and sexual coercion. E.g. do they require confidentiality, or the right to refuse to participate? Develop ground rules together and make sure that these include:

- Confidentiality – experiences shared by participants in the room are not to be shared outside. Explain that you will never put anyone ‘on the spot’ by asking people to share experiences they don’t want to share.
- Appropriate language – while discussion is welcome, language that is racist, sexist, homophobic or otherwise offensive or biased is not acceptable and should be challenged. There will be some discussion of offensive language as a topic in some sessions.
- Attendance – a shared expectation for timely attendance at each session.
- Leaving the room – there will be discussion of some sensitive areas and some people in the room will have had personal experience with some of the issues. Needing to leave the room is ok. If someone needs to leave the room because of the content of the session, facilitator/s will want to be able to find them afterwards to check how they are feeling and that they have appropriate support – please ask students to contact facilitator/s in private after the session.

Remind everyone of the ground rules before each session and discussion exercise.

Defusing difficult situations

- Foster a calm environment by modelling calm behaviour.
- If someone is dominating the discussion, summarise back to them what they have said and explain that you would now like to hear what others have to say.
- If a person seems hostile or antagonistic, do not respond with negativity but repeat back to them what they have said - they may feel that their opinions are not being listened to. Then ask if they can frame their views in a positive way that will move the discussion forward. Remind the group that it is fine to challenge ideas or opinions but not to be personal or to try to ‘win’ arguments.

Diversity

When dividing students for group exercises, aim to create groups that have an inclusive mix of students from different backgrounds / identities. This encourages open conversation and dialogue. Some exercises however might be better completed in single sex groups if this is possible or appropriate.

Safeguarding, confidentiality and disclosure

It is very important that everyone knows from the beginning that confidentiality is important – the issues being discussed may affect students on a very personal level and the process of discussing them may lead some students to disclose previous or current abuse or assault. At the beginning of the programme you will create ground rules with the participants – please ensure that they include confidentiality.

Your university will have a Safeguarding Policy which they will publish and which you are required to implement. If during the course of the programme you become aware or have concerns that a participant is being abused or harmed, or if you have concerns about their welfare, health or safety, and believe them to be vulnerable, your university's Safeguarding Policy is likely to require that you report concerns to a Designated Safeguarding Officer at the university. It is a requirement of law to report safeguarding concerns in the case of children or young people (anyone aged under 18) or vulnerable adults. See Protection of Vulnerable Groups (Scotland) Act 2007 (<http://www.legislation.gov.uk/asp/2007/14/contents>). The University of Strathclyde Safeguarding Policy is called Protecting Vulnerable Groups – <https://www.strath.ac.uk/hr/policiesandprocedures/pvg/>

If a participant does make a disclosure to you or to the group, you may find these points helpful:

Acknowledge

- It takes courage to talk about personal experiences – thank the person for sharing. Check whether they would like to talk later in a safe/quiet space and before moving on, ask if they are happy for the group discussion to move on.

Listen, Believe, Reassure

- This may be the first time they have ever spoken about this experience. It is important that they feel understood and believed. Reassure them that the abuse/assault is not their fault.

Inform

- From the outset, do not make promises that you cannot keep such as “I’ll take care of it” or “I won’t tell anybody”. Explain that some information can be kept confidential but some cannot.
- Explain that the group is a learning group and not a support group – say that there are support services inside and outside the university and provide a list of contact details and telephone numbers. Ensure you have distributed the list of local and national organisations.

Checklist:

- I have read and understand my university's safeguarding policy and the procedures I must follow.
- I have copies of a list of national and local support services including University support services and specialist support services (e.g. for domestic abuse, rape and sexual assault, forced marriage) to hand.

Session 1 (1 of 8) - Introduction




Objectives for this session:

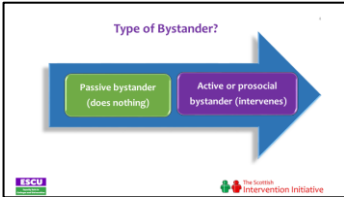

- To develop ground rules for the programme;
- To learn basic theory of bystander intervention;
- To understand why sexual violence and domestic abuse is a problem in society and in student populations;
- To engage students in becoming motivated active bystanders speaking out against violence;
- To obviate feelings of hostility and resistance when confronted with the reality of male violence.

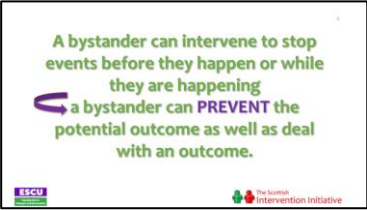
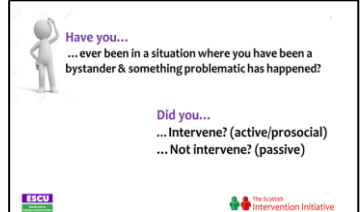
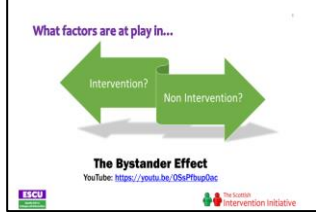
Session plan ONE HOUR to one and a half hours

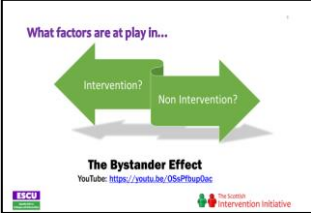
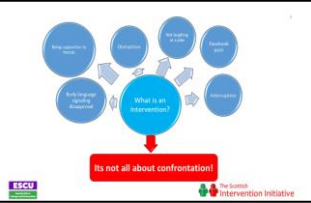
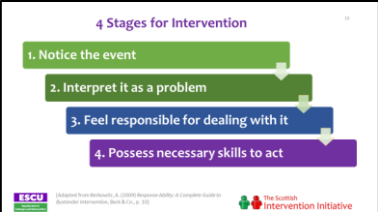
What you need to know as facilitator before the session begins	
Read the 'Good facilitation' resource	
Read the guide to safeguarding, confidentiality and disclosure;	
You must be ready to hand out the Social Norms Questionnaire;	

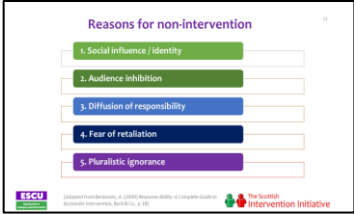

Resources you need for this session	
PowerPoint slides	
Internet connection for web links	
White board / flipchart	
Pens	
Handout – support services local	
Handout – support services national	
Handout – Social Norms Questionnaire	
Handout - Domestic Sexual Violence as a Gender Crime	
Check internet connection and all video links.	


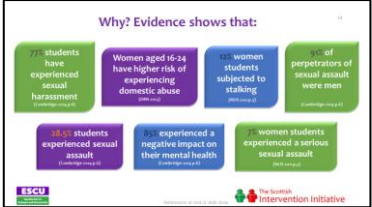
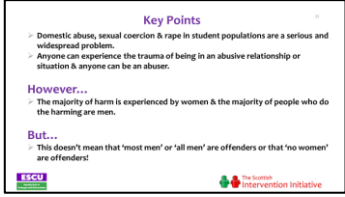
Focus/Activity	What to say	Facilitator –info only	Resources
<p>Welcome / icebreaker</p> <p>Ground rules</p>	<ul style="list-style-type: none"> ➤ See the “Good facilitation” resource. ➤ Introduce yourself and the group to each other. Ask the participant to provide their name, which area they are studying/ working and why they have signed up to the training. ➤ Explain that we will from time to time in this course ➤ be discussing difficult and sensitive issues. Discuss confidentiality, listening, disclosure and ensure you have set the ground rules together. ➤ Ensure you give your contact details to your group and explain you are trained to help them discuss any issues. 		<p style="text-align: center;">Slides 1& 2-Good facilitation” resource for facilitators</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
<p>Survey</p>	<ul style="list-style-type: none"> ➤ Explain that you are asking everyone to fill in (anonymously) a very short questionnaire at the beginning of the course, and that you will collect the questionnaires so that you can share the data with the group later in the programme. 	<p>You will use the results to show students in Session 5 comparisons (%) between their responses and how they thought their peers would respond.</p>	<p style="text-align: center;">Handout – Social Norms Questionnaire Handout</p>
<p>Who is a bystander?</p>	<p>We are going to begin by looking at the definition of a bystander. Who is a bystander? A bystander is a person who witnesses an event. We are all bystanders, all the time.</p>		<p style="text-align: center;">Slide 3: Who is a Bystander?</p> 

Focus/Activity	What to say	Facilitator –info only	Resources
Two types of bystander	<p>There are two types of bystander –passive and prosocial.</p> <p>There is no obligation for a bystander to do something, you can be a passive bystander or active or prosocial bystander</p>	<p>Don't spend too much time on this exercise as the point to get to is about prevention. It is not an exercise about how to respond in this type of situation.</p> <p>(Ref: Crapser, B. G., & Stewart, A. L. (2014). <i>Men's Project: Sexual assault prevention program for college men program manual</i>. Storrs, CT: University of Connecticut, pp.26-27)</p>	<p>Slide 4- Passive/ prosocial bystander</p> 
Prevention before the event	<p>Let's say you save the person. No sooner have you swum them to shore or hauled the life ring to shore then another person is in the water drowning. You repeat the action. No sooner have you saved the second person than a third is in the water drowning.</p> <p>ASK THE GROUP What might you be wondering now? What would you want to know?</p> <ul style="list-style-type: none"> ➤ <i>Answers you are looking for :</i> - <i>Why are these people in the river? What's going on?</i> - <i>What is happening upstream so that all these people are in the river?</i> ➤ So it turns out that upstream there's a person pushing people into the river one by one. <p>ASK THE GROUP How does this change the situation? How does it alter your prevention effort? What are you trying to prevent? (people drowning?)</p> <p>So you might be better off at the source – i.e. preventing the person pushing the person in the river rather than saving them once they are in.</p>		<p>Slide 5- : Scenario</p> 



Focus/Activity	What to say	Facilitator –info only	Resources
	<p>So the learning point – a bystander can intervene to stop events before they happen or while they are happening i.e. a bystander can PREVENT the potential outcome as well as deal with an outcome.</p>		<p>Slide 6: Prevention</p> 
<p>Group activity</p>	<p>GROUP DISCUSSION Can you think of a situation where you have been a bystander and something has happened and you have Intervened? (active/prosocial) Not intervened?(passive) It might be a situation that has made you uncomfortable or concerned and put you in the position of thinking to yourself “should I do something? Should I say something?” and you chose to intervene or not to intervene. It might be in the supermarket, the train station, at school or college, in a club, on a bus, anywhere.</p>	<p>You might want to give an example of your own to get the discussion going and then have one from the group</p>	<p>Slide 7- Have you</p> 
	<p>ASK THE GROUP What factors are at play in the decision to intervene or not intervene?</p>	<p>Make a brief list & under each heading. If you have time you could ask the groups to do it Examples of this are: your safety, victims safety, community safety, may not know what to do, it’s just a laugh, creates a situation when there isn’t one ...</p>	<p>Slide 8 – Factors at Play</p> 

Focus/Activity	What to say	Facilitator -info only	Resources
Video	<p>Play YouTube bystander effect video</p> <p><i>Discuss briefly participants' reactions to this video</i></p>		<p>Slide 8:</p> 
	<p>Explain that we will be discussing all the various forms and techniques of intervention later in the course.</p> <p>This is to enable students to realise from the start that interventions can be small even seemingly insignificant acts and which do not need to be confrontational.</p>		<p>Slide 9: What is Intervention?</p> 
Bystander research	<p>Research on bystanders offer reasons why people do and don't intervene. For a bystander to intervene, research shows 4 stages:</p> <ol style="list-style-type: none"> 1. Notice the event/behaviour (this is about being informed) 2. Interpret it as a problem (not presuming that the problem has been solved/underestimate its importance) 3. Feel responsible for dealing with it (realising that it's your responsibility / not presuming that because you are not causing it that you are not part of the solution / recognising that behaviours have knock-on effects and affect others too / empowering someone to be a social justice ally) 4. Possess the necessary skills to act (need to have training on how to intervene/role play/practising). 	<p>This is an overview only at this stage</p> <p>Adapted from Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck & Co.)</p>	<p>Slide 10: 4 Stages for intervention</p> 

Focus/Activity	What to say	Facilitator –info only	Resources
Bystander research	<p>Reasons why we don't intervene</p> <ol style="list-style-type: none"> 1. Social influence and social identity (social psychology theory) (no one else is doing anything so I shouldn't either – and I don't feel a connection to the victim) 2. Audience inhibition (fear of embarrassment) 3. Diffusion of responsibility (assume someone else will intervene) 4. Fear of retaliation (physical harm, others' reactions, can be overcome if have training in diffusion) 5. Pluralistic ignorance (social norms theory) where individuals underestimate others' internal beliefs and believe they are in the minority when actually they are in the majority. (I.e. nobody else thinks this behaviour is wrong) This is important in a bystander context because it means they are less likely to act. 	<p>Adapted from Berkowitz, A. (2009) Response Ability: A Complete Guide to Bystander Intervention, Beck & Co., p.10)</p>	<p>Slide 11: Reasons for non-intervention</p> 
Bystander research	<p>This can lead to a 'false consensus' by the red person who assumes – incorrectly – that everyone shares their views. This functions to enable that person to not see their behaviour as problematic and actually then encourages problematic behaviour. The combination of pluralistic ignorance – where you think you are the only one that doesn't find the sexist joke funny – and 'false consensus' – everyone agrees with me and finds sexist jokes funny - is 'mutually reinforcing'. The person telling the sexist joke thinks they are in the majority where as the real majority view is silent due to pluralistic ignorance. The silence makes it appear that the false consensus view is supported. This is why it is so important that we all must act!</p>		
	<p>WARNING!! THE GOLDEN RULE IS ONLY INTERVENE WHEN SAFE TO DO SO. You must not start intervening until you have been taught skills in intervention and you have completed this course. You will also learn that intervention comes in many forms – it is often absolutely possible to make safe, unthreatening interventions that don't involve putting yourself in physical danger – and sometimes the best way to intervene is to wait for a better opportunity, or get in touch with a professional who can handle things safely.</p>	<p>This is a vital message – students are not yet equipped with the skills to intervene.</p> <p>Emphasize to the group that they are not equipped with the skills to be Bystanders after this session.</p>	<p>Slide 12: Golden Rule</p> 

Focus/Activity	What to say	Facilitator –info only	Resources
Motivating the group to become the active bystanders	<p>This is a programme that is specifically about bystander intervention in rape and sexual assaults and domestic abuse.</p> <p>You maybe wondering why this is relevant to you- here is why- the evidence</p>	<p>It is important to be upbeat and positive here to engage students and facilitate their 'buy-in' to this course</p>	<p>Slide 13:</p> 
	<p>You may have seen a lot of media coverage recently about problematic behaviour in student populations. There have been some surveys carried out which will be referred to a lot in this course. In particular the NUS carried out a survey called Hidden Marks (2011) and Cambridge University also did a survey (2014), among others. What all the surveys have found is a large percentage of students being subject to sexual violence and this age group is also more likely to experience domestic abuse.</p> <p>ASK THE GROUP Are you surprised by this? Worried about this ?</p>	<p>Give students some time to read the slide Go through some of the key statistics on the slide</p>	<p>Slide 14: Evidence Shows that</p> 
	<p>In summary, there is a serious problem – and you are part of the solution! That’s really important to note – that you can make a difference and this course will teach you how to do that! You need to be aware that violence and abuse can happen to anyone but also that it most often happens from male to female – i.e. males abuse females BUT that does not mean that all or most men are offenders or that women don’t offend. In fact, men are very much part of the solution in tackling other men’s violence! No-one is pointing the finger at men in this, we are not telling you that you are perpetrators – what we are telling you is that you can stop other men’s violence against women!</p>	<p>It is incredibly important to get this across in a positive manner so as not to alienate the men present.</p>	<p>Slide 15: Keys points</p> 

Focus/Activity	What to say	Facilitator –info only	Resources
	<p>Research indicates that men and women may feel resistant and hostile to the message about gender.</p> <p>ASK THE GROUP :how those statistics make students feel? We need to acknowledge these feelings. Be extremely reassuring that we are talking about men as a statistical group and that most men are not abusers.</p>	<p>You may be challenged regarding gender, we are not saying that male domestic abuse does not happened but the statistics show it is overwhelmingly female victims. We do not bring an anti-men agenda but are using the evidence and the stats.</p> <p>Handout- Domestic Sexual Violence as a Gender Crime</p>	<p>Slide 16: How does this make you feel?</p>
<p>Aim</p>	<p>This is where we want to get to and this is the fundamental aim of this course – to ensure that all students are free from violence</p>		<p>Slide 17: All students & Staff</p>
<p>Violence is everybody’s problem</p>	<p>Violence impacts a great many people and these are people we love and care about. It happens more often than we realise.</p> <p>One reason violence is everybody’s problem is the massive cost to society – billions of pounds of taxpayers’ money is spent – and this affects all of us because there is then less money for other services. But this is not why we expect you to act.</p> <p>Does this economic cost surprise you?</p>	<p>You might be asked about that figure and what it includes. It includes things like the economic costs of lost output due to victims’ absence from work, the cost of services for victims such as NHS, police, prosecution, courts, social services, housing etc.</p> <p>See Walby, S. (2009) <i>The Cost of Domestic Violence: Up-date 2009</i> http://www.caadv.org.uk/new_cost_of_dv_2009.php</p>	<p>Slide 18: Violence is everybody’s problem</p>

Focus/Activity	What to say	Facilitator –info only	Resources
Motivation	<p>As University students you really are our future leaders, you are the next generation of leaders of our society YOU ARE PART OF THE SOLUTION to stopping violence. You need to STEP UP, SPEAK OUT, BE HEARD</p> <p>Explain: There is help and support available in the university as well as from a range of local and national organisations and charities.</p> <p>Here is a short video made by UWE students as part of the campaign on UWE’s campus to speak out about violence and abuse.</p> <p><i>Play the short UWE video</i></p> <p>So , we will end today’s session with this</p> <p>(Play James Bond/Obama Clip)</p> <p>https://www.youtube.com/watch?v=xLdElcv5ggc</p>	<p>Again be very positive here, you must engage the students so they end this session feeling motivated to continue!</p>	<p>Slide 19: Future Leaders</p>  <p>University of the West of England bystander film YouTube: https://youtu.be/5gVQR588fU</p> <p>2014 White House video YouTube: https://youtu.be/LdLfcV9gc</p> <p>ESCU The Scottish Intervention Initiative</p>
Motivation	<p><i>Give out handouts (local and national support) and point students to the website where the information is.</i></p>		<p>Handouts: local support services; national support services</p>
Information	<p><i>If not moving straight to the next session, explain that the next session will involve taking a look at how people understand each other’s beliefs and values as well as looking at gender roles in our culture.</i></p>		<p>Slide 20: All students</p>  <p>ESCU Dr Melanie McCarty School of Social Work and Social Policy University of Strathclyde Lord Hope Building 141 St James Road Glasgow, G4 0LT Follow us on twitter @equalitysafeHE 0141 444 8755 equalitysafe@strath.ac.uk</p> <p>ESCU The Scottish Intervention Initiative</p>

Anonymous Questionnaire for the Bystander Participants

Please select your sex: Female Male Other Prefer not to say

Please indicate, how likely you think it is that people in your peer group (other students of the same sex as you at this university) would...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
1. Approach a friend if they thought s/he was in an abusive relationship to let them know they were there to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask a stranger who looks very upset at a party if they are okay or need help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Stop sexual activity when asked to, even if already sexually aroused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate by providing a number between 0% - 100% to indicate the percentage of people in your peer group (other students of the same sex as you at this university) who you think would agree with the following statements...

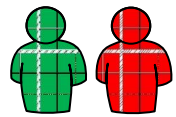
	%
5. When girls go to parties wearing slutty clothes they are asking for trouble	<input type="text"/>
6. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	<input type="text"/>

Please indicate how likely you personally are or would be, to take the actions described in the following statements...

	Not at all	Rarely	Neither likely/unlikely	Likely	Extremely likely
7. Approach someone I know if I thought they were in an abusive relationship and let them know I'm here to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Ask a stranger who looks very upset at a party if they are okay or need help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do something to help a very intoxicated person who is being taken to a bedroom by people / a person at a party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Stop sexual activity when asked to, even if I am already sexually aroused	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer the following questions by indicating your level of agreement or disagreement with each of these statements...

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. When girls go to parties wearing slutty clothes, they are asking for trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. If a girl doesn't physically resist sex - even if protesting verbally - it really can't be considered rape	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Scoring the Social Norms Questionnaire

- i) Count and record the number of responses that you have.
- ii) For each respondent, score as follows:
 - Questions 1-4 and 7-10
 - Score 0 (zero) for “Not at all”; “Rarely”; “Neither likely/unlikely”
 - Score 1 (one) for “Likely”; “Extremely likely”
 - Questions 5 and 6
 - Use the percentage scores given
 - Questions 11 and 12
 - Score 0 (zero) for “Strongly Disagree”; “Disagree”; “Unsure”
 - Score 1 (one) for “Agree”; “Strongly Agree”
- iii) Take the sum total for question 1 (i.e. add up all the scores), divide it by the number of respondents and multiply by 100 to give the % of their peers who participants think would behave this way.
 - Repeat for questions 2, 3, 4.
- iv) Add the scores for question 5 together and divide by the number of responses that you have. This gives you the average % of their peers who participants think would agree with the statements.
 - Repeat for question 6.
- v) Take the sum total for question 7, divide it by the number of respondents and multiply by 100 to give the % of respondents who said they would be likely to behave this way.
 - Repeat for questions 8,9,10.
- vi) Take the sum-total for question 11, divide it by the number of respondents and multiply by 100 to give the % of respondents who agreed with the statements.
- vii) There are likely to be some gender differences – you may want to analyse and compare responses between male and female participants.
- viii) You are now ready to select some interesting data ready to present to participants later in the programme. You will be comparing respondents’ own scores with how they scored their peers and you will be comparing:

1-7

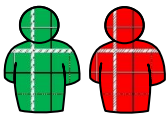
3-9

5-11

2-8

4-10

6-12



An example of how you might set out the results:

Florida State University data for misperceptions of bystander norms and rape myths

Strongly Agree / Agree	NORM	
	Actual	Perceived - peers
If I witnessed a man pressuring a woman to leave with him, I would ask if everything was okay.	69%	50%

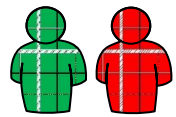
Strongly Disagree

If a woman is willing to go home with a man, consent to have sex is implied.	73%	35%
It is usually only women who dress suggestively that are raped.	79%	44%
When women are raped, it's often because the way they said "no" was ambiguous.	73%	49%

In the last 12 months

Got consent before sexual activity.	85%	55%
Stopped the first time that your date said no.	62%	17%

(Berkowitz, A. (2013). A Grassroots' Guide to Fostering Healthy Norms to Reduce Violence in our Communities: *Social Norms Toolkit*. USA: CDC.)



Challenging sexual violence as a gender crime - Key Points

Rape & Attempted Rape:

- Rape & attempted rape accounted for 18% of sexual crime.
- These crimes decreased by 5% from 1,901 in 2014-15 to 1,809 in 2015-16. This follows a previous upward trend since 2010-11, with rape & attempted rape increasing by 60% overall between 2010-11 and 2015-16.

Sexual Assault:

- Sexual assault accounted for 39% of sexual crimes in 2015-16.
- Just over half (18) of local authorities recorded an increase in sexual assault since 2006-07 and exactly half (16) recorded an increase between 2014-15 and 2015-16.
- In 2015-16 there were 58,104 incidents of domestic abuse recorded by the police in Scotland, a decrease of 3.0% from 2014-15 and the lowest number recorded since 2010-11 when 55,698 incidents were recorded.
- In 2015-16, 51% of incidents of domestic abuse recorded by the police in Scotland included the recording of at least one crime or offence.
- There were 108 incidents of domestic abuse recorded by the police in Scotland per 10,000 population in 2015-16. At a local authority level, Dundee City (160) and West Dunbartonshire (152) recorded the highest incident rates per 10,000 population. Aberdeenshire (51) and East Renfrewshire (53) recorded the lowest rates per 10,000 population.
- **Where gender information was recorded, 79% of all incidents of domestic abuse in 2015-16 had a female victim and a male accused. This percentage share has fallen from 87% in 2006-07.**
- **The proportion of incidents with a male victim and a female accused (where gender was recorded) has increased from 11% in 2006-07 to 18% in 2015-16.**
- In 2015-16, the 26-30 years old age group has the highest incident rate for both victims (283 incidents recorded per 10,000 population) and those accused (272 incidents recorded per 10,000 population).
- Incidents of domestic abuse recorded by the police are more common at weekends with 36% of all incidents in 2015-16 occurring on a Saturday or Sunday.
- In 2015-16, 87% of all incidents of domestic abuse occurred in a home or dwelling.

- **Source: The Scottish Government Website**