

VAWG Bystander Awareness Session

Timing	Activity/ Discussion	Actions	Notes
7 mins	Intros, ground rules, what it is & isn't, icebreaker Show Macklemore & Ryan up to 3.14	How do they identify? What's important to them? Who are you/ describe yourself? Get them to listen to the words	Show Gingerbread slide
15 mins	Dissing this & cursing that - It doesn't matter that the person isn't actually LGBorT	What words do they hear as put downs? Any about LGBT people-go through each e.g. lesbian, gay... Where do they hear this? In school/ outside? Stereotypes & assumptions	Need participants to role play – one person is the bully the other the recipient – think how you would be feeling
5 mins	So what's it all about?	What's the purpose of speaking to each other like that? What do you hope it achieves? How do you feel if someone calls you names or talks negatively about your community?	
5 mins	Outcomes of bullying	Higher risk of pregnancy, D&A use, risk behaviour, self-harm, homelessness, DV, MH issues, honour based violence, suicide	
3 mins	Obama video		
5 mins	Hands up	How confident would you feel in these situations being known as someone who is LGBT: On the high st At school Local youth group Family events With friends Very, somewhat, not at all	
2 mins	What does HBT look like?	Discuss 2010 Equality Act & school policies	slide
5 mins	How can we challenge offensive language	Shout out suggestions	
5 mins	Summary & feedback	Play This is Me video	

<https://www.nytimes.com/2014/02/09/education/edlife/stepping-up-to-stop-sexual-assault.html>

diversions she discusses: suddenly turning on the lights at a party or turning off the music; accidentally spilling a drink on the guy; forming a conga line and pulling him away from the woman he's bothering and onto the dance floor. One of her favorites came from a young woman who approached her drunken girlfriend and said, loudly, "Here's the tampon you asked for."

The goal is to stop bad behavior before it crosses the line

While the public discussion on sexual violence has primarily focused on the physical and emotional damage done to women, it is also true that getting arrested for sexual assault can mark a young man for life.

On Jan. 22, at a White House meeting on sexual violence, President Obama released a report that cited the need for men to intervene: "Bystanders must be taught and emboldened to step in and stop it."

nearly one of five women is sexually assaulted during her college years

Posters with messages like "Be a Man, Show Me Respect," "Don't Be a Passive Bystander" and "Do Something"

<http://journals.sagepub.com/doi/abs/10.1177/0956797615569579>

5-year-old children helped an experimenter at very high levels when they were alone but helped significantly less often in the presence of bystanders who were potentially available to help.

Young children thus show the bystander effect, and it is due not to social referencing or shyness to act in front of others but, rather, to a sense of a diffusion of responsibility.

Observers of deviant social behavior sometimes communicate disapproval directly or indirectly to the perpetrator of a deviant act. This reaction has been termed 'social control'.

(PDF) The bystander effect and social control behavior: The effect of the presence of others on people's reactions to norm violations. Available from:

<https://www.researchgate.net/publication/229805218> The bystander effect and social control behavior The effect of the presence of others on people's reactions to norm violations [accessed Sep 25 2018].

These results make clear that perceived personal implication moderates the extent to which people are inhibited by the presence of others when they decide whether they should exert social control or not.

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<https://www.researchgate.net/publication/229805218> The bystander effect and social control behavior The effect of the presence of others on people's reactions to norm violations [accessed Sep 25 2018].

Links to review

http://people.umass.edu/estaub/TAB_curriculum.pdf

<https://aifs.gov.au/publications/bystander-approaches/what-do-successful-bystander-programs-look>

<https://aifs.gov.au/sites/default/files/publication-documents/acssa-issues17.pdf>

https://www.eva.mpg.de/documents/Sage/PI%C3%B6tner_Young_PsychScience_2015_2149491.pdf

https://pure.york.ac.uk/portal/files/32732575/Ploetner_et_al_Bystander_effect_Psychological_Science.pdf

<https://www.google.co.uk/search?q=bystander+intervention+training&sa=X&ved=0ahUKEwix6bXjqNbdAhVjB8AKHShPBCEQ1QIIkQEoAQ>

<https://www.google.co.uk/search?q=active+bystander+intervention+training&sa=X&ved=0ahUKEwix6bXjqNbdAhVjB8AKHShPBCEQ1QIIIIEoBA>

<https://www.google.co.uk/search?q=bystander+intervention+role+play&sa=X&ved=0ahUKEwix6bXjqNbdAhVjB8AKHShPBCEQ1QIIIQEoBQ>

<https://www.google.co.uk/search?q=bystander+effect+class+activity&sa=X&ved=0ahUKEwix6bXjqNbdAhVjB8AKHShPBCEQ1QIIlgEoBg>