

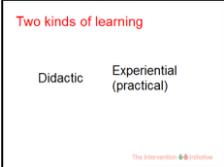
SESSION SIX (6 of 8)

Objectives for this session:

- To develop familiarity with intervention strategies
- To feel safe and comfortable practising intervention behaviours
- To practise intervention behaviours (from scripts) in order to be able to intervene 'in real life'

Session plan ONE HOUR to one and a half hours

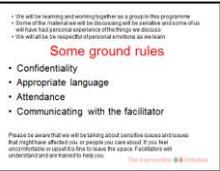
Time allocation	What you need to know as facilitator before the session begins	Resources for this session
One hour to one and a half hours	<p>You must have read the 'Good facilitation' resource: http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Good-Facilitation.pdf Be prepared with your own preferred icebreakers – many helpful resources are available and some are listed in the “good facilitation” guide. Make sure you have also read the “Successful Role Play” guide located under Guide to Good Facilitation at http://www2.uwe.ac.uk/faculties/BBS/BUS/law/Law%20docs/bystander/toolkit/Guide-to-Good-Facilitation/Successful-role-play.pdf</p>	<p>Powerpoint slides (optional) White board / flipchart / pens Handout – Unconscious on sofa scripted role-play - 4 versions. You will need all 4 versions and several copies of each depending on the group size Handouts - printed handout notes to accompany presentation if using Handouts – if you are not running straight on from session 5 you will need copies of the intervention strategies and interventions options chart from session 5</p>

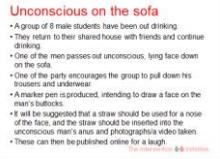
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
1 min	introduction	Over the course of the last five sessions together, there has hopefully been a lot of thinking and learning going on. We have learned a lot of facts about how to intervene. But mostly the learning has all been in our heads – it has been theoretical.		Slides – 1 and 2 
2 mins	experiential vs didactic learning	The aim of this programme is to give you the skills to move from here – [referring to the green person thinking about intervening] - [Click to animate] – To here – making a successful intervention.		Slide 3: “I want to intervene” (animated slide) 
		The final part of this programme is going to focus on building your skills for being active bystanders. You could learn about these skills by listening to a presentation, or reading lists of helpful words to use when you want to intervene – and I will be giving out hand outs with suggestions for helpful words and phrases. But these are all examples of only one kind of learning – didactic learning. When we think about developing skills, any kind of skills, we know that as well as didactic learning we need experiential learning. In other words, learning by doing. We know that sometimes people say they wanted to intervene in a situation but they were nervous and felt they didn't know what to say or how to say it, so they kept quiet and regretted it.		Slide 4: two kinds of learning 

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		<p>This programme recognises that ‘knowing what to say’ in theory is only one step, and to develop confidence that it will be ok, people need to have the chance to practise saying the words out loud so that they come naturally.</p> <p>Learning specific communication skills is very similar to learning other kinds of skill. Nobody can learn to play tennis by listening to lectures, reading about it in books and watching clips of tennis players on YouTube. To be a good tennis player you need to get out there on the courts and learn what it feels like to hold a racquet, to hit the ball and interact with the person you’re playing against. Similarly, if you wanted to perform a song in a talent contest, you’d want to learn the song beforehand, not just by watching other people singing it but by practising, yourself.</p> <p>And so in the next three sessions we’ll be focussing on practising intervention skills. Today we won’t be improvising or having to think about what we might do or say in the kinds of situations that need an intervention. We’ll be working from some scripts that have already been written for us which give us a model for successful intervention.</p>		
	Confident communicators vs confidence gaps	We’ll be practising how the words flow and what it feels like to be in an active bystander situation. Just like preparing to play in a tennis match or sing a song to friends, you’ll be learning and rehearsing skills so that when you find yourself in a situation that calls on you to act, you will be really confident and familiar with what to say and how it feels to be an active bystander.		

Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
		<p>You are all confident and skilled communicators already in your everyday lives. You all also have experience of negotiating, managing conflict, putting your point of view across. In this session and the ones that follow we're going to take advantage of all the research that has been built up over time to find and practice the most effective and safe ways to be active bystanders.</p>		
1 min	Acknowledging anxiety	<p>In further sessions, we'll be developing your skills to think on your feet and use your own words in interventions. But before we start on today's practice, it's really important to make sure everyone is relaxed and comfortable with doing some role-play.</p>	<p>Your skills as a facilitator are absolutely key here. Setting the scene for a 'safe space' for participants to practice and develop their communication skills relies on them feeling comfortable and that they can trust you to guide them. People can feel anxious, awkward or reluctant to take part in role play but with your help participants can overcome these worries and enjoy the practical process of learning intervention skills.</p>	<p>Slide 5: Stages</p> <div data-bbox="1767 528 1995 699" style="border: 1px solid black; padding: 5px;"> <p>Stages</p> <ul style="list-style-type: none"> • Safe space • Scripted roleplay • Improvising <p style="text-align: right; font-size: small;">The Intervention Initiative</p> </div>
1-5 mins	Creating a safe space for learning – acceptance of value of role-play	<p>Let's start by talking about role-play and how you feel about it. Does everyone understand from what I was saying earlier, why it's a really important part of this programme to rehearse and practise out loud strategies for intervening?</p> <p>[if yes] That's good, we're all agreed. Now let's look at what we need to do to make everyone feel comfortable and get the most out of the session.</p>	<p>Hopefully you will have agreement but if there are very resistant participants who say they don't "see the point" of role-play then make space for discussion here. You might want to ask how many in the room could put their hand on heart and say they are confident that they are ready, now, to intervene the next time they find themselves in a situation – use an example e.g. seeing a friend verbally abuse their partner; challenging a friend who's told them about plans to coerce someone into sex after a party.</p>	

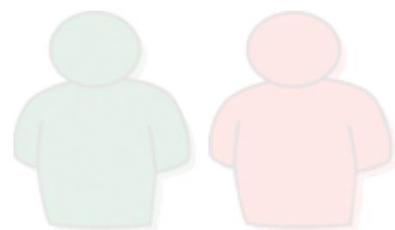
Time allocation	Focus / Activity	What to Say	What you need to know as facilitator – info only	Resources
			<p>If there is someone who feels they are fully confident, welcome this and point out that others in the group are not at that stage yet, and would benefit greatly from observing their skills.</p>	
2 min	Addressing anxiety	<p>When I say “role-play” to you, how does it make you feel? [Expecting: anxious, worried, negative, embarrassed, fake, babyish – you can write suggestions on the whiteboard if you like]</p> <p>You are not alone! Many people don't like to feel they are being asked to perform in front of others and that's perfectly normal. Remember that this is a skills training session. Some students and business people (medical students, dental students, management trainees) have to learn communication skills before they can qualify and get promotion. They do this using role-play because it's a very effective way of learning. The difference is, at the end of their learning they are assessed or graded and will have to 'pass' an assessment in order to be promoted or appointed.</p> <p>In this programme, nobody will be judging or recording our role-play sessions. They are purely for your benefit. Everyone's going to practise together and we know from feedback that it can feel like a weird thing to do at first, but in fact people really enjoy and benefit from this part of the programme.</p>		Optional - whiteboard

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1 min	Safe space – ground rules	<p>We've been starting all our sessions by remembering the ground rules for this programme. The most important ground rule for today is Confidentiality – this is a safe space and we keep everything we talk about here between ourselves. Also we use appropriate and respectful language between ourselves. Some of the language in the role-plays is quite fruity – it was written by students! – but don't feel obliged to use words or phrases that you're not comfortable with.</p> <p>Another useful rule for when we do group work is to make sure that the environment is a supportive one. If you are working on a role-play with others, make sure that any feedback that you give is positive and constructive.</p> <p>Today we're going to be looking at a role-play script about sexual assault. Many of us have experienced sexual assault, abuse or rape and most of us will know someone close to us who has. We know that role-plays are a really powerful way of learning how to be a confident bystander but we don't want anyone to feel that they have to take part in a role-play that could be upsetting. If you think you need to leave the session now or if you need to leave the session at any point later, please contact me / the course leader immediately afterwards to let us know how you are and so that we can give you support. Also remember that the handouts from session 2, which are also available online by searching for "Intervention Initiative", have details about help and support.</p>	Note the content warning here	<p>Slide 6: our ground rules</p>  <p><small>• We will be meeting and working together as a group in this programme • Some of the material as well as the facilitators and the students of us will have had personal experience of the topics we discuss • We will all be responsible of personal emotions as we learn</small></p> <p>Some ground rules</p> <ul style="list-style-type: none"> • Confidentiality • Appropriate language • Attendance • Communicating with the facilitator <p><small>Please be aware that we will be talking about sensitive issues on occasions that require you to be respectful and aware of your own confidentiality or capacity to leave the space. Facilitators will understand and act on any feedback.</small></p>

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15 mins	First scripted role-play – “unconscious on sofa”	<p>So now we’re ready to look at a role-play script. I’m going to hand out a script that’s been written, based on a real event that happened among students in Italy. It ended in tragedy. There was a court case and all the perpetrators were convicted of sexual assault with prison sentences. The victim later committed suicide.</p> <p>What we are going to do here is take a look at the process of a bad event unfolding, and we’re going to look at different points at which some of the bystanders could have intervened, in different ways.</p> <p>Thinking about points of intervention that we looked at in the last session, if you were present here where are the key points that you could intervene? And what could you do?</p>		<p>Slide 7: Unconscious on the sofa [animated slide]</p> 
		<p>There are several intervention points, at the time of the event and also afterwards. Let’s remind ourselves of some of the techniques for intervention and think about what might work in a situation like this.</p> <p><i>Go through each intervention point and ask: What would or what could you do here? What type of an intervention would it be?</i></p>	You are consolidating their knowledge encouraging students to identify and use actual examples of interventions so they can become familiar with and adopt a range of options	<p>Slide 8: unconscious on sofa with red asterisks</p> 
	Reminder: bystander techniques			<p>Slide 9: bystander techniques</p> 

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20 mins	Role-play	<p>We're going to divide into smaller groups and each group will read through the scripts that have been written with interventions</p> <p>The instructions are on the role play. Make sure you indicate the intervention points and the type of intervention first and then discuss in your group</p>	<p>If you feel that the participants need warming up, choose a short ice-breaker/warm-up exercise (see Good Facilitation guide).</p> <p>Now divide the room into small groups, give scripts to students so that each group has one of the 4 scripts. One student plays the role of bystander. Another student plays the main abuser. Tell them to read their script and practise the role play in small groups. As facilitator, you might want to take on a part in the first role play - after 5 minutes go around the room with each group doing their role play to the room – they will need to start by setting the scene, reading the text from the grey box.</p> <p>Ask the groups to swap role-play scripts with others until everyone has taken part in a role-play. If you have a booklet then all students will have all roleplays and you will not need to pass them around.</p> <p>After that, give and encourage positive feedback, and ask for contributions from each group concerning the 'discussion points' on their scripts.</p>	<p>Handouts: Unconscious on sofa scripted role-play (4 versions. You will need all 4 versions and several copies of each depending on the group size)</p>
If time	Other scripted role-plays		<p>Make sure you leave time at the end for positive group feedback and planning for the next session</p>	

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5-10 mins	Debrief – discussion.	<p>Well done everyone, you worked really well on these scenarios.</p> <ul style="list-style-type: none"> • Did you enjoy the experience? • What did you find difficult? • Did doing the role play help you to develop a deeper understanding of how to intervene? • Were there any particular points that you found especially difficult that you would like time to work on next time? 	Use feedback to shape the next session – you can develop extra scripts or focus on specific scenarios based on the feedback from participants concerning the skills they would like to practise.	
		Next time we will go through some more role-plays based on common experiences in student life and we'll have the opportunity to develop intervention skills further.		



Intervention Initiative