



TIPS FOR CULTURALLY RELEVANT BYSTANDER INTERVENTION TRAINING

USE THIS RESOURCE TO

DEVELOP PREVENTION TRAINING THAT IS RELEVANT TO YOUR AUDIENCE

GUIDING QUESTIONS

Use these questions to guide your prevention materials and the content you choose to include.

If you are developing a training that has role-playing activities or "real life" scenarios, do those roles or scenarios apply to your audience?

- The day to day activity of different ages, areas, cultures will vary. The more specific and relevant the scenarios, the more likely a group of people are to use them.

Typically, when we talk about being an active bystander, we talk about how unlikely we are to step into a situation, but not why we don't. What are some reasons people may not feel comfortable intervening in a risky situation?

- Discussion: Are there differences in cultural norms on your campus as a whole or within groups of people that make certain situations seem normal even when they may still be risky? What does sexual violence mean in other cultures?

Bystander intervention strategies that work in one group, may not work at all in another.

- The act of intervening may look different based on someone's racial group or culture. When strategies are recommended, ask the group if they seem like they are easy and doable.

Describe the relationship between this community and the police.

- Do people feel comfortable calling the police? Think

WHAT IS BYSTANDER INTERVENTION?

Bystander intervention is a primary prevention method to encourage responsive bystander behavior in order to spread the responsibility for safety to the community as a whole. A bystander is anyone who is present when a situation occurs but is not involved directly in it.

Bystander intervention is when a bystander takes action to intervene in an act of violence or the acts leading up to the violence. It has been proven to help in many situations to de-escalate situations, giving a victim a chance to leave the situation or seek help.

The Centers for Disease Control and Prevention (CDC) defines primary prevention of sexual violence as:

"Population-based and/or environmental and system-level strategies, policies, and actions that prevent sexual violence from initially occurring"

Therefore, the more specific our strategies are to our own communities or populations, the more effective they will be.

GUIDING QUESTIONS (CONT)

What is the role of privilege and entitlement on reporting rates?

- Do all stakeholders in the reporting process treat the victim or survivor equally and fairly? Do people feel like they have a chance to win criminal, civil, or campus conduct cases?

What does accountability mean in different communities?

- Does this mean jail time or something else? If so, who should be involved? What is the goal?

Consider that students may not always feel comfortable talking about this topic and they may all have very different answers for each question.

There aren't any wrong answers to these questions.