UK101 & UK 201 BYSTANDER INTERVENTION LESSON

The purpose of this session is to empower UK students by providing them with strategies and techniques of bystander intervention in a variety of situations that are both common and problematic for college students. Students will learn how to handle these situations in a responsible and productive manner. They will also learn what campus resources can be used for support.

This session was developed by representatives from Fraternity and Sorority Affairs, the Violence Intervention and Prevention Center, Residence Life, Student Involvement, and Substance Education & Responsibility.

In-Class Discussion

- **Introduction to the content** (5 minutes)
  - Convey the importance of this subject.
  - “Raise your hands if you or someone you care about has been negatively impacted by alcohol or drugs? Relationship violence? Discrimination? Hazing? Sexual assault?”
  - “The subjects we are going to talk about in this class may make some of you uncomfortable. It may hit on a personal experience you’ve had in the past. What is important is that this class is a respectful and safe environment. Any form of disrespect will not be tolerated and you will be asked to leave class and receive a zero for the day and for this assignment.”

- **Group scenarios** (Before class, cut scenarios on page 3 into five slips of paper so that you can give each group one scenario.)
  - Divide the class into five groups
  - Randomly give each group a scenario on one of the following topics:
    - Alcohol & Other Drugs
    - Residence Life
    - Diversity and Inclusion
    - Hazing
    - Violence Prevention
  - Groups will then discuss the following: (10 minutes)
    - What would be the responsible and productive bystander response?
    - What are some barriers that would prevent someone from intervening?
  - Each group will have the opportunity to briefly present their findings to the class.
    (30 minutes)
    - If necessary, the peer instructor will use the Information sheets to inform the class of the suggested bystander responses and the associated offices in case of emergency or concern.
In-Class Reflection Paper (or can be homework assignment)
All people experience times in their lives when they have the option of being an active or passive bystander when they see or hear something that they believe negatively impacts another person or group of people. Please write a one-page paper that describes a time in your life where you either chose to take action or did not take action.

If you chose to take action, why did you do so? How did you feel before intervening? How did you feel after intervening? If the same scenario presented itself, would you make the same decision? If not, what would you do differently?

If you did not take action, what prevented you from doing so? How did you feel after the incident and you did not intervene? If the same scenario presented itself, would you make the same decision? If not, what would you do differently?
**Abusive Relationship Scenario**
Your friend Chris has been dating Alex for around five months. Since they started dating, you noticed that Chris’ personality changed. Once friendly and outgoing, Chris is now quiet and a little withdrawn. Chris only hangs out with close friends when Alex isn’t around and becomes very nervous if Alex shows up. When you ask if there is a problem in the relationship, Chris becomes very defensive and shuts down.

Even though you have never seen signs of physical abuse, you have heard Alex use extremely hurtful words and yell at Chris. When you ask about these incidents, Chris tells you it’s no big deal and Alex was just responding to Chris being “overly dramatic.” What do you do? What are some campus or community resources that could help you?

**Power-based Personal Violence Scenario**
You are at a party and you see a classmate – who is obviously intoxicated – being pulled up the stairs to a designated room. Although you don’t know the relationship between the two people, something just doesn’t sit well with you. What do you do? What are some campus or community resources that could help you?

**Alcohol Scenario**
You go to an off-campus party with around five other students, some male and some female. About twenty minutes into the party, you notice one of your female friends is acting odd. She is having trouble walking and is rambling, but you can’t figure out what she is talking about because her speech is slurred. You know she didn’t pre-game before going to the party and has only had one or two drinks. All things considered, she is acting way too drunk! You think she may have been drugged, but you don’t know for sure. What do you do? What are some campus or community resources that could help you?

**Diversity Education & Community Building Scenario**
In the residence hall you witness friends saying very negative and discriminatory things about another student who lives in the dorm. In addition, your friends use phrases like “retarded” or “gay” when referring to things they don’t like. What do you do? What are some campus or community resources that could help you?

**Hazing Scenario**
You have a friend who is brand new to a student organization. You have noticed that since your friend joined, she is consistently tired and has started to slack on homework. In addition, you have noticed that hateful and harassing messages about your friend have been posted on Facebook and Twitter by older members of the organization. Your friend is obviously stressed out about this, but when you ask her about her thoughts, she won’t talk about it. What do you do? What are some campus or community resources that could help you?
Discussion Topics and Responses for Peer Instructor to Add (if students don’t mention)

Diversity Suggestions:
- Intervene and point out that no one should discriminate against people as a result of any characteristic or social identity. Also inform students that using words like that without thinking can hurt those whom they may not intend to hurt.
- Make sure you report this situation to the RA or the Resident Director.
- Follow-up with your friends to see if they plan to challenge themselves while at UK.
- Do not give up on those friends! Try not to judge them, but assist them in understanding the benefits of getting to know others who are unlike them.

Alcohol Suggestions:
- Take a look at your friend’s drink. If it is cloudy (dark drink) or has a blue/green tint (light drink), it may have been drugged.
- Do NOT try to taste what she has been drinking to see if you can tell!
- Escort your friend out of the party and call 911 as soon as possible!
- If asked questions by the EMT or police, be as straightforward as possible with regard to your actions for the night. It will help them assist your friend much quicker.

Abusive Relationship Suggestions:
- Be non-judgmental and express your concern for your friend.
- Know and share campus and community resources with your friend.
- Continue to check-in and interact with your friend.
- Get support for yourself as a friend.

Power-based Personal Violence Suggestions:
- Text your friend to come help you.
- Go up to your classmate and ask him or her to come with you; then walk them home.
- Tell the person pulling the student up the stairs that his or her friend is looking for him/her.
- Whom do I contact if I see or suspect interpersonal violence?
  o University of Kentucky Police Department
  o UK Violence Intervention and Prevention (VIP) Center
  o Lexington Metro Police Department
  o UK Counseling Center

Hazing Suggestions:
- What is “Hazing”?
  o According to the University of Kentucky Code of Student Conduct, Article II, Section 8h:
    ▪ “Hazing by any action taken or situation created, intentionally or recklessly, whether on or off University premises, to produce mental or physical discomfort, embarrassment, harassment, or ridicule. Such
abusive activities and situations may include, but are not limited to the following: illegal or harmful use and/or forced consumption of food, alcohol or drugs; paddling in any form; creation of fatigue; personal servitude; physical and/or psychological shocks; wearing apparel which is conspicuous and not normally in good taste; engaging in public stunts and buffoonery; degrading or humiliating games and activities; sleep or food deprivation; any meetings which unreasonably interfere with scholastic activities; and/or any other activities which are not consistent with the regulations and policies of the University of Kentucky.”

- How do I report hazing?
  - If you see or hear about hazing taking place, report it to the appropriate campus administrator (e.g., Office of Fraternity and Sorority Affairs, Campus Recreation, Student Involvement, etc.).
- Keep making attempts to talk to her about it. Let her know that these behaviors done by the older members are not acceptable even if she won’t admit that it is hazing.
- Every student organization has a supervising office. Encourage her to talk to an administrator out of that office about the issue. Offer to go with her as a source of support.
- Keep a close eye on your friend. Hazing is unhealthy on emotional and physical levels.