

Challenging Bystander Behavior

FACILITATION GUIDE

Description: In this program, attendees will explore bystander behaviors and intervention strategies. Participants will discuss how to become active responders in difficult situations by providing skills necessary to confront peers in appropriate, effective ways.

Learning Objectives:

- Participants will define bystander behavior. (Honest conversation with others)
- Participants will identify the impact of bystander behavior. (Network of support and learning)
- Participants will engage in a role play activity in order to illustrate strategies to actively respond to bystander behavior and become change agents. (Sense of responsibility for others)

Facilitator: An advisor, chapter consultant, or VP risk management.

Audience: All members of the chapter will benefit from this program.

Space: Any space that can accommodate the chapter and allow for smaller groups to engage in break-out discussions.

Duration: 40 minutes

Materials Needed:

- Printed copies of the scenarios for each group. The chapter may choose to use scenarios from one particular topic (for example, hazing) or may choose scenarios

from multiple topics as desired. Print only the scenarios that correspond to the bystander behavior topic for this discussion.

- Challenging Bystander Behavior Participant Handout
- Flip chart or marker board
- Markers

Preparation: Read through the program and make sure you are comfortable with the definitions of bystander behavior prior to the presentation. Gather the materials listed above and be sure you reserve space for the program if you do not have space available in your residence. You may want to send the handout in advance so that chapter members can get an introduction to what the program will be covering. Additionally, be sure to download and print the scenarios for your particular program.

Follow-up: Be sure that every facilitator and participant of this program complete the Programs with Purpose Feedback survey!

It is very important that we receive feedback for each of our Alpha Chi Omega programs in order to continue to improve our resources. This survey is designed to lead the facilitator and participant to questions relevant to their own experience, so the same link can be used for both parties.

Survey link: <https://www.surveymonkey.com/s/D9BSHRS>

Note: In the left column of the facilitation guide below, the number to the left is the amount of time the facilitator will spend on that section of the program. The number on the right is the amount of time that has currently elapsed in the entire program.

FACILITATION GUIDE

2/2	<p>INTRODUCTION TO BYSTANDER BEHAVIOR</p> <p>Take a minute to think of a time when you saw or heard something that made you feel uncomfortable, but did not respond.</p> <p><i>Give the group a few moments to think.</i></p>
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	<p>The definition of bystander is someone who “stands by” and fails to act when they notice a problematic situation or behavior.</p> <p>Raise your hand if you have ever been a bystander. Now, raise your hand if you have witnessed someone in the chapter being a bystander.</p> <p><i>Allow members to lower their hands, then continue.</i></p> <p>Most of us have probably been bystanders at some point in time. The goal of today’s program is to understand bystander behavior and develop strategies for taking action instead of standing by.</p>
<p>5/7</p>	<p>STAGES OF BYSTANDER BEHAVIOR</p> <p><i>Handout participant guide to everyone prior to starting this section.</i></p> <p>Bystander behavior happens in stages. Ultimately, we want to change our behavior from being bystanders to being advocates for change.</p> <p><i>You might want to have the four stages written out on flip charts or marker board beforehand to save time. Otherwise, list the 4 stages below and discuss them as you write. (It is only necessary to write the stage and action and not the additional information to be shared verbally underneath.</i></p> <ol style="list-style-type: none"> 1. What’s going on?” <u>Notice potentially problematic situations</u> <p>Evaluate the situation and assess what appears to be happening. This isn’t only about recognizing physical harm, but also about identifying verbal and emotional harm.</p> <ol style="list-style-type: none"> 2. “Is this a big deal?” <u>Identify when it’s appropriate to intervene</u> <p>It can be difficult to be sure if what’s happening is a problem.. That's why all bystanders should figure out what the situation appears to be. If it is hard to figure out what is happening, try asking other bystanders what they think is happening. This can also be useful if the bystanders themselves are not sure if help should be given from someone more qualified.</p>

	<p>3. “Do I need to do something?” <u>Recognize personal responsibility for intervention</u></p> <p>As a bystander, watching a situation unfold between two strangers might not make the bystander feel responsible to help. Instead, you might watch or ignore them. As a bystander, it is up to you to decide who is responsible, whether that person is yourself or someone else.</p> <p>4. “Can I get involved?” <u>Know how to intervene</u></p> <p>You have the power to intervene or you have the power to contact someone who might be better equipped to handle the situation. Choosing to intervene can look different for everyone, know how you might do it.</p> <p>5. “Will I intervene?” <u>Take action to intervene</u></p> <p>Consider your and the victim’s safety and act. Consider the platinum rule, how would the victim want you to intervene in that situation. And know when to turn to others, including mentors, CRSB, and your advisor for help.</p>
<p>3/10</p>	<p>BARRIERS TO ACTION OF BYSTANDER BEHAVIOR</p> <p>Take a moment and recall the time when you witnessed or participated in bystander behavior.</p> <p>What do you think prevented you from taking action in that situation?</p> <p><i>Take a few suggestions from the group. Share the barriers below for members to write on their participant guides. Here are the most commonly experienced barriers to action:</i></p> <ul style="list-style-type: none"> • Social influence: (not) acting based on what everyone else is doing • Fear of embarrassment: (not) acting out of concern for embarrassing self or someone else • Diffusion of responsibility: assuming someone else will take care of the problem • Fear of retaliation: (not) acting out of fear something will happen to you physically/emotionally

	<ul style="list-style-type: none"> • Pluralistic ignorance: (not) acting out of false belief that you are the only one who feels that way.
5/15	<p>INTERVENTION STRATEGIES</p> <p>As real, strong women, we can make a difference and become actors instead of bystanders. There are several things to consider when you intervene in a problematic situation: <i>(you may want to write on a flip chart)</i></p> <ul style="list-style-type: none"> • On the spot or later? Determine when is most appropriate to intervene. • Direct or Indirect? Understand whether it is better to confront the person personally, or to tell someone else about your concerns. • Once you’ve decided to confront someone, think about your approach. Here are several strategies that can help in a confrontation: • Determine whether the situation calls for voicing your concerns, sharing consequences of the behavior, and/or explaining how the situation affects you personally—“I’m concerned that this behavior could really hurt you, and I really do not want to see you get hurt.” • Shift the focus by providing an alternative behavior—“Instead of doing this, could you be doing that?” • Show how the person’s actions affect others by sharing concern for how their behavior reflects upon another person—“What you’re doing can harm not only you, but your sisters, too.”
24/39	<p>BUILDING THE SKILLS TO ACT</p> <p>Now we are going to practice using some of these strategies so that we can be more comfortable taking action in tough situations.</p> <p>Soon, we will divide into groups. In your groups, review the problematic situation on your participant guide and identify any barriers for intervention. Then, choose a strategy and practice using it. Each group member will take turns playing the three roles:</p>

	<ul style="list-style-type: none"> • Naysayer: This is the person who constantly makes excuses. The naysayer will read the scenario and then present arguments that would be typical from someone in the chapter who tends to find reasons why a change should not happen. • Change agent: After the naysayer has made their objections, use one of the intervention strategies to talk to the naysayer and try to communicate what you want to see happen. • Observer: Watch the interaction and make note of where the conversation was difficult. Provide feedback to the change agent on the intervention strategy, and additional recommendations on how the naysayer could be approached. <p><i>Break chapter members into groups of three. Each person in the group will take turns filling the three roles using the scenarios provided.</i></p> <p><i>Provide participants with a list of scenarios to be used for role playing. You may choose to use scenarios from one particular topic (for example, hazing) or may choose scenarios from multiple topics as desired.</i></p> <p><i>Give the groups about 10-15 minutes to work through the scenarios, and then reconvene to debrief.</i></p> <p>Which strategies were more challenging to practice in your group as the change agent? Which strategies were more challenging to watch as the observer?</p> <p>Were there recurring barriers you saw that prevented you or your group from acting? What were they?</p> <p>How, as individuals and as a chapter, can we help our sisters become more comfortable taking the role of change agent.</p>
1/40	CONCLUSION

	<p>Thank you all for your time, and for committing to become change agents. Sisterhood means holding both ourselves and our sisters accountable, even when the situation is tough.</p> <p>As we wrap up, take some time to think about how you will put your new skills into action. Having a plan will facilitate a quick response next time you see one of the challenging situations we have discussed today.</p> <p><i>Before participants leave, ask them to complete the program evaluation that you will send to them via email.</i></p>
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REFERENCES

Berkowitz, A. D. (2009). *Response Ability: A Complete Guide to Bystander Behavior*. Chicago: Beck & Company.