



# Active Bystander Intervention

## Online training structure

### Title of the training:

Active Bystander Intervention Online 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.



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### Description for the 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.

### 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:** Online

**Duration:** 2 hours and 40 minutes

**Suggestion to the trainer:** It is recommended to offer an additional online support room alongside the training session, acting as a "support line" for participants who may feel triggered during discussions and would appreciate the opportunity to engage in a conversation with someone.

## Structure for online training:

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

Programme	Approach	Duration	Observations
<b>Introduction and expectations</b>	<p>Introduction and overview of the training</p> <ul style="list-style-type: none"> <li>• Introduction &amp; brief presentation of the programme of the day and its objectives and ground rules.</li> <li>• Round of introductions by participants (name + role/position at the institution + a short sentence of what they expect from today's training).</li> </ul>	10-20 min	<p>It is essential for the trainer to emphasise 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/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>
<b>Definition of gender-based violence and overview of its forms</b>	<p>The trainer gives instructions for Exercise 1</p> <p><u>Exercise 1:</u></p> <ul style="list-style-type: none"> <li>• Participants will read one by one each case of gender-based violence.</li> <li>• They will then have to select one or more forms of gender-based violence that they think applies for each case.</li> <li>• The answers to each question are presented "live" in the form of polls or Google Forms results.</li> <li>• The trainer briefly provides explanation for the correct answer.</li> </ul>	<p>2 min</p> <p>30 min</p>	<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 either Google Forms or Zoom/Teams/WebX Polls. For the preparation of this exercise, see more in the document "Supporting material". Depending on the option chosen by the trainer, the instructions on the presentation slides can be modified.</p> <p><u>Instructions for the trainer:</u>        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 (either from</p>

	<p>Then the trainer presents the definition of gender-based violence in more detail, if needed (slides 7-8).</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>	13 min	<p>the results of the Poll, or from Google Forms results). 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>For Slide 12 and 15, the trainer can use the Poll function to ask the question presented on the slides, or asked the questions orally, if the Poll function is not available. For more information, see more in the document "Supporting material".</p>
<b>Definition of active bystander intervention</b>	<p>The trainer:</p> <ul style="list-style-type: none"> <li>• Defines the role of active bystander</li> <li>• How to intervene</li> </ul>	10 min  15 min	<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>Resources are found at the end of this document.</p>
<b>Break</b>	Break	10-15 min	
<b>Tools for bystander intervention</b>	<p>In the main room / in plenary, the trainer:</p> <ul style="list-style-type: none"> <li>• Present the tool for bystander intervention: 5Ds model (distract, delegate, document, delay, direct)</li> </ul>	15 min	<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>

	<ul style="list-style-type: none"> <li>Gives time to participants to reflect on the 5D model and answers questions.</li> </ul>	10 min	<p>The trainer emphasises the responsibility of bystanders and the effects of their actions.</p> <p>In this session, the trainer introduces the main tool, the 5D model, and assists participants in comprehending when it is appropriate to intervene.</p> <p><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.</p>
<b>Role playing and practice</b>	<p><u>Exercise 2 – In break-out rooms:</u></p> <ul style="list-style-type: none"> <li>The trainer gives instructions for Exercise 2</li> <li>Participants go to 2 Online Rooms (depending on the number of participants, the participants are divided into two rooms).</li> <li>The two rooms has one facilitator each to support the group.</li> <li>Trainer shares their screen and gives instructions</li> <li>Participants are practising the 5D model, in plenary</li> </ul>	35 min	<p>The aim of this session is for participants to apply the 5D technique they have learnt by engaging in an exercise with videos.</p> <p>Two break-out rooms are created, each facilitated by one trainer. The trainer shares their screen showing this page: <a href="https://www.standup-international.com/gb/en/training/bystander/tactics/video">https://www.standup-international.com/gb/en/training/bystander/tactics/video</a></p> <p>Every time the page is refreshed, a new video plays. Each video shows a scenario with a victim and a perpetrator. The video pauses and asks the user to choose one of the 5Ds.</p> <p>When the video pauses and the 5D are shown on the screen, the trainer asks who would like to “apply” one of the Ds. The participant choses a D and describes their action (i.e., I would pretend that I know the victim from college, and</p>

			<p>go ask her how she is doing (Distract)). Then, the trainer will choose/click the D that the participant used, and the video continues.</p> <p>The trainer then again asks another participant to choose other Ds and repeat the exercise. The scenario is completed once all the Ds are chosen.</p> <p>Every time the page is refreshed, a new video play. Repeat the exercise for a second scenario. <i>It is advised that the trainer practice this part in advance of the day of the training.</i></p> <p>The aim is to engage all the participants in the break-out room, depending on the number of participants in the break-out room, the trainer can play one or two scenario videos.</p>
<b>Wrap up and Evaluation</b>	<ul style="list-style-type: none"> <li>• Summary of key points covered during the training.</li> <li>• Feedback from participants on the training and suggestions for improvement.</li> <li>• Closing remarks</li> </ul>	10 min	

### 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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