

Middle Way House – Building Healthy Relationships

Bystander Intervention Curriculum

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What is Bystander Intervention?

Traditional sexual violence and rape prevention programs have been criticized for their narrow focus on teaching potential victims how to avoid sexual violence. Similarly, the implicit treatment of male program participants as potential perpetrators of violence and female program participants as potential victims has been challenged as a potential obstacle to greater engagement of both women and men and long-lasting impact of the program curricula. Some recent research has begun to assess the effectiveness of preventing sexual violence and encouraging individuals to intervene when they see signs of sexual violence in traditional sexual violence programs and new bystander intervention programs. Further, researchers have begun to investigate why bystanders intervene (or not).

A bystander is any person who is present during and a witness to an event. Anti-violence, especially anti-sexual violence, scholars, activists, and organizations have primarily been concerned with bystanders to violent acts, including sexual harassment, sexual assault, rape, child abuse, and intimate partner violence. There are numerous ways in which bystanders may intervene during sexual violence, yet it is crucial to emphasize that the potential to intervene is not limited to a one-time opportunity to save a victim from an intense attack. That is, there are a broad range of ways in which individuals may intervene in violence, including challenging comments that are harmful and promote harassment and violence, organizing a boycott against a movie that glamorizes sexual violence and violence against women, and physically intervening during a sexual assault or rape. Taking the view that intervention can happen in events that are less severe, like challenging sexist and pro-rape comments, allows us to realize that everyone is a bystander and has many opportunities, including those that are less frightening and dangerous than intervening during a violent rape, to contribute to the prevention of sexual violence.

Besides viewing every program participant as a potential bystander to sexual violence as opposed to the traditional program approach that views men as potential perpetrators of sexual violence and women as potential victims of such violence, another key factor that is unique to bystander intervention programs is the focus on involving the community in sexual violence prevention. These programs highlight that sexual violence, and violence in general, cannot be prevented solely through changing individuals' behaviors and attitudes; rather, social norms regarding sexual violence must shift from those that place blame for sexual violence on victims and perpetrators of such violence to norms that implicate the entire community in preventing sexual violence. That is, these programs emphasize that every member of a community is a bystander to violence, and, thus, has a responsibility for preventing sexual violence and intervening when possible. Some bystander intervention programs emphasize that every member of a community has a specific role in intervening in sexual violence that depends on their occupation, status in the community, and relationship with others. For example, clergy and religious leaders should provide support for both actual and potential victims and perpetrators of sexual violence and work to create norms that disparage sexual violence and emphasize that it is one's moral responsibility to intervene in sexual violence.

Bystander Intervention Programs and Findings from Research

Traditional sexual violence prevention programs can be categorized into four types, though some programs include components from two or more of these types: informative, empathy-focused, socialization-focused, and risk reduction (Burn 2009). Informative programs provide factual information and statistics about sexual violence, review and dispel rape myths, and discuss the consequences of sexual violence. Empathy-focused programs help participants to develop empathy for victims of sexual violence. Socialization-focused programs examine gender-role expectations and stereotypes and messages from society and the media that influence attitudes toward sexual violence. Finally, risk-reduction programs teach participants specific strategies to reduce their risk of being sexually victimized. However, research on the effectiveness of these programs in terms of decreasing sexual violence and changing attitudes about sexual violence in the long term have not shown promising results.

Advocates of bystander intervention programs have emphasized that curricula of such programs will be better received when the focus is on charging the entire community with preventing sexual violence and intervening in violence situations regardless of intensity. Research on the effectiveness of these programs is in its infancy, but studies thus far support the greater reception of bystander intervention programs and their long-term impact relative to traditional sexual violence prevention programs. Recent research has also provided a better understand about how and why bystanders intervene in sexual violence. In one study, five barriers were introduced to intervening in sexual violence: a failure to notice a violent situation, a failure to identify a situation as high-risk, a failure to take responsibility to intervening, a failure to intervene because one does not know how to, and a failure to intervene due to audience inhibition. See Table 1 below from Burn (2009)'s study on bystander intervention.

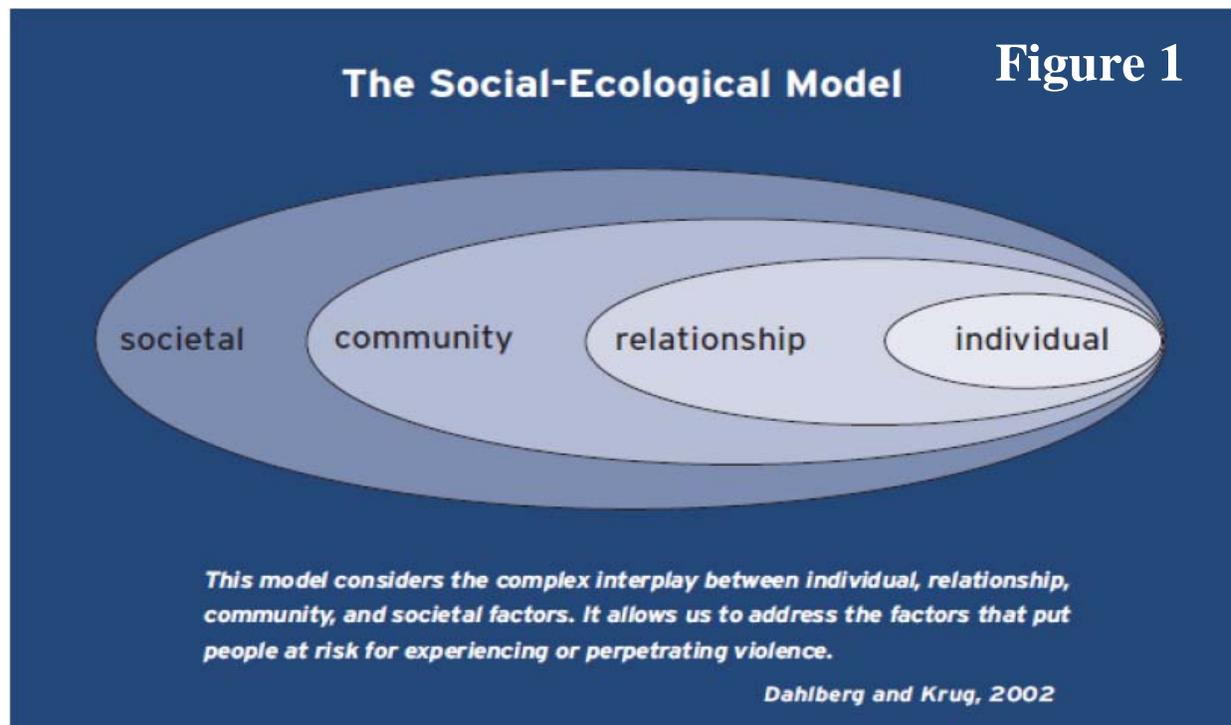
Table 1 Barriers to bystander intervention in situations at-risk for acquaintance rape.

Step	Barrier	Influences
1. Notice event	Failure to notice	Noise and other sensory distractions Self-focus (focus on own activities)
2. Identify situation as intervention-appropriate	Failure to identify situation as high-risk	Ambiguity regarding consent or danger Pluralistic ignorance Ignorance of sexual assault risk markers
3. Take responsibility	Failure to take intervention responsibility	Diffusion of responsibility (likelihood greater if there are many other possible interveners) Relationship of bystander to potential victim and potential perpetrator Attributions of worthiness (affected by perceived choices of potential victim that increased her risk, perception of potential victim's provocativeness, and her intoxication)
4. Decide how to help	Failure to intervene due to skills deficit	Action ignorance (don't know what to say or do to intervene)
5. Act to intervene	Failure to intervene due to audience inhibition	Social norms running counter to intervention Evaluation apprehension

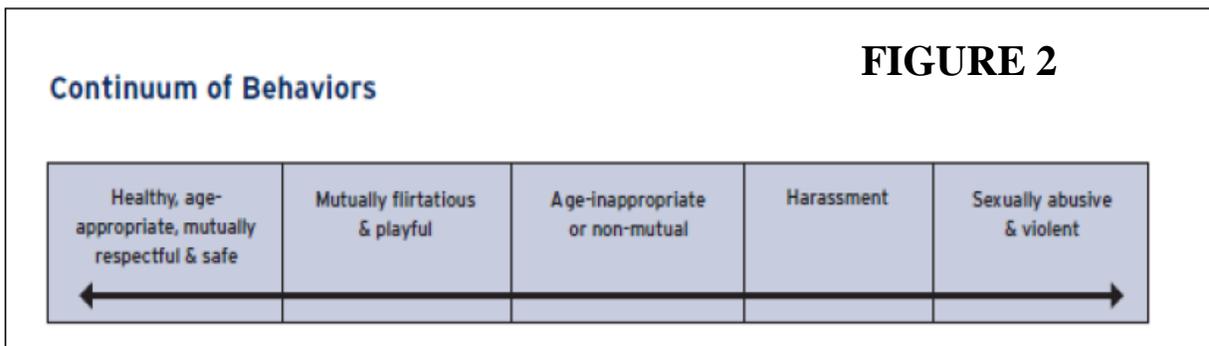
Burn found that all five of the barriers to intervening were negatively correlated with sexual assault bystander intervention behaviors. These barriers pose a significantly greater barrier to men's intervening behaviors than women's; further, Carlson (2008) highlights that a

number of norms regarding masculinity hinder men's willingness to intervene in violence situations. For both women and men in Burn's study, one of the largest barriers to intervening in sexual violence was a failure to notice a high-risk situation; further, failure to perceive a situation as high-risk for sexual violence was also a significant barrier to intervention. Burn also found that individuals were less likely to say that they would intervene in a sexually violent situation if the woman being victimized had made choices or behaved in ways that had increased her risk for being victimized – an effect that was stronger for men than women. Thus, it is clear in these findings that individuals are willing to intervene so long as the victim is deemed worthy of being saved or protected, an assertion that can be linked with "victim-blaming" in which the victim of sexual violence is held partly or completely responsible for their own victimization. Finally, Burn found that women and men were more likely to say that they would intervene in violence if they know the potential victim or perpetrator.

Tabachnick (2009) highlights recent research on bystander intervention, including studies that support Burn's (2009) evidence that situational factors may affect an individual's willingness to intervene. These include the presence and number of other bystanders, the uncertainty of the situation, the perceived level of urgency and danger for the victim, and the setting of the event; it should be noted that some of these are similar or at least complementary to the barriers that inhibit intervention found by Burn. Tabachnick also highlights that there is some evidence from research that people may be less likely to intervene if others are present because they feel that someone else is in a better position or more skilled to intervene; however, this was found to be true for low-risk situations, but not in high-risk situations. Individuals are more likely to intervene if they know the potential victim, feel that it is their responsibility to do something, feel confident in their ability to intervene (either from past experience or skills training), and if their assessment of the potential personal costs are minimal or low enough to be considered worth the risk to protect or save a victim of sexual violence.



Tabachnick (2009) provides a model for bystander intervention that recognizes multiple, interrelated levels, including the individual level, individuals' relationships with others, the community level, and the societal level (see Figure 1 above). At the individual level, it is important to provide knowledge, skills, and training on how to intervene. These should include learning how to recognize a pattern of warning signs of actual or potential sexual violence and learning when and appropriate ways to intervene depending on the severity of the inappropriate and violent behaviors being observed. Tabachnick places these behaviors on a continuum (see Figure 2 below) of severity, in which various points on the continuum reflect different degrees of severity, potential costs for intervening, and appropriate ways to intervene. One way that we can recognize the relationship between the individual level with higher levels, namely the community and societal levels, is to highlight social and community norms that do not place responsibility on bystanders to intervene in sexual violence, nor any recognition of individuals who intervene. Thus, Tabachnick recommends that bystander intervention programs should give individuals the opportunity to practice various intervening behaviors. Further, real stories of intervention should be shared and program participants can be encouraged to share their own intervention experiences (whether as an intervening bystander or a victim for whom a bystander intervened in a violent situation). Finally, programs should focus on making changes at the community and societal levels by encouraging participants to work to change peer cultures, organizational policies, and community norms about sexual violence, as well as political action such as contacting one's elected officials to push for changes in policies and laws.



In their review of theoretical and empirical scholarship on sexual violence prevention programs, Casey and Lindhorst (2009) find six distinct characteristics of successful programming to encourage bystander intervention, namely those that take on a multilevel approach (i.e., changing individual attitudes, peer relationships, and community norms). These six components of successful multilevel sexual violence prevention programs, outlined in Table 2, include comprehensiveness, community engagement, contextualized programming, a basis in theory, health and strengths promotion, and addressing structural factors. Casey and Lindhorst suggest that bystander interventions should include strategies for change at two or more levels *simultaneously*; for example, such programs can include small-group psychoeducational programming *and* media campaigns. Prevention programs *must* highlight structural factors that contribute to the prevalence of sexual violence, emphasizing that individuals' behavior is constrained and reinforced by structural inequalities (e.g., racism, sexism, poverty). To engage the community, members of the community and community-based groups should be involved in identifying the needs, priorities, and goals for sexual violence prevention, also in advising the

development of and implementing sexual violence prevention programs. Such community involvement will help to ground bystander intervention programs in the specific context in which they are delivered; that is, in order to be effective, the programs need to reflect the attitudes and norms about sex, relationships, and women of the surrounding community. These programs should also be grounded in theory regarding social change, communities, gender, and sexuality. Finally, the effectiveness of these programs also depends on including the enhancement of community strengths and opportunities along with the focus on reducing risk factors; program participants and members of the community must be empowered to feel as though they are capable of creating sustained change.

Table 2 **Six Components of Multilevel Prevention**

Components of ecological prevention

Comprehensiveness: Utilizing multiple strategies designed to initiate change at multiple levels of analysis (i.e., individual, peer and community), and for multiple outcomes (i.e., attitudes and behavior).

Community engagement: Partnering with community members in the process of identifying targets for change and designing accompanying change strategies.

Contextualized programming: Designing interventive strategies that are consistent with the broader social, economic and political context of communities.

Theory-based: Grounding intervention design in sound theoretical rationales

Health and strengths promotion: Simultaneously working to enhance community resources and strengths while addressing risk factors.

Addressing structural factors: Targeting structural and underlying causes of social problems for change rather than individual behavior or "symptoms" of larger problems.

Bystander Intervention Program Models and Activities

Mentors in Violence Prevention Program

This program comes in either a one-session or three-session format, lasting 90 minutes per session, followed by a “booster session” scheduled two months after the initial prevention program. In either format, individuals are placed in single-sex groups led by a peer leader of the same sex. The program curricula cover prevalence, causes, and consequences of sexual violence. Then, participants discuss how community members can play roles in prevention as bystanders, followed by a role-play activity that serves to help participants think about ways that they may effectively and safely intervene in violent situations and be a supportive ally for survivors of sexual violence. Finally, participants are asked to create their own “bystander plan” and to sign a pledge to be active bystanders in their community. The booster session serves to reinforce lessons learned during the initial prevention program and to remind students of their pledges to serve as active bystanders. These sessions include small, 30-minute discussion groups of no more than 25 participants in which they are shown a five minute-long video depicting a survivor of sexual violence seeking help from several individuals who are blindfolded who refuse to see or hear her. This video is created with the help of the campus theatre or acting group. Figure 3 presents a description of this program by Tabachnick (2009).

Mentors in Violence Prevention (MVP) is one of the first programs of its kind that focused on linking individual skill-building to the shifting of the social norms in college and high school environments. The program trains student leaders, including college and high school student-athletes, to use their status as respected members of the campus community to speak out against rape, battering, sexual harassment, gay-bashing, and all forms of sexist abuse and violence. Male student-athletes were targeted for prevention education programming because of their high social status and

their ability to establish and maintain masculine social norms. For more information: www.sportinsociety.org

More recently, through their “strength clubs,” the organization **Men Can Stop Rape** has created a culture that encourages young men who respect girls and who refuse to join in school rituals that disrespect women. In child sexual abuse programs, there has been a similar shifting of social norms to include the explicit concept of adult responsibility in prevention. For more information: www.mencanstoprape.org

FIGURE 3

ACTIVITY ONE

A Call To Action

Materials:

Flip chart and markers

Time:

5-20 minutes, depending upon discussion time

Objective:

Participants will understand more about what motivates or prevents people to act in certain situations.

Suggested Use:

This exercise is a brainstorm that can be used with a small group of 3-4 people or a larger group up to 50 participants. It will provide an exploration of why people choose to act or not act in the same situation and whether those decisions are conscious.

Step 1:

Begin with a quick brainstorm about why people don't get involved in a given situation. Allow the group some thinking time and encourage their answers, but if they need help getting started, here are a few reasons you could suggest:

- It is not my problem.
- It is not my job.
- It is not my responsibility.
- I just don't want to go there.
- I don't want to make things worse.
- I don't feel safe.
- I don't know what to do or say.
- I don't want to be a snitch.
- I don't get into other people's business.
- I believe in the rights of the individual.

Step 2:

Brainstorm a list of reasons people DO get involved. Again, let the group develop their own ideas, but if they need a few ideas, offer a few of these reasons:

- The person involved is someone I care about.
- Someone helped ME once.
- I didn't think about it, I just reacted.
- I was just doing what I would want someone to do for me.
- I knew he was drunk, and I wanted to be sure no one got hurt.

Discussion Points:

This exercise is a launching point for participants to see the complexity of what it means to be a bystander. It will reinforce the concept that we are all bystanders, every day, as a unifying

concept. It may also offer an opportunity to talk about hope – hope for mobilizing individuals, communities and institutions to prevent sexual violence before anyone is harmed.

As you examine the various responses with your audience, point out that there are multiple good reasons to get involved and multiple good reasons to be cautious - especially when there is a possibility of violence. If time allows, you may want to explore the multiple times and ways to intervene (e.g., take a particular situation and explore what an intervention would look like if you intervened earlier or later in that day, in that family, or in that person's life.)

Trainer's Note: Your role is to pose a question and then let people offer their ideas.

ACTIVITY TWO

Notice and Choose Each Day

Materials:

Flip chart and markers

Several sheets of newsprint onto which you've drawn the Continuum of Behaviors outlined below.

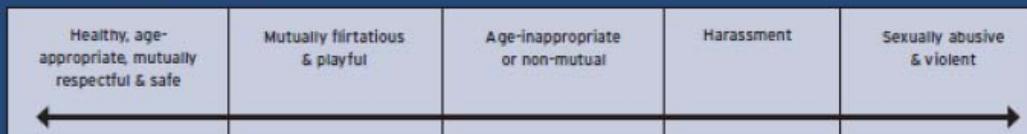
Time:

5-20 minutes, depending upon the size of the group

Objective:

Participants will expand their concept of how many times and how many ways an individual (or community) can choose to become engaged.

Continuum of Behaviors:



Suggested Use:

This activity demonstrates the concept that we all have multiple opportunities to intervene for the prevention of sexual violence every day of our lives. This exercise is appropriate to use in multi-day trainings or as an assignment prior to the beginning of a training. The exercise works best in small groups where people can share their own stories.

Discussion Points:

As participants begin to share their ideas about the continuum of behaviors, you can point out just how many times it is possible in any given day to say or do something. Other possibilities include how to reinforce a boundary, to ask a friend about their behaviors, to echo someone in your family who had confronted a harassing behavior and so much more. You can also point out how to reinforce the positive in relationships, especially as a way to open conversations that are not always confrontational.

Trainer's Note:

Ask participants to think about a day in their own lives and to find examples of what they saw (or did) along the continuum of behaviors that is posted in the front of the room.

Even during this observation phase, emphasize to participants that no one has to intervene in each situation, however, if they identify an immediate danger, it is necessary to call the police. Direct participants to write down examples of what they observed on the continuum of behaviors. Repeat that no one can reasonably respond to everything on their list, and ask them to consider what is feasible for them in any given situation. Advise them to think about which behaviors should be reinforced, which behaviors need an intervention, and which behaviors could be left alone.

ACTIVITY THREE

Materials:

Flip chart and markers

Handout of scenario

Time:

30-40 minutes, depending upon the size of the group

Objective:

Participants will recognize how many people have the ability to do something or say something in each and every abusive situation. The exercise will also expand their concept of how many ways an individual (or community) can choose to get engaged.

Suggested Use:

While most people agree that abuse is not perpetrated in isolation, most of us still think in terms of the victim and the abuser. Few of us immediately connect these two individuals to families, friends, work, schools, faith-based organizations or any other context. This activity is incredibly helpful in identifying the huge number of people who are in a position to say something or do something. When the visual map of everyone and their interconnections are put up in a clear diagram, the feeling of isolation is lifted. This exercise can be used with a full group or can be broken into small discussion groups and then brought together again.

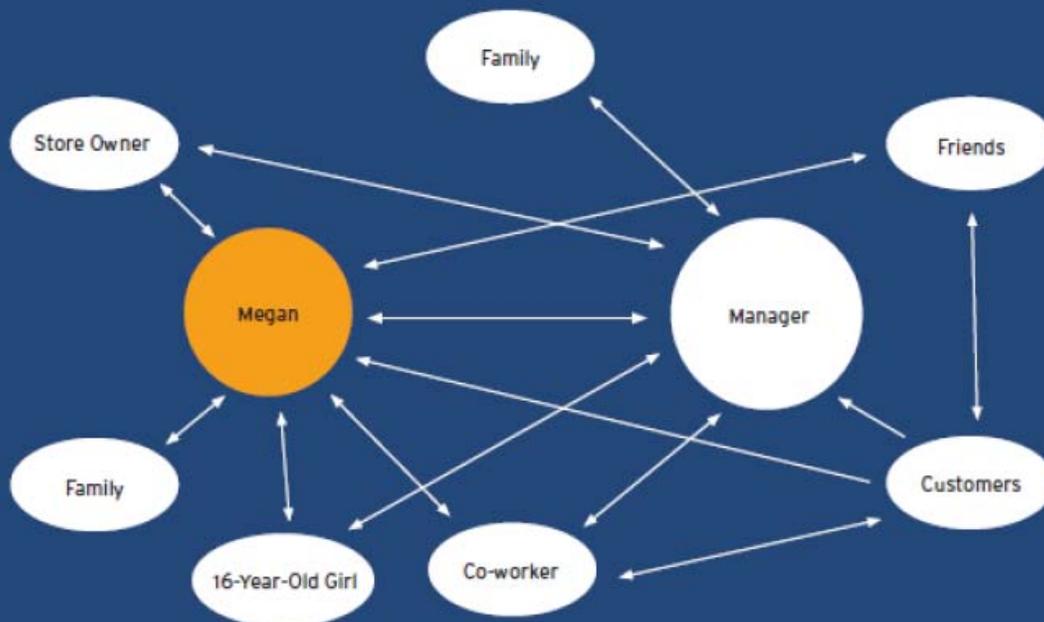
Trainer's Note:

Hand out the short scenario and ask one member of the audience to read it.

Megan is 25 years old and works in a local food store. Her 39-year-old boss often makes sexually inappropriate jokes around the staff. Most of the staff ignores him. One day he begins to flirt with a 16-year-old customer in the store. When she leaves, he laughs and asks Megan if she thinks it is OK since it is, after all, only flirting. Faced with this question, Megan says, "It is not OK. I don't think it is healthy for anyone when a 39-year-old man sends sexual messages to a 16-year-old girl."

Then discuss the situation and outline the risks and benefits for Megan to say something to her boss. Next, begin to discuss who is in this scenario and whether there are other people who could take some action.

Paradigm Shift for Prevention: New Abuse Dynamic



Discussion Points:

Megan gave a powerful answer. She could have shrugged off the question, afraid, perhaps, to challenge her boss. The action Megan chose to take can be framed as a bystander intervention. When one accepts the premise that everyone is a bystander, the opportunities to intervene are everywhere. List the other people in this kind of situation who could intervene:

- Other customers
- Co-workers
- Store owner
- Friends and family of the manager
- Friends and family of the 16-year-old customer
- Other stores in the area who may be familiar with the manager

Then literally map out each individual and who they are related to in the picture. (See facing page). Once you have exhausted talking about each individual and what they could do, step back and observe how many people are in the picture. This is a snapshot of everyone who can say something or do something.

SCENARIO INSTRUCTIONS

The following scenarios provide an opportunity to practice ways to get involved in a situation. If you want to use the scenarios in a training session, then the overview below offers some guidelines about engaging an audience in these issues.

Materials:

Flip chart and markers

Time:

Approximately 45 minutes, depending upon the size of the group and discussion time

Objective:

Participants will explore and share ideas about how different people in a particular situation can act.

Suggested Use:

This activity should be used by small groups of 4-6. Multiple groups can use a single scenario and then discuss their ideas in the larger venue.

Trainer's Note:

Hand out the following scenario to each small group. Review the five steps that Latane and Daley outlined in their original article:

Five Steps Toward Taking Action

1. Notice the event along a continuum of actions
2. Consider whether the situation demands your action
3. Decide if you have a responsibility to act
4. Choose what form of assistance to use
5. Understand how to implement the choice safely

Explain the scenario and then let each small group discuss their ideas independently. When bringing each group back to a larger discussion, emphasize that there are no right or wrong answers and that it is good to have multiple options in any given situation.

Notice the event:

What did you see or hear that concerns you?

Consider whether the situation demands action:

How does the situation affect you?

How does it affect someone else?

Decide if you have a responsibility to act:

What are the risks for taking action?

Are there others in a better position to act?

Choose the form of assistance:

What can you do?

What can you encourage in others?

Understand how to implement action:

Do you know how to implement your choice?

Do you have the resources you need?

Discussion Points

Focus the discussion on two points:

- Who could say or do something?
- What can be done?

Because it is a written scenario most will assume that it is a situation that needs an intervention. However, if the participants have different backgrounds, professional experience or personal experience, the discussion about "who" should act and "what" should be done can often be quite engaging. The two questions above are rich for discussion purposes.

SCENARIO ONE

Movie Nights

It is Friday night and you are walking by the local movie theatre with a group of friends. A male friend of yours spots a beautiful woman. He makes some loud comments about her body and starts to hassle her (Adapted from Banyard, Plante, and Moynihan, 2004).

Some perspectives that may arise or could be pointed out to the group include:

Consider when to intervene: Since the “perpetrator” is a friend of yours, you have the chance to intervene immediately, later in the evening, or even the next day. The situation does not seem to impose an immediate danger. If your friend is drunk, you may not be able to reach him effectively unless you wait until he is sober.

Acknowledge the situation: If you decide to wait to talk with your friend, you can still acknowledge the impact on the woman. Have someone in your group steer your friend away while another apologizes to the woman for the harm caused. You can also let her know that the behavior will be addressed at a later time.

Have the conversation: Think about the best person(s) in your group to talk with the friend; it should be someone who cares about him and understands the impact of his actions. Begin by telling your friend you care about him. Then let him know that because you care, you are talking about the impact of his behaviors. Then describe his specific behaviors and how those behaviors make you feel. Lastly, point out how it might feel if they were directed at someone he loves.

SCENARIO TWO

Designated Dancer

You are dancing in a bar with a group of friends. A young man joins your circle of dancers and begins to monopolize one woman's attention. It is loud, so you can't hear what they are saying to each other. He has moved in the way of seeing her face, cutting her off from the rest of your group. (Adapted from Boston Area Rape Crisis Center (BARCC) discussion group).

Some perspectives that may arise or could be pointed out to the group include:

Find out what she wants: The first step is to make eye contact with your friend to see if she wants help. If she does, find ways to pull her out of the situation (e.g., you can walk up to your friend with a concerned look and ask

if she will come to the bathroom). If you are not sure what is needed, you can ask her directly or even text message her to ask how she's feeling.

Add an ounce of prevention: Before going out, groups of friends may talk about how to look out for each other in the bar. Some may talk about strategies to intervene safely without escalating the situation. Others may talk about how to do a “dance block,” to dance away the friend in need. It may be possible to have a “designated dancer” who will interrupt a dance if someone wants to get out of a situation quietly.

SCENARIO THREE

Adults are Talking

Your friend tells you about how a six-year-old boy neighbor is pushing her five-year-old daughter into playing "pants down" games. The daughter is uncomfortable with doing what the boy wants, but is not sure what to do. Your friend teaches her daughter to say "no" and to call her whenever it happens. She wants to know if there is anything else she should do.

Some other perspectives that may arise or could be pointed out to the group include:

Acknowledge what went well: Your friend has done a lot right and should be complemented. She has a relationship with her daughter in which the daughter will talk with her. She asked gentle questions about what happened. She let her know that she is not alone and will be

available whenever her daughter needs her. She also gave her daughter some clear messages about what to say.

Monitor behaviors: The children in this situation are young and may need help in changing their dynamic and behaviors. Some simple ideas are to ask the children to play in sight of an adult and make a clear rule that closed doors are not allowed. While they are playing, take the time to come into the room to pick up a laundry basket, deliver snacks, or in other ways look in to see what is happening.

Discuss adult responsibilities: Your friend asked what else can be done. She has advised her daughter to talk with the little boy. Your friend can also talk with the other mother, father or guardian. Their discussion does not

SCENARIO FOUR

need to be an argument, but rather a connected conversation between concerned parents. Suggest that they talk about how they set boundaries in each of their families and how to send a consistent message to their children about appropriate touching.

You Don't Know My Life

You see a man and woman in the supermarket checkout line begin to argue. He yells at her for what she has bought, how much she wants to spend, and how she cooks. He continues to yell and begins to criticize how she looks. You see the woman cringe at the yelling, but she makes no effort to leave. (Adapted from BARCC discussion group).

Some other perspectives that may arise or could be pointed out to the group include:

Leave the decision to those involved. It may feel good to you to yell at the man, but you don't know the impact it will have on the woman. It is better to find a way to quietly ask her what she needs or to offer her a ride or some other way to leave the situation. Depending upon the circumstance, it may also be possible to interrupt the situation for a moment with humor or other distraction, so they have a prompt to interrupt their own escalation. (e.g., Gently say "Excuse me sir, can you please pass the bar to separate the groceries?")

Talk about her options: If she takes the ride or another option, ask her more about her situation, about any friends or relatives who can support her, about any available resources in the community, and what she may want to do.

SCENARIO PLOTS

PLAYING DOCTOR

Your 5 year old daughter just told you that a six year old boy in the neighborhood wants to play "doctor" every time they get together. You talk with your daughter about how to say "no" and commend her for bringing this up to you. You ask a close friend if there is anything else that could be done in this situation.

LOUD STUMBLING

As you enter a residence hall at your college, you see a couple stumbling down the hallway. Their hands are all over each other in a clearly sexual way. A few minutes later, you hear a struggle, then loud voices and yelling coming from the room they entered. *(Adapted from Banyard, Plante, and Moynihan, 2004).*

CARPOOL BRAVADO

You are driving your teen son and his friends home from a movie and one of them says to the rest, "yeah, you know she is always up for it, I can't wait to 'hit that' Saturday night!" (or "yeah, my uncle's bachelor's party is this weekend, and my dad's gonna get us all set up for what we really need...").

Illegal Motion

At a party, you see a teammate trying to get an obviously drunk woman to have sex with him. She's not just buzzed; she's stumbling over her own feet. You know the woman and she seems reluctant.

TRAIN OF THOUGHT

They're both adults. But she can't be fully consenting if she's drunk, can she? ... I've heard about too many cases of sexual assault that start out like this ... Could this be one in the making? ... What about my relationship to my teammate? ... Is he older than me? ... Does he have more status? ... Will he even listen to me? ... Is it part of my responsibility as a friend and/or teammate to provide him with some guidance? ... What, if anything, am I supposed to do in a situation like this?

OPTIONS

1. Nothing. It's none of my business.
2. Talk to my teammate. Remind him that he has to be real careful in dealing sexually with a drunk woman, but back off if he won't listen.
3. Try to convince my teammate to leave the woman alone.
4. Gather some of my teammates to distract him while other get the woman away.
5. Find one or more of her friends and urge them to take her home.
6. Tell the host or hostess of the party that I'm worried about the situation, and warn them that they might have some legal responsibility to act.
7. Personal Option: _____

NOTES

Illegal Motion

BACKGROUND

This scenario sparks a discussion of the issues surrounding alcohol and consent. This is a highly realistic and common scenario. Most of the student-athletes have been in this situation, either as participants or observers.

DISCUSSION STARTERS

- How many people here know the legal definition of rape? (Consult “*Working Definitions.*”) How many of you feel confident that you understand when a woman is or is not able to give consent to sexual activity when alcohol is involved? Does anyone know what the law is regarding alcohol and consent? (Consult *Working Definitions* on pg. 9)
- How does alcohol affect your judgment?
- What is your relationship to your teammates? Could a sophomore confront a senior in this situation? How might the status hierarchy on the team affect this situation?
- Focus on the phrase “she seems reluctant.” This brings up the possibility of coercion, which then can be discussed. (Consult “*Working Definitions*” for clarification of terms.)

COMMON CONCERNS

- This scenario raises all sorts of questions and concerns about the definition of consent. You need to make it clear to the student-athletes that you are not lawyers (unless you are), but that you are here to discuss ways to prevent violence.
- Many guys will express surprise, then frustration and anger, that if both parties are drunk, they’re the ones who bear legal responsibility for any technically “non-consensual” sex. You can remind them that this is the law, like it or not, and that it is their choice whether or not to put themselves in a situation where they’re not sure of the propriety of what they’re doing. This is what we refer to as the “grey area” between consensual and non-consensual sexual contact.
- Approaching a teammate in this situation can be extremely awkward and difficult. It is important to acknowledge this. One way to frame the issue is that you’re doing him a favor by confronting him (not to mention preventing her from being assaulted). Although statistically it is highly unlikely this circumstance will lead to a rape charge, (even if an actual rape occurs), the stigma for men of being charged with rape, as well as the potential disciplinary and legal proceedings that result, should be discussed.

End the scenario by reminding the student-athletes that a high percentage of campus rapes involve alcohol, many in situations that look like this one. Also remind them that while it might be awkward, confronting a teammate in this situation could prevent a tragedy for everyone involved.

RELATED STATISTICS

- About 75% of the men and at least 55% of the women involved in acquaintance rapes had been drinking or taking drugs just before the attack.²⁴
- 80 to 90% of women who are assaulted on college campuses are assaulted by men they knew, including fellow college students.¹
- 84% of the men who committed rape said that what they did was *definitely* not rape.³

Slapshot

A man pushes and then slaps a teammate of yours at a party. People are upset but don't do anything. She's not a close friend, but she is your teammate.

TRAIN OF THOUGHT

If nobody else is stepping in, why should I? ... It could get ugly ... He could turn on me ... Besides, if my teammate didn't like that sort of treatment, and she stays with him, why should I get involved? ... Is it any of my business? ... But if I don't do something, I am saying it's okay for a guy to abuse a woman ... What should I do in this situation?

OPTIONS

1. Nothing. It's none of my business.
2. Get a group of male friends to contain the man, while I get my teammate away from him.
3. Talk to my teammate, and let her know I am willing to help her.
4. Present her with options, like giving her the phone number of the campus women's center, counseling center, or local battered women's shelter.
5. Later, get some literature about abusive relationships and battering for my teammate.
6. Report the incident to the coach or athletic academic advisor.
7. Personal Option: _____

NOTES

Slapshot

BACKGROUND

“Slapshot” has proven to be an effective initial scenario for stimulating an interactive dialogue on the dynamics of **battering**.

DISCUSSION STARTERS

- Why do you think men hit women? (Note: A man batters his wife or significant other to establish or regain power and control over her.)
- If he does this in public, can you imagine what he might do in private?
- How would you feel if someone hit your sister in public and no one did anything? (refer to the introductory exercise on **page 2** of this Guide, where the guys said men who didn’t intervene when a woman close to them was being hit were “cowards” and “losers.”)
- You can say: “This is a really difficult situation, isn’t it? It’s tough to confront a guy who is abusing a woman.” You can also bring up the young mens’ understandable anxiety or fear about intervening in a situation where they might face a serious threat of violence. However, you can point out that intervention can be indirect and they need not put themselves in danger.

COMMON CONCERNS

- Differing experiences with weapons: College student-athletes will have varying experiences with and consciousness about weapons depending on whether they grew up in an urban, suburban, or rural setting. Sometimes class and race differences come up in this and other scenarios).
- “What if the woman stays with the guy?” You can discuss this briefly some of the reasons why women stay with men: economic dependency, low self-esteem, emotional attachment, fear of being killed (see related statistics), but emphasize that we need to be focusing on why men beat women, not why women stay with men who beat them. (See “The Mathematics of Battering” on **page 48** for ideas).
- “It’s none of my business” The single most important thing the **MVP** Program can accomplish is a change in this attitude.

End the scenario by making it clear that **battering is indefensible under any circumstance and that other men’s silence condones and hence perpetuates this behavior. Also, caution the men that when assisting a woman who has been battered, it is important to be respectful and sensitive to her needs. Don’t pressure her to admit to being abused. But let her know that she can count on my support if she wants it.**

RELATED STATISTICS

- Battering is the single most common cause of injury to women between ages 15 and 44- more than automobile accidents, muggings and rapes combined.⁶
- 3 to 4 million women in the United States are beaten by male partners every year.⁴
- A woman is beaten every 15 seconds.⁵
- Women of all cultures, races, occupations, income levels, and ages are battered- by husbands, boyfriends, lovers and partners.⁹

Pyramid of Abuse

MURDER

RAPE/SEXUAL ASSAULT

PHYSICAL ABUSE

hitting, punching, slapping, burning, pushing, pinching

VERBAL ABUSE

name calling, yelling, threats, verbal intimidation

VICTIMIZATION

she deserved it, it was her fault, victim blaming,
she should have known better, why was she walking alone at night?

.76

lower salaries

GLASS CEILING

females as workers/secretaries/managers, not CEO's

TITLE IX/EDUCATION

lesser facilities/equipment, unequal media coverage,
double standards, no equal access to sports or education

TRADITIONAL ROLES

woman as secretary/man as boss, man at work/woman at home,
woman as domestic/nurse/teacher, man as manual laborer, CEO

OBJECTIFICATION

magazines, TV, showing body parts only, scantily dressed

LANGUAGE

bitch, ho, slut, stupid, over-emotional, chick, broad

JOKES

Saturday Night Live, dumb blondes, etc.

BYSTANDER PLEDGE

I MAKE THIS PLEDGE TO HONOR THE FOLLOWING INDIVIDUALS IN MY LIFE:

Because I know sexual assault, physical assault and stalking will impact the lives of those I love and the lives of those others love, and;

Because I know reducing the number of victims requires a broad social change, and;

Because I know I am a part of establishing what is acceptable in our community, and;

Because I know others will observe my choices and follow my lead,

I PLEDGE TO

- Find a way to intervene in any situation that feels potentially high risk for violence;
- Regularly and visibly endorse the values of safety, victim support and intolerance of all forms of violence;
- Change anything I may be doing that contributes to sexual, physical and stalking violence;
- Support and encourage the men and women in my life to take responsibility for ending all forms of violence;
- Believe and support women, children, and men who have experienced any form of violence.

Name and Date

Witness and Date

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