

Week Two: Dating Violence

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; 8 signs describing dating violence; Examples of dating violence cut apart; Tape

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, our focus is on dating violence. I just want to do a quick refresher of what dating violence looks like. Keep in mind to think about all of this information through the lens of a bystander.

Dating Violence Defined Activity:

Definition: Dating violence is controlling, abusive, and aggressive behavior in a romantic relationship. It can happen in gay or straight relationships. It can include verbal, emotional, physical, and/or sexual abuse.

Instructions for RA: Use the 8 signs provided (attached here) and tape them up at different locations in the room. Print off and cut apart the examples provided (attached here) Pass them out, then have the students tape the examples at the sign to which they think it belongs. After all the examples have been placed, ask the following questions:

- What do you think, as a bystander, you might witness if you saw one of these examples happening?
- What would tell you that it might be bad?
- What are other examples that aren't up here? (Write them on a piece of paper and add them to the sign that seems appropriate.)

RA instructions: Pass out the Power and Control Wheel (attached here).

Summary of barriers

Instructions to RA: As you review the barriers, try to incorporate examples your group generated from the first session.

What we just did was look at all the elements of the power and control wheel. This gives us an idea of some of the aspects of a violent relationship that we might witness. What is important to remember about the different aspects of this wheel, is that all of them are designed for one person to maintain power and control over someone they are in a relationship with.

So you all probably remember from our last session that we discussed personal and peer barriers—the things that make it hard to intervene. As a quick summary:

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

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 Every Choice video, there are several options available no matter what your obstacle is. Those options fall into three categories: Distract, Direct, and Delegate. 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 in your dorm and you hear your neighbor’s boyfriend screaming at her. You are most comfortable:*

- *Delegate: finding your RA and telling them what is going on.*
- *Direct: Going over there and telling him to calm down. OR checking in with her and asking if there is anything you can do to help.*
- *Distract: Going over there and telling them you need some help moving furniture or asking about an event on campus.*

Scenario Two: *Your friend noticeably tenses up and seems fearful when his boyfriend texts/calls him. You are most comfortable:*

- *Direct: Checking in with him and asking if he is okay.*
- *Delegate: Letting some of his other friends know and ask them to check in with him.*

Scenario Three: *While out at the movies, you see a couple off in the corner arguing loudly. The girlfriend starts shoving her boyfriend and throws her cup at him. You are most comfortable:*

- *Delegate: Let one of the staff at the theater know what is going on.*
- *Direct: Go over and tell the girlfriend to calm down. OR Check in with the boyfriend and ask if he is okay.*
- *Distract: Strike up a conversation with both of them about the movie you are going to see.*

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 dating violence. 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:

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.