

**Additional Notes: IHEC Bystander Intervention Train-the-Trainer
April 3, 2012**

Scenario Group Discussion

The group developed a scenario focused on social media and it was added to the "ScenariosIHEC" document.

Video Group Discussion

The group would use two videos:

1. "BK Part 1" (Dateline, Brother's Keeper) → Facilitation Questions
 - a. What are your thoughts?
 - b. What would you do?
 - c. What might be different today versus when the scenario occurred?
 - d. What do you believe the onlookers were feeling?
 - e. What actions would have made an impact?
 - f. What would a person have to lose if they step in?
2. "Purse" PSA from values.com → Facilitation Questions
 - a. How realistic is this scenario?
 - b. Could you see yourself taking such actions?

5 Decision-Making Steps Group Discussion

This group would start with the "Awareness Video" (URL provided in PowerPoint training) to introduce the 5 Steps. The group would have students act out a scenario for the larger group (role play) and use a "STOP" card to stop the action at different Decision-Making Steps.

The group also discussed using a scenario from the "snowball" activity for discussion. "We do not often get 'do-overs' in life. If you can have a 'do-over' for this scenario, what would you go?"

The group also proposed the idea of having a video of people (students) discussing how they took action and how they used the 5 Decision-Making Steps. The people in the video can highlight the positives of their actions and/or decisions.

Large Group Discussion

- The group would like to see a visual or other representation of the 5 Point Formula that illustrates the fluid nature of these points. Each point can be in a conversation with a friend...but the points are not necessarily linear.
- Students may discount the 5 Point Formula because it does not seem natural or for a "normal" conversation. Students may interpret the 5 Points as a more rigid structure and try to implement it "as is" without guidance for adapting the concept to fit a conversation.
- Students need guidance or "hooks" for starting a difficult conversation with a friend.
- Training needs to recognize that the friend may be defensive or resistant to a conversation about his/her behavior.
- Students may benefit from the opportunity to practice conversation starters or "hooks". It may be beneficial to use less intense scenarios for practicing...and then lead to more serious conversation topics. One idea is to use song lyrics and ask students to respond to song lyrics with conversation starters.

- Idea to use clickers with students to dispel perceptions versus reality
- Create a different/new video that is scripted by actors and in which the ending of one of the earlier video scenarios/stories is changed to show bystanders intervention or taking action.

Additional Resources Shared During Training

- Sticky Wall: Technology of Participation or purchase the fabric (parachute type material) from a fabric store and have someone finish the edges. Spray one side with spray adhesive following instructions.
- Bystander Intervention Playbook: stopabuse.vt.edu
- Brief videos (public service announcements) that may offer examples of bystander intervention: values.com (showed "Purse" example during training; discussed "Crosswalk" example verbally during training)
- Scenarios for Certified Peer Education Training are examples of role plays students can act out for larger group discussion.
- A suggestion was made to incorporate clickers into a student training as a way to gauge reality versus perception among students (what would they do v. what do they believe they would do, etc.)
- Could there be a video with different outcome options? What would happen if...? And what if...?