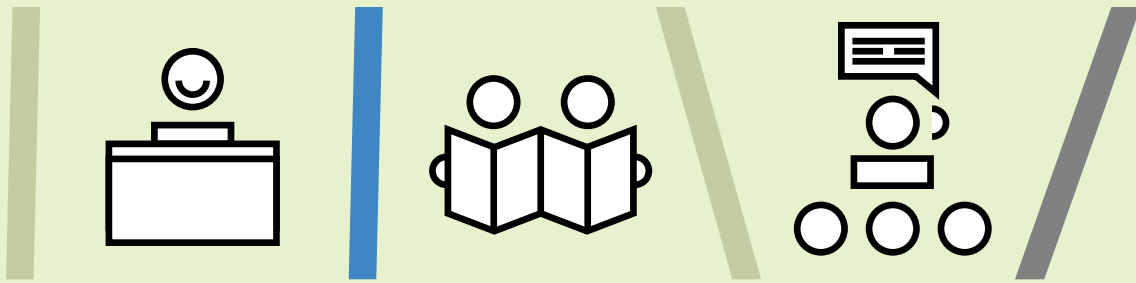


SANS  
VIOLENCE  
FREE



Activity sheet

# Bystander intervention



An initiative by:

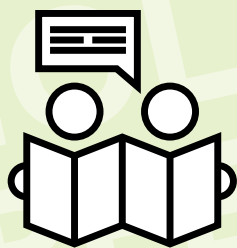


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# Bystander Intervention

## Topics c

The 5 Ds of bystander intervention when witnessing situations of sexual violence

Concrete steps bystanders can take

Target age

**14+**

Total time for activity

**65 - 70 min**



## GENERAL OBJECTIVES

1. Learn about the different ways to intervene.
2. Empower participants to take action when they witness situations of sexual violence or harassment.
3. Practice different ways of intervening within various situations.



## GENERAL ACTIVITY STRUCTURE

Introduction .....	3
Definitions and examples of the 5 Ds of bystander intervention.....	4
Scenarios .....	5
Closing the activity .....	6



## EQUIPEMENT

Based on the facilitator's preferences:

### Option 1

#### Screen-based quiz and presentation

- Computer
- Screen
- Projector

### Option 2

#### Paper-based quiz and scenarios

- Paper handouts
- Pen or pencil

### Option 3

#### Video presentation

- Computer
- Screen
- Projector
- Internet connection
- Speaker

# Introduction et Icebreaker



## SPECIFIC OBJECTIVES

1. Set the groundwork regarding the activity



## ACTIVITY TYPE

Brief introductions



## LENGTH

10 - 15 minutes

## Procedure

### 1. SETTING THE CLIMATE

At the start of the workshop, it would be helpful to establish a few guidelines and provide some information:

- Acknowledge Indigenous territory
- Create a safe space where participants are encouraged to exchange ideas and listen respectfully

### 2. INTRODUCTION YOURSELF

Introduce yourself to the participants to create a climate of trust:

- Name, pronoun(s)
- Professional and/or personal background
- Why you're presenting this workshop or why you feel this content is important

### 3. TAKE THE PULSE OF THE GROUP

Let each participant take their turn to share with the group:

- Their name (and pronoun(s) if they so choose)
- A word that comes to mind when they think of bystander intervention
- A word to describe how they feel at that moment

## Facilitation notes

To find out which Indigenous territory you are on, you can text the name of your location to **1 855 917-5263**.

For some examples of Indigenous land acknowledgements, go to: <https://www.caut.ca/fr/content/guide-de-reconnaissance-des-premieres-nations-et-des-territoires-traditionnels>.

The facilitator must be knowledgeable about issues pertaining to sexual violence and harassment (definitions, statistics, myths and realities, the concept of rape culture, how to respond to disclosures, long and short-term impacts, etc.). The participants might have questions during the activity which the facilitator should be prepared to answer.

The facilitator should also be aware of the local resources for people who have been subject to sexual violence or harassment.

Avoid gendered language when talking about people who have suffered sexual violence. Try to avoid the term "victim." It is up to survivors of sexual violence to choose whether they identify as a victim.

# Definitions and examples of bystander intervention



## SPECIFIC OBJECTIVES

1. Explain bystander intervention



## ACTIVITY TYPE

Presentation



## LENGTH

20 minutes

## Present the 5 Ds

Explain bystander intervention using the 5 Ds, which can be found in **Appendix 1**.

- Make sure that participants fully understand one dimension of bystander intervention before moving on to the next.
- Use examples to illustrate the 5 Ds.
- Do not hesitate to ask participants to reflect on the examples during the presentation.

# Scenarios



## SPECIFIC OBJECTIVES

1. Explore the intervention options for different scenarios
2. Exchange ideas on the different types of possible interventions for each scenario



## ACTIVITY TYPE

Scenarios, brainstorming, working in smaller groups, group discussions



## LENGTH

30 minutes (5 minutes per scenario)

## Procedure

### 1. SMALL GROUP DISCUSSIONS

Explain to participants that they will have to practice what was just presented

- Divide the participants into groups of four
- Present the scenarios on the board, or hand them out (Appendix 2)
- Ask participants to write down as many ideas as possible for each scenario, using the 5 Ds
- Give 20 minutes to work through the four scenarios

### 2. GROUP BRAINSTORM

Ask the participants to identify an intervention strategy that they would pick for each situation

- Working your way around the room, ask the members of each group to provide a few examples of the intervention strategies they came up with for each scenario (10 minutes).

### Facilitation notes

If you are using paper handouts for your scenarios, make sure each participant has a copy to refer to during the brainstorming sessions.

Be sure to give the participants enough time to work through each of the scenarios by letting them know every time five minutes have passed.

If you're using PowerPoint to present the scenarios, you can leave each scenario up on the screen for five minutes while the groups brainstorm and come up with their responses. Once five minutes have passed, you can move on to the next scenario.

If you wish, during the group brainstorm you can write down some responses in order to get a picture of a few different bystander intervention options. These answers can be left up on the board, a flipchart, or added to the PowerPoint presentation.

# Closing the activity



## SPECIFIC OBJECTIVES

### 1. Concluding the workshop



## ACTIVITY TYPE

Discussion



## LENGTH

5 minutes

## Procedure

### 1. REVIEWING WHAT WAS LEARNED

Ask participants:

- What they have learned
- Their biggest takeaway
- Any remaining questions they may have

### 2. PRESENTING THE RESOURCES

Remind the participants of the support services that exist, as well as those that can be found within their school or organization.

#### Facilitation notes

Make sure you have pamphlets with different resources and support services for survivors of sexual or intimate partner violence (local support organizations, 24/7 helplines, etc.) Leave the pamphlets at the door so participants can take them on their way out.

## Appendix 1

# The 5 Ds

### THE 5 DS OF BYSTANDER INTERVENTION ARE:

- Distract
- Delegate
- Document
- Delay
- Direct

### DISTRACT INVOLVES:

- Adopting an indirect approach to de-escalate a situation
- Creating a distraction to diffuse a situation
- Spilling a drink, asking for directions, being the third wheel, asking for the time, dropping something
- Starting a conversation with the person being targeted

Distraction is a subtle and creative way to intervene. The objective is simply to stop the incident by creating an interruption. The idea is to ignore the person doing the harassing and to directly approach the person being targeted. Do not talk about or mention the harassment. Instead, talk about something that is not related.

### YOU CAN TRY THE FOLLOWING:

- Pretend to be lost. Ask for the time. Act as though you know the person being harassed. Talk to them about something out of the blue (a movie you liked, the weather, shopping, your pet) so that the person can divert their attention and get out of the situation.
- Get in the way. Keep doing what you were doing (eating chips, checking your phone, reading a book, etc.), but place yourself between the person doing the harassing and the person being targeted.
- Make it look as though you accidentally dropped your coffee, the change from your wallet, or create a commotion.

Of course, it's important to read the situation and choose the best method of distraction accordingly. The person being targeted will likely understand your intentions and, with a bit of luck, your action or interruption will diffuse the situation.

### DELEGATE INVOLVES:

- Getting help from someone else
- Finding a person in a position of authority

Delegating is about asking for help, a resource, or assistance from a third party.

### A FEW EXAMPLES OF WHAT YOU CAN DO:

- Find the store manager, the bus driver or a nearby employee and ask them to intervene.
- If you are near a school, contact a teacher or someone at the front desk. On a university campus, contact security or someone from reception.
- Involve your friend and ask them to use one of the distraction techniques to communicate with the person who is being harassed while you look for someone you can delegate to.
- Talk to somebody nearby who also noticed the situation and who might be in a better position to intervene. Work together.

- **Always ask before calling 911.** You can first create a distraction to check in with the person being targeted to make sure you have their consent to call the police. Some people may not feel comfortable or safe if the police intervene.
- For many people and communities, such as racialized or undocumented individuals, a history of being mistreated by law enforcement has led to fear and mistrust of police interventions and might cause them to fear for their safety.
- It is possible that you may not be able to talk to the person being targeted. In this case, it is important that you use your best judgement, depending on the situation.

#### DOCUMENT INVOLVES:

- Taking a video of the incident
- Making an audio recording of the incident
- Taking photos of the incident
- Writing down what happened

#### ADVICE ON DOCUMENTING HARASSMENT OR VIOLENCE IN A PUBLIC SPACE:

- Keep a safe distance
- Film street signs or other landmarks to help identify the location
- Say the date and time while you're recording

It could be very useful to record an incident as it is happening to someone else, but there are several things to remember to ensure that you are safely and responsibly recording an incident of harassment. First, assess the situation. Is somebody helping the person being harassed? If this is not the case, use one of the other 5 Ds. If another person is already helping, assess your own safety. If you are safe, you can start to record the incident, but remember:

- **Always** ask the person who is being harassed what they want to do with the recording.
- **Never** post the recording online and do not use it without the person's permission.

#### THERE ARE DIFFERENT REASONS FOR THIS:

- Being harassed or violated is already a disempowering experience. Using an image or a recording of the person being targeted without their consent could result in the person feeling even more powerless.
- If the documentation goes viral, it can lead to further victimization and a level of visibility that the person may not want.

*Note : Laws regarding recordings in public spaces vary; first check what they are in your region.*

- Publishing a recording without the consent of the person makes their experience public. This could result in a multitude of legal problems, especially if the act of violence or harassment constitutes a criminal act in some way. The targeted person could thus find themselves having to collaborate with the legal system in a way that might make them uncomfortable.
- Lastly, the experience might have been traumatizing. Publishing another person's traumatizing experience without their consent does not constitute an effective and helpful intervention on the part of a bystander.

### **DELAY INVOLVES:**

- Checking in with the person who was targeted after the incident is over
- Offering resources or support to the person targeted once the incident has been diffused
- Demanding justice for sexual violence survivors, and for a society void of sexual violence
- Understanding the difficulty of acting during a situation of violence

It is totally normal to freeze when confronted with an incident of harassment or violence. Even if you can't react in the moment, you can make a difference for the person who is being harassed by checking up on them after the event. Several types of harassment happen quite quickly (such as people driving by, for example). In cases like this, you can wait until the incident is over before talking to the person who was targeted.

### **HERE ARE A FEW WAYS TO ACTIVELY USE THE DELAY STRATEGY:**

- Ask the person if they are alright and tell them you are sorry about what happened to them.
- Ask them if you can help them in some way.
- Offer to accompany them to their destination or sit down with them for a moment.
- Share resources with the person and offer to help them report the incident if they wish.
- If you documented the incident, ask them if they want you to send it to them.
- Meet with a person in a place of authority to encourage them to set up tools and strategies to prevent sexual violence and harassment.
- Reflect on what might prevent you from acting in a situation and assess if you would be able to act differently in the future.

### **DIRECT INVOLVES:**

- First assessing your safety
- Talking directly to the people involved
- Speaking up about the harassment
- Being clear and firm

### **YOU CAN TALK DIRECTLY TO THE PERSON BEING HARASSED REGARDING WHAT IS GOING ON. YOU CAN ASK:**

- Are you OK?
- Should I go get help?
- Should we get out of here?

You might want to respond directly to the incident of harassment or violence by stating what is happening or by confronting the perpetrator. However, this technique involves a certain amount of risk, as it could cause the perpetrator to direct their aggression towards you and aggravate the situation further. Before choosing to respond directly, assess the situation:

- Are you physically safe?
- Is the person being harassed physically safe?
- Does it seem unlikely that your intervention will escalate the situation?
- Does the person being harassed look as though they want someone to intervene?

If you answered yes to all these questions, you can choose to intervene directly.

**IF YOU CHOOSE TO INTERVENE DIRECTLY, HERE ARE SOME THINGS YOU COULD SAY TO THE PERPETRATOR:**

- “What you’re doing is inappropriate, disrespectful, wrong, etc.”
- “Leave them alone.”
- “Stop harassing that person.”

What is most important is that you keep your intervention short and clear. Try not to engage in dialogue, a debate, or an argument, since this is how a situation can escalate. If the person doing the harassing responds, do your best to help the person being targeted, rather than entering into an exchange with the perpetrator.

Direct intervention can be risky, so always approach this method with caution. Always think about safety and consider the avenues that are least likely to put you or anyone else in danger.

**REMEMBER :**

You have power! Everyone can do something. It is important that we show up for one another as active bystanders. Research shows that even a compassionate and complicit glance can significantly reduce the trauma experienced by the person being targeted. One of the most important things we can do is to make the targeted person know in some way, no matter how big or small, that they are not alone.

Reference: Hollaback! (n.d.). Bystander Resources. Accessed January 2022 from <https://www.ihollaback.org/bystander-resources/>

## Appendix 2

# Scenarios

For each scenario, find concrete solutions using the 5 Ds of bystander intervention. Identify the intervention strategy that you would feel most comfortable using in each situation.

### SCENARIO 1:

You're in a bar with a friend. You notice that someone is being harassed at another table. The person is alone and seems to be very uncomfortable. The person doing the harassing is small in build, but seems very fixated on their target. The person being harassed leaves the table to go to the bathroom. You notice the person doing the harassing put something in their target's drink.

What do you do?

### SCENARIO 2:

You're on a bus during rush hour. You notice that the person to your right seems to be frozen in fear. You look around and realize that a person behind them is subtly rubbing their hip area against them. The person doing the harassment is tall and well built.

What do you do?

### SCENARIO 3:

You're walking home late at night. You hear someone cry out. You see two people at the end of a poorly lit alleyway. The person being targeted is calling for help, but they are also saying they don't want the police to be called. The attacker seems drunk. You notice a group of men walking down the street nearby.

What do you do?

### SCENARIO 4:

You are at a house party with some friends. Everyone is drinking. You notice your friends, Sam and Alex, who have been together for about six months, sitting on the couch. Alex seems upset. Sam has their hand on Alex's thigh and is sliding it up towards Alex's groin. Alex whispers at Sam to stop. Sam smiles, leaves their hand where it is, and leans in to kiss Alex on the neck.

What do you do?

## Appendix 3

# Additional information

### **WEBSITE – I HOLLA BACK!**

For more information about the 5 Ds of Bystander Intervention, or to get further training on the subject:

<https://www.ihollaback.org/>

### **VIDEO – 5DS OF BYSTANDER INTERVENTION**

<https://www.youtube.com/watch?v=mt7X5tjp9Js>

Reference: Vyond (2021). 5 Ds of Bystander Intervention. Accessed on July 11, 2022

### **VIDEO – NOTICE. ASK. INTERVENE. STEP UP TO STOP SEXUAL VIOLENCE**

<https://www.youtube.com/watch?v=NyzvPb2Koyk>

Reference: Concordia University (2015). Notice. Ask. Intervene. Step up to stop sexual violence. Accessed on July 11, 2022

### **VIDEO – STEP IN TO STOP SEXUAL VIOLENCE**

<https://www.youtube.com/watch?v=xvvYA94WIXc>

Reference: Concordia University (2020). Step in to stop sexual violence. Accessed on July 11, 2022

### **VIDEO – STEP IN TO STOP SEXUAL VIOLENCE**

<https://www.youtube.com/watch?v=GQKXCXNU0sc>

Reference: Concordia University (2016). Step in to stop sexual violence. Accessed on July 11, 2022