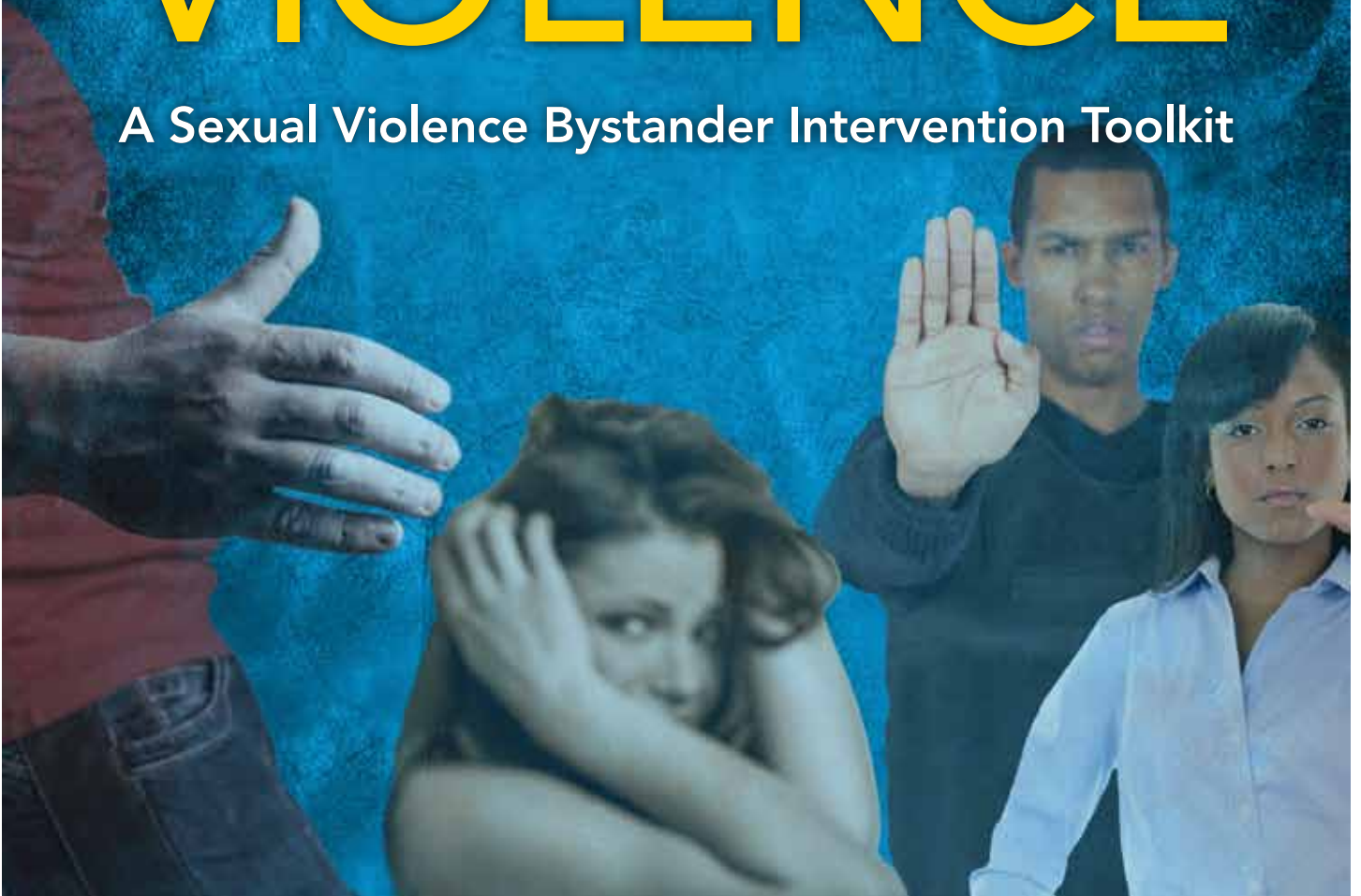


# STOP SEXUAL VIOLENCE

A Sexual Violence Bystander Intervention Toolkit





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# Introduction

## Who Is A Bystander?

Bystanders are “individuals who observe violence or witness the conditions that perpetuate violence. They are not directly involved but have the choice to intervene, speak up, or do something about it.”<sup>1</sup> “They are someone who is present and thus potentially in position to discourage, prevent, or interrupt an incident.”<sup>2</sup>

## What Is Bystander Intervention?

Bystander intervention is the act of feeling empowered and equipped with the knowledge and skills to effectively assist in the prevention of sexual violence. Bystander intervention doesn't have to jeopardize the safety of the bystander.<sup>2</sup> Bystander intervention and “bystander education programs teach potential witnesses safe and positive ways that they can act to prevent or intervene when there is a risk for sexual violence. This approach gives community members specific roles that they can use in preventing sexual violence, including naming and stopping situations that could lead to sexual violence before it happens, stepping in during an incident, and speaking out against ideas and behaviors that support sexual violence. It also gives individuals the skills to be an effective and supportive ally to survivors after an assault has taken place.”<sup>3</sup>

“Someone who sees a situation but may or may not know what to do, may think others will act or may be afraid to do something.”<sup>2</sup> “It is important to note that when sexual assault prevention educators talk about bystanders, they typically mean people who know each other, such as friends, classmates, colleagues, or members of sports teams. The dynamics of bystander behavior – and the impediments to action – are very different when people know the perpetrator or victim, versus when they are strangers.”<sup>2</sup>

Bystander intervention can be something as small as a young adult telling his/her friend that his/her sexist language is offensive or as great as a college student calling the police if s/he witnesses an act of sexual violence from a dorm window. Regardless of the level of intervention, there are safe ways to help prevent sexual violence.

## Why Get Involved?

Many young people experience sexual violence. In a recent survey of more than 1,400 seventh graders, 49% of respondents had been sexually harassed either physically or verbally in the past six months.<sup>4</sup> Research has shown that young women ages 16-24 experience the highest rates of physical and sexual violence.<sup>5</sup> The problem is pervasive on college campuses. An estimated 25% of female college students have been raped or have experienced attempted rape in their lifetime.<sup>6</sup> These statistics reveal that sexual violence is a prevalent issue in the United States which must be addressed by our society.

Bystander intervention has been shown to be an effective and important prevention strategy to decrease rape myths, increase pro-social bystander behavior and increase self-efficacy. For instance, evaluations of the bystander interventions listed below demonstrated the following:

1. **Green Dot** is a prevention program with the goal of preparing schools, workplaces and communities to implement strategies to prevent sexual and dating violence. In an evaluation of this program, students who were trained in the bystander intervention program Students Educating and Empowering to Develop Safety (SEEDS) reported a decrease in “prejudicial, stereotyped or false beliefs about rape, rape victims, and rapists.”<sup>7</sup> Students trained in **Green Dot** SEEDS bystander intervention engaged in more pro-social (actions which benefit other people or society as a whole) bystander behavior as compared to those who only heard a **Green Dot** speech on campus.<sup>7</sup>
2. In an evaluation of **Bringing in the Bystander**, a bystander intervention program among sorority members, women exposed to the program demonstrated an improved self-efficacy (defined as a bystander's confidence in his/her ability, skills and capacity to effectively intervene to help prevent sexual violence), a greater likelihood to intervene as a bystander in a sexual violence situation and an increased sense of responsibility to help end sexual violence in comparison to the control group.<sup>9</sup>

# Introduction

On July 1, 2012, New York State enacted the Dignity for All Students Act (<http://www.p12.nysed.gov/dignityact/>) designed to create a learning environment where no student shall be subjected to harassment, discrimination or bullying by employees or students.<sup>10</sup> The education and empowerment of students and young adults through bystander intervention can enable young people to develop skills to become active bystanders and help create safer and healthier schools and communities.

## What Is The Purpose Of The Sexual Violence Bystander Intervention Toolkit?

1. **Stop Sexual Violence** is a toolkit intended for use by middle and high school teachers, college professors, faculty members, administrators, youth group leaders, faith leaders and other youth program coordinators. These role models can play an important role in helping create an environment free from sexual violence. The toolkit provides an overview of existing programs and resources that utilize the bystander intervention approach which are designed for middle, high school and college-age youth.
2. Adults can play a significant role in encouraging positive bystander behavior and starting the discussion about bystander intervention among youth and young adults. People who use this toolkit are encouraged to be role models and to have one-on-one conversations with youth regarding bystander interventions. Adult role models can play a powerful role in helping to prevent sexual violence by being engaged and active bystanders themselves and creating an environment free from sexual violence.
3. Users of this toolkit are encouraged to implement a sexual violence prevention program that best suits the needs of their community. Young people can be engaged as bystanders through a variety of venues: these include (but are not limited to) presentations, classroom lessons, assemblies, school and community events, clubs, and peer educator groups. Colleges can implement bystander intervention approaches by integrating programs into residential life programs, freshman orientation, alcohol and drug education, sorority and fraternity life, as well as student organizations and clubs.



4. Bystander intervention strategies are most effective when they exist as one component of a broader approach.<sup>11</sup> Peer-reviewed evaluations and reviews of bystander interventions point to the increased effectiveness of a bystander intervention strategy targeting individual behavior change when it is coupled with other interventions such as a campus or community-wide campaigns. Users of this toolkit are encouraged to consider implementing bystander intervention as one approach within a greater sexual violence prevention effort.
5. The goal of **Stop Sexual Violence** is to provide resources to build safer and healthier schools, colleges, universities and communities by preventing sexual violence. This toolkit contains a variety of resources that can be used to engage young people in bystander intervention programs. Within the toolkit, the resource guide provides valuable information on a variety of campaigns, programs, clubs, and other approaches that can be considered when deciding which bystander intervention strategies to utilize. In addition, the **New York State Rape Crisis and Sexual Violence Prevention Program (RCSVPP)** can provide assistance in choosing and/or implementing a bystander intervention strategy. Contact information about local RCSVPP can be found at: [http://www.health.ny.gov/prevention/sexual\\_violence/what\\_to\\_do.htm](http://www.health.ny.gov/prevention/sexual_violence/what_to_do.htm).

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## Background/Research

In October 2009, nearly a dozen bystanders watched as a 15-year-old girl was gang-raped outside of Richmond High School in California. While many of these bystanders carried cell phones and recorded videos, no one intervened. Why did this happen? Why did none of her peers stand up against this act of sexual violence?<sup>1, 2</sup>

Bystander inaction amongst a victim's peers can be attributed to a phenomenon known as the "bystander effect." Responsibility among bystanders is dispersed among all people around them so these individuals are more likely to be a passive rather than an active bystander, creating this effect. Latane and Darley (1968) coined the term "diffusion of responsibility" as the social psychological phenomenon where people feel less of an inclination and less of a responsibility to take action or intervene in an emergency situation when there are other people present.<sup>3</sup> Diffusion of responsibility lays the foundation for the "bystander effect."

Bystander intervention approaches seek to address the "bystander effect" phenomenon by demonstrating how bystanders can be effective in the primary prevention of interpersonal violence. Bystander intervention gives responsibility to all members of a community to help ensure the safety of all members within that community. The intervention may be as simple as providing words of support to a friend or colleague or it may mean more involved behaviors to let people know that action will be taken. The goal of bystander intervention is to change passive bystanders into active bystanders who feel confident in their ability to "discourage, prevent, or interrupt" a sexual violence incident.<sup>4</sup> Bystander intervention helps grant people the self-efficacy to stand up and speak up when a person is being harassed, or to support a family member when confronting an abusive relative.<sup>5</sup>





# Background/Research

## When to Intervene: Continuum of Behaviors:

Healthy, age-appropriate, mutually respectful & safe	Mutually flirtatious & playful	Age-inappropriate or non-mutual	Harassment	Sexually abusive & violent
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Tabachnick, J. (2008). *Engaging bystanders in sexual violence prevention*. Enola, PA: National Sexual Violence Resource Center.

As the chart above illustrates, sexually abusive and violent behaviors fall on the far end of a continuum of behaviors. There are a number of ways active bystanders can either say or do something in each category of negative behaviors on the continuum. “There are literally hundreds of little comments, harassments, and other forms of abuse that lead up to what we think of as the sexually violent act.”<sup>5</sup> Therefore, bystanders have time to intervene and work to prevent sexual violence from occurring.

On the left-hand side of the continuum lie respectful, mutual and age-appropriate behaviors while violent, coercive, and non-mutual behaviors lie on the right-hand side. Bystanders have an ability to intervene within this continuum of behaviors to help promote positive behavior and mitigate negative behavior before it escalates.<sup>5</sup> Bystander intervention approaches help people recognize healthy and unhealthy behaviors that could potentially lead to sexual violence and how they could effectively intervene before the negative behavior escalates.

Bystander intervention can play a significant role in a comprehensive approach to sexual violence prevention. It differs from previous approaches in three key ways<sup>5</sup>:

1. Bystander intervention discourages victim blaming and makes sexual violence a community problem, rather than an individual problem.<sup>5,6</sup>
2. Bystander intervention can play a significant role in a comprehensive approach to sexual violence prevention. When bystanders are approached as allies in ending sexual violence, rather than as potential perpetrators or victims, they are less likely to become defensive.<sup>7,8</sup>
3. Bystander intervention plays a role in helping to change social and community norms.<sup>5</sup>

Bystander intervention is also influenced by the Theory of Planned Behavior (TPB). The TPB addresses the intention of a bystander to effectively intervene in a sexual violence situation. According to the TPB, active bystander behavior will be influenced if the bystander:

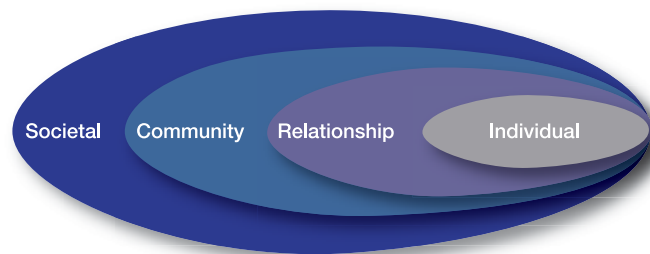
- has individual attitudes and beliefs that oppose sexual violence,
- perceives that the social norm is to intervene when sexual violence occurs,
- believes that he/she has the knowledge and skills to effectively intervene, and has the intention to intervene.<sup>9</sup>

Bystanders are more likely to “engage in pro-social behavior” when they are aware that there is a problem and they see themselves as a responsible party in solving the problem.<sup>6</sup>

This theory is demonstrated by the situational model, developed by Latane and Darley (1970), which is the most commonly used bystander intervention model.<sup>10</sup> The model outlines the following five steps:

1. Recognize signs that an act of sexual violence may occur or is occurring.
2. Identify that the potential victim is at risk and that intervention is appropriate.
3. Decide whether or not to take responsibility to intervene.
4. Decide the most appropriate and safest way to intervene.
5. Implement the decision to intervene safely to diffuse the situation.<sup>11</sup>

# Background/Research



<http://www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html>

Bystander intervention works at multiple levels of the Social-Ecological Model depicted above.<sup>5</sup> The Social-Ecological Model addresses the multifaceted interaction between individual, relationship, community, and societal factors that influence all perpetrators, victims and bystanders of sexual violence.

- On the individual level, certain factors will determine whether or not a bystander is active or passive, depending on his/her own knowledge, skills and self-efficacy.
- On a relationship level, a bystander may be more likely to intervene if he/she has a supportive social circle.
- On a community level, bystanders may be more likely to intervene if the school, church or other social environment encourages intervention.
- On the societal level, bystander intervention can begin to change social norms and expectations about what is considered acceptable behavior in society.

Many bystander intervention campaigns and programs focus on shifting the social norm to create active bystanders. Steps that organizations can take to change social norms include “encouraging help-seeking behaviors” among bystanders, adopting policies to encourage bystander engagement, and providing positive feedback to bystanders who effectively intervene to prevent sexual violence.<sup>6</sup>

Programs with a bystander intervention approach are designed to help build bystander knowledge, develop skills, decrease rape myths and increase bystander self-efficacy (See *Why Get Involved?* on page 3). The bystander approach is building momentum in the field of prevention work. Users of this toolkit are encouraged to implement a sexual violence prevention program from among the bystander intervention approaches introduced in the toolkit that best suits the needs of the targeted communities.

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# Engaging the Youth Bystander In A Digital Age



Technology is widely used by American adolescents and young adults. The 2011 Teens and Digital Citizenship Survey of 799 teens, ages 12-17, in the continental United States, revealed that nearly 23% own a smart phone.<sup>1</sup> Ninety-five percent of youth ages 12-17 access the Internet and 80% of teens who access the Internet use social media sites.<sup>2</sup> With youth connected to social media and technology more than ever before, the threat of harassment through these forms of communication grows. Children as young as 11-14 years old can be victims of dating violence and sexual harassment.<sup>3</sup> A survey of more than 1,400 seventh graders indicated that more than 37% experienced some form of electronic aggression or pressure.<sup>3</sup> One in five female teenagers has electronically shared or sent nude photos or videos of themselves.<sup>4</sup> Fifty-one percent of female teenagers who shared sexual images expressed that pressure from a male was the reason for sending sexual photographs or messages.<sup>4</sup>

Recent statistics reveal that one in three teens has been a victim of cyberbullying, or electronic bullying.<sup>5</sup> A Centers for Disease Control and Prevention (CDC): Applying Science, Advancing Practice brief entitled, *The Bully-Sexual Violence Pathway* makes the connection between bullying, harassment and sexual violence. The report documents that perpetrators of both bullying and anti-lesbian, -gay, -bisexual, -transgender harassment have the potential to become perpetrators of sexual violence.<sup>6,7</sup> The potential for future sexual violence perpetration may be reduced by encouraging active bystander behavior to prevent bullying among teens.

“Young people are immersed in youth culture and can offer valuable insight into the causes of and solutions to sexual violence.”<sup>8</sup> Youth can play an active bystander role working toward the prevention of sexual violence, bullying and cyberbullying. With a goal of preventing first-time sexual violence perpetration, a growing number of dating and sexual violence prevention efforts are focused on targeting youth and young adults.

**Not in Our School (NIOS), That’s Not Cool, Love is Respect and Circle of 6** are four approaches that address the issue of bullying and harassment via technology utilizing bystander intervention. These approaches are being used to promote sexual violence prevention:

1. **NIOS** uses a peer education model, utilizing peer leaders to take a stand against bullying and violence among middle and high school students. **NIOS** is a network of schools that engage student bystanders to take a stand against violence and harassment in schools through youth education and sharing ideas of how to build a healthier school environment. **NIOS** utilizes the bystander intervention model, empowering youth to come up with solutions to take a stand against harassment, bullying and other acts of violence.<sup>6</sup> **NIOS** also addresses the issue of cyberbullying and harassment via technology. More information on this program can be found at: **NIOS: Students Take on Cyberbullying**, <http://www.niot.org/nios/lesson/lesson-idea-%E2%80%9Cstudents-take-cyberbullying%E2%80%9D>.
2. **That’s Not Cool** is a public education campaign that raises awareness about teen dating violence by providing and sharing different examples of unhealthy, controlling and abusive behavior.<sup>9</sup> The campaign teaches youth risk factors for “textual harassment,” “pic pressure” and other signs of unhealthy relationship behavior. **That’s Not Cool** also utilizes a bystander intervention approach, providing resources and information on ways to intervene if a young person has a friend, family member or acquaintance who is being verbally, emotionally or sexually harassed via technology. More information on the **That’s Not Cool** campaign can be found at: **That’s Not Cool**, <http://www.thatnotcool.com/>.

# Engaging the Youth Bystander In A Digital Age

3. Love Is Respect is an online resource designed to “engage, educate and empower youth” to work to prevent abuse. This online resource provides information regarding what is unhealthy relationship behavior, including the signs of sexual violence. The online resource addresses the issues of “textual violence” and sexual harassment via technology, as well as support for bystanders on how to help a friend who may be experiencing sexual violence. More information on **Love is Respect** can be found at: **Love is Respect**, <http://www.loveisrespect.org/>.

4. **Circle of 6** is a smart phone application that won the White House “Apps Against Abuse” award. This app is focused on the primary prevention of sexual violence and other forms of violence before the violence occurs. Circle of 6 encourages active engagement of bystanders and was designed for youth and young adults to keep track of their closest friends’ whereabouts and safety. More information on this app is available at: **Circle of 6**, <http://www.circleof6app.com/>.

In a recent Common Sense Media study, a majority of teens age ages 13-17 indicated that social media plays a positive role in their lives.<sup>10</sup> Bystander intervention approaches can capitalize on this belief to engage youth in a technological

age, using innovative ways to seek their attention and promote sexual violence prevention messages.

Additional resources on engaging the youth bystander can be found in the Resources section of the toolkit (beginning on page 23). In addition, **New York State Rape Crisis and Sexual Violence Prevention Programs (RCSVPP)** can provide assistance in choosing and/or implementing a bystander intervention strategy that engages the youth bystander. Contact information about local RCSVPP can be found at: [http://www.health.ny.gov/community/adults/women/violence/rape\\_crisis/index.htm](http://www.health.ny.gov/community/adults/women/violence/rape_crisis/index.htm).



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# Storytelling

Storytelling can be an effective way to engage the bystander.<sup>1</sup> According to the CDC, “The purpose of the role model story is to relate the experience of a member of the target population or audience in changing a...behavior so that other members of the same population can identify with the story and begin to change their perceptions, beliefs, or attitudes in a way that will facilitate changes in their own behavior.”<sup>2</sup> The goal of changing passive bystanders into active bystanders can be influenced through other bystanders sharing their stories of intervention.

Role model stories assist in the personalization of bystander intervention, helping to inspire empathy in the reader and action by the bystander. The website, <http://www.nsvrc.org/bystander/stories/3851>, collects stories involving bystander interventions, one of which is profiled below:



**“For centuries storytelling and mythology have shaped how people within a particular culture think and act. Telling stories and asking questions can show how bystanders may impact situations.”<sup>1</sup>**

Read Jenn’s Story, *“Intervening at all points in the spectrum of sexual violence”* at <http://www.nsvrc.org/bystander/stories/3845>



In 10th grade, I met BG. BG always made inappropriate sexist, homophobic, and racist comments. We had many mutual classes and friends so I saw and heard him a lot. I knew BG’s comments were wrong but I chose not to say something in fear of upsetting my new friends. One day at lunch, I had just come from my law class and we were learning about rape and sexual assault. People were not paying attention during class, so my teacher had cried out “the penis is a weapon” to get her point across. While processing this class with friends at lunch, BG interrupted, “the penis is not a weapon,” and proceeded to make a joke about being raped. Rape is never funny. A friend’s recent disclosure and BG’s history of disrespect gave me the courage to intervene. I told him that he could not say things like this and that raping someone is not funny.

After I challenged BG on his attitude and perspective that first time, after that whenever he made awful comments whenever I was around I would always say something, letting him know that it is not OK. BG may still have the same attitudes that he did when we were in high school. However, I know that BG eventually stopped making sexist comments around me and our mutual friends stopped tolerating this behavior. It seems that they realized it was harmful too.

I share this story to show that there is a spectrum of sexual violence, and inappropriate and sexist comments are a form of sexual violence. When we hear inappropriate or sexist comments we must stand up and say something to let that person know that it is not OK. If you stand up, overcome your fears, and say something, you may not only stop that instance of violence, but also teach others to stop it. Others may notice your confidence and willingness to intervene and gain the power to speak up next time.

*Jenn B.*

# Storytelling



Students and young adults can be encouraged to read and submit their own bystander intervention stories on the following websites:

## Share and Read Stories

**National Sexual Violence Resource Center** features stories from active bystanders who took a stand to prevent sexual violence prevention.

**NSVRC Share Your Stories,**  
[http://www.nsvrc.org/projects/bystander/share-your-stories#Read\\_intro](http://www.nsvrc.org/projects/bystander/share-your-stories#Read_intro)

**Hollaback! Campaign** has a section on its website dedicated to bystander stories.

**Hollaback! Share Your Stories,**  
<http://www.ihollaback.org/share/>

In the **Toolkit for Working with Men and Boys: In Our Own Words**, men share their stories and reasons for actively engaging in the prevention of violence against women.

**Toolkit for Working with Men and Boys: In Our Own Words,**  
<http://toolkit.futureswithoutviolence.org/Resources/InOurOwnWords/index.html#Making>

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## Engaging the Male Bystander

Research has repeatedly demonstrated that most men are opposed to violence against women; however, many do not recognize when it is happening nor know how to stop it.<sup>1</sup> Treating males as potential perpetrators can cause men to become defensive and can turn them off to the potential of participating in actions to help end sexual violence.<sup>2</sup>

However, engaging men as allies in the prevention of sexual violence is key to eliminating sexual violence against women. Men can play a significant role in shaping social norms that surround sexual violence. Men's perceptions of social norms influence their ability to prevent sexual violence. Men have a higher likelihood of intervening in a sexually violent situation when they perceive that other men are likely to intervene as well.<sup>3</sup> Research has shown that male college students grossly miscalculate how uncomfortable their peers are regarding sexist behavior.<sup>4</sup>



Read Cassandra's Story, "*Looking after each other can change your life and your fraternity*" at [http://www.nsvrc.org/sites/default/files/file/SAAM/SAAM\\_2011-StoryCassandra.pdf](http://www.nsvrc.org/sites/default/files/file/SAAM/SAAM_2011-StoryCassandra.pdf)

I had been raped shortly before returning to college from a vacation. I was feeling hurt, angry, isolated and having a really hard time. My mom was worried and called my friends to let them know that I was not doing well. She asked my male fraternity friends to look after me, and they took that responsibility very seriously.

When I got back to school, I was drinking a lot and went to a lot of parties. There was one situation that changed the way I look at things. I don't remember anything about this particular college party, leaving the party or even being in a car with a guy and a lot of his friends. But my friends saw me leave, and they came down to the car and pulled me out. I was messed up, and it would have led to another rape. But my friends recognized what was going on, pulled me out and said to the other guys, "You can NOT do her."

These male friends, and my mom, saved my life. It also changed the way my friends and I looked after each other. After that incident in the car, we all made a decision that this would not happen to anyone we know or anyone at their fraternity parties.

At the time it did not seem like a big deal. But looking back, this was a HUGE deal for all of us to look after anyone who came to the frat parties. The fraternity became a safe place for girls to party.

If I have any advice, it would be to listen to my mom. Growing up, she would tell us every day that we don't have a right to NOT speak. She would explain that we live in a part of the world that stands for freedom and we have to do our part to make it happen. If we knew of a fight that was going to happen and we did nothing to stop it, WE would get into trouble. The reason I speak up today is because my mom would never allow us to stand by and do nothing if someone might get hurt."

*Cassandra*

# Engaging the Male Bystander

“It is important for people to learn and practice techniques they can use to intervene effectively in potential sexual assaults and a variety of other social situations. But more than skill-building is required. People – in this case especially, men – need permission from each other to act, and reassurance that those who do intervene and interrupt abusive behavior will be respected, not rejected, for actually ‘stepping up to the plate.’ Men, as well as women, need the opportunity to talk about the dynamics of their relationships — with their peers, and with those in authority. What are the pros and cons of this course of action, or that one? If I see something that makes me uncomfortable, what should I do? To whom can I turn for ideas or support? What have others done in similar circumstances? The power of critical dialogue focused on the role of the bystander is that the dialogue itself is the vehicle for a shift in group norms around the acceptance and perpetuation of rape and battering-supportive attitudes and behaviors.”<sup>5</sup>

The mobilization of young men in the prevention of sexual violence is an important step in changing perceived norms of men. There are many opportunities for young men to get involved in the prevention of violence against women. These opportunities include a wide variety of campus clubs, campaigns, programs and other approaches that engage the male bystander. Some resources include:

## Education Programs

### 1. Mentors in Violence Prevention, <http://www.mvpnglobal.org/>

**The Mentors in Violence Prevention (MVP)** program is designed to raise awareness about the level of men’s violence against women, challenge the thinking of mainstream society, open dialogue between men and women and inspire leadership by empowering people with concrete options to effect change. The program promotes bystander intervention and encourages student athletes and student leaders to be role models in violence prevention. The program engages both males and females as empowered bystanders and seeks to shift the societal norm of expressions of male power over women.

The *MVP Education Program Playbook* contains different role-playing scenarios for men and women. The playbooks are gender specific. Copies of the **MVP Playbooks** and **Trainer’s Guides** can be purchased

through the downloadable order forms at the following website: *Mentors in Violence Prevention Playbook* (<http://www.mvpstrategies.net/playbook/>). MVP has the following resources available for purchase:

### High School

- *MVP Playbook for High School Males*
- *MVP Trainer’s Guide for Working with High School Males*

### College

- *MVP Playbook for College Males*
- *MVP Trainer’s Guide for Working With College Males*

Note: See *Engaging the Female Bystander* (p. 21) for information regarding the MVP Playbook and *Trainer’s Guide for Working with High School Females*.

### 2. Coaching Boys into Men, <http://www.coachescorner.org/>

**Coaching Boys into Men** is an education program designed to help foster the healthy growth of boys into men with a focus on the promotion of respect and elimination of violence against girls and women. *The Coaching Boys Into Men Coaches Kit* (<http://www.coachescorner.org/index.asp?page=22>) is designed for coaches, school administrators, parents, community leaders and other concerned adults to engage student athletes in the prevention of sexual and domestic violence.

### 3. The Men’s Program,

<http://www.oneinfourusa.org/themensprogram.php>  
**The Men’s Program** is a peer education program developed by the non-profit organization **One In Four, Inc.** (<http://www.oneinfourusa.org/overview.php>).

The program was designed to target young men to promote empathy building and teach men ways to be allies and supporters of victims of domestic and sexual violence. **The Men’s Program** consists of a one-hour interactive workshop led by a trained peer educator entitled: *How to Help a Sexual Assault Survivor: What Men Can Do*. More information regarding this program, including where to purchase program materials, can be found at: **The Men’s Program: Program Materials**, <http://www.oneinfourusa.org/products.php>.



# Engaging the Male Bystander

## Middle School, High School and College Clubs

- 1. Men of Strength Club,**  
<http://www.mencanstoprape.org/The-Men-of-Strength-Club/>  
**The Men of Strength (MOST) Club** is a primary violence prevention program that engages middle school and high school students to help eliminate sexual and dating violence. The **MOST Club** provides a supportive and engaging space to foster young men in their development of healthy definitions of masculinity.<sup>4</sup> Pre- and post-surveys of **MOST Club** participants reveal that young men who have completed this 16-week program have a greater likelihood of intervening in a sexual violence situation against a woman.<sup>6</sup> **The Campus Men of Strength Club** (<http://www.mencanstoprape.org/The-Campus-Men-of-Strength-Club/>) engages males in college to prevent violence against women and seeks to accomplish this goal by supporting other projects, campus student groups and faculty who are working together to end violence against women.
- 2. My Strength Club,**  
<http://mystrength.org/>  
**My Strength** is a project led by the **California Coalition Against Sexual Assault** (<http://calcasa.org/>). **The My Strength Club** promotes sexual violence awareness, positive examples of masculinity and encourages leadership amongst male high school students to help prevent sexual violence in schools throughout the United States.

## Campaigns

- 1. Where Do You Stand?,** <http://www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html>  
The **Where Do You Stand? Campaign**, launched by **Men Can Stop Rape**, is a bystander intervention social marketing campaign targeting college-age men, which treats them as allies in the prevention of sexual violence on college campuses. The campaign challenges all college men to question their own position on the prevention of sexual violence and sexism.<sup>3</sup> The campaign promotes healthy masculinity, identity building and techniques for how to effectively intervene in a sexual violence situation.

More information on how to implement the **Where Do You Stand? Campaign**, including pricing and package deals can be found at: **Where Do You Stand? Campaign Materials**, <http://www.mencanstoprape.org/Updates/wdys-bundles.html>.

- 2. The White Ribbon Campaign,**  
<http://www.whiteribbon.ca/>  
**The White Ribbon Campaign** is a global campaign to end violence against women with a focus on engaging and educating men and boys about how to prevent gender-based violence. The website provides information about how to launch this campaign locally.

## Organizations

- 1. Men Can Stop Rape,**  
<http://www.mencanstoprape.org/>  
**Men Can Stop Rape** is a national organization with a mission to “mobilize men to use their strength for creating cultures free from violence” by engaging them as allies in the prevention of gender-based violence. **Men Can Stop Rape** offers a variety of different trainings, workshops, youth development projects, public awareness raising, and other projects.
- 2. A Call to Men,**  
<http://www.acalltomen.org/>  
**A Call to Men** is an organization seeking to change social norms and eliminate violence against women. This organization offers trainings, workshops, seminars and other educational resources to engage men and challenge their perceptions of women. **A Call to Men** works with men throughout the United States, reaching them where they are, whether that is the community center, the football field, or the boardroom, and providing them with the tools and support they need to change.
- 3. Men Stopping Violence,**  
<http://www.menstoppingviolence.org/>  
**Men Stopping Violence** is an organization that “works locally, nationally, and internationally to dismantle belief systems, social structures, and institutional practices that oppress women and children and dehumanize men themselves.” This organization offers education programs for men as well as trainings and workshops internationally.

# Engaging the Male Bystander



Read Jonathan Babcock, *Men of Strength (MOST) Club* Member's testimonial at <http://www.mencanstoprape.org/Stories-Profiles-Testimonials-Campus-MOST/>

Since being in **MOST Club** and talking about the issues that we talk about on a weekly basis, I have noticed that I have become more likely to voice my opinion about something that bothers me. For example, when my friends use derogatory language in reference to women, I take the time to tell them, "Hey man that's not cool and I don't want you to talk like that around me. I am serious. I don't like to hear that." One of the statistics that I remember you reading to us in **MOST Club** stated that 81% of college-age-males are uncomfortable with using derogatory language to refer to women. Yet men rarely step up and say that it is unacceptable. Through being a part of **MOST Club** I have realized that I am not alone in being offended by such language, and that I need to step up and voice my opinion when need be.<sup>7</sup>

Jonathan Babcock

Additional resources on engaging the male bystander can be found in the "Resources" section of the toolkit. In addition, **New York State Rape Crisis and Sexual Violence Prevention** programs (RCSVPP) can provide assistance in choosing and/or

implementing bystander intervention strategies that engage the male bystander. Contact information about local RCSVPP can be found at: [http://www.health.ny.gov/prevention/sexual\\_violence/what\\_to\\_do.htm](http://www.health.ny.gov/prevention/sexual_violence/what_to_do.htm).

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# Engaging the Female Bystander

Although fewer bystander intervention programs target females than males, it is essential to engage both groups in sexual violence prevention. Education programs can increase active bystander intervention among females. In an evaluation of the **Bringing in the Bystander** program, conducted among female sorority members, females who were exposed to the program demonstrated an improved self-efficacy, a greater likelihood to intervene as a bystander in a sexual violence situation, and an increased sense of responsibility to help end sexual violence in comparison to the control group.<sup>1</sup>

The following education programs target the female bystander:

## 1. The Women's Program,

<http://www.oneinfourusa.org/women.php>

The Women's Program is an all-female peer education program developed by the non-profit organization **One In Four, Inc.** (<http://www.oneinfourusa.org/overview.php>).

**The Women's Program** targets women to help them identify high-risk behaviors, and teaches them to be active bystanders when friends are in high risk situations. More information regarding **The Women's Program**, including where to purchase program materials, can be found at: **The Women's Program: Program Materials**, <http://www.oneinfourusa.org/products.php>.

## 2. Mentors in Violence Prevention,

<http://www.mvpstrategies.net>

**The Mentors in Violence Prevention (MVP)** program is designed to raise awareness about the level of men's violence against women, challenge the thinking of mainstream society, open dialogue between men and women, and inspire leadership by empowering people with concrete options to effect change. The program promotes bystander intervention and encourages student athletes and student leaders to be role models in violence prevention. The program engages both males and females as empowered bystanders and seeks to shift the societal norm of expressions of male power over women.

The **MVP** education program playbook contains different role-playing scenarios for men and women. The playbooks are gender specific. Copies of the MVP Playbook and Trainer's Guides can be purchased and are available through the downloadable order forms at the following website: *Mentors in Violence Prevention Playbook*, <http://www.mvpstrategies.net/playbook/MVP> has the following female-specific resources available for purchase:

## High School

- *MVP Playbook for High School Females*
- *MVP Trainer's Guide for Working With High School Females*

## 3. Bringing In The Bystander, <http://www.unh.edu/preventioninnovations/index.cfm?ID=BCC7DE31-CE05-901F-0EC95DF7AB5B31F1>

The **Bringing in the Bystander** program emphasizes a bystander intervention approach and assumes that everyone has a role to play in ending violence against women. In addition to the prevention goal, the program includes a research component which seeks to measure the effectiveness of the program with different constituencies. The program, which targets both men and women on university and college campuses, consists of three, 90-minute sessions that target single-gender groups. Using an active learning environment, participants learn about the roles of pro-social bystanders in communities and information about sexual violence, as well as learning and practicing appropriate and safe bystander skills.

**New York State Rape Crisis and Sexual Violence Prevention programs (RCSVPP)** can provide assistance in choosing and/or implementing a bystander intervention strategy that engages the female bystander. Contact information about local RCSVPP can be found at: [http://www.health.ny.gov/prevention/sexual\\_violence/what\\_to\\_do.htm](http://www.health.ny.gov/prevention/sexual_violence/what_to_do.htm).

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## Engaging College Campuses Through Campaigns and Education Programs

Read Kelly's Story, "*Friend or stranger, we owe it to each other to get involved*" at <http://www.nsvrc.org/bystander/stories/3851>

I was at a college party with a friend and didn't know anyone else there. The host, "Anna," was very drunk by the time I had arrived, only making brief appearances between trips to the bathroom and her bedroom. I heard commotion outside Anna's bedroom door. A few guys were standing outside the door. They were laughing about how easy it would be for "Andrew" to "get laid" because Anna was "blacked out." They were standing guard of the door, as many people stood around laughing or seemingly unaffected by what was happening. I felt uncomfortable.

A part of me felt that despite my anger and clear understanding that what was happening was wrong, that there were better people to intervene. These weren't people that I knew. I was hoping that Anna's friends would step in. A few minutes passed. I swallowed my fear and walked back down the hallway, sternly asking the guys in front of the door what was happening. They looked uneasy and offered varying stories, including "It is just a joke" and "It is no big deal, we're all friends; Anna doesn't mind." I told them to move, and they did. The door was unlocked and I entered. Andrew was startled and I told him to leave. He appeared embarrassed, attempting to justify his intentions by explaining that "She's OK" and "I didn't do anything." Anna appeared to be only limitedly awake and coherent. She held my hand and said "I didn't want to do it. You saved my life. You saved my life."

As my college years continued, many of my friends and classmates would share similar stories, often referring to the people perpetrating these actions as "friends." Friends do not force or coerce each other into unwanted sex. Friends do not find humor or vulnerability in one's inability to give consent. Friends do not stand by and say that it is not their responsibility to intervene. Friend or stranger, uncomfortable or not, we are responsible to help each other. We are responsible to say that sexual violence, in any context, is not OK.

Kelly W.

Research has shown that young women ages 16 to 24 experience the highest rates of physical and sexual violence.<sup>1</sup> This problem is pervasive on college campuses. An estimated 25% of female college students have been raped or have experienced attempted rape in their lifetime.<sup>2</sup> This research reveals that college campuses are an important venue to implement bystander intervention and sexual violence prevention efforts. The following campaigns and education programs can help to encourage active bystander behavior:

### Campaigns

College communities across the United States are using social marketing campaigns to prevent sexual and dating violence. These campaigns help raise awareness about sexual violence prevention and bystander intervention among college students and generally consist of some type of visual

product, such as posters, postcards, banners, and t-shirts. Students are encouraged by these visual materials to access campaign websites for additional information regarding sexual violence prevention and how to get involved.

Campaigns that use a bystander framework to make community members aware of their role as active bystanders in preventing sexual and relationship violence and stalking offer thoughtful and effective methods to change cultural norms and attitudes in communities.<sup>3</sup> Social marketing campaigns are implemented within a greater sexual violence prevention effort on college campuses. For example, a college might choose to implement a **Know Your Power** social marketing campaign in tandem with a **Bringing in the Bystander** educational program.

# Engaging College Campuses Through Campaigns and Education Programs

Three campaigns that use a bystander approach to raise awareness about sexual violence issues are profiled below:

## 1. Red Flag Campaign,

<http://www.theredflagcampaign.org/>

The **Red Flag Campaign** is a social marketing campaign launched in October 2007 to promote healthy relationships and address the issue of dating violence on college campuses throughout the United States.<sup>5</sup> Bystanders, including friends and other members of the student body, are encouraged to speak up and “say something” if they see any warning signs or “red flags” of unhealthy relationships or dating violence within their friends’ relationships.<sup>4</sup> The campaign’s website has information and resources on dating violence, how to be an active bystander, how to help a friend in an unhealthy relationship, and how to bring the campaign to college campuses throughout the United States.

Campaign materials include 160 posters that can be displayed around campus, 200 red flags are used to stimulate student interest in the campaign, and a *Red Flag Campaign Campus Planning Guide* available on CD.<sup>5</sup> Materials to start a **Red Flag Campaign** on a college campus can be purchased at: **Red Flag Campaign Materials**, <https://app.etapestry.com/cart/VirginiaSexualDomestic/default/index.php>.

## 2. Where Do You Stand?,

<http://www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html>

The **Where Do You Stand?** Campaign launched by *Men Can Stop Rape* is a bystander intervention social marketing campaign targeting college-age men, which treats men as allies in the prevention of sexual violence on college campuses. The **Where Do You Stand?** Campaign challenges all college men to question their own position on the prevention of sexual violence and sexism.<sup>6</sup> This campaign promotes healthy masculinity, identity building and techniques for how to effectively intervene in a sexual violence situation.

More information on how to implement the **Where Do You Stand?** campaign, including pricing and package deals, can be found at: **Where Do You Stand? Campaign Materials**, <http://www.mencanstoprape.org/Updates/wdys-bundles.html>.

## 3. Know Your Power,

<http://www.know-your-power.org/>

The **Know Your Power** Campaign is a bystander intervention social marketing campaign created by the **Bringing in the Bystander** program that uses images to target bystanders to recognize and intervene when they see intimate partner violence, sexual violence or stalking occurring. The campaign posters carry the message “*Know Your Power: Step In, Speak Up, You Can Make A Difference*” to promote bystander intervention.<sup>7</sup>

More information on how to bring the **Know Your Power** campaign to a college campus or community can be found at: **Know Your Power Social Marketing Campaign Materials**, <http://www.know-your-power.org/>. Posters, postcards, bookmarks and bus wraps can be purchased from this site: <http://cola.unh.edu/prevention-innovations/bystander-store>.

## Education Programs

Bystander intervention education programs train young people to become active bystanders for sexual violence prevention. By providing in-depth and multi-session skill building training, an education program can have more impact than a social marketing campaign implemented on its own. Many of these programs are targeted to college-age students.

*Keuka College, a small, private liberal arts college in the Finger Lakes Region of New York State, embraces bystander intervention as a critical means to keep the college campus safe for students, faculty and staff. We offer a variety of programs throughout each academic year starting with new student orientation, that deliver the message about the importance of bystander intervention in any situation where an individual’s safety is compromised. As one student stated during one of these programs, “We really have to appreciate the fact that we all look out for one another here at Keuka because we are small and close-knit as a community.”*

Linda Nelson, L.C.S.W.  
Director, Keuka College  
Counseling Services  
Keuka College



# Engaging College Campuses through Campaigns and Education Programs

## 1. Green Dot, <http://livethegreendot.com/>

**Green Dot** is a prevention program with the goal of preparing schools, work places and communities to implement strategies to prevent sexual and dating violence. The program seeks to empower and engage bystanders through increasing awareness and knowledge. The *program* is a club, a campaign and curriculum wrapped up in one media package. It can actively engage college students and is currently being researched and funded through the CDC as a promising sexual assault prevention program.<sup>9</sup> More information on the **Green Dot** training program can be found at: [http://livethegreendot.com/train\\_curriculum.html](http://livethegreendot.com/train_curriculum.html).

## 2. Bringing In The Bystander, <http://www.unh.edu/preventioninnovations/index.cfm?ID=BCC7DE31-CE05-901F-0EC95DF7AB5B31F1>

The **Bringing in the Bystander** program emphasizes a bystander intervention approach and assumes that everyone has a role to play in ending violence against women. In addition to the prevention goal, the program includes a research component which seeks to measure the effectiveness of the program with different constituencies. The program, which targets both men and women on university and college campuses, consists of three ninety-minute sessions that target single-gender groups. Using an active learning environment, participants learn about the roles of pro-social bystanders in communities and information about sexual violence, as well as learning and practicing appropriate and safe bystander skills.

*Safe Harbors of the Finger Lakes, a local rape crisis and sexual violence prevention program, provides a number of **Bringing in the Bystander** presentations for Hobart and William Smith Colleges each year. The colleges have a comprehensive program which provides mandatory sexual assault and acquaintance rape programs for all incoming students. These programs focus on the definition of consent, bystander intervention, and risk reduction. The program is lead by upperclassmen facilitators who are trained by rape crisis program staff.*

**Maria Saavedra Finger**  
Sexual Assault Response and Prevention Coordinator  
Counseling Center  
Hobart and William Smith Colleges

*As the director of the Judson Leadership Center on the Alfred College campus, I was pleased to bring Cattaraugus Community Action the local rape crisis and sexual violence prevention program, on campus to provide this training. I think it's important for our students to learn from professionals who are not affiliated with the campus, thereby broadening their network of resources and perspectives. I was impressed with the complexity and breadth of the session content; the presenters were skilled and interactive with the audience.*

**Dr. Julia Overton-Healy**  
Director, Women's Leadership Center/  
Leadership Programs  
Beth Robinson Judson Leadership Center  
Alfred College

*The workshop definitely gave me a renewed confidence about dealing with difficult situations. As a Resident Advisor on campus, I am trained to deal with a variety of situations. Still, I sometimes find myself wanting to stand up and say something but do not what the right thing to say is or how to say it. This skills building workshop taught me to look at the situation differently. For example if you see someone victimizing or harassing another person, you don't have to address the person who is committing the act, you can approach the person who is being harassed and make sure that they are OK. I now feel more comfortable dealing with situations where I as a bystander may need to intervene.*

**Student participant,**  
Alfred College



# Engaging College Campuses through Campaigns and Education Programs

The MVP education program playbook contains different role-playing scenarios for men and women. The playbooks are gender specific. Copies of the MVP Playbook and Trainer's Guides can be purchased by accessing the downloadable order forms at the following website: Mentors in Violence Prevention Playbook, <http://www.mvpstrategies.net/playbook/>. MVP has the following college-specific resources available for purchase:

- MVP Playbook for College Males
- MVP Trainer's Guide for Working With College Males

### 3. Step Up!, <http://www.stepupprogram.org/>

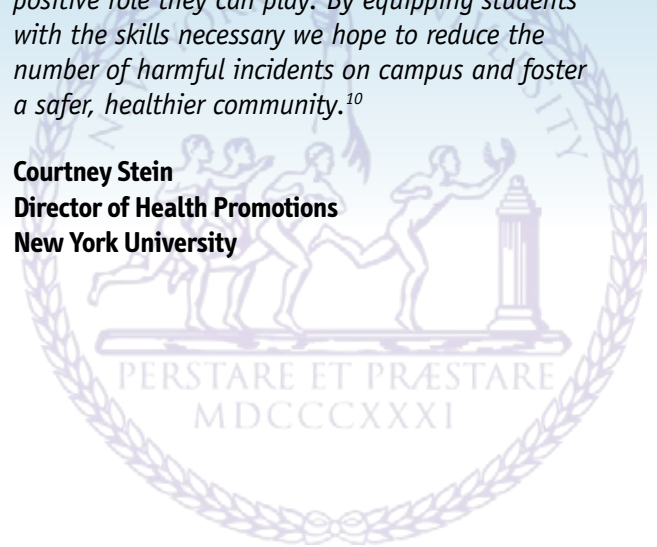
Step Up! Be a Leader, Make a Difference is a bystander intervention education program intended for students, athletes, fraternities, sororities, campus health centers, violence prevention centers, and more. Facilitator and Student Guides for students and student athletes can be found at the following websites: **Step Up! Facilitator Guides:** <http://www.stepupprogram.org/facilitators/guides/>, **Step Up! Student Guides:** <http://www.stepupprogram.org/students/guides/>

Additional resources on engaging college students can be found in the Resources section of the toolkit beginning on page 23. In addition, New York State Rape Crisis and Sexual Violence Prevention programs (RCSVPP) can provide assistance in choosing and/or implementing a bystander intervention strategy that engages the college students. Contact information about local RCSVPP can be found at: [http://www.health.ny.gov/community/adults/women/violence/rape\\_crisis/index.htm](http://www.health.ny.gov/community/adults/women/violence/rape_crisis/index.htm).

*At NYU we are constantly looking for new ways to influence behavior and are employing more and more evidence-based strategies and using a community action approach to health promotion. One such initiative is the development of a bystander intervention training program. Rather than recreate the wheel, we have opted to implement the University of Arizona's award-winning Step UP! program. Not only are students engaged by how interactive it is, but it is also easily adaptable and applicable to a number of health-related situations.*

*As facilitators we were walked through every step of the training and feel confident to now do the trainings ourselves. We plan to heighten the awareness of our students around these situations and the positive role they can play. By equipping students with the skills necessary we hope to reduce the number of harmful incidents on campus and foster a safer, healthier community.<sup>10</sup>*

**Courtney Stein**  
**Director of Health Promotions**  
**New York University**



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# Conclusion

There are a variety of ways that bystander intervention strategies can be implemented within an organization, school or institution. Choosing a strategy that best fits the organization and target audience requires a number of considerations. Exploring the following questions before deciding what type of bystander intervention strategy to implement will enhance its likelihood of success.

1. What are the organization's goals in implementing a bystander intervention strategy?
2. Who is the target audience for the intervention?
3. What is the organization's internal capacity (staff, budget, time)?
4. Who needs to be a part of the planning process to implement the bystander intervention strategy?

5. What stakeholders can be engaged to help choose the strategy?
6. What organizational policies should be developed to effectively implement the bystander intervention?
7. How will the bystander intervention strategy be evaluated?
8. Have connections been made with the local Rape Crisis and Sexual Violence Prevention program?

**New York State Rape Crisis and Sexual Violence Prevention** programs (RCSVPP) can provide assistance in choosing and/or implementing a bystander intervention strategy. To locate a local RCSVPP, implementers of this toolkit can access the following website: [http://www.health.ny.gov/prevention/sexual\\_violence/what\\_to\\_do.htm](http://www.health.ny.gov/prevention/sexual_violence/what_to_do.htm).





# Resources

There will be some repetition throughout the resources document as a result of some of the resources targeting more than one population, such as a campaign that engages both men and college students.

## General Bystander Resources and Sexual Violence Prevention Information

### National Sexual Violence Resource Center (NSVRC).

This website contains a large amount of information regarding sexual violence.

National Sexual Violence Resource Center (NSVRC), <http://www.nsvrc.org/>

**The National Sexual Violence Resource Center (NSVRC)** website provides tools and resources for bystanders.

NSVRC Bystander Resources, <http://www.nsvrc.org/saam/bystander-resources>

*Engaging Bystanders in Sexual Violence Prevention* by Joan Tabachnick is a booklet available for free PDF download from the **NSVRC** website. The booklet includes activities and information on how to effectively engage the bystander.

**Engaging Bystanders in Sexual Violence Prevention** by Joan Tabachnick, <http://www.nsvrc.org/publications/nsvrc-publications/engaging-bystanders-sexual-violence-prevention>

**Shifting the Paradigm: Primary Prevention of Sexual Violence** is a toolkit created by the American College Health Association. This toolkit has resources on how to prevent sexual violence on college campuses, information on how to engage men as bystanders and additional resources.

**Shifting the Paradigm: Primary Prevention of Sexual Violence (An ACHA Toolkit)**, [http://www.acha.org/sexualviolence/docs/ACHA\\_PSV\\_toolkit.pdf](http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf)

**National Online Resource Center on Violence Against Women** contains many resources and information on bystander intervention.

**National Online Resource Center on Violence Against Women: Sexual Violence Prevention**, <http://www.vawnet.org/sexual-violence/prevention.php>

## Organizations

**The Rape, Abuse and Incest National Network (RAINN)** website contains links to sexual violence resources, information on sexual violence and ways people can get involved to help end sexual violence.

Rape, Abuse and Incest National Network, <http://www.rainn.org/>

**A Call to Men** is a national organization seeking to change social norms and eliminate violence against women. This organization offers trainings, workshops and other education resources to engage men and challenge their perceptions of women.

A Call to Men, <http://www.acalltomen.org/>

**Men Stopping Violence** is an organization that works at a local, national and international level to work toward social justice to help end violence against women. This organization offers training, workshops and other education resources to engage men and shift the social norms that lead to violence against women.

Men Stopping Violence, <http://www.menstoppingviolence.org/>

**Men Can Stop Rape** is a national organization with a mission to “mobilize men to use their strength” by engaging men as allies in the prevention of gender-based violence.

Men Can Stop Rape, <http://www.mencanstoprape.org/>

**One In Four** is a national non-profit organization dedicated to the prevention of rape and sexual assault.

One In Four, <http://www.oneinfourusa.org/overview.php>

# Resources

## Toolkits

The Family Violence Prevention Fund **Toolkit for Working with Men and Boys to Prevent Gender Based Violence** resource to help engage men and boys to help prevent violence against women. The toolkit includes exercises, handouts and readings for men and boys.

**Toolkit for Working with Men and Boys,**  
<http://toolkit.futureswithoutviolence.org/Home.html>

**Men Speak Up: A toolkit for action in men's daily lives** is a toolkit for men to help prevent gender-based violence.

**Men Speak Up: A toolkit for action in men's daily lives,**  
[http://www.vavnet.org/summary.php?doc\\_id=3088&find\\_type=web\\_sum\\_GC](http://www.vavnet.org/summary.php?doc_id=3088&find_type=web_sum_GC)

## Resources for Engaging Men

### Organizations for Engaging Men

**A Call to Men** is a national organization seeking to change social norms and eliminate violence against women. This organization offers trainings, workshops and other education resources to engage men and challenge their perceptions of women.

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**Men Can Stop Rape,**  
<http://www.mencanstoprape.org/>

**One In Four** is a national non-profit organization dedicated to the prevention of rape and sexual assault.

**One In Four,**  
<http://www.oneinfourusa.org/overview.php>

### Campaigns for Engaging Men

**The White Ribbon Campaign** is a global campaign to end violence against women with a focus on educating men and boys about how to prevent gender-based violence.

**The White Ribbon Campaign,**  
<http://www.whiteribbon.ca/>

**Where Do You Stand?** is a bystander intervention campaign led by **Men Can Stop Rape** that portrays college-age men as active bystanders and challenges men to consider their own viewpoints on sexual violence.

**Where Do You Stand?,**  
<http://www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html>

# Resources

## Toolkits for Engaging Men

The Family Violence Prevention Fund **Toolkit for Working with Men and Boys to Prevent Gender Based Violence** was designed as a resource to help engage men and boys to help prevent violence against women. The toolkit includes exercises, handouts and readings for men and boys.

**Toolkit for Working with Men and Boys,**  
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**Men Speak Up: A toolkit for action in men's daily lives,**  
[http://www.vawnet.org/summary.php?doc\\_id=3088&find\\_type=web\\_sum\\_GC](http://www.vawnet.org/summary.php?doc_id=3088&find_type=web_sum_GC)

## Education Programs for Engaging Men

**The Mentors in Violence Prevention** education program was designed to raise awareness about the level of men's violence against women, challenge the thinking of mainstream society, open dialogue between men and women, and inspire leadership by empowering people with concrete options to effect change.

**Mentors in Violence Prevention,**  
<http://www.mvpnglobal.org/>

**Coaching Boys Into Men** is an education program to help foster healthy growth of boys into men with a focus on the promotion of respect and elimination of violence against girls and women. Go to the following website for additional information on how to implement a Coaching Boys Into Men program and to purchase a Coaches Kit.

**Coaching Boys Into Men,**  
<http://www.coachescorner.org/>

**The Men's Program** is an all-male peer education program targeting young men to promote empathy building and teach men ways to be allies and supporters of victims of violence.

**One In Four Men's Program,**  
<http://www.oneinfourusa.org/themensprogram.php>

## Program Playbooks and Facilitator Guides for Engaging Men

**The Mentors in Violence Prevention (MVP)** education program playbook contains different role-playing scenarios for men and women. The playbooks are gender specific. Copies of the MVP Playbook and Trainer's Guides can be purchased and are available through the downloadable order forms at MVP's website:

**Mentors in Violence Prevention Playbook,**  
<http://www.mvpstrategies.net/playbook/>

### High School

- *MVP Playbook for High School Males*
- *MVP Trainer's Guide for Working With High School Males*
- *MVP Playbook for High School Females*
- *MVP Trainer's Guide for Working With High School Females*

### College

- *MVP Playbook for College Males*
- *MVP Trainer's Guide for Working With College Males*

# Resources

## Resources for Engaging Men (continued)

### Middle School, High School and College Clubs for Engaging Men

**My Strength Club** is a club that promotes sexual violence awareness, positive examples of masculinity and encourages leadership amongst male high school students to help prevent sexual violence.

**My Strength Club,**  
<http://mystrength.org/>

**The Men of Strength (MOST) Club** is a primary violence prevention club that engages middle school, high school, and college students to help eliminate sexual and dating violence.

**The Men of Strength Club,**  
<http://www.mencanstoprape.org/The-Men-of-Strength-Club/>

**The Campus Men of Strength Club,**  
<http://www.mencanstoprape.org/The-Campus-Men-of-Strength-Club/>

## Resources for Middle and High School Students

### Campaigns for Middle and High School Students

**That's Not Cool** is a public education campaign that raises awareness about teen dating violence by providing and sharing different examples of unhealthy, controlling and abusive behavior.

**That's Not Cool,**  
<http://www.thatsnotcool.com/>

### Education Programs for Middle and High School Students

**The Mentors in Violence Prevention** education program was designed to raise awareness about the level of men's violence against women, challenge the thinking of mainstream society, open dialogue between men and women, and inspire leadership by empowering people with concrete options to effect change.

**Mentors in Violence Prevention,**  
<http://www.mvpngnational.org/>

**Coaching Boys Into Men** is an education program to help foster healthy growth of boys into men with a focus on the promotion of respect and elimination of violence against girls and women. Additional information on how to implement a **Coaching Boys Into Men** program and to purchase a Coaches Kit is on the website.

**Coaching Boys Into Men,**  
<http://www.coachescorner.org/>

The **Green Dot** Program is a prevention program with a goal of preparing schools, workplaces and communities to implement strategies to prevent sexual and dating violence. **Green Dot** seeks to empower and engage bystanders through increasing awareness and knowledge. Resources and more information can be found on the program's website.

**Green Dot,**  
<http://livethegreendot.com/>

# Resources

## Resources for Middle and High School Students (continued)

### Program Playbooks and Facilitator Guides for Middle and High School Students

**The Mentors in Violence Prevention (MVP)** education program playbook contains different role-playing scenarios for men and women to act out. The playbooks are gender specific. Copies of the MVP Playbook and Trainer's Guides can be purchased and are available through the downloadable order forms. MVP has the following resources for purchase.

#### High School

- *MVP Playbook for High School Males*
- *MVP Trainer's Guide for Working With High School Males*
- *MVP Playbook for High School Females*
- *MVP Trainer's Guide for Working With High School Females*

**Mentors in Violence Prevention,**  
<http://www.mvpstrategies.net/>

### Middle and High School Clubs

**My Strength Club** is a club that promotes sexual violence awareness, positive examples of masculinity and encourages leadership amongst male high school students to help prevent sexual violence.

**My Strength Club,**  
<http://mystrength.org/>

**The Men of Strength (MOST) Club** is a primary violence prevention club that engages middle school and high school students to help eliminate sexual and dating violence.

**The Men of Strength Club,**  
<http://www.mencanstoprape.org/The-Men-of-Strength-Club/>

### School Network for Middle and High School Students

**Not In Our School** is a network of schools that engage student bystanders to take a stand against violence and harassment in schools through youth education and sharing of ideas of how to build a healthier school environment.

**Not In Our School,**  
<http://www.niot.org/nios>

### Online Resource for Middle and High School Students

**Love Is Respect** is an online resource designed to “engage, educate and empower youth” to work to prevent abuse. This online resource provides information regarding healthy and unhealthy relationship behavior, including what sexual violence is and the signs of sexual violence.

**Love is Respect,**  
<http://www.loveisrespect.org/>

### iPhone Application for Middle and High School Students

**Circle of 6** is an iPhone application that won the White House “Apps Against Abuse” award. This app is focused on the primary prevention of sexual violence and other forms of violence before the violence occurs. The app allows for a user to alert up to six of their friends if they are in an uncomfortable or potentially harmful situation.

**Circle of 6,**  
<http://www.circleof6app.com/>

# Resources

## Resources for College Students

### Campaigns for College Students

The **Hollaback! Campaign** is a campaign to end street harassment and gender-based violence through bystander activism. This website contains information about how to get involved with **Hollaback** and how to start a **Hollaback Campaign**.

**Hollaback! Campaign,**  
<http://www.ihollaback.org/>

The **White Ribbon Campaign** is a global campaign to end violence against women with a focus on educating men and boys about how to prevent gender-based violence.

**The White Ribbon Campaign,**  
<http://www.whiteribbon.ca/>

**Where Do You Stand?** is a bystander intervention campaign led by **Men Can Stop Rape** that portrays college age men as active bystanders and challenges men to consider their own viewpoints on sexual violence.

**Where Do You Stand?,**  
<http://www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html>

**Red Flag Campaign** is a social marketing campaign designed to promote healthy relationships and address the issue of dating violence on college campuses throughout the United States.

**Red Flag Campaign,**  
<http://www.theredflagcampaign.org/>

**Know Your Power** is a bystander intervention social marketing campaign created by the **Bringing in the Bystander** program that uses images to teach bystanders to recognize and intervene when they witness intimate partner violence, sexual violence or stalking.

**Know Your Power,**  
<http://www.unh.edu/preventioninnovations/index.cfm?ID=BCCFAC47-9FE6-C278-5A053B4A16B40056>

The **Re-Think Campaign** is a bystander intervention social marketing campaign at SUNY Oneonta. The campaign consists of a short video and a T-shirt that students can wear around campus. More information can be found at the following website:

**Re-Think Campaign,**  
<http://www.oneonta.edu/development/wellness/rethink2.asp>

# Resources

## Resources for College Students (continued)

### Programs for College Students

The **Men's Program** is an all-male peer education program targeting young men to promote empathy building and teach men ways to be allies and supporters of victims of violence.

**One In Four Men's Program,**  
<http://www.oneinfourusa.org/themensprogram.php>

### Education Programs for College Students

The **Mentors in Violence Prevention** education program was designed to raise awareness about the level of men's violence against women, challenge the thinking of mainstream society, open dialogue between men and women, and inspire leadership by empowering people with concrete options to effect change.

**Mentors in Violence Prevention,**  
<http://www.mvpstrategies.net/>

The **Bringing in the Bystander** program emphasizes a bystander intervention approach and assumes that everyone has a role to play in ending violence against women. In addition to its prevention goal, the program has a research component which seeks to measure the effectiveness of the prevention program with different constituencies. The target audience for this program is university and college campuses with single-gender groups. The program consists of three, 90-minute sessions. More information can be found at the website.

**Bringing In The Bystander,**  
<http://cola.unh.edu/prevention-innovations/bystander>

**Step Up! Be a Leader, Make a Difference** is a bystander intervention education program intended for students, athletes, fraternities, sororities, campus health centers, violence prevention centers, and more.

**Step Up!,**  
<http://www.stepupprogram.org/>

The **Green Dot** Program is a prevention program with a goal of preparing schools, workplaces and communities to implement strategies to prevent sexual and dating violence. Green Dot seeks to empower and engage bystanders through increasing awareness and knowledge. Resources and more information can be found at the website:

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#### College

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- *MVP Trainer's Guide for Working With College Males*

**Mentors in Violence Prevention Playbook,**  
<http://www.mvpstrategies.net/playbook/>

**Step Up! Facilitator Guides and Student Guides** for students and student athletes can be found at the following websites:

**Step Up! Facilitator Guides**  
<http://www.stepupprogram.org/facilitators/guides/>

**Step Up! Student Guides**  
<http://www.stepupprogram.org/students/guides/>

Web page on Sexual Assault by **Step Up!** includes helpful bystander scenarios:

**Where Do You Stand?,**  
<http://www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html>

The **NSVRC** "2010 Making a Difference" PowerPoint and facilitator guide contains information on sexual violence and ways that bystanders can effectively be engaged to prevent sexual violence.

**NSVRC SAAM Campus Workshop,**  
<http://www.nsvrc.org/saam/campus-workshop>

The **Stop Abuse at Virginia Tech Bystander Intervention Playbook** is a helpful guide for bystanders made up of five different examples of ways that bystanders can successfully intervene in a situation involving sexual violence, dating violence and stalking. The Playbook is available for free download at the following website:

**Stop Abuse @ VT Playbook,**  
<http://www.stopabuse.vt.edu/pdf/playbook.pdf>



# Resources

## Resources for College Students (continued)

### Campus Clubs for College Students

The **Campus Men of Strength (MOST) Club** is a primary violence prevention club that engages college students to help eliminate sexual and dating violence.

**The Campus Men of Strength Club,**  
[http://www.mencanstoprape.org/  
The-Campus-Men-of-Strength-Club/](http://www.mencanstoprape.org/The-Campus-Men-of-Strength-Club/)

### iPhone Application for College Students

**Circle of 6** is an iPhone application that won the White House “Apps Against Abuse” award. This app is focused on the primary prevention of sexual violence and other forms of violence before the violence occurs. The app allows for a user to alert up to six of their friends if they are in an uncomfortable or potentially harmful situation.

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