



Active Bystander Intervention

Onsite training structure

Title of the training:

Active Bystander Intervention Onsite Training

Learning objectives:

This training aims to help participants gain the knowledge, skills and tools needed to recognise and respond to gender-based violence. The participant by the end of the training will:

- Be able to articulate the forms of gender-based violence.
- Understand bystander's responsibility and effect.
- Foster awareness in identifying situations where bystander intervention may be appropriate.
- Learn about the 5D intervention model, designed by Right to Be.

Description for promotion of the training:

Studies have shown that bystander intervention training can change attitudes, increase a sense of responsibility, and increase the likelihood that training participants take action. This training aims to educate institution members (staff and students) on gender-based violence and provide them with the necessary skills to recognise and intervene in risky and inappropriate situations. The programme includes interactive exercises, examples of the gender-based violence continuum, role playing and discussions on identifying risk and inappropriate situations and making safe interventions.



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Who is it for?

- Administrative staff
- Faculty members
- Researchers and students of higher education institutions and research organisations
- Anyone in the academic and research community who wish to be empowered as active bystanders and take preventive actions against gender-based violence by intervening in potentially harmful situations.

Minimum number of participants: 15

Maximum number of participants: 25

Format: Onsite

Duration: 3 hours

Suggestion for the type of room: It is advised to choose a room where participants can sit in groups, considering the interactive sessions of this training

Structure for onsite training:

Note for the trainer: The slides provided include additional information and content under each slide (Notes in PowerPoint).

Programme	Approach	Duration	Observations
Introduction and expectations	Introduction and overview of the training <ul style="list-style-type: none"> • Introduction & brief presentation of the programme of the day and its objectives. • Round of introductions by participants (name + role/position at the institution + a short sentence of what they expect from today's training). 	15-30 min	<p>It is essential for the trainer to emphasize that during any group work activities that encourage sharing experiences, the training is a secure and safe environment to do so. Confidentiality is of utmost importance, and the trainer must stress that what is discussed in the room stays within the room. Considering the sensitive topic that will be discussed, it is possible that certain incidents may trigger some participants. Additionally, there may be participants who are victims or survivors of related experiences, and it is crucial to have that in mind. Read more in the document "Creating a safe space for discussion and dialogue".</p> <p>Depending on the number of participants, the trainer may consider having an ice-breaking activity. This section is supposed to up to 30 minutes, depending on the size of the audience, therefore, remember to keep an eye on the timer!</p>
Definition of gender-based violence and overview of its forms	The trainer gives instructions for Exercise 1 <u>Exercise 1 – in plenary:</u> <ul style="list-style-type: none"> • Participants will read one by one each case of gender-based violence. 	2 min 20 min	<p>The exercise aims to help participants to articulate the different forms of gender-based violence.</p> <p>For this exercise, the trainer can use Google Forms. For</p>

<ul style="list-style-type: none"> • They will then have to select one or more forms of gender-based violence that they think applies for each case. • The answers to each question are presented “live” in the Google Forms results section. • The trainer briefly provides explanation for the correct answer. <p>Then the trainer presents the definition of Gender-based Violence in more detail, if needed (slides 8-9).</p> <p>The trainer presents potential impact of gender-based violence on individuals in the context of research and higher education institutions (in the form of lecture).</p> <p><u>Exercise 2 – in plenary:</u></p> <ul style="list-style-type: none"> • Discussion with participants on the impact of gender-based violence on individuals in the context of higher education institutions and research organisations (use the examples given in cards to identify the impact on each individual). • The trainer can keep track of key words mentioned as the “impact”. The participants do not keep notes or work in 	<p>5 min</p> <p>10 min</p>	<p>the preparation of this exercise, see more in the document “Supporting material for trainer”.</p> <p><u>Instructions for the trainer:</u></p> <p>Participants will read one case of gender-based violence and will have to select one or more forms of gender-based violence that they think applies for each case. Participants will then be able to see the results for each case (from the live results of Google Forms). The trainer briefly provides the correct answer with a short explanation of why this case is or is not the form(s) selected by participants. It is a great opportunity for the trainer to provide examples of different forms that usually create confusion.</p> <p><u>Equipment needed:</u> flipchart for the trainer to keep track of key words.</p>
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	<p>groups. They share their thoughts in plenary.</p> <ul style="list-style-type: none"> • Discussion with participants on the reasons why victims do not report events of gender-based violence. 		
Definition of active bystander intervention	<p>The trainer presents the following the form of lecture (meaning limited interaction with the audience) pages 23-25:</p> <ul style="list-style-type: none"> • Defines the role of active bystander • How to intervene 	<p>10 min</p> <p>15 min</p>	<p>The trainer introduces the importance of Prevention measures in higher education institutions and research organisations in order to prevent such cases (discussed in Exercise 1). The trainer gives some examples of preventative measures (such as awareness campaign initiatives, training programmes for staff and students, Code of Conduct etc.), and then introduces the term “bystander intervention”</p> <p>In this session, the trainer aims to empower participants by helping them understand their individual roles in combatting gender-based violence within their micro-environments. It is crucial to recognise how their seemingly "small" actions can have a significant impact.</p> <p>The trainer opens the floor for a brief sharing of experiences from some of the participants (choose 5-6) for Slide 22.</p> <p>The trainer emphasises the responsibility of bystanders and the effects of their actions.</p> <p>Resources are found at the end of this document.</p>

Break	Break	15 min	
Tools for Bystander Intervention	In plenary, the trainer: <ul style="list-style-type: none"> • Presents the tools for bystander intervention: 5Ds model (distract, delegate, document, delay, direct). • Gives time to participants to reflect on the 5D model and answers questions. 	25 min	In this session, the trainer introduces the main tool, the 5D model, and assists participants in comprehending when it's appropriate to intervene.
		10 min	<u><i>Important disclaimer to be shared with participants:</i></u> the graphs used by Right to be and the video by StandUp are not designed by the UniSAFE Project and the figures and cases used are not inclusive or representative. The examples usually present the binary model of female-male cases.
Role playing and practice (Part 1)	<ul style="list-style-type: none"> • Trainer gives instructions for Exercise 3 and gives out the A5 scenario cards. 	2 min	The aim of this session is for participants to apply the 5D technique they have learnt by engaging in role-playing exercises in small groups. The trainer will provide scripts for the role-playing (A5 cards). The trainer has to choose and prepare the scenarios in advance of the training day, using the Canva template provided (download the template before editing).
		15 min	
		25 min	
	<u>Exercise 3 – in groups:</u> <ul style="list-style-type: none"> • Role-playing exercises to practice intervention strategies. • To support participants' intervention strategy, the 5Ds are given in A6 size card, describing briefly each D. • A rapporteur from the group keeps notes of the strategy used for the scenario. 		
	In plenary: <ul style="list-style-type: none"> • The trainer chooses one script to be played in plenary. • Comments and reflections are shared by those who played, and feedback from those who watched. 		Each script has one offender, one target person and one bystander. Each card describes a situation in the form of dialogue, without indicating bystander's action. The group members choose a role, and they play their role while being in the small groups (not shared in plenary). The bystander chooses one practice from the 5Ds.
			<i>The trainer explicitly mentions that if someone does not feel comfortable taking over a role, to clearly mention it. This is a safe space.</i>

	<p>The trainer can ask specific questions based on the script played: Ask other participants what they think of the way the bystander reacted. Do they see other ways to do it? Invite participants who have suggestions to play them out.</p>		<p><i>To facilitate the session in plenary, use the guidance in the document "Supporting Materials for Trainer".</i></p> <p>When in plenary, the trainer encourages reflections from “actors” and “audience”.</p> <p>The trainer here has to highlight the power imbalances that may occur between bystanders, victims and offenders. According to the scenario that is chosen in plenary, the trainer can ask at the end of the role-playing, what would be different if the bystander/victim/offender was in a different power position, for example if the bystander student was a manager but now becomes a student.</p> <p>The aim is for the participants to identify how power imbalances can facilitate action depending on the position of the involved parties.</p>
<p>Role playing and practice (Part 2)</p>	<ul style="list-style-type: none"> Participants go back in groups (different than those in the previous session) and repeat the role-playing exercise with new scripts. <p><i>No sharing in plenary.</i></p>	15 min	

Wrap up and Evaluation	<ul style="list-style-type: none"> • Summary of key points covered during the training. • Feedback from participants on the training and suggestions for improvement. • Closing remarks 	10 min	
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Note for the trainer: The document "Additional Information for the Slides" provides supporting content for the presentation of the slides.

Resources:

- Definition of gender-based violence by Council of Europe: available [here](#).
- List of forms of gender-based violence: available [here](#).
- Examples of impact of gender-based violence in the context of research and higher education institutions: available at [UniSAFE Survey Results](#) (page 10).
- Facts and figures: available at [UniSAFE Survey Results](#) (same as above).
- 5Ds definitions and more, by Right to Be, available [here](#)
- Videos for 5Ds: available [here](#).
- It's not that Grey Report: available [here](#).
 - Red flags / Warning Signs: pages 15, 16, 17
 - Disclaimer for bystander intervention: page 50
 - Intervention techniques / active participation examples: page 53,54
 - This is what a victim (may) look like: page 61
- Additional resources for bystander intervention: available [here](#), page 53-54 (61/63)

Note for the trainer: Gender-based violence, according to UniSAFE's perspective, is defined as a continuum of violence, violations, and violent behaviours and attitudes on the basis of sex and gender and always intersects with other dimensions of inequalities, such as age, ethnicity, disability, and sexuality (Hearn et al. 2020; Bondestam & Lundqvist 2019; Strid et al. 2021). This is explicitly mentioned to you as you may encounter some counter-arguments for the forms of gender-based violence that are recognised for this exercise.

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