

Week One: Sexual Assault

Set up:

Flip chart or poster board or some other large writing surface and markers; Pens and paper for participants; Three "D" signs hung around room; 3 D definitions printed out; Copies of the photos from the *Every Choices* video; Signs that say "Peer Barriers" and "Personal Barrier"

RA Script: (sections you will say are in italics)

You may remember seeing a video called "Every Choice" early during this year. The video talked about the importance of being an active bystander when you see situations that might lead to sexual violence, dating violence or stalking. Today, we will be focusing on sexual violence. A lot of what we are going to go over will just be more detail of what it is you watched during the Every Choice video.

Sexual Assault: When anyone person forces someone else to participate in a sexual act when they don't want to. Most people who are sexually assaulted, are sexually assaulted by someone they know.

Barriers Activity:

Instructions for RA: You will need two signs (included here), one that says "Personal Obstacles" and the other that says "Peer Obstacles". Hang them up on opposite sides of the room. Keep in mind, as the facilitator-there are no right/wrong responses to these questions. The goal is to just get them to think about what makes it hard for them to intervene.

The reality is that if was as easy as saying, "okay go and make good choices when you see or think you see something bad happening"—we would have ended violence a long time ago. In real life, its not always that easy. There are real barriers that can get in your way. These barriers tend to fall into to categories. Peer Barriers and Personal Barriers.

Peer barriers:

Basically, our friends and family-the people who make up our social circle. We care what other people in our lives think of us and we tend to not want to do things that would cause us to feel embarrassed or stupid in front of them. So sometimes, if we are with people in our social circle and we see something happening, we might not want to speak up because we believe our peers might respond negatively.

Personal Barriers:

This is just personality traits that make it hard to intervene. For example, some people are shy and even under really good circumstances don't like talking to people they don't know. Some people avoid conflict at all costs. Some people might be concerned that if they did something, the person might target/hurt them. There are lots of personal barriers and almost all of us have some at least in some situations.

Keep in mind that no matter what your barriers are, you always have options.

Instructions to RA: Put the two “barriers” signs up on the wall at different places in the room.

Scenarios - Barriers

Instructions for RA: After each scenario, when the students have gone to their sign. Ask them some of the following questions. You don’t have to ask every question each time.:

- What made you pick this sign?
- Would it be easier to intervene if you knew them? What if they are complete strangers?
- Would you be more likely to say something if you were with your friends or alone?
- Is this an easier situation to intervene in? What makes it easier/harder?

We are going to do an activity that is going to ask you to think about what might make it hard for you to intervene. Keep in mind, there are no right/wrong answers and that your obstacles might be different based on the situation you are in. Now, I am going to read some scenarios, think about which barrier (peer or personal) would make it the HARDEST for you to intervene, then move to that sign.

Scenario One: *Two of your friends are arguing in the hallway and its getting really loud and angry. What would make it hard for you to say something? Go to that sign.*

Scenario Two: *During class, a student you don’t know starts disrupting class by making fun of the professor. What would make it hard for you to tell him to stop? Go to that sign.*

Scenario Three: *In study group, some of the other students in your group are making fun of one of their roommates because he is gay. What would make it hard for you to tell them to stop? Go to that sign.*

Scenario Four: *While at a bar, you think you saw someone slip what looked like a pill into a girl’s drink. What would make it hard for you to do something? Go to that sign.*

Scenario Five: *At a game with some friends, some people behind you that you do not know, start arguing loudly and threatening to fight each other. What would make it hard for you to tell them to calm down? Go to that sign.*

Scenario Six: *You are trying to fall asleep but a few doors down, other people (some you know, some you don’t) are having a loud party and blaring their music. What would make it hard for you to tell them to quiet down? Go to that sign.*

The point of this activity is to see that we all have obstacles that make it hard sometimes to intervene. Our obstacles can be different from person to person and can often be based on the situation we are in. As you might remember from the video, though, no matter what your obstacles are, there is always something you can do.

3 D Activity

Instructions to RA: Instead of reading the definitions of Direct, Distract and Delegate yourself, hand out the definitions (included here) and have a participant read each one.

Like you saw in the video, there are several options available no matter what your obstacles are. Those options fall into three categories: Distract, Direct, and Delegate. Again, I am going to read some scenarios, but this time I want you to think about which option you are most likely to do in the scenario if you witnessed it as a bystander. As a quick refresher:

Distract: Maybe you aren't comfortable with directly addressing what is going on, but you could do something to distract one or both of the people involved. You can accidentally spill a drink, or strike up a conversation with one or both of the people involved. You could create an impromptu dance party and dance in between them so someone can get away. You could tell one of them that they are needed for a game in another room or that their friends have been looking for them because someone got sick.

Direct: You could be more comfortable directly addressing them about what is going on. This might mean confronting the person doing the behavior and telling them to knock it off or what they are doing could get them in a lot of trouble. Or it could mean checking in with the person who is being targeted and ask if they are okay.

Delegate: This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

Scenarios

Instructions for RA: Read each scenario aloud and the three options after each. Ask participants to choose one of the three “D” options and go stand by that sign.

After each scenario when your participants have gone to their sign, ask the following questions. Keep in mind there are no right/wrong answers. The objective is to get them thinking about options that feel realistic to them—to increase the likelihood they will do something.

1. Why did you select this option?
2. Would you respond the way if you are friends with the people involved? If they were strangers to you?
3. Is it easier to respond if you know them? Or if you don’t know them?
4. Is it easier to approach the person being targeted? Or the person doing the behavior?

Scenario One: *You are at a party when you notice a guy trying to take a clearly intoxicated girl away from the party. Which are you most comfortable doing?*

- *Directly confronting him or checking in with the girl.*
- *Delegating to someone else at the party: the host, his friends, her friends.*
- *Distracting: dancing in the middle of them until the girl can get away, or striking up a conversation with either one of them.*

Scenario Two: *You are at a study group from one of your classes. You hear one of your classmates trying to give one of the girls in study group a ride home. She keeps trying to turn him down, but he is being really insistent that he could take her back home. Which are you most comfortable doing?*

- *Delegating to another student in your group or telling the librarian or someone at the head desk what is going on.*
- *Directly confronting him and telling him she already said no or checking in with her to make sure she is okay. Distract: Interjecting their conversation with questions about the project and who is supposed to be doing what.*

Scenario Three: *You hear one of your guy friends talking about some extra stuff he brought and he is going to put in the hooch at the party. You hear him say “they wont even know what hit them”. Which are you most comfortable doing?*

- *Distract: Getting him to come play beer pong with everyone else.*
- *Delegate: Let the party host know what is going on or calling the police.*
- *Direct: Tell him that its not okay for him to do that and he could get in some serious trouble.*

Scenario Four: *You are at a party and you see one of your friends talking to a guy. He is trying to get her to keep drinking and she keeps trying to turn him down but he is still trying to get her to take the drink. Which are you most comfortable doing?*

- *Direct: Approaching him and telling him to stop trying to get your friend drunk or calling her over and asking her if she is okay.*
- *Distract: ‘Accidentally’ knock the drink out of his hand.*
- *Delegate: Getting some of your other friends to go check on her or telling his friends what he is doing.*

Instructions for RA: Divide them up into groups of no less than 4 per group. If you have less than 8 participants in the group, then the whole group will do one scenario together. For this activity, you will need to make sure every participant has a pen and paper.

Give them 5 minutes to discuss it and write it down. You should be walking to each group to answer any questions and to ensure they are all writing the scenario down.

Instructions for RA: give them 3-4 minutes for this part and again walk around and make sure everyone is writing down their 3 D's and answer any questions.

Instructions for RA: Give them about 5 minutes to discuss this within their group. When time is up bring the groups back together and have a short discussion about what scenarios they came up with along with their 3 D options. Allow for as many examples as time allows.

Closing

Instructions for RA: Give out contact information for yourself and for resources on campus and in the community that students could reach out to for help.

Okay, so now we have talked about what makes it hard to do something and options you have no matter what your barriers are. Now we will divide up into groups with 4-5 students in a group. I want you, in your group, to discuss what you all think you are most likely to see when it comes to sexual assault. It might be an example we already discussed or it might be something we haven't talked about yet. You all have 5 minutes to talk about it and everyone in the group should write it down. Write down as the bystander exactly what you think you would see or hear. Everyone should have it written down.

Now, I want all of you, just to yourselves-no talking within your group, write out one example of each of the 3 D's (direct, distract, delegate) that you would see yourself realistically doing in the scenario your group came up with.

Within your groups, discuss what you all came up with. You can talk about all the options you have written and which one you would be most likely to do.

As you all have seen, there are lots of options available to you for intervention. Remember that I am always available as a resource if you have questions or concerns. I also recognize that while we will be focusing this series on preventing violence, the reality is that some of your or some of your loved ones have already experienced violence. Please know that there are people on this campus, myself included, that are here for you and available to support you in any way we can.

THANKS

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Distract:

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Direct:

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Delegate:

This just means you get someone else to do it. You might find the host of the party or the bartender and tell them to check in. Or you might find their friends and tell them they need to go check in on their friend. You might call the cops or tell an RA what is going on.

Personal Barriers

Peer Barriers