

PRSM: Preventing and Responding to Sexual Misconduct

Bystander Intervention

Facilitator's Guide

Compiled by: PRSM & Oberlin faculty and staff

The purpose of the following training is to empower the bystander. Though we will provide working definitions and general overviews of a handful of important and nuanced concepts and realities, they will be through the lens of fostering community empowerment and responsible bystander intervention. We hope these trainings will provide students with a more complex understanding of the following topics, and an increased awareness and agency in how to better prevent sexualized violence in our community.

estimated run time: approximately ninety minutes

Trainer	Text	Facilitator Tips
	Introduction (10 min.)	
	<p>Thank you all for being here today! We're your PRSM trainers today. PRSM stands for Preventing and Responding to Sexual Misconduct and is part of the Office of Equity, Diversity, and Inclusion. Educating students about these issues is part of a school's Title IX responsibilities and also a really important issue to the Oberlin community. We'll talk about Title IX more later, but know that it covers all forms of gender and sexual discrimination and harassment.</p> <p>Trainer Introduction: names, pronouns</p> <p>Group Check-In: Introductions with names, pronouns, and respond to a check-in question (we have been using "if you could be tipped in something other than money, what would it be?" but anything works!)</p>	[SLIDE]
	<p><i>(hand out workbooks)</i></p> <p>Introduce Training: Most discussions about preventing sexualized violence involve</p>	

	<p>stressing what <i>not</i> to do. Although that will undoubtedly be a part of our conversation, we are looking to spend most of today talking about what actions we <i>can</i> take to prevent sexualized violence. The purpose of our training today is to empower the bystander. We see this as an effective strategy to preventing sexualized violence on our campus and as one component of a many-layered educational approach.</p>	
	<p>Importance of Communities: Oberlin is a small community; we all share in the responsibility of taking care of one another. We are all part of smaller communities on campus and this is one way of broadening our discussions here to our lives in the future, as we will find communities everywhere through life.</p>	
	<p>Safety: The underlying current of this training is safety: how to stay safe while being an effective bystander, how to intervene safely, what to emphasize for safe relationships, and how to create a campus-wide expectation and norm of safety. Due to this underlying current we ask you to take care of yourselves in order to remain comfortable and open to the training.</p>	
	<p>Content Warning: <i>Trainers explain that we will be discussing heavy topics, including unhealthy relationships and sexualized violence. Stress the importance of checking in with yourself and monitoring your own comfort.</i></p> <p>We first introduced the MRC's Red/Yellow/Green light model of self-awareness and care in Essentials. As a reminder, (Red = too far out of comfort zone to engage with material, Green = too comfortable to be challenging yourself, Yellow = sweet spot for learning). If you feel you are in the "Red" zone, you are welcome to use the bathroom, step out for air, get water, or do anything else that helps you.</p>	
	<p>Reporting Responsibility: We are NOT responsible for reporting any information about sexualized violence mentioned during the workshop, and will be available for questions and resources after the presentation and during breaks. If you would like to share or ask questions about a specific scenario you've encountered, please do not use names or other identifying information.</p>	

	<p>Community Guidelines: These guidelines are in place so we can work toward creating as safe of a space as possible for the heavy conversation. <i>Trainers write these 3 guidelines and ask volunteers to explain them. After these ask if they have any others they would like to add.</i></p> <ul style="list-style-type: none"> ○ Intent vs. impact <ul style="list-style-type: none"> ■ Be conscious of your words and their implications ■ Be aware there are most likely people in the room who have direct experience with sexual violence and choose your words accordingly ○ What's said here stays here, what's learned here leaves here <ul style="list-style-type: none"> ■ Reiterate confidentiality and the safety of individuals in your community ○ Move up, move back <ul style="list-style-type: none"> ■ If you are listening a lot, try speaking more; if you are speaking a lot try listening ■ If you have familiarity with this topic, don't disengage. We encourage you to push the conversation further and ask questions. <p>Please turn off and put away your cell phones unless you are on call or expecting other urgent communication. This improves our ability to learn as a group and shows respect for other people's time.</p>	[SLIDE]
	<p>Our training today is not intended to be comprehensive on all components of sexual violence and bystander intervention. Rather, it is meant as a starting point for a community conversation. We want to note that this workshop features a lot of discussion about hook-up culture, parties, and drinking.</p> <p>You might wonder why we talk about alcohol so much, especially if you don't drink. It's a large part of these workshops because <u>the vast majority</u> of reports received by the Title IX Office involve use of alcohol and/or other drugs by one or more parties. So while alcohol discussions might not feel relevant to you personally, it's a widespread issue in our Oberlin community, which includes all of us. If you don't drink or go to parties, think about other areas of your social life where bystander intervention would be helpful. You might even run into someone in your dorm or co-op who needs assistance around alcohol use or other issues.</p> <p>We welcome any and all questions (even if they aren't directly related to information we</p>	

	cover in today's workshop) because preventing sexualized violence involves exploring <i>all</i> of these topics in depth and how they are all interrelated. Throughout the training, we may place some of your questions on the "Bike Rack" so that we can come back to them at the end of the workshop.	
	Bystanders & 5 Steps to Intervention (75 min.)	
	<p>What is it?</p> <ul style="list-style-type: none"> • <i>Ask everyone to turn to the people next to them and ask: What negative connotations do we have with the word "bystander"? (Provide an example)</i> <ul style="list-style-type: none"> ○ Superhero (usually a man) swooping into save a helpless victim (usually woman - damsel in distress) ○ Someone literally standing by (not doing anything) • <i>Discuss how we are all bystanders already. We all "stand by" in each others' lives every day - we are all a part of one another's lives, at least peripherally, and are all individuals, that summed together, create our community and our community's social norms.</i> • Now we want to move past this negative connotation, and envision what a good bystander looks like. What are some qualities of a good bystander? <ul style="list-style-type: none"> ○ Empowered ○ Aware (of own limitations, as well as situation in general) ○ Working for the good of the community ○ Capable (having the skills to intervene) ○ Active (vs reactive) ○ Knowledgeable about resources ○ Promoting safety (of self and others) 	
	We want to acknowledge that models of intervention centered around community intervention (rather than state-mediated interventions such as the legal system) have been created primarily by people who have not had access to those services, primarily indigenous, black, undocumented, and queer communities. One of the goals of this training is to make everyone feel like they know how to respond to violence, so we can be part of communities that take care of each other.	[SLIDE]

	<p>In Oberlin's 2016 Climate Survey, students responded that a bystander was present in 47% of assaults. However, the bystander intervened in only 12% of these assaults. We want to change this campus culture so we're looking out for each other and reducing harm when we can.</p> <p>Bystander training is important because it allows <i>all of us</i> - each member of our community - to play an important role in preventing sexualized violence. It gives us the power to make tangible, positive change - and to expect the same from our peers. This shifts the focus off of only the perpetrators and survivors.</p>	<p>WRITE ON BOARD: "Present in 47% of assaults. Helped in 12%."</p>
	Rape Culture Pyramid Activity (adopted from 11th Principle Consent)	
	<p><i>Introduce the activity as something that can help us start thinking about one of the most critical components of being a good bystander: noticing an event and deciding it warrants intervention. This activity is a discussion about what behaviors rape culture normalizes and how we can recognize these behaviors as inappropriate and unacceptable. How do we actively re-define what is unacceptable in our communities?</i></p>	
	<ul style="list-style-type: none"> • Hand out the cards listing behaviors to the group. • Explain the pyramid levels of Bottom=normalization, middle=degradation, top=assault. <ul style="list-style-type: none"> ◦ Have the group define what each of these levels means. (Make sure after this that the group understands that there are not clear boundaries between the levels for a reason...behaviors may be more complex than one category would allow.) • Have volunteers from the group hold the signs up and let the group direct them to tell them where on the pyramid to place their cards (Price is Right style) <ul style="list-style-type: none"> ◦ Rape Jokes ◦ Victim Blaming ◦ Sexist Attitudes and Gender Stereotypes <ul style="list-style-type: none"> ■ For example, "boys will be boys" ◦ Unequal opportunities ◦ Sexually explicit language in music 	<p>[SLIDE]</p> <p>Note to trainers: You do not have to agree with the students on where they place the cards. If something is wildly out of place, then of course address it in an educational way. The idea that is even if they individually disagree, they can still all be effective bystanders by understanding the basic concepts.</p>

	<ul style="list-style-type: none"> ○ Non-consensual photos (taking or sending) <ul style="list-style-type: none"> ■ Mention revenge porn ○ Cat-calling ○ Stalking ○ Sexual Coercion ○ Groping/Grinding ○ Covert condom removal or refusal to use protection ○ Intentionally intoxicating a partner ○ Rape ○ Physical violence or the threat of physical violence ○ Emotional manipulation 	
	<p><i>After all the cards are placed on the pyramid, ask the group, whether or not the way the cards are placed on the pyramid reflects the following:</i></p> <ul style="list-style-type: none"> ● <i>Frequency of occurrence</i> ● <i>Harm to the individual experiencing the event</i> ● <i>Legal vs. illegal</i> <ul style="list-style-type: none"> ● Ask the group which of the cards they think would be considered illegal ● Illegal acts would be rape, stalking, non-consensual photos(especially including minors), use of illicit drugs(might be used in intoxicating someone), physical violence towards a partner, other items on list could be part of a larger picture of sexual harassment if they are interfering with someone's ability to complete a job or get an education ● <i>Say that once something enters the "Illegal" section, we have paid staff people who are employed and trained to respond (Safety & Security, Oberlin Police, Title IX Coordinators, RAs, etc.) and the behaviors that are in the "Legal" section are ideal for empowered behavior responses. Also mention that students can receive support from the Title IX staff for any event on the pyramid that interferes with their ability to get an education, even while not on campus (during summers, semesters away, etc.) Actions in the "Legal" section could still be considered violations of Oberlin's Sexual Misconduct Policy. Stress the importance of staying safe as a bystander, and that sometimes the most effective interruptions are ones that are not personal, individual interventions, but rather calling upon help.</i> 	

	<p>One thing to keep in mind here is that, for some people, calling on the police or S&S does not always feel safer.</p> <ul style="list-style-type: none"> • How would you help a friend who felt uncomfortable or unsafe calling S&S? <ul style="list-style-type: none"> ○ Call for them ○ Remind them of the Medical Amnesty Policy <p>Just because an individual bystander intervention might not be safe, it does not mean that you are relieved of your responsibility to act. You can call on people in paid positions or on other peers to help you respond safely and effectively. Remember that peers are not always equipped to handle all situations, and calling on a trained professional may be the best course when someone is unsafe.</p> <p>Good, pro-active bystanders are <i>aware</i> and prioritize <i>recognition</i> of events along this continuum. We are all responsible for inventing safe and creative ways to intervene at every point along the continuum.</p>	
	<p><i>In closing, we need to recognize all of the behaviors on the pyramid as incidents that are not isolated. The behaviors on the bottom of the pyramid reinforce and excuse attitudes higher up. Rape culture is systematic and we need to address all behaviors on the pyramid to interrupt this system.</i></p>	
	Consent and Intervention	
	<p>In order to intervene effectively, we need to know what consent does and does not look like.</p> <p><i>On the first page of your workbook you can see the 4 elements of consent as defined by the Oberlin College Sexual Misconduct Policy. Let's go through each definition</i></p> <p>Elements of Consent: <i>According to the Oberlin College Sexual Misconduct Policy (workbook):</i></p>	<p>Go through this quickly! They had it in Essentials - mainly a refresher.</p> <p>Note to trainers: "Informed" means informed <i>in that</i></p>

	<ul style="list-style-type: none"> ● Informed: all parties must have knowledge of what will and will not occur (relating to safer sex practices, specific acts, etc.) ● Freely and Actively Given: Consent must be given without use of coercion, threats, etc. ● Mutually understandable: all parties understand each other with clarity; there is no confusion ● Specific to a given situation: consent is needed for each separate act, can be revoked at any time for any reason, prior consent given (even to the same act) does not mean that consent was given for any other act. <p>Situations that <i>do not</i> include all of the above are situations where we all have a responsibility to act.</p> <p><i>Direct group to Continuum of Violence (p. 1) in their workbooks, from NSVRC.</i></p> <p>On that same page is another continuum - we encourage you to reflect on those questions</p>	<p><i>moment of consent.</i></p>
	<p>There is another set of reasons why consent cannot be given under the law. Even if each of the four elements of consent described previously are present, there are barriers that negate consent.</p> <p>What barriers to consent (situations when consent cannot be given) do you remember talking about in Essentials? <i>When can consent not be given?</i> <i>Write down the ones that people recall on the board and add any that they don't mention.</i></p> <ul style="list-style-type: none"> ○ Age: In Ohio, the legal age of consent is 16. Any relationship between a college member and a person under 16, regardless of whether or not it is consensual, is considered statutory rape. <ul style="list-style-type: none"> ■ Age is also important even when it's not just a situation where one party is under the age of consent. There are power dynamics that can exist between people based on what grade someone is in, which can make it more difficult for an interaction to be truly consensual. It might be harder for a first-year to feel like they are in a position to 	<p>Go through this quickly! They had it in Essentials - mainly a refresher.</p>

	<p>freely and actively say “No” to hooking up with a senior with a lot of social capital.</p> <ul style="list-style-type: none"> ○ Power dynamic within the College: Members of faculty and staff are not able to enter any type of sexual relationship with a student. The consequences of any relationship will always fall on the faculty or staff member, as students are not able to give consent in this situation. ○ Situations of coercion: Similar to freely and actively given element of consent, consent cannot be given under any use of verbal threats or physical violence, whether it is threatened or actualized. ○ Incapacitation: Lacking the capacity to understand the nature of a sexual interaction - the who, what, when, where, why, or how. This includes being asleep, unconscious, or under extreme influence of alcohol/drugs. Also, everyone has their own boundaries around sex and substance use; some people aren’t comfortable having sex unless they are totally sober. 	
	Incapacitation	
	<p>One thing that is difficult about hook-up culture is that often people who are hooking up don’t necessarily know each other well. This means that while we might know the tell-tale signs of incapacitation on our friends, we might not necessarily know how someone we don’t know as well acts when they’re incapacitated. How do you <i>really know</i> if they are incapacitated?</p> <ul style="list-style-type: none"> ● Directly ask them what substances they’ve used that night (and how much) ● If you can’t tell, ask their friends! They know the signs of incapacitation for that person better than you might. Take into consideration if you need to ask others if they’re “too drunk” that’s a sign that they probably are. ● Assess your own ability to assess their incapacitation level <ul style="list-style-type: none"> ○ Pages 7 and 8 in your workbook has more general information about how bodies process alcohol <ul style="list-style-type: none"> ■ For example, if a 150 lb. person consumed 6 drinks in 2 hours, their BAC would usually range from .12 - .15. Looking at the BAC chart in your workbook shows that person would exhibit signs of incapacitation. 	

	<ul style="list-style-type: none"> ○ Might be helpful to use reasonable person standard. Would a reasonable (outside, not drunk friend) person find you to be incapacitated? 	
	<p><u>Talking about the role alcohol plays in hook-ups and sexual violence is super important. HOWEVER</u>, many conversations about sexualized violence and alcohol and turn into discussions of victim blaming: “Well, they were drunk, so...” There are other examples of this in your workbook on p. 9. This is something we <i>really want to avoid</i>:</p> <ul style="list-style-type: none"> ● Alcohol does not cause rape. The responsibility always falls on the perpetrator, not the alcohol. <p>We want to share a short excerpt from the letter the woman in the Brock Turner case wrote:</p> <p>“Alcohol is not an excuse. Is it a factor? Yes. [...] Having too much to drink was an amateur mistake that I admit to, but it is not criminal. Everyone in this room has had a night where they have regretted drinking too much, or knows someone close to them who has had a night where they have regretted drinking too much. Regretting drinking is not the same as regretting sexual assault. [...] That’s the difference.”</p> <p>Alcohol increases the likelihood of perpetration, victimization, and ineffective bystander intervention.</p> <ul style="list-style-type: none"> ● Perpetration: People are more likely to perpetrate violence if they are intoxicated or incapacitated. When you are incapacitated you are more likely to violate other’s boundaries and might be less likely to read social cues. ● Victimization: Studies show perpetrators intentionally target visibly or significantly intoxicated people. We also see this in media with the “take the drunkest girl home” plot line ● Ineffective bystander intervention: Intoxicated or incapacitated bystanders are less able to intervene and help a friend. Alcohol affects our awareness, response time, cognitive processing abilities, and more. 	<p>[SLIDE]</p> <p>[SLIDE]</p>
	<p>MAIN TAKE-AWAY</p> <ul style="list-style-type: none"> ● Before we go on break, we want to read this quote that gives a good summary of what we’ve been talking about so far. Is there a volunteer who can read it aloud for everyone? 	<p>[SLIDE]</p>

	<ul style="list-style-type: none"> ○ “Rarely is the individual act the only opportunity to intervene. Rather, 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. If we limit our interventions to a culminating “event” we miss multiple opportunities to do something or say something before someone is harmed. Instead, think of the “event” as being on a continuum of behaviors that demand specific interventions at each step... each situation is an opportunity to intervene by reinforcing positive behaviors BEFORE a behavior moves further towards sexual violence.” – National Sexual Violence Resource Center 	
	-----BREAK-----	
	How to Act	
	<p>Now that we know creative and safe solutions are required at each point of the continuum, we can move toward thinking through <i>how</i> to safely intervene. <i>Direct people to workbook (p.10).</i></p> <p><i>Change slide to show the “how to act: 5 steps to intervention” and have someone read the steps aloud.</i></p> <ol style="list-style-type: none"> 1. Notice the event along the continuum of violence 2. Consider whether the situation demands action 3. Decide if you have a responsibility to act 4. Choose what form of assistance to use 5. Understand how to implement the choice safely <p><i>Explain that these are general guidelines; it’s unrealistic to expect you to take out your notebook and check these off, but getting a feel for the process is what is important.</i></p>	[SLIDE]

	Complicating Factors - Why People Don't Act	
	By being aware of reasons why people may not act - or social phenomena that would discourage us from acting, we can better serve as aware, pro-active bystanders.	
	<p><i>Have people brainstorm in their groups from before some reasons why people would not intervene. After a few minutes have groups share what they discussed.</i></p> <ul style="list-style-type: none"> ○ Didn't want to be a snitch ○ There were other people around who seemed better equipped ○ Wasn't sure I knew the whole story ○ Didn't feel like my responsibility ○ Didn't feel safe ○ "Minding my own business" / apathy 	
	<p><i>Now unpack each of these reasons, explaining ways to overcome them (while still validating that they are real!)</i></p> <ul style="list-style-type: none"> ○ Didn't want to be a snitch/make my friend feel uncomfortable <ul style="list-style-type: none"> ■ One thing that people sometimes say is that they are afraid of embarrassing their friend or someone they know. We tend to think the best of our friends and assume that they would never want to cause anyone harm. It is our responsibility as friends to intervene if we see them in a situation where they might harm someone because sometimes individuals don't recognize a potentially harmful situation. They might not realize that the person that they're with is too drunk or an underclassman so it is our job as friends to point that out to them. Make this a norm within your friend group! ○ I didn't want to "cock-block" <ul style="list-style-type: none"> ■ Again, we assume that our friends don't want to cause harm! Do you really think that the disappointment of them going home alone compares to the possibility of someone getting harmed? <i>If they were willing to hook up with each other one night, they probably would</i> 	

	<p><i>another night. It will be a more positive experience if they both wait for it to be totally consensual. Tell your friend to give them their number if they want and they can talk some other time!</i></p> <ul style="list-style-type: none"> ○ Other people who seemed better equipped <ul style="list-style-type: none"> ■ This is referred to as the bystander effect, which diffuses a sense of personal responsibility, and states that people are less likely to act when more people are present. ■ Doing something is better than doing nothing! You are equipped to take some kind of action or get help. One way to break this is to give someone a specific direction (i.e. find the sco staff, call the police, help me, find so-and-so, etc) which gives someone direct responsibility and shows others around that they might be needed as well. Make sure to stress that this is <i>not</i> the sole responsibility of the person who is in an uncomfortable situation, but may be done by anyone present. ○ I wasn't sure I knew the whole story <ul style="list-style-type: none"> ■ This is referred to as pluralistic ignorance, which shows that often when people are uncertain of a situation's full narrative they will be hesitant to act because they don't want to look stupid or find out that others have more information than they do. ■ One way to break this is to check in with another person present and ask something like "does this seem strange to you?" especially if the other person is closer to the people involved than you are. This means checking in with the friends of the person who might be uncomfortable/ too drunk, as well as the friends of the person who is on the other side of the interaction. It's better to look a little stupid than to ignore it. ○ Didn't feel like it was my responsibility <ul style="list-style-type: none"> ■ We are <i>all</i> responsible for upholding a norm of safety in our community. This is about the shift from individual perspectives to a community perspective. This is also about a shift from thinking about preventing sexualized violence by looking out for our friends and making sure they don't experience harm, to looking out for our friends and making sure that they don't harm anyone as well. It is also a part of our responsibility to keep our friends accountable. 	
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	<ul style="list-style-type: none"> ○ Didn't feel safe <ul style="list-style-type: none"> ■ <i>This is real; safety is key.</i> It is important to not directly intervene when your safety feels threatened (or if the safety of the people involved is at risk). However, there are always ways to interrupt a violent action without direct intervention (call S&S, turn on the lights in a party, talk to the friend of the people involved, find the host of a party, spill a drink that is preferably water because you want to be invited back, etc.) 	
	<p>Now we will show an 8 minute video. It will walk through the events leading to an instance of sexual assault (it will not depict any sexualized violence), and at each step discusses the various ways an individual can intervene. We think it's a really valuable tool for some people to demonstrate realistic scenarios in which violence is written off as normal social behavior. You are not at all required to watch this video, a trainer will be outside the room and you are more than welcome to join them.</p>	
	<p>Examples of How to Act <i>Use the edited <u>Who Are You?</u> YouTube video that is in the training document folder. Pause after PSA voice talks, right before the video rewinds the night. Ask:</i></p> <ul style="list-style-type: none"> ● What are some signs of incapacitation? <p><i>Watch the rest of the video and open up a space for reactions and responses</i></p>	
	Complicating the Video: Privilege, Power, and Oppression	
	<p><i>Discuss how people's ability to creatively and safely intervene depends on who they are (identities, experiences, etc.); this video depicts a fairly classic narrative of a masculine-presenting person perpetrating a feminine-presenting person, but there are many scenarios that we must consider.</i></p> <p>ASK: What did you notice about the identities of the people portrayed in this video?</p> <ul style="list-style-type: none"> ● They are almost all white-passing, it's a masculine-presenting person causing harm to a feminine-presenting person. Seems to be a pretty cis and straight environment although you can't assume that. 	

	<p>What did you notice about how each person intervened? How did it vary depending on their relationship to the people involved and the setting?</p> <ul style="list-style-type: none"> • For example, the bouncer was in a position of power to intervene because he was a club “authority,” and the stranger - who was not a club authority - would have been less safe doing the exact same type of intervention (people especially like to talk about the lack of pushback from the perpetrator, and identity plays into that). • How might the bouncer’s reaction have changed if the perpetrator was a small, feminine-presenting person? <p>Who do you assume is likely to experience violence and who do you assume is likely to cause violence?</p> <p>How should his friends have intervened?</p> <p>How could the bystanders have intervened if he wasn’t okay with her leaving? What could bystanders do if she resisted going home when offered?</p> <p>Who do you think is most likely to feel like they bear the burden of intervening?</p> <ul style="list-style-type: none"> • People who have already experienced violence are often disproportionately involved in trying to prevent it as well as trying to survive themselves. People who don’t have past experience with sexual violence are often less aware of potentially harmful situations and the importance of intervening. Our vision of intervention involves people who don’t have that experience stepping up and sharing the burden. 	
	<p>If the underlying concept of today is safety, we need to talk about how our identities impact that. Sometimes just based off the people we are (race, gender, age, etc.) it is unsafe for us to intervene, or can feel unsafe for the people we are intervening for.</p>	
	<p><i>Direct group to Social Identities Wheel and Privilege, Power & Oppression definitions in the workbook (p. 11-12) and allow some time to look over, but if you’re running low on time just say check it out later and any questions can be sent your way at a separate time.</i></p>	

	How to Act: Oberlin Style Activity	
	<p><i>Have group split into 4-5 person groups and give each one a scenario card. Give groups ~5 minutes to create a list of potential bystanders and what those bystanders could do to intervene, and have the group come up with the bystander intervention they think would be the most effective and safe.</i></p> <p>It's important to think about and share scenarios that you would actually use in real life. Don't just tell us what you think we want to hear!</p>	[SLIDE]
	<p>Scenarios:</p> <ul style="list-style-type: none"> • Kate is a freshman at Oberlin and is really excited for her first Splitchers. She drinks a few beers with her new friends at Dascomb before they all go to the 'Sco. On the dance floor, Kate feels a little tipsy, dancing in a circle with some friends when John, a senior, moves behind Kate to dance with her. At the end of the song, John and Kate start talking. At the beginning of the next song, John moves behind Kate and starts dancing with her. Kate rolls her eyes at her friend group, but keeps dancing. <ul style="list-style-type: none"> ◦ What do you do if you're John's friend? Ask John if he wants to go to the bathroom/ get water/ get some air. Tell John that he probably shouldn't be hooking up with that person because of the possible power dynamics, her intoxication level, and uncomfortable expression. It's okay to be blunt if that's the only thing that works. Again, we want to make these kinds of conversations part of our regular discourse with friends because they often do not intend to cause harm. ◦ Ask Kate if she wants to go to the bathroom/get water/get some air ◦ Dance the person away. ◦ Some teams have signal dance moves to ask if someone is okay and also respond "yes" or "no please help" ◦ Ask John's friends, or an older student who you know, to separate John from Kate if John is persistent ◦ Ask Sco Staff or Oberlin Bystander Initiative person for assistance - they are all trained to help in situations like this ◦ Remember that you can use the same strategies that we use to get some 	

	<p>who looks uncomfortable out of a situation to get the person who is making them uncomfortable out of a situation.</p> <ul style="list-style-type: none"> • You are getting a quesadilla at Agave late on a Friday night. You are sitting at a table alone and notice a person sitting a few tables away from you. They look like they are nodding in and out of sleep and seem like they're probably really drunk. Someone joins them at the table and puts their arm around the person and they try to move away. After they both finish their food they gather their things to leave. <ul style="list-style-type: none"> ○ Ask them if they're going to a party ○ Tell them that you don't want to walk alone ○ Ask them for their hot sauce and then strike up a convo ○ Follow them out or sit with them and pretend that you thought they were someone else ○ Offer help! • Angela is walking back to her dorm room when she sees Rob and Steven, a couple who lives on her floor, fighting in the kitchen. Rob is yelling pretty loudly and seems out of control. <ul style="list-style-type: none"> ○ Try to diffuse the tension by doing some task in the kitchen (getting something from the fridge / washing dishes / getting water) ○ Inform the RA ○ Text one of them if you know them or someone who knows them ○ If it feels safe, pretend to be really drunk and start talking to them, ask them how their night has been going ○ If there is any sign of physicality call S&S • You are walking home one Saturday night really late when you see a guy you recognize from your history class walking with his girlfriend who seems really drunk. She is stumbling and he is practically holding her up as they walk. <ul style="list-style-type: none"> ○ Start talking about the class you have together ○ Offer/insist to help walk her home (say you live in that direction) ○ Start a casual conversation about her level of intoxication (ex: "Wow, looks like someone had a big night! I've been there...let's get you to bed and some water.") • Your roommate has a classmate that will not leave him alone. She shows up at the Feve and parties you all go to and sends him emails even though he has been 	
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	<p>trying to ignore her behavior for over six months. He has asked her to stop contacting him directly, and has even told her he will go to the police or S&S if she does not stop bothering him. She has occasionally responded to his rebukes by saying self-destructive, potentially dangerous things. Yesterday, she sent <i>you</i> an email explaining how she really loves him and needs your help convincing your roommate to be with her.</p> <ul style="list-style-type: none"> ○ This is time to get someone from Title IX involved; stalking falls under the Sexual Misconduct Policy which means that they can help communicate to the person that this boundary of violations are not ok, they can help with getting a No Contact Order and can make sure that that student isn't in their classes in the future and can even help with changing housing if someone feels unsafe where they live ○ Have a conversation with her if you're comfortable with it. Explain why you don't think that's appropriate, etc. Express boundaries. Discuss resources that might be helpful to her (since she expressed self-destructive things). ○ Reach out to her friends if you know who they are. Do they know their friend is struggling like this? Both parties need support in this scenario. <ul style="list-style-type: none"> ● Your friend is really drunk at a party and you see them going home with someone you saw them match with on Tinder. <ul style="list-style-type: none"> ○ Tell them maybe tonight isn't the night ○ Ask them to go to Agave with you/cook ramen/watch a movie, etc. ○ Join them walking home, saying you were also leaving the party. ○ What would you do if your friend is pretty sober but their Tinder match seems pretty drunk? <ul style="list-style-type: none"> ■ Take your friend aside! use the same strategies that you would use to get your friend out of a situation that they were on the other side of -- ask them to go to the bathroom with you before they leave! ■ Tell your friend they shouldn't hook up with them because they're too drunk. This doesn't have to be confrontational but instead can be a gentle reminder of something they might not have noticed or put together themselves. Normalize this conversation within your friend group ■ Exchange numbers and set up another time to meet when both people are sober ● You are at a party and you see two girls talking across the room. You've never met them before but one of them is clearly uncomfortable. She is pulling away from the 	
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	<p>other and you hear her saying “stop touching me.” You go over and ask the one who seems uncomfortable if she needs help. She looks at you funny and replies with a quick, assured “no.” You leave her alone but continue to notice she is uncomfortable and the girl she is with is trying to get her to leave the party.</p> <ul style="list-style-type: none"> ○ Try to find a friend of theirs to intervene <ul style="list-style-type: none"> ■ Get either of the people’s friends to get involved and help out ○ Ask them where the bathroom is / if they can show you where it is ○ Ask either party to help you find your coat ○ Find the host and have the host intervene. They can offer to give them a tour or do something else to disrupt the situation 	
	<p><i>Come back together and have each group read the card and explain what they discussed (how they would intervene and why they chose the examples they did). Open the discussion to the remainder of the group.</i></p>	
	<p>Policy, Resources, and Options - Seeking help from the College</p>	
	<p>Remember that you can always find more information about support and resources at the Office of Equity, Diversity, and Inclusion website. They are here to help support students who experience harm, and to make sure that students understand the college policy.</p> <p>On the website you can find links that show you what consent is, how to file a report, and what resources are available along with lots of other valuable information.</p> <p>You can also seek support directly from the Title IX Coordinator, Becky Mosely by speaking to her in her office in Carnegie 204.</p>	<p>[SLIDE]</p>
	<p>Checking Out</p> <p>At the end of the training, thank everyone for their attention and acknowledge that this is a <i>lot</i> of information for a limited time frame. Many of the concepts take some time to grasp and that is okay because this is an ongoing discussion.</p> <ul style="list-style-type: none"> ● Pass out evaluations. Explain that PRSM is available for questions about the Policy 	

	<p>and resources, and other things this training may have brought to mind.</p> <ul style="list-style-type: none">• Talk about what else is in the workbook• Let group ask questions if they have any.• Go around circle and say one thing you will take away from the training.	
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