

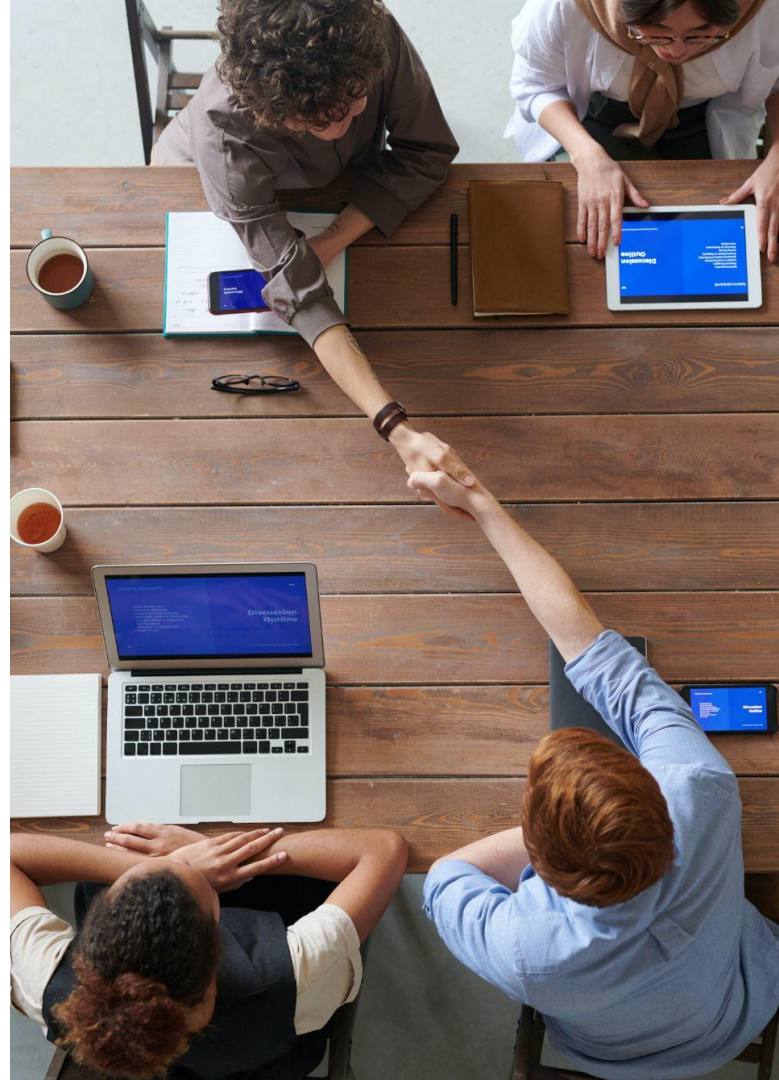


It's On Us Workshop: Bystander Education 101

Contents

- Introductions
- Culture Change through Prevention
- What is Bystander Education?
- Theories
- Ways to Intervene
- Discussion Questions
- Getting YOUR School to Implement Bystander Education
- Questions

INTRODUCTIONS



Sign In!



OVERVIEW OF IT'S ON US



Started in 2014 by President Obama and Vice President Biden to bring as many students and campus community members into the conversation and raise awareness around sexual assault.

To date, over 440,000 persons have taken the “It’s On Us” pledge to combat college sexual assault, and today our hundreds of chapters have held over 6,000 educational and organizing events in 31 states and Washington, D.C.

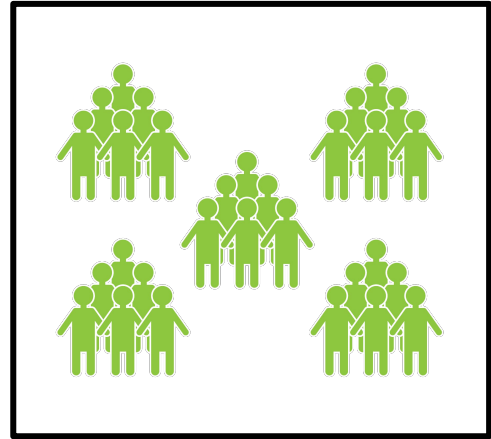
Campaign → Program

OVERVIEW OF 2023 EDUCATIONAL PROGRAMMING



Our 2023 vision:

To create in-house programming and resources for students that gives them the training and tools they need to end sexual violence on college and university campuses.



Process:

- Conducted an analysis of national programs and existing best practices
- Held interviews and focus groups with students, staff, and administrators across the country
- We developed peer-to-peer resources that address the existing needs identified
- Conducted a pilot program to test each of the resources

Most national prevention programs include the following components:

Community
engagement

Bystander
Intervention

School's
response

It's On Us Focus Areas

Survivor
Support

Bystander
Intervention

Sexual Assault
Awareness

Gaps in Existing Education and Training Programs for Campuses

An HBCU Story

- Lack of resources
- Lack of funding
- Intersectional issues present challenges in addressing gender bias

National LGBT Roundtable Report

- Need to include the voices of LGBTQ students when building response
- Need to encourage social justice education

National Campus Conduct Roundtable

- Need adequate training for investigators and hearing board
- Need a decentralized decision-making authority

WORKSHOP FACILITATOR'S GUIDE



EDUCATIONAL VIDEOS





Were you sure? Was he just flirting?

Vlad - I Owe You Action

Video

I Owe You Action is a bystander intervention story told by Vlad, a former student. He tells a story of a night when he saw something risky happening and he decided to take action and intervene. Being an active bystander is something anyone can do - there are many ways to take action to prevent a potential sexual assault.

Play Vlad's video at a workshop/training, a sporting event, and any place where you have an audience. If you are in a smaller group setting, use the following questions to discuss the video.

- [Discussion Questions](#)



**Bystander Education 101:
Creating a Culture of Shared
Accountability
for Sexual Assault Prevention**

CULTURE CHANGE THROUGH PREVENTION



Sexual Assault & Campus Culture:

What's Wrong?

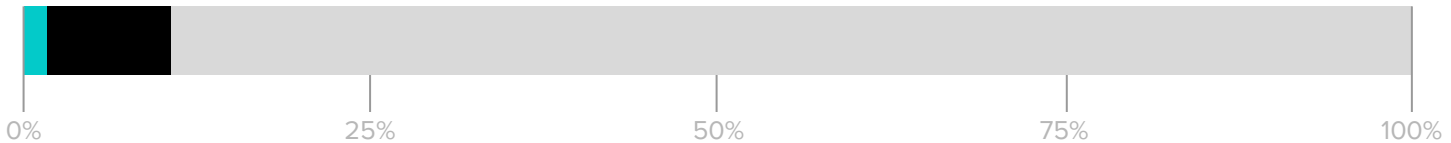
- 1 in 5 female-identifying and 1 in 14 male-identifying students across the US will be sexually assaulted during their time in college - rates are higher for students of color, LGBTQIAA students, low-income students, and students with disabilities.
- Of those, less than 10% of sexual assaults are formally reported.
- About 40% of rape victims suffer from severe emotional distress (requiring mental health treatment)
- 34.1% of students who have experienced sexual assault drop out, higher than the overall dropout rate.
- And MANY, MANY more...

Prevalence vs. Reporting Rates

According to RAINN, less than 20% of female victims who report their assault report to the police.

Women between the ages of 18-24 are at risk of sexual assault at a rate three times higher than other women.

According to NSVRC, over 90% of sexual violence on college campuses in the U.S. go unreported.



With prevalence rates this high, and reporting rates this low, **prevention** is extremely important.

WHAT IS BYSTANDER EDUCATION?



Bystander Education is...

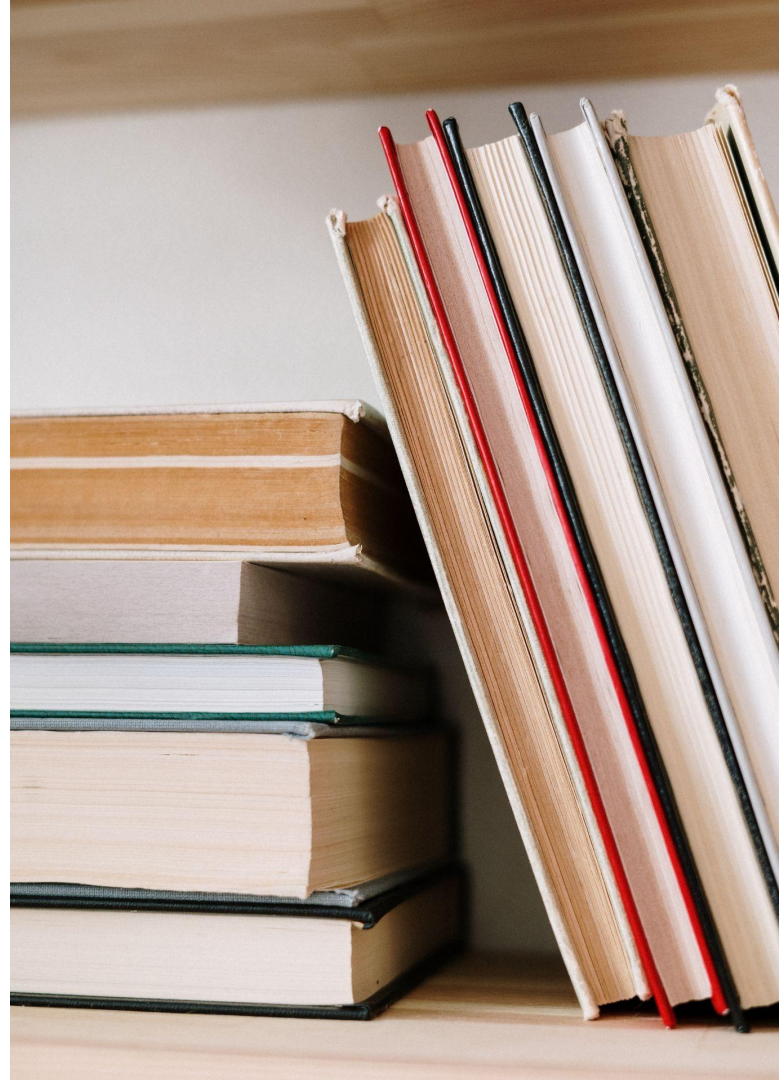
- A **primary prevention** method to encourage responsive bystander behavior to spread the responsibility for safety to the community as a whole.
- A **Bystander** is anyone who is present when a situation occurs but is not involved directly in it.
- **Bystander Intervention** is when a bystander takes action to intervene in an act of violence or the acts leading up to the violence.

Kitty Genovese

- In 1964, Kitty, a 28-year-old, was stabbed outside the apartment building where she lived in Queens, NYC.
- New York Times reported that 38 people at or around the building saw what happened and did not do anything.
- She was stabbed twice, the man ran off
- When the man realized no one was coming, he went back, stabbed her many more times and raped her.

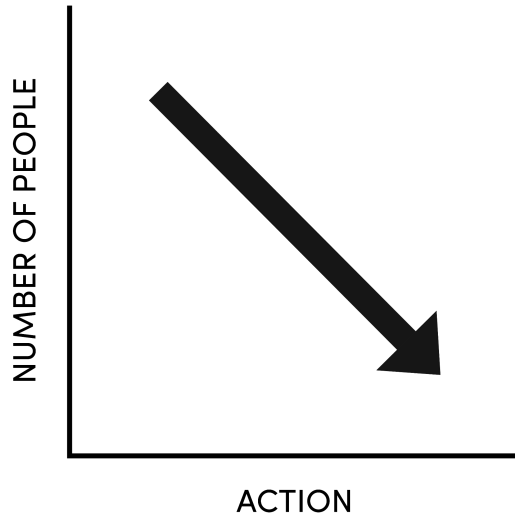


THEORIES



Diffusion of Responsibility Theory

People are **less likely** to take action to intervene if others are present.

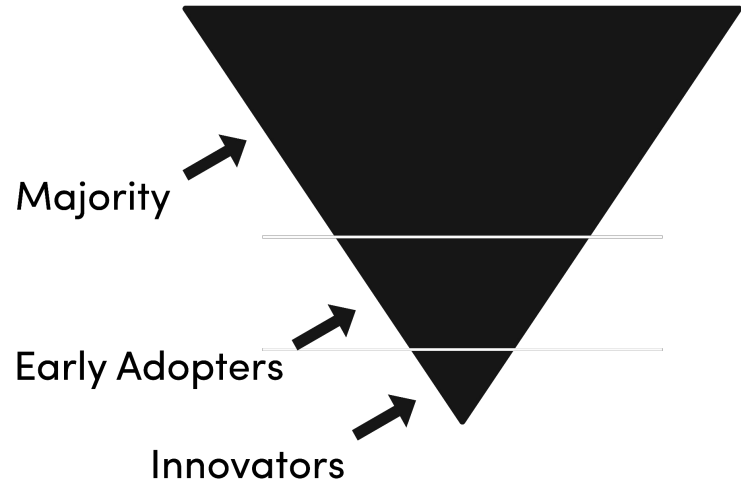


Diffusion of Innovation Theory

If all of us had the tools and knowledge to intervene, **would we?**

People are more likely to do something if they see others doing it as well. Someone has to be the campus leader and intervene.

As there begin to be more leaders who do this, more people will feel comfortable doing it.



Snowball Activity

- Supplies:**
- Strips of paper
 - Pens or markers
 - Scenario example

Scenario:

You see a couple fighting in a parking lot, the situation seems to be escalating quickly and you think it may become physical.

Question:

What would be the reason that you wouldn't intervene?

Each person writes their reason on a slip of paper and crumbles it into a ball. When the presenter gives the cue, throw your crumpled paper ball at someone else in the room and we'll have people pick up the balls of paper and read the reasons out loud.

Discussion

- Can anyone give an example, whether real or not, of someone or a position on their campus that may be an innovator?
- Are there situations where you see the diffusion of responsibility (bystander effect) on your campus? When does this happen?
- Name one example (only share what you are comfortable with) of you or someone acting as a bystander or an active bystander in a situation.

How to DIRECTLY intervene

We can all play a role in change the culture on our campuses!

By stepping in - both directly as well as indirectly - we can make our campuses safer places to be and increase trust in the student body.

ADDRESSING THE SITUATION

What is this?

If you feel comfortable you can always directly ask if “everything is okay”. Addressing the situation doesn’t mean that you’re being nosy, but rather that you’re making sure everyone is safe.

Example:

Noah sees his friend Henry carrying an intoxicated girl out of the party, he follows him and asks if everything is okay. Henry explains that the girl had vomited on herself and he was trying to find her friends to take her home.

GOING IN GROUPS

What is this?

If you witness an escalating altercation, you can go in groups to address the situation and show solidarity. Going in groups is usually a safer option when addressing violent situations.

Example:

Nicole and Bryanna see a couple loudly arguing on their way home one night. As the yelling escalates they decide to check in on the situation together so that they have power in numbers if it becomes physically violent.

How to INDIRECTLY intervene

We can all play a role in change the culture on our campuses!

By stepping in - both directly as well as indirectly - we can make our campuses safer places to be and increase trust in the student body.

CAUSING A DISTRACTION

What is this?

If you witness a risky situation occurring, causing the aggressor to focus on something else, can help the person at risk exit the situation.

Example:

Jamie is talking to Casey and it looks like Casey feels stuck in a corner and is unable to regain their personal space. Sam (active bystander) walks over and tells Jamie you think their car is being towed.

CALLING FOR HELP/AUTHORITIES

What is this?

If a situation looks like it is escalating and may be risky, but you do not feel 100% sure it is safe to intervene, call the police.

Example:

Morgan is walking out of a party with Frankie, who looks disoriented and unwilling. Morgan is not listening to anyone asking them to leave Frankie alone and they seem to be getting angry and aggressive. This may be a good time to find Frankie's friends or call the police.

Keep in mind...

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.**

Jessie is at a party with some of their friends. They notice that the guys at the party are giving their friend Taylor a lot of drinks as they play pong. At some point, Jessie realizes that Taylor is gone and looks around to see a random guy holding Taylor's arm and leading her upstairs away from the party.

What are some ways for Jessie to intervene in this situation?

Kaiya is going on a girl's trip for the weekend. Her best friend Emma tells her about the new relationship she just got into as they're traveling. Emma tells Kaiya that her new girlfriend is kind and funny, but has some trust issues from past relationships. While they're at the hotel that night, Emma's new girlfriend messages Kaiya for the first time. She asks her to keep a watchful eye on Emma and to tell her what Emma does and who she talks to.

What are some ways for Kaiya to intervene in this situation?

Michael was leaving the library one night when he sees a guy he knows from class catcalling a pair of girls and following them towards their car as they try to walk away from him. The classmate's tone becomes angrier the longer the girls ignore him and reject him. Michael can tell that the girls are scared and he thinks the situation may continue to escalate.

What are some ways for Michael to intervene and stop this situation?

Devin and his best friend Ricardo are both on the baseball team at their college. They spend most of their time outside of practice hanging out with each other. Ricardo has been dating a girl from one of his classes for a few weeks and Devin starts to notice that he's skipping a lot of practices. When he shows up he's usually late and a lot quieter than usual. Ricardo has been making a lot of excuses to not hang out with Devin and if they do hang out Ricardo is glued to his phone and often leaves early.

What are some ways for Devin to intervene in this situation?

Anya is the new sweetheart of her boyfriend's fraternity. For their upcoming party Anya is told to bring her sorority sisters and other female friends. At the party, Anya sees the brothers giving her friends drinks from a separate punch bowl than everyone else and her friends seem to be very intoxicated and disoriented even though they haven't had much to drink.

What are some ways for Anya to intervene in this situation?

Ben is asked to help his fraternity brothers plan their upcoming party. He quickly finds out that each new member is expected to bring a freshman girl and that they'll be offering them drinks from a punch bucket that's drugged so they'll be easier to hook up with. Ben's little sister just became a freshman and he's afraid that his fraternity brothers will drug her or her friends.

What are some ways for Ben to intervene in this situation?

Ellie is incredibly close to her sorority sisters. She usually meets her sister Maria on weekdays for lunch, but since Maria got into a new relationship she's been difficult to make plans with. Ellie sees Maria in class and Maria mentions that her boyfriend thinks the sorority is stupid and that her friends don't really care about her. Ellie notices that she checks her phone a lot and doesn't seem to be her typical happy self.

What are some ways for Ellie to intervene in this situation?

Consider the following...

- If you are developing a training that has role-playing activities or “real life” scenarios, do those roles or scenarios apply to your audience?
- 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?
- What Is the role of privilege and entitlement on reporting rates?
- Describe the relationship between this community and on or off campus authorities such as law enforcement. What are some reasons people may not want to call the police?
- Bystander intervention strategies that work in one group, may not work at all in another.
- What does accountability mean in different communities?

ACTIVITY



Get into groups!

Pick one intervention method from the following list and write an example of something you would do to deescalate the situation:

You see a couple fighting in a parking lot, the situation seems to be escalating quickly and you think it may become physical.

- 1. Using a distraction**
- 2. Getting other people involved with you to intervene**
- 3. Using code words to communicate**
- 4. Being direct**
- 5. Shift the focus to yourself**
- 6. Show support/stand with your peers**

HOW TO BRING BYSTANDER EDUCATION TO YOUR CAMPUS



Remind Your College or University...

Ongoing training is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (**Clery Act**):

The “implementation by institutions and disclosure of programs to prevent dating violence, domestic violence, sexual assault and stalking, including: **ongoing prevention and awareness campaigns for students and employees.**”

As of 2013, The Violence Against Women Act (**VAWA**) includes a new training requirement that:

Institutional personnel must receive **specialized training** on “how to conduct an investigation and hearing process that protects the safety of victims and promotes accountability.”

The Value of Ongoing Bystander Training...

We know that you cannot learn everything from a one time, broad sexual assault prevention training during orientation.

Ongoing training is essential to create long-term change on your campus. It provides a higher rate of retention, morale and sense of loyalty. Increasing morale is critical in changing campus culture over time, as it can lead to a higher rate of participation in a community. Colleges and universities across the country *must* invest in ongoing and recurring training in sexual assault awareness and prevention that is effective and relevant to students.

Bystander Education On Your Campus

If your school does not currently have ongoing comprehensive prevention training throughout the year, ask for a meeting with the Title IX Office, or another decision-making/funding office (student health, victim services, office of diversity and inclusion, etc.) or a group on your campus and talk with them about the value of having ongoing training for students and the entire campus community.

It's On Us is always available to help students engage their peers with training programs and student organizing as well as negotiating violence prevention practices with their administration.

Importance of Campus Climate Surveys!

You cannot solve a problem if you do not know **what it is** and the **extent of it**.

Police reports and crime logs do not provide an accurate perception of the problem or its scope.

A campus climate survey on sexual assault provides **school-specific data** on the extent of sexual assault as it exists on a campus as well as data on the attitudes and perceptions about sexual assault among different campus groups.

Go to itsonus.org to find a **Sample Campus Climate Survey!**

This tool is free to use and is based on the findings of a national study by the The Bureau of Justice Statistics, RTI International, and the Office on Violence Against Women. developed and tested this survey instrument. Your school can use this sample instrument to guide their climate survey questions and process.

Importance of Campus Climate Surveys!

Campus Climate surveys generate data about sexual assault on each campus, allowing schools to create **campus-specific** prevention and response efforts.

An effective campus climate survey is:

- Brief (less than 20 minutes) and available on a variety of electronic devices
- Administered towards the end of the academic year and remain available to participants for at least one month, but preferably two
- Inclusive of multiple follow-up reminders for non-respondents
- Personalized for potential respondents and messages should be customized to engage men and increase participation

Get into groups!

**At your table, practice pitching
a campus climate survey to your
school administrators.**

Use the information on campus climate surveys listed at your table as examples.

Post Training Survey

bit.ly/IOUPostTrainingSurvey





THANK YOU

**For more information visit
ItsOnUs.org**

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QUESTIONS?

