



# Pass It On: Gender Bullying Project Programming Guide

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# 2015



## Programming Guide

### About this Guide

This guide was written with the hope that it will provide more folks with tools and resources that will further our collective ability to engage with boys and young men in challenging sexual violence in their lives.

In 2011, Changing Ways received funding for a Gender Based Bullying Project, focused on engaging boys and young men, from Status of Women Canada. Some the funds for this project were allocated to creating programming that would help guide others in the work of empowering young men to both deepen their understanding of sexualized violence but also provide them with a spectrum of tools to intervene with when they bear witness to it.

### Background

In recent years there has been an increase in media attention to a toxic mix of online bullying (referred to here as “cyberbullying”) and sexualized violence. Currently, there are two well-known cases in Canada of young adolescent girls, Amanda Todd and Retaeh Parsons, who took their own lives after years of sexualized cyberbullying. With an increasingly “wired in” generation, it has become vital to better understand the nature of cyberbullying and sexualized violence in order to create a framework in which adolescents can be taught skills for identifying and intervening in acts of sexualized violence, cyberbullying, and/or both. Such frameworks appear to be lacking in extant literature. There are very few empirically based programs that explicitly address sexualized violence in the middle or high school context; rather, interventions appear to be aimed either at identifying and intervening in dating violence, with sexualized violence considered as a potential form of abuse between adolescent intimate partners, or at general bullying with cyberbullying discussed to a lesser extent, and the intersection between bullying and sexualized violence not discussed at all.

### Adolescents and their Relationships

Adolescence is the age period that begins with the physiologically normal onset of puberty and ends when adult identity and behaviour are accepted (Canadian Paediatric Society, 2003). According to the Canadian Paediatric Society (2003), following the guidelines of the World Health Organization (WHO), adolescence lasts from roughly the age of 10 to 19. This time period is marked by rapid changes in several aspects of a person, such as behavioural and physical changes. In addition to the physical and behavioural changes, adolescence is associated with many changes in the types of interpersonal relationships experienced (Collins & Sroufe, 1999). In fact, the development of romantic relationships is a hallmark of the transition from childhood to adolescence (ibid).

There is widespread agreement that, in terms of developmental timing, adolescence is an excellent “window of opportunity” for providing youth with the tools they need for healthy intimate and sexual relations. Romantic relationships are the first relationships that a person experiences that are symmetrical, voluntary, and to a greater extent than peer relationships, dependently reciprocal (Collins & Sroufe, 1999). Romantic relationships often offer the first experience of in-

timate sexual contact (ibid), and with this, the opportunity to work out which sexual behaviours are appropriate and inappropriate (Lacasse & Mendelson, 2007). Perhaps in part due to the challenges of negotiating these new relationships, adolescence is also a high-risk time for violence. Sexual aggression frequently emerges in adolescence (White & Smith, 2004) along with other types of relational violence, such as physical dating violence (PDV). This type of violence also appears to peak during this developmental stage (Peplar, 2012; Woodin, Caldeira, & O’Leary, 2013). Theorists have suggested that behaviours taught and learned during adolescence are highly likely to be maintained through adulthood (Wolfe et al., 2009) and that preventative interventions timed during adolescence may have a greater likelihood of disrupting the developmental of coercive behaviours and their correlates, such as rape-supportive attitudes (Casey & Lindhorst, 2009). It is for these reasons that it is important and imperative choose one, either important or imperative to create programs for middle school and high school students that addresses sexualized violence and cyberbullying.

(Taken from Literature Review: Pass it On, A Review of past preventions and interventions for sexualized violence and cyberbullying in pre-adolescent, adolescent, and college age populations. 2014)

## Understanding Sexual Violence:

The risk and experience of sexual violence can be compounded based on intersecting categories of a person’s identity. It is a product of our social, political, economic culture and thus it is a societal rather than a personal issue. Sexual violence is perpetrated everywhere – in our homes, in communities, at workplaces, on the streets and within societal institutions – school, prisons, churches, health facilities, social organizations and government systems, throughout the world. Sexual Violence is a term that encompasses many forms of sexual violation and cannot be framed neatly in a box. Instead sexual violence can be understood as a spectrum or continuum of harmful acts, attitudes, behaviours or regulations of a sexual nature.

Acts of sexual violence can range from all of the examples presented here but sexual violence is not restricted to these descriptions below. Additionally, one form of sexual violence is not more severe than the other, in other words there is not a hierarchy of severity when it comes to sexual violence.

*unwanted touching of private parts any unwanted sexual contact • rape • sexual harassment • touching the bottom • grabbing • whistling at people as they walk by • sexual comments and jokes • sexual threats • spreading sexual rumours • forcing someone to look at pornography or to make pornography • rating people’s bodies • leering or staring • flashing or exposing the genitals • unwelcome touching • getting someone drunk or high to have sex with them • snapping bra straps • coercion • showing nude photos sent by a sexual partner to others •*

Sexual Assault: Is any kind of physical contact of a sexual nature that has not been consented to, ranging from unwanted touch to penetration.

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**Rape:** Is forced, unwanted sexual intercourse. Rape, sometimes also called sexual assault, can happen to both men and women of any age. Rape is about power, not sex. A rapist uses their power to take control over another human being

**Date Rape:** Sexual Violence that is perpetuated against a person by someone they know. Their relationship may be of a dating nature, or more causal, e.g. classmates or colleagues

**Childhood Sexual Abuse:** Any forced sexual activity or coerced sexuality perpetuated by an adult against a person less than 16 years of age.

**Cyberbullying:** Is the use of social networks to harm or harass other people in a deliberate manner.

**Gender Bullying:** is the use of force, threat, or coercion to abuse, intimidate, or aggressively dominate others. Gender Bullying is when these interactions are sexual in nature, including sexual touch, impacting ones gender identity or sexual identity.

**Rape Culture:** A culture in which rape and other forms of sexual violence (usually against women) are common and in which prevalent attitudes, norms, practices, and media condone, normalize, excuse, or encourage sexualized violence.

**Male Privilege:** The idea that there are unearned rights and statuses granted to the male population in society on the basis of their biological sex that the female population is usually denied. This term also refers to the often unnoticed privilege that males possess in living in a world where commonly used words, pronouns, and slang refer to men and not women.

### On Power and Control

Sexual violence is not about sex, but about power and control. Sexual violence happens because one person wants to exert power and control over someone else, and they use sexual activity to do this.

In friend and romantic relationships, the individuals involved are supposedly on equal footing, know what's good and not for them in the relationship, and don't need to have power and control exerted on them by the other individual. As well, we all have rights to decide for ourselves what we'll do with our bodies, to freedom of choice, to saying "no", and to have our feelings and wishes respected.

Sexual violence violates these terms and rights. It happens because one person feels the need to control the other in the relationship. And sexual violence is a very effective form of power and control, given that its elements involve and touch the very core of who we are as individuals – our sex and our identity – and that it can cause considerable emotional, psychological, and physical harm.

### Sexual Violence and the Law

The word rape is no longer the legal term used in Canadian law. The word has been replaced by "Sexual assault" which allows for a board range of acts not just vaginal penetration by a penis.

Even in everyday language the words “sexual assault” or “sexual violence” as opposed to rape are frequently being used. In 1983, raping a woman partner finally became illegal in Canada (Eliasson and Lundy 292).

The *Criminal Code* definition of sexual assault encompasses conduct ranging from unwanted sexual touching to sexual violence resulting in serious physical injury to the victim. Correspondingly, an offence is assigned to one of three levels according to the seriousness of the offence or the degree of physical injury sustained by the victim:

- a level I sexual assault involves minor physical injuries or no injuries to the victim;
- a level II sexual assault involves the use of a weapon or threats, or results in bodily harm;
- a level III sexual assault (aggravated sexual assault) results in wounding, maiming, disfiguring or endangering the life of the victim.

[\(Johnson 2006\).](#)

### Facilitation Guide

What is Facilitation?

Facilitation is about process- *how you do something*- rather than the content- what you do. A facilitator is a process guide, someone who makes a process easier or more convenient. Facilitation is about movement- shifting ideas/ mentalities/stereotypes. The facilitator guides the group towards a destination. The goal is to for you to help participants feel more comfortable taking part

(Adapted from ‘The Art of Facilitation’)

Teaching Methods

According to William Glassner’s research on teaching methods people learn:

- 10% of what we read
- 20% of what we hear
- 30% of what we see
- 50% of what we both see and hear
- 70% of what we discuss with others
- 80% of what we experience personally
- 95% of what we teach to someone else

It is important to promote active participation in which the group members are talking and interacting with activities rather than the facilitator doing the majority of the talking. The more the group members are participating the more they will learn. While *speaks* are often primarily discussion( even lecture) based, there are many activities and other kinds of tools you can use to engage the participants.

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### Managing Group Dynamics

#### Anti-Survivor Sentiments

When a participant in the workshop makes a comment that reinforces rape culture it is important to respond. It is an important part of the presentation process to unpack the widely held myths about sexual violence and oppression in general. In order to be effective the facilitator must not get angry or emotional in response. Although these sentiments are common they are often not intentional and are a product of the patriarchal rape culture we live in. It is not the facilitator's role to name the sentiment as oppressive but rather to explain the impact of the statement so the participants can understand why such notions are anti-survivor or discriminatory.

**Listen** and Wait. Let the group react first to see if they negotiate the statement themselves. Other participants may make comments that directly address and challenge the notions expressed, and allowing for another point of view. If this moment does take place the facilitator should validate the positive comment. If the group instead responds with supportive comment you as a facilitator need to address the issue.

**Address** the statement by asking the group individuals or society as a whole might believe statements such as the one expressed. This can be done by paraphrasing the statement back to the group. Hearing discriminatory notions, put slightly different sometimes allows the group to understand the impact of the statement. The facilitator can also question the statement- backing yourself with research, stats or laws- which may challenge their thoughts or stimulate the conversation further.

**Remind** the group about the guidelines discussed and anti-survivor sentiments challenge the safe space- perhaps back statement up with stats reflecting the percentage of individuals in the group that may be a survivor. The facilitator can say 'Remember the guidelines we discussed at the beginning of the workshop. In order to keep a safe space we need to respect that. Remember that 1/3 womyn in their lifetime and 1/7 boys before the age of 18 will experience sexual violence. There are individuals in this room that have been impacted by sexual violence many of which will never talk about their experiences- largely due to the myths held by society.' The facilitator can also go back to the definition for Sexual Violence that was given – 'any unwanted act of a sexual nature.' Then create a discussion around how sexual violence is about power and control and not about lust, desire, or someone 'asking' to be violated.

(Adapted from the Guelph- Wellington Women in Crisis Public Education Facilitators Manual, 2009)

## Disclosures

It is important to recognize that there will be individuals in your sessions that will have most likely experienced sexual violence in some way. We can understand this from that stats of the prevalence of sexual violence in our communities. In order to be sensitive and to keep a safe space during the workshops we need to be conscious of the way we are conducting our responses and how we contain public disclosures of sexual violence. Sexual violence can sometimes erode boundaries- it can often go in two ways where the survivor will shut down and not engage or else they have no boundaries and share a lot of personal details. Some folks can have underdeveloped skills of building safety before they disclose. It is really important to model appropriate and healthy behaviour and relationships. For an individual to share in a presentation details of the trauma makes them vulnerable to someone they don't know, and there is an imbalance of power as you are in charge of the dialogue, it is important to model healthy boundaries by containing the conversation. Because you folks are all young they will feel as though they can trust you and because the tone of the presentation, they will feel more comfortable sharing with the group. It is important, especially with younger folks, to encourage a healthy structure for trusting and sharing.

- Safety – Trust – Intimacy (disclosures) – Sexuality-

You want to promote that folks develop safety and trust before making themselves vulnerable to another person. You need to encourage this kind of process with all relationships they hold. You can model this by upholding this behaviour even within your group. You want to encourage your group to share opinions and ideas rather than personal experience. When you contain disclosures it is important to validate what they are saying while closing the dialogue and encouraging them to come and get resources from you once the talk is done. I would encourage you not to tell them to 'stop' talking about it but use phrases like... 'Can we pause on this topic' or 'can we break from this conversation.' One of the best phrases I have found to contain is to say 'This is really important and I want you to share in a time and place that is safe.' Think about ways that you feel comfortable containing disclosures without shutting the individual down.

(Taken from I Know Someone Manual, written by Sarah Scanlon)

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### Dealing as a Facilitator

In your role, you may experience vicarious trauma - the painful and disruptive effects of supporting or being with a survivor of trauma. These effects can be physical, social, psychological, emotional, cognitive, professional, and organizational, and can range from short-term to long-term in arising and lasting.

Vicarious trauma can cause a transformation in your feelings, thoughts, health, and ability to function normally, resulting from exposure to the client's trauma.

Through self-care, you can minimize vicarious trauma. It is important to do things that help minimize the negative effects of helping sexual assault victims so that you can continue functioning and supporting.

Here are some suggestions for self-care:

**Let it go.** You have to find a way to let go of the pain. You can try creative visualization or rituals.

**Use your support system.** Identify the people you know you can talk to, and give yourself permission to do that.

**Express your anger.** It's normal and natural to feel anger, and healthy to express it – to moan, whine, rant, rave, cry, etc. Find your own way of doing this, either alone or with the support of others.

**Get political.** Write letters, attend women's events, read, write articles, talk and share with other women to do something about sexual violence.

**Do what makes you feel good.** Think about the things that help you relax, de-stress, and feel better when you have difficulties in other spheres of your life. Make a list of these strategies and use them to feel better when vicarious trauma is affecting you. Ideas might include: exercise, yoga, meditation, massage, create art, watch TV or a movie of a particular genre, be social, take a bubble bath, go shopping, treat yourself to something, buy yourself flowers, go for a long walk, clean, cook, deep breathing, etc.

**Keep a journal.** Whatever you do for self-care, you shouldn't deny or minimize the effects that your role can have on you. It is important to take steps to intervene against vicarious trauma to avoid undue negative impacts on yourselves and your lives outside your role as an interpreter.



# 1

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# Understanding Sexual Violence and Gender Bullying

**Week 1:** Defining positive, healthy relationships and consent (and finding a language that fits)

## Goals:

- A. Broadening our understanding of Sexual Violence (SV) and Gender Bullying(GB).
- B. Finding language together that is accessible and fits.

## Conversations to Include:

- > What is Sexual Violence/Gender Bullying?
- > What are words to describe GB that make more sense to us?
- > What are some examples of SV/GB?
- > One act is not worse than another- the spectrum of SV/GB.

## Discussion Questions:

- > What are some actions that we can see taking place that might feel sexual and might make someone uncomfortable?
- > What are ways that you or someone you know has made someone feel bad in a sexualized manner?

## Group Activities

### Exercise #1

#### Option A (3 minutes)

##### *Quick Review of Definitions*

Facilitator reads and clarifies while participants follow along.

#### Option B

##### *Ask/Answer*

Participants are asked to review the definitions – then turn to someone next to them and ask:

- > “One question I have about this is...”
- > “Maybe the person next to you will know the answer – maybe not. Let’s see how many questions we have generated...”

Facilitator responds to questions generated, providing examples where appropriate.

#### Option C

##### *Example Brainstorm*

As facilitator moves through various definitions, participants are asked if they can think of examples of each. Facilitator responds to examples, providing further clarification.

### Exercise #2

**Directions:** Tape red, yellow and green signs against a wall. Explain to group- ‘we are now going to do an exercise in which we explore the ways in which understanding healthy or unhealthy behaviours can sometimes be difficult to figure out when you are in them. You will be getting cards with different scenarios and you need to decide whether they are Red- *Stop!* Do not do this. Yellow- *Caution!* Maybe you should check in to make sure everyone is having fun!, Green- *Go!* Everyone will be feeling good. Place the cards next to the stoplight colour that you feel matches. We will discuss each of the sections answers after.’

#### Option A

Hand out 1-2 cards per person and ask them to go place the cards next to the sign they feel fits.

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### Option B

Divide into groups and divvy out cards amongst them. Ask groups to discuss where each of the cards belongs and the place them on the sign they feel fits.

### Option C

Divide into groups and provide them with different scenarios. Have them rate the scenarios from worst – to least worst (or least harm to most harm). Create a discussion about individual experiences – did they have different thoughts experiences? What felt worst? What felt the least worst? You never know how an individual feel.

# 2 Unpacking Masculinity

## Week 2: Unpacking and discussing what it means to be a man

### Goals:

Allow the boys to name the difficulties and pressure of being a 'man' but also understand the privilege that comes along with it.

### Conversations to Include:

- > How are guys and girls expected to behave differently?
- > How does being a man feel good/ feel bad?
- > How do men often have more privilege?
- > How can this cause harm?

### Videos to Watch:

Ken and Barbie 101:

<https://www.youtube.com/watch?v=e8MVhliy8UQ>

The Bro Code:

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=246>

DreamWorlds 3:

<http://www.mediaed.org/cgi-bin/commerce.cgi?key=223&preadd=action>

Tough Guise:

<http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=211>

Masculinity and Disney:

<https://www.youtube.com/watch?v=8CWMct35oFY>

Always #LikeAGirl

<https://www.youtube.com/watch?v=XjQBjWYDTs>

### Questions with Video:

What are some of the privileges and pressures boys experience? What is a good guy and a bad guy? What are ways it's harder to be a girl? What are ways it is harder to be a guy? How do we see the pressure put on guys maybe increase their chances of being aggressive or violent?

## Group Activities

### Exercise #1

**Directions:** Two flipchart pages (or written on the chalkboard) are at the front of the room. One has MAN and one has WOMAN written on it (if on flipchart paper use large sticky notes for titles so they can be reversed later)

Focusing on one flipchart at a time, participants are asked to call out words that define each:

1. "What words can you think of that are examples of society's stereotypes and expectations of men / women..." or "How are men/ women supposed to be or act"
2. Responses are recorded on the flipcharts (facilitator may need to add words to create a comprehensive list).

### Option A

Facilitator switches the sticky notes from one chart to another: "What is your reaction when I switch this word...?" "Can words on both pages be used to describe attributes of both men and women?"

### Option B

Facilitator circles words that are recognized as opposites. Create a discussion about the roles in which men and women are expected to act out and what words/ behaviours are seen as positive/ have more power. Discuss difference between roles that are pressured from society and how people actually feel/act.

### Guiding Questions for Facilitated Group Discussion

1. What were some of your first reactions to this exercise?
2. What do you think these words tell us about society's expectations of us? Did you draw on anything in particular when you thought of them?
3. What commonalities do you see between these words? What differences?

4. What do you notice about how these definitions we have created to define ourselves have affected our behaviours, interactions and thoughts?
5. What do you notice about how we react when people don't 'fit' these norms?

Facilitator should listen, and perhaps paraphrase when clarity is needed, remaining in the generally emotive frame that this reflection elicits. It is important to consider the idea that these "roles" are only one way to be "seen" by others – i.e., men may not feel allowed to show caring or to step outside of a "code of silence" – or women showing assertion. Everyone is limited by this social construction.

### Thoughts to Go Along With This Section

"Gender is socially constructed. When conceptualized as a binary (only 2 to choose from: male and female) it creates a social boundary that 1) discourages people from expressing their individually experienced identity on a continuum of gender, and 2) creates a hierarchy of power based on one gender over another - as well as a hierarchy of power based merely on not fitting into either."

*\*As a facilitator it is important to recognize that sexual violence is experienced by men as well as women - so using gender neutral language where appropriate is important. Many myths explored are specifically gendered. It is not anti male to recognize that the majority of survivors are females.*

### Exercise #2

"Please yell out all the words that you use or hear others use to put someone down/ burn them/ make them feel badly."

Facilitator writes down all the words (no editing). Facilitator may need to give an example of some of the words to give allowance to use the derogatory language. ( Examples may include – bitch, slut, faggot, cunt, pussy, homo, whore...)

### Analysis

Ask the group if they notice any patterns or if they have any thoughts once seeing the list in full. Cross out all words in the list that are not linked to gender expression, bodies or sexuality and point this out to the class. Explain that ' almost all the words we use to put others down are aimed at women.'

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With the class identify all words that demean

- female body parts
- female sexual agency or voice
- stereotypes of feminity

Facilitator goes through each word/ section and explains the impact.

“The dehumanization of women is strongly correlated with the high statistics of sexual violence. You will see that other words are also dehumanizing in terms of race and sexual orientation. All of these words dehumanize someone in terms of socially constructed groups and create an increased vulnerability to violence.”

# 3 Cyberbullying

## Week 3: Understanding cyberbullying and its impacts

### Goals:

Understand what cyberbullying is and how it's it is harmful

### Conversations to Include:

- > What is Cyberbullying?
- > How have we seen it happen?
- > What are its impacts?
- > How/ why is it different from regular bullying?

### Videos to Watch:

Amanda Todd's Story: Struggling, Bullying, Suicide, Self Harm

<https://www.youtube.com/watch?v=ej7afkypUsc>

Teens React to Bullying (Amanda Todd)

<https://www.youtube.com/watch?v=VF6cmddWOgU>

Pressure Pic Problem - Boyfriend's Story - That's Not Cool

<https://www.youtube.com/watch?v=-e5WQr8BU7Y>



## Group Activities

### Exercise #1

#### 1) Defining Cyberbullying

##### *Elementary Schools*

**Directions:** Come up with cyberbullying definition. Give the YP 1 – 2 mins to individually come up with 10 – 12 key words they associate with good relationships, which might include what a good friend wouldn't do. Ask 3 or 4 YP to read out their lists, and write it up somewhere for all children to see. Then ask class if there are any more they would like to add to complete the list.

##### *Secondary Schools*

**Directions:** Time should be spent talking about cyberbullying and what it is. Divide into groups of 3 or 4 (8 minutes). Encourage each group to come up with a definition about cyberbullying, or key phrases, that explore the act, method and consequences.

#### 2) Crossing the Line

**Ask:** What are some of the ways that you and your friends tease each other online for fun?

Sample responses:

- > Send jokes back and forth
- > Alter photos of one another, but in a goofy, not mean, way

**Ask:** What are signs that online teasing has moved from being harmless to crossing the line? How might it feel?

Sample responses:

- > Statements feel scary, not funny anymore.
- > You feel helpless.
- > You feel like your reputation might suffer.
- > You are worried about your safety.

**Ask:** What are some different forms of hate speech?

Sample responses:

- > Harassment, which feels virtually impossible to escape
- > Deception, because it is dishonest to impersonate someone else, and it can damage their reputation
- > Flaming, because of the extreme and cruel language
- > Hate speech, which is discriminatory, and very damaging to someone's reputation

### **3) How do we see cyber bullying and gender bullying intersect?**

Discussion

### **4) What are the differences between/ what happens when bullying is done online rather than in person?**

What tools are used? What are the different impacts?

### **5) Who would you or could you talk to about cyber bullying?**

# 4

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## Bystander Intervention

**Week 4:** How to respond to gender bullying when you see it

### Goals:

Have youth recognize how 'intervening' is not only important but there are tons of ways by which to engage.

### Conversations to Include:

- > What is a bystander?
- > Why do folks not intervene when they witness Sexual Violence(SV)/ Gender Bullying(GB)
- > What are the plus sides to responding to SV/ GB?
- > What are ways that we can intervene when we see SV/ GB happening?
- > Give examples of different times when intervention would be important. Create discussions about the many ways to respond.

## Group Activities

### Exercise #1

What is a bystander? What role could a bystander play in ending sexual violence?

*"We are all empowered bystanders with the ability to intervene. We are going to do an activity that allows us to explore different roles a bystander could take in different situations- in order to make change."*

### Option A

**Directions:** Scenarios are distributed to groups- each with a different scenario.

*"I've handed out scenarios and want you answer the question of 'what could you do'. You are going to discuss in your small groups for 10-15 minutes and then re-*

*port your thoughts/ answers back to the larger group. The goal is to come up with a long list of different ways you could respond”*

Below are scenario examples. Adapt to fit the maturity/issues of your group.

- 1) You are on facebook and you see that one of your friends posted a picture and another friend commented ‘selfies are gay.’
- 2) You are with a group of your friends in the school yard. Tanya walks by and your boyfriend yells out ‘Tanya, you look really sexy.’ Everyone laughs.
- 3) Jenna is bending over to pick up papers knocked off her desk. Your friend Sam dares you to smack her butt.
- 4) Jenna sends Adam a text saying she think he is hot. Adam shows you and all your guy friends. He laughs at her calling her a slut because she has already hooked up with so many guys.
- 5) You are hanging out with a group of your friends. You notice Tim is talking to Althea in the corner. He keeps putting his hand on her back and arm. She looks really uncomfortable but seems to not be able to get away.
- 6) You and your friends are sitting around watching a tv show and a gay male couple comes on. Your friend Eric makes a comment about there being a lesbian couple at your school in which your buddy James states ‘see I think girl on girl is hot but I can’t stand fags.’ Everyone laughs.

Large group discussion. Facilitator summarizes key points raised.

Discussion Questions:

- > What are the barriers to intervening for men? For women?
- > What do you think people are most afraid of?
- > What possible responses are there? Are they different for men and women?
- > What do we need to do to encourage action from bystanders?

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### Option B

Handout or display the 'Bystander Action Checklist' Handout. Read and discuss.

*"It is important to be aware of different personal options for intervention. The important thing to do is something."*

### Exercise #2

*"Everyone has a role to play in ending sexual violence. We're all empowered bystanders with the ability to intervene. Let's explore the possible role of a bystander."*

Group discussion- What is a bystander? Define as a group. Facilitator clarifies and gives examples.

### Option A

"Think about your sister or friend. Now imagine that she sent a topless photo of herself to her boyfriend and he texted it out to all the guys in their class. He did this in front of his guy friends. A couple guys who received the text then sent it out to even more people in their school. The picture spread so much that her job and parents found out."

"Now imagine all the bystanders who were in a position of stopping the problem but did nothing, ignored the situation and walked away."

"Now consider the following:

- > How do you feel about the bystanders who could have done something but chose not to?
- > What actions could the bystanders have taken?

How would you feel if everyone blamed her for sending this photo to someone she thought she could trust?

## Bystander Action Checklist

### Questions to ask before and during intervention

Everyone has a role to play in ending sexual violence. We're all empowered bystanders with the ability to intervene. But we're all different with varied skills and personalities so our responses might be too. And that's OK. It's important not to put yourself at risk. Some of the questions you might ask when you see or hear something that's not OK:

#### Before Taking Action

- Is there a problem or someone who needs help?
- What are my available options?
- Can I help or do I need to enlist others?
- How can I keep myself safe?
- Is there a way to de-escalating the risky situation before it progresses?
- What are the benefits/costs of taking action?

#### After Deciding

- When do I act and what do I do?

Be aware of safety and different personal options for intervention. The important thing is to do something.

(Adapted from the *I Know Someone Facilitators Manual*, Sarah Scanlon, 2009)