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Sexual Assault Bystander Training Curriculum Development Template

This template is one example of how to create an effective bystander intervention training for specific communities. This process was used at Oasis Youth Center in Tacoma, WA. Oasis serves LGBTQ youth ages 14-24.

Overview - The steps to creating a Bystander Intervention program

1. Research and gathering information
2. Initiate the workshop series
 - a. Foundations
 - b. Five Steps to Intervening x 2
 - c. Scenarios
3. Evaluate
4. Do it again!

The first step in creating a Bystander Intervention is research and more research! You will need to:

1. Conduct a needs assessment - what do people know and what do they want to know? See Attachment A.
2. Gather statistics and information about sexual violence and assault in your community
3. Research other Bystander Programs and see what you can use. Step Up is very useful because it is basic and free, which makes it easily adaptable. (<http://www.stepupprogram.org/facilitators/training/>)
4. Create a plan for your community's curriculum and invite leaders in your community to take part in implementing the plan. This could result in an elder who convenes the conversation, or a group of youth who agree to show up and learn more.

Session One. Foundations

1. Get Buy In! Make this as interactive as possible.
 - a. Adults and Youth come up with a Mission Statement-
 - **example:** *OPEN! serves to empower youth to become leaders and teachers at OASIS and in the community. We do this by educating, providing tools with which we can all take action, and providing the space for individuals to use their personal assets to contribute to sexual assault prevention in the LGBTQ community.*
2. Root Causes/Basic Information.
 - Talk about what sexual assault is, get a definition that everybody agrees on.
 - Facilitate an activity to help participants come to an understanding about the root causes of sexual violence/ assault in your community. An example of a root cause activity is here: <http://www.doe.mass.edu/sda/>

[ucd/walk/17.0.pdf](#)

3. Consent Activity.

- What does sexual consent mean in your community? What are the cultural, spiritual, and other components of our identities that we can integrate into how we talk about consent? Consent activities are online at WCSAP at <http://www.wcsap.org/prevention-tip-consent-what-i-got>

4. Information that is relevant to the youth that you serve.

a. Statistics about sexual assault in your community

- **example:** *between 50-60% of homeless youth identify as LGBTQ, nearly 100% of homeless youth are sexually assaulted.*

b. Anecdotes/ myths about harassment/sexual assault in your community.

- **example:** *sexual violence in the LGBT community is often initiated as a hate crime because of one's LGBT identity.*
- **example:** *people are gay because they have been victims of sexual assault.*

Sessions 2 and 3. Five steps to intervening, the good and the bad

1. What is the Bystander Effect?
2. S.E.E.: Safe, Early, Effective. (<http://www.stepupprogram.org/>)
3. Go through 5 steps to Bystander Intervention, have youth identify roadblocks specific to their personalities and situations. (See 5 steps to Bystander Intervention handout in Attachment B).

Session 4. Scenarios.

1. Have youth write scenarios for their community. Come prepared with at least 3 of your own. What are the situations in which people are most challenged?
2. Practice scenarios with the group. Come up with several outcomes for each situation. Talk about what is effective and what isn't. Discuss people's concerns and fears regarding peer pressure and fitting in.

Evaluation

How will you know if your new program is successful? How will you know what to improve upon from workshop to workshop?

The "W.K. Kellogg Foundation Evaluation Handbook" is one example of a useful and free handbook for non-profit program evaluation. It is available for download at <http://www.wkkf.org/knowledge-center/resources/2010/W-K-Kellogg-Foundation-Evaluation-Handbook.aspx>.

Attachment A

A participatory needs assessment is a system of collecting information about a perceived organizational or community need. A needs assessment can include:

- Focus groups
- Surveys
- Interviews with key clients and/ or organizational leaders

A needs assessment can help you answer the following questions:

- What is the perception of sexual assault/ violence in our community?
- What information/ training are people telling us they need in order to prevent or intervene in situations of sexual violence?
- If we had this training and skill set, how would that change or empower our community?

A needs assessment can help:

- Provide information about why a bystander intervention is needed in your community
- Inform you about the next step in the process
- Start the conversation and get buy-in from future participants

Attachment B

5 Steps to Bystander Intervention

adapted from <http://www.stepupprogram.org/>

1. Notice the event

a. Challenges to step one

1. People/events create distractions
2. We do not want to notice.

2. Interpret the event as a problem

- a. Challenges to step two-
 1. sometimes it's not clear if people need help
 2. we tend not to help if other people don't see something as an emergency
- b. Strategies for step two-
 1. Investigate in ambiguous event further.
 2. Ask others what they think
 3. Be aware of peer pressure and be prepared to react to it (choose to be respected more than liked)

3. Assume responsibility

- a. Challenges to step three
 1. Diffusion of responsibility-the more witnesses the less responsible we feel
 2. People are more likely to help those who look like them... Homeless people or drug addicts are often ignored as people who get what is coming to them. How does this effect gay or trans people regarding assault?
- b. Strategies for step three.
 1. Don't assume others will help
 2. State your intention to help, and decide whether to intervene later.
 3. Enlist other people to step up as well

4. Have the skills to intervene

- a. Even if people execute steps 1-3 well, they may still not know how to help.
- b. Know ways to help directly and indirectly. Practice these ways and be prepared. (We will go over this more in depth)

5. Take action!

- a. Challenges to step 5.
 1. People may interpret the costs as too high. (It may be dangerous, they may fear what people think, etc.)