

# The Scottish Intervention Initiative



## Facilitator Handbook SESSION 5: Social Norms & Bystander

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With thanks to Rachel Fenton and Helen Mott for the development of the original *Intervention Initiative* materials upon which this is based.

## Good Facilitation & Discussion Tips for Facilitators- Recap

- Confidentiality
- Appropriate language
- Attendance
- Leaving the room

## Disclosure

- Acknowledge
- Listen, Believe, Reassure
- Inform

## Session 5 (5 of 8): Social Norms & Bystander

Objectives for this session:




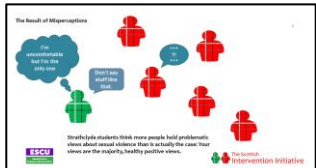
- Give feedback on perceived social norms from the questionnaire
- Start thinking about intervention strategies in the moment and after the event

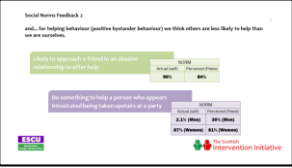


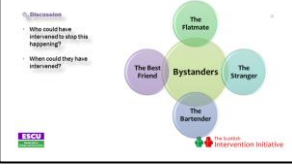
Session plan: One hour to one and a half hours

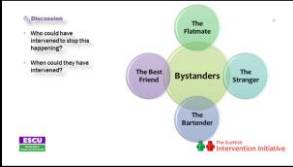
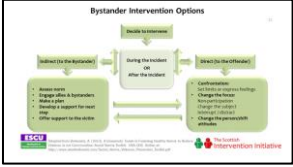
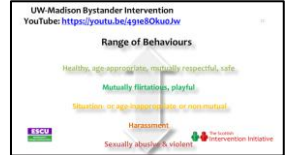
What you need to know as facilitator before the session begins	
Results from Social Norms Questionnaire	
A slide on these in the power point	

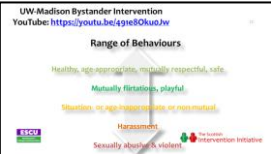


Resources you need for this session	
PowerPoint slides	
Internet connection for web links	
White board / flipchart	
Pens	
Handout: Some intervention strategies	
Handout: Intervention Options	
Results from the Social Norms questionnaire: slide (handout optional)	

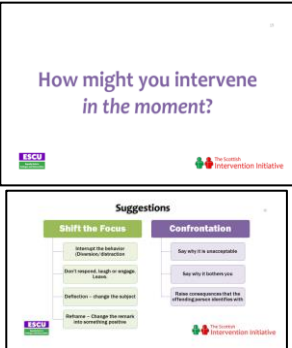
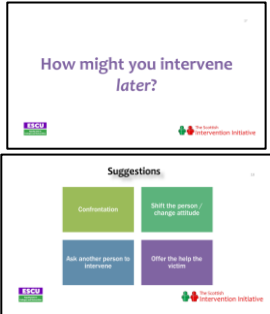


Focus/Activity	What to say	Facilitator –info only	Resources
Ground rules	A reminder of our ground rules		<b>Slide 1 &amp; Slide 2</b> 
Social norms feedback	<ul style="list-style-type: none"> <li>Present the information from the questionnaire that you have collated which reveals the difference between what individuals actually think or would do as opposed what they think other students think or would do.</li> <li>Remind them that as we have seen, these perceived norms can make a big difference in terms of intervention.</li> </ul>	PLACE IN SLIDE 4, 5 & 6 , stats from Social Norms questionnaire distributed in Session 1	<b>Slide 3: Questionnaire results and slide:</b> 
	Strathclyde students: perceived peer norm: who agrees - if a girl doesn't physically resist sex – even if protesting verbally – that it really can't be considered rape?		<b>Slide 4: perceived peer norm</b> <b>Slide 5: actual norm</b> 
	Strathclyde students think more people hold problematic views about sexual violence than is actually the case: Your views are the majority, healthy positive views.		<b>Slide 6: The result of misperceptions</b> 

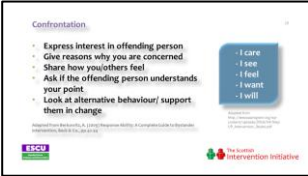
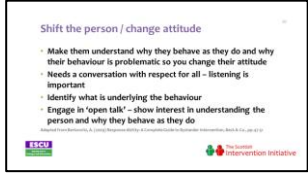
Focus/Activity	What to say	What you need to know as a facilitator –info only	Resources
	and... for helping behaviour (positive bystander behaviour) we think others are less likely to help than we are ourselves.		<p><b>Slide 7: social norms feedback 2</b></p> 
Thinking about intervention strategies	<p><i>Recap: the 4 stages of bystander intervention</i></p> <p>In the previous sessions, we have been through the first 3 stages and from now on we will be concentrating on acquiring the necessary skills to act - stage 4. We often intervene without realising we are doing it e.g. by catching someone's eye, by not laughing at a joke, by staring, by sending a disapproving look. If you say "there's a queue" to a queue jumper this is an intervention for example.</p>		<p><b>Slide 8 : 4 stages of intervention</b></p> 
"Who are You" Bystander film	<p>We're going to watch a short film about a sexual offence and some viewers may find this difficult to watch.</p> <p>The purpose of watching this is to think about opportunities for intervention among the people in the film. Please be aware the scene at the end might be upsetting for some people and it's fine if you'd rather not watch.</p>	<p><a href="https://www.youtube.com/watch?v=iUj2OHLA3w">https://www.youtube.com/watch?v=iUj2OHLA3w</a></p> <p>(4 minutes 40)</p>	<p><b>Slide 9: warning and clip</b></p> 
	<p>Play the film</p> <ul style="list-style-type: none"> <li>• <b>Stop at the closing of the bedroom door after the rape takes place</b></li> <li>• <b>ASK THE GROUP</b> : whether this is how 'sex' should look? Is it what we want from sex? Where would you stop? What is the criminal offence in this film &amp; the sentencing &amp; other repercussions for the perpetrator &amp; the victim/survivor.</li> <li>• Looking for stigma, prison sentence, end of career, expulsion from university (perpetrator)</li> <li>• Looking for STD, pregnancy, trauma, psychological effects, mental health (victim)</li> </ul>	<p>Offence: Rape Repercussions: prison sentence; sex offenders register; potential social stigma; un-employability</p> <p>Looking for: the best friend, the bartender, the stranger and the flatmate.</p>	<p><b>Slide 10: discussion questions</b></p> 

Focus/Activity	What to say	What you need to know as a facilitator –info only	Resources
<p>Summarise: potential active bystanders</p>	<p>Ask who could have intervened and when, to stop this happening and discuss. There were 4 different potential bystanders: the best friend, the bartender, the stranger and the flatmate.</p> <p><b>Resume the video to show how the situation could have ended differently. You might want to stop it after each bystander and ask about the technique that bystander used (see next slide)</b></p>		<p><b>Slide 10 : bystander (Animated)</b></p> 
	<ul style="list-style-type: none"> <li>• What techniques did the different bystanders use?</li> <li>• <b>(Pointing out on the chart)</b></li> <li>• This is all happening IN THE MOMENT, DURING THE INCIDENT. There may be situations where this is or is not appropriate. In this case they are intervening whilst it is in progress to stop it.</li> </ul> <p>In reverse:</p> <ul style="list-style-type: none"> <li>• The <b>flatmate</b>: does not confront him, rather, she diverts attention – she is shifting the focus &amp; interrupting the behaviour - thanks him for bringing her home &amp; takes her friend away.</li> <li>• The <b>stranger</b>: points out to mate and security – so this is indirect intervention – he has engaged allies. The security guard intervenes directly through confrontation – point out that they must never do this because it would not be safe – and interruption by taking her away.</li> <li>• The <b>bartender</b>: again no confrontation, he interrupts by calling friend over.</li> <li>• The <b>best friend</b>: again no confrontation but interruption - simply asks her if she wants to go &amp; takes her out of the situation.</li> </ul> <p>So there are ways of stopping a situation without directly confronting the offending person.</p>	<p>Point out on the chart on the slide as you go through the different interventions</p>	<p><b>Slide 11 : chart</b></p>  <p>Handout: copy of the chart</p>
	<p>Show this clip:</p> <p>This is another example of changing the situation – the people at the party simply interrupt the situation with a diversion and get the vulnerable person out of the situation.</p>	<p><a href="https://www.youtube.com/watch?v=R6-PluWcNwU">https://www.youtube.com/watch?v=R6-PluWcNwU</a></p> <p>Clip 5 mins 25 secs</p>	<p><b>Slide 12: clip</b></p> 

Focus/Activity	What to say	What you need to know as a facilitator –info only	Resources
	Intervention is not just about an incident in progress at the red end of the scale but also can be about intervening to challenge low-level behaviours (using certain words, phrases, sexist jokes, low-level harassment for example)		<p><b>Slide 12b: range of behaviours</b></p> 
	Remember the golden rule – only intervene if it is safe to do so and call 999 if it is not safe and an emergency response is required.		<p><b>Slide 13- golden rules</b></p> 
	<p><b>ASK THE GROUP:</b> When might it be appropriate to intervene during an incident &amp; when it might be appropriate to intervene after the event?</p> <p><b>During the event: Important to say that you should call 999 if not safe and look for exit strategy for you and persons involved</b> <i>Looking for:</i>  <i>Danger / harm / emergency; Less serious but want to call it out.</i>  <i>Advantages: stop harm, call it out while it's fresh</i>  <i>Disadvantages: risk to self, might get heated/escalate/ you might not be calm (you don't have a strategy for what you want to say).</i></p> <p><b>After the event:</b> <i>Looking for:</i>  <i>Chance to cool down and reassess and plan a strategy for effective intervention which might include others. Reflect and think about how to intervene later.</i></p> <p>Many people who engage in inappropriate behaviour or make inappropriate comments do so on a regular basis so you may be able to talk to them at a later time when you have reflected on how best to go about it.</p>	<p>It might be useful for you to look at the facilitators guide here for more information <a href="http://stepupprogram.org/facilitators/strategies-effective-helping">http://stepupprogram.org/facilitators/strategies-effective-helping</a></p> <p>(Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck &amp; Co., chapter 3)</p>	<p><b>Slide 14- Warning</b></p> 

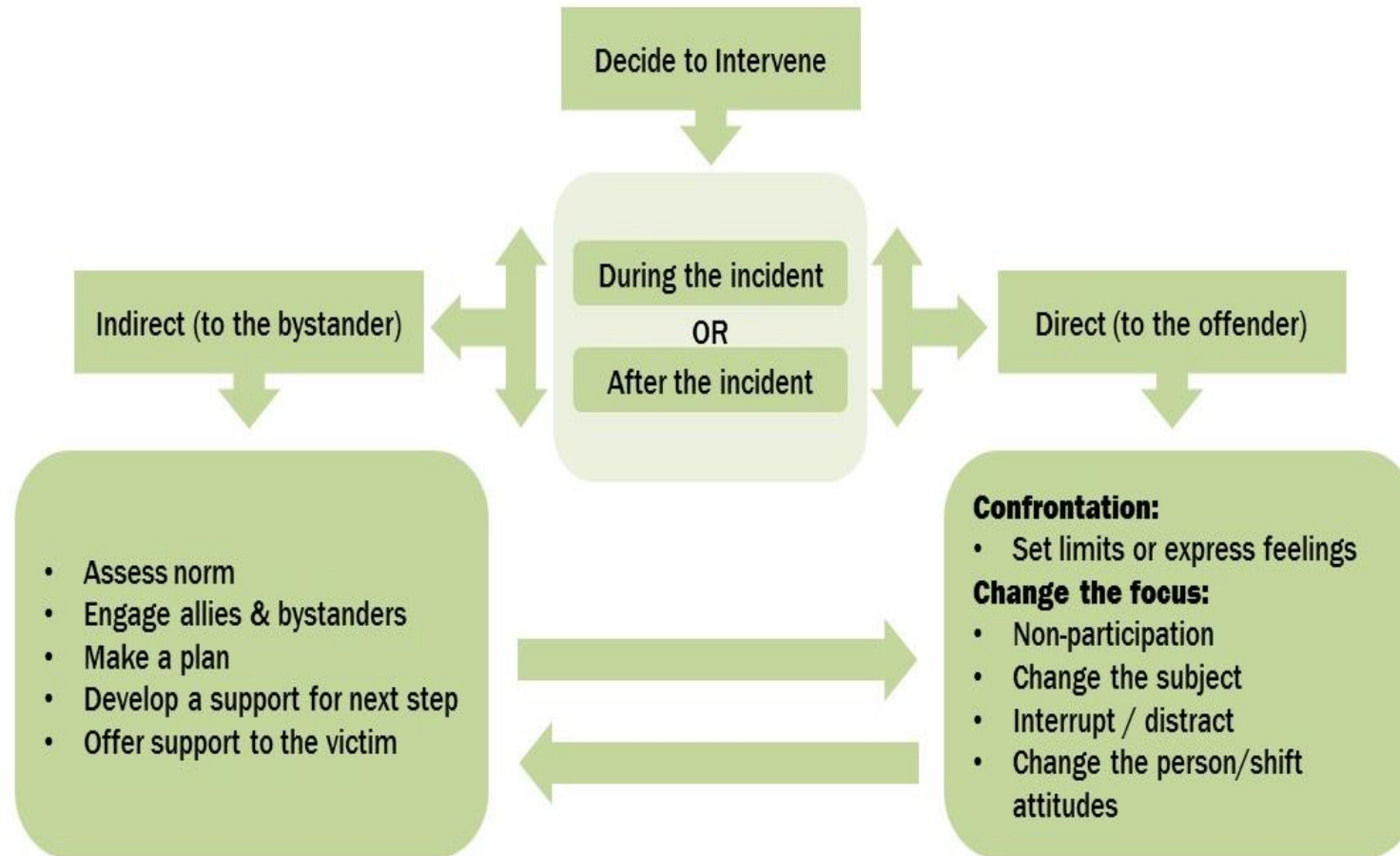
Focus/Activity	What to say	What you need to know as a facilitator –info only	Resources
Intervene in the moment	<p><b>ASK THE GROUP</b> :How might you intervene in the moment?</p> <p><i>Take suggestions from participants and write them down if you have time</i></p> <p><i>Looking for:</i>  <i>Shifting the focus away by interruption/distraction/diversion</i>  <i>Showing disapproval/ leaving/ non engagement/ not laughing</i>  <i>Deflection – change subject</i>  <i>Reframing – saying something positive</i></p> <p><i>Confronting the person – saying something at the time – calling it out</i>  <i>Say why it's not okay, say why you are unhappy with it, raise consequences of behaviour in a way that means something to the offending person.</i></p> <p>Slide 20 has some suggestions.</p>	Point out anything that has not been covered in discussion	<p><b>Slide 15: how intervene in the moment?</b>  <b>Slide 16: suggestions</b></p> 
Intervene later	<p>How might you intervene after the event?</p> <p><i>Take suggestions from participants and write them down if you have time.</i></p> <p><i>Looking for</i>  <i>Challenging the person's behaviour later – possible with others – engaging other bystanders – talking to them about behaviour once you have calmed down and thought about what to say.</i>  <i>Try and change their attitude by talking to them</i>  <i>Flagging up with someone in authority for help / to talk to them –</i>  <i>Offer assistance to the victim</i></p> <p>So these are the suggestions: confront the person, shift the person's attitudes, ask an authority figure to intervene, offer assistance – like signposting to support services - to the victim</p>		<p><b>Slide 17: how intervene later?</b>  <b>Slide 18: suggestions</b></p> 

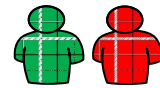


Focus/Activity	What to say	What you need to know as a facilitator –info only	Resources
	<p>Confrontation is about letting someone know that they are acting inappropriately. Here are the steps for an effective confrontation.</p> <p>Start by showing interest in the person, how they are.</p> <p>Then tell them what your concerns are and how they make people feel.</p> <p>See if they can understand this.</p> <p>Be prepared for defensiveness.</p> <p>Be calm.</p> <p>If you are a leader/in authority (e.g. a sports team captain) then you can impose suggestions for change and offer support.</p> <p>The blue box gives you easy steps to remember.</p>	<p>The confrontation model also gives the opportunity for making a plan for follow up but has not been included as unlikely that students will be in a position to impose formal consequences. . (Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck &amp; Co., p.47).</p> <p><b>** This may not be the case in a domestic abuse situation **</b></p>	<p><b>Slide 19: Confrontation</b></p> 
	<p>The difference between confrontation and shifting the person is that someone may react to confrontation by simply knowing not to do/say something in your presence but will carry on when you are not there. By 'shifting the person' you are helping the person understand why they act as they do and why it is problematic so they stop doing it altogether.</p> <p>Shifting the person is about having a respectful dialogue. It may be helpful to vent to another person first and to get support for yourself. You may wish to have another person with you. You must listen to the other person and identify what the 'upset' is that lies beneath the behaviour. Suggest how others might feel about the behaviour.</p>	<p>(Berkowitz, A. (2009) <i>Response Ability: A Complete Guide to Bystander Intervention</i>, Beck &amp; Co., pp.47-51)</p>	<p><b>Slide 20: shifting the person</b></p> 

## Session 5

### Bystander Intervention Options





## Some Bystander Intervention Strategies

### ASK THE QUESTION

- If you see someone who looks like they are in trouble, ask if they are ok.

### DON'T LEAVE THEM ALONE

- Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone.
- If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

### "I" STATEMENTS

- Three parts: 1) State your feelings, 2) Name the behaviour, 3) State how you want the person to respond.
- Focuses on your feelings rather than criticising the other person. Example: I feel \_\_\_\_\_ when you \_\_\_\_\_. Please don't do that anymore.

### SILENT STARE/ BODY LANGUAGE

- Remember, you don't have to speak to communicate.
- Sometimes a disapproving look can be far more powerful than words.

### HUMOUR

- Reduces the tension of an intervention and makes it easier for the person to hear you.
- Don't undermine what you say with too much humour. Funny doesn't mean unimportant.

### GROUP INTERVENTION

- There is safety and power in numbers.
- Best used with someone who has a clear pattern of inappropriate behaviour where many examples can be presented as evidence of their problem.

### "BRING IT HOME" (EMPATHY)

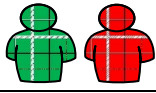
- Prevents someone from distancing themselves from the impact of their actions.  
EXAMPLE: "I hope no one ever talks about you like that."
- Prevents them from dehumanizing their targets as well.  
EXAMPLE: "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

### "WE'RE FRIENDS, RIGHT..."

- Reframes the intervention as caring and non-critical.  
EXAMPLE: "Hey, Jack. As your friend, I've got to tell you that your Tshirt isn't doing you any favours, it's killing your rep'. Do yourself a favour and don't wear it again, in fact, just chuck it out."

### DISTRACTION/INTERRUPTION

- Most effective for street harassment. Snaps someone out of their "sexist comfort zone."  
EXAMPLE: Ask a man harassing women on the street for directions or the time.



## PROVIDING INDIVIDUALISED NORMATIVE FEEDBACK

(i.e. “most people our age don’t think it’s ok to... )

Remember:

- Approach everyone as a friend.
- Be a good listener and give respectful attention.
- 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 the police.\*

Whatever response you choose, remember the following:

- Consider frequency, duration and intensity/severity when evaluating a situation.
- Determine the barrier for the person - motivation, ability or environment.
- Know your limits as a helper - engage others as necessary.
- Be sensitive, understanding & non-judgmental.
- Challenge misperceptions - express your true feelings/beliefs.
- Identify the red flags; Anticipate problems.
- Determine the priority goal: formulate a plan; Prepare/practice what you want to say.
- Interrupt/distract/delay a problematic situation - before it becomes an emergency!
- Set boundaries - do not make excuses for the person or otherwise enable them.
- Conduct conversations in a safe environment. Maintain mutual respect & mutual purpose.
- Remember the Law of Delivery:
  - Who (person/s), What (content), When (timing), Where (location/privacy), Why (reasons) & How (tone).\*\*

[\* material adapted from “Bystander Intervention” published by the Stanford University Office of sexual assault and relationship abuse education and response:

\*\* material adapted from the Step Up! Program, <http://stepupprogram.org/facilitators/strategies-effective-helping/>]