

OREGON PEACE INSTITUTE



BYSTANDER INTERVENTION CURRICULUM

Assembled and contributed to by Jennifer Tenorio

"We're about to go through a very hard time. Things are happening, the world is changing. We need to remember that this is supposed to be a city where people can be safe, where children can play, where laughter can grow and where love can take roots in the soil."

"It's going to take us standing together as a community if you want that to be the Portland we live in. There are a lot of different issues that we need to tackle. But we can't attack any of those issues head-on until we at least know we can be safe in our streets from violence and hatred."

-- Micah Fletcher, survivor of 2017 MAX stabbing

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This work matters

On May 26, 2017, three men were stabbed on the Trimet light-rail after intervening to stop a man who was yelling racist remarks at two young Muslim women. This event, which left two of the men dead, increased the call for training in Portland. Specifically, for training on how to safely and effectively use conflict resolution skills as bystanders in hateful scenarios. The Oregon Peace Institute has stepped up as an organization that can house a platform for training our community on how to be the best conflict resolvers using proven bystander intervention techniques.

Bystander intervention is getting involved before violence or harm can occur. Training on bystander intervention (as well as first aid, conflict resolution, and cultural understanding), will teach people to react, despite other people's lack of reaction. It will also teach people not to assume someone else is going to help (Sparrow, et al, 2008).

Using this Curriculum

Oregon Peace Institute has requested a detailed, fluid, and dynamic curriculum to best address the needs of the community. This project has been interactive and dynamic, and will continue to incorporate changes requested by Oregon Peace Institute as it grows and establishes itself in this field.

This curriculum includes an emphasis on how to best train adults, and how to engage the population you are working with prior to each training in order to best assess their needs, and the desired outcomes from the training(s).

This manual is unique as it is focused on community trainings given by O.P.I. in short one or two day sessions, rather than traditional classroom courses of study.

The design of this manual aims to lay out the information for the trainers, but can be used in whichever format best suites the trainer and their audience. The idea is that this is a comprehensive understanding of bystander intervention, and the trainer can chose the material that best suits the audience they are working with, as well as the time they have available. In all, there is about 20 hours of training material, broken out in modules.

Module	Training Format	Time needed
MODULE 1: Team Building & Groundwork	Discussion, Dialogue, & Reflection	1- 3 hours
MODULE 2: Bystander Intervention	Lecture & Discussion	2 hours
MODULE 3: Bearing Witness	Lecture & Discussion	1 hour
MODULE 4: The C.L.A.R.A. Method	Lecture & Role play	2 hours
MODULE 5: Understanding Yourself & Your Triggers	Lecture, Discussion, & Dialogue	2 hours
MODULE 6: The Act of Intervention	Lecture, Discussion, Dialogue, Role Play, & Reflection	2-3 hours

MODULE 7: Empathy	Lecture, Dialogue, & Reflection	1-2 hours
MODULE 8: Understanding Implicit Bias	Lecture & Dialogue	1- 2 hours
MODULE 9: TOOL BOX	Lecture & Reflection	1 hour
MODULE 10: Role Play & Scenarios	Role Play, Discussion, & Reflection	2-3 hours

Needs Assessment: Fulfilling the needs of the community

These are the initial motivations and hopes O.P.I. shares about building an improved training program on bystander intervention:

- O.P.I. desires to offer a training that doesn't exist right now. At the time of this writing, there was only a 'one-size-fits-all' structure of training, but the fact is our communities don't all have the same needs.
- O.P.I. wants to create a collaborative process where the goals and motivations for training any group of people are specifically defined together ahead of time.
- O.P.I. desires to build a community where violence is not tolerated and people help one another.
- O.P.I. desires to create dynamic trainings that allow for appropriate modifications based on *who* is in the room. O.P.I. recognizes people will bring personal experiences, ideas, and identities to each training, and in such, wants to create a safe space to talk about race and privilege.
- O.P.I. believes we can build a community where more people are courageous enough to intervene to prevent violence and harm.

O.P.I. has also identified challenges to this kind of training, including some that have already been experienced in training, and are included below for thoughtful reflection. O.P.I. wants to identify, name, and work on these challenges, returning to them regularly to continue to improve and increase the positive impact on the community. Some of the challenges we have discussed at the time of this writing are:

- Does giving people [who operate in the dominant paradigm] a set of skills to act as bystander interieners just make them feel more comfortable with their privilege? Even if that is true, O.P.I. believes that for the most part, the skills also give people knowledge they have some control of a seemingly uncontrollable situation.
- How well people understand themselves will affect their ability to do this kind of work, both physically, and emotionally. It will be important to teach people to understand the

way they look (gender, race, size, presence) is a factor that interacts with the dynamic of the situation. Furthermore, knowing your emotional limits and building skills to set aside your own triggers when intervening for someone else (Tolan & Lendrum, 1995).

- People might never use these skills in intense bystander intervention scenarios, but conflict resolution and de-escalation are still valuable life skills that can be used in everyday conflicts.

Challenges experienced

<i>What Happened</i>	<i>What we learned</i>
We have held classes with the majority of the room coming from dominant paradigm. We have usually had at least one or two more diverse people present. Depending on the material, they can and will feel targeted.	Understanding Diversity in the room, and adequately addressing and celebrating it at the start, is important. Naming things such as, ‘in this room we all come from different backgrounds, experiences, religions, ethnic identities, cultures, and all of our experiences are important.’ This allows for an open acknowledgement of what we can see.
During the “Waterfall” exercise - some people were not ok with the fact white people were yelling at people of color. One of the trainers, Alison, recognized and stopped the training. She named what she saw: “some damage was done here - some people experienced trauma, and we should talk about it.”	These trainings are meant to be uncomfortable, but not unsafe. Give voice to the people who are hurt, give them space to talk about it and share. Also, in these moments, a person of color on training team addressing issues of oppression will be better received.
One time a participant from South America wanted to explain why people wear masks in his experience. The trainers let him speak but then asked us all to continue on with training. This upset some people in the room, as it felt like he was brushed off a bit.	We have to stop and talk about things that are upsetting people. Allow a small amount of time to create understanding about a cultural difference, but then encourage participants to understand how that differs from what we are trying to show in the training.
At times, there has been a general stumbling from trainers, and need to read from notes or follow notes.	Preparation matters. Nervousness is going to present issues with staying on track, so know the agenda and material well.

Timing. You will either have too much or not enough.	Practice is essential, as is an agenda (which you may need to stray from slightly based on the needs of the group). Set realistic ideas of how long something will take. Don't rush through things, but also don't let them run so long that you don't have time to debrief.
Some community groups are specific to gender or race or religion. There was specifically a room of all women participants. (This was known going into the event, as it was a women's group requesting the training.) Adam, as a male, was ultimately uncomfortable with having been a male and leading this training.	Alison Allen-Hall was also present as a co-trainer, which was valuable for this group. Having a diverse group of trainers will authenticate and improve trainings.
Training with 40+ people of color. Only 4 people were white, but the trainer was white male also (Adam).	In training prep, try to think of who will be in the room. How can we be inclusive instead of exclusive? One way is to name it. "I am a white man and this is my experience - I am trying to give you tools that are universal, but I invite more experiences to be shared."
When we did the training for staff of East Metro Mediation, they brought skill set that was valuable: professional mediators!	Lean on the experience in the room - Build on it and challenge them to see how their skills can be used in diverse situations, and how to change them to be effective in situations outside of normal mediation settings.

Agendas

The agenda should be drafted and shared with other trainers at least a few days prior to the training. The agenda should reflect the goals of the group you are working with - for example, if the group will be mostly strangers, the agenda should include emphasis on team building in the start of the training. The agenda will also depend on the time available for the training session. Below are some example timelines to be used in agenda creation.

2 hour training example:

- 15 min - Introductions & expectations
- 30 min - Orientation to intervention
- 30 min - Coping with stress and triggers
- 15 min - Principles of intervention - the 3 D's
- 20 min - Role play
- 10 min - Final reflection

3 hour training example:

- 15 min - Introductions & expectations
- 15 min - Team building, authentic connections
- 30 min - Orientation to intervention
- 15 min - CLARA centering process
- 30 min - Coping with stress and triggers
- 15 min - Principles of intervention - the 3 D's
- 15 min - Do's and Don'ts worksheet
- 45 min - Role play and debriefs
- 15 min - Final reflection

Agendas that have been used previously by O.P.I. are also included as addendums at the end of this manual.

Understanding Adult Learning

Scholars and philosophers alike have proven adults learn differently than children. In order to best meet the educational needs and desires of adult populations, the study of adult learning, known academically as andragogy, was created, essentially fathered by Malcolm Knowles. His main points, listed below, are meant to guide educators of adults to construct curriculum that is most effective. They have been studied at length and are broken down across the literature in a variety of ways (Knowles, et al, 2015; Taylor, et al, 2014; Loeng, 2017; Houde, 2006). Below they are listed, and then briefly described. In-depth details can be found in the attached literature review and should be studied by trainers.

1. **The need to know** (*Adults need to understand why they are learning something.*)
2. **The learners' self-concept** (*Adults are independent and self-guided, we choose what we want to learn, and want autonomy over the learning experience as well.*)
3. **Role of learners experience** (*Adults have more life experience, and as such bring more into the room.*)
4. **Readiness to learn** (*Adults are willing and desire to learn in order to be successful at specific tasks or life stages, and apply this knowledge immediately.*)
5. **Orientation to learning** (*Adults learn better when skills are presented in a way that shows relevance to everyday life, in both title and application.*)
6. **Motivation** (*Adults are motivated by internal success, such as improved quality of life, just as much as external success, such as job promotion.*)

Transformative Learning

Another approach to the field of andragogy is Transformative Learning (T.L.). T.L. is based on the idea that we can and should discuss alternate points of view, rather than just teach on a single truth. It is also about actively participating in the subject at hand. This means providing space that allows for students to safely present ideas that can be discussed without

judgement. It also means creating space for students to share their experiences, dialogue, critically reflect, and be open to change within themselves.

Taylor, et al (2014) breaks down what T.L. aims to provide in the classroom, and how we can foster these elements - paraphrased below in another set of six main points. The similarities to Knowles' main points are significant, but T.L. appears to highlight *tools* for how transformation happens for adults, rather than just the overarching state of the adult learner. These are defined below and further discussed in the attached literature review.

1. **Individual experience** (*adults' experiences are relevant to what they are learning, what can we learn by reflecting on those experiences*). This is the same concept as Knowles' 'Role of the Learner's Experience' above.
2. **Critical Reflection** (*adults have built belief systems based on experiences and surroundings, and the consequences of the belief systems we choose to follow*). This is the same concept as Knowles' 'The Learner's Self Concept' above.
3. **Context** (*how the outside world affects the way learners are engaging with a topic*). This is the same concept as Knowles' 'Orientation to Learning' above.
4. **Dialogue** (*adults learn from discussion, both within one's own consciousness, and with others*).
5. **Holistic orientation** (*using a variety of teaching styles to engage the learner*).
6. **Authentic relationships** (*adults learn better with established rapport among students and teachers*).

Knowles' and Taylor's main points for effective learning can be used essentially as checklists for adult educators and trainers. Each training should therefore consider and track each of these goals. For example, consider the audience, and their need for relating the training to their lives, experiences, and current knowledge base.

Think of creative ways to engage the group using the space and resources you have available. Give students a chance to be creative. Some will want to write in a journal or express themselves artistically, other may need to talk about it, still others may need to meditate or walk around. Our minds are busy and if someone is having a bad day or is not able to concentrate, they may need to reflect at another time to be more productive.

Owning and allowing space, time, and creativity are all options for addressing this. We can encourage students to continue to reflect and engage with the material in their daily lives. O.P.I.'s efforts to educate members of the community include a strong focus on self reflection, and should continue this practice.

A checklist is provided on the following page for trainers to engage with effective education techniques in their planning.

HOW DOES OUR TRAINING INCORPORATE EACH OF KNOWLES' PRINCIPLES?

The need to know	
The learners' self-concept / Critical Reflection	
Role of learners experience / Individual experience	
Readiness to learn	
Orientation to learning / Context	
Motivation	
Dialogue	
Holistic orientation	
Authentic relationships	

MODULE 1: Team Building & Groundwork

Bystander intervention can be triggering and a deeply personal experience for many learners. Setting a space of safety, openness, and vulnerability will allow for a more effective training. Below are some idea of how to talk to your audience in order to set the stage and create a sense of belonging and comradery in the room.

Talk about and name that we are working to build community in this room with these participants. Bystander intervention is about supporting the community you are in and not just apathetically existing.

Setting expectations as a group

Learning from Knowles' principles about adult education, is important for adults to understand why they are learning something (The Need to Know). Educators should begin instruction explaining why the material is valuable to the learner. Adults are not likely to fully process an idea that is not relevant to them, as they might not have the opportunity to practice it, and thus maintain the knowledge. Therefore, an instructor can explain how the new skills can be applied to improve their life. (Knowles, et al, 2015, p. 44).

Here are a few ways to provide a clear picture to your audience and invite them to engage with their experiences and desire to learn:

- “Why are you here today?” Give people in the room an opportunity to express what they desire to learn, including any specific tools and skills they hope to acquire.
- Acknowledging that people showed up and want to be courageous is valuable.
- “Here is what we brought and hope for you to get out of today...”
- What this training is: an introduction on what it means and feels like to be someone who acts. This is about creating a mindset for intervention and formulating a plan of action.
- “Today we will be giving you tools to take with you.”
- What this training is not: a guarantee that you can intervene and everything will go smoothly - training one day will not fix the world, it is about paradigm building. Remind

people that they will not become experts today, but they can begin to learn about taking action, and about how not to make a situation worse.

- We do not use the term victim. We say “targeted person,” so you need to explain and define this early in training.

Possible Team Building Activities

There are many examples of **safe space** creating if we look at mediation and trauma healing practices. Using a multidisciplinary approach to safety means leaning on other disciplines such as counseling, social work, or trauma therapy, and learning these practices to carry into this work. Use this as an opportunity to tap into different forms of learning and connection building. For example, holistic learners might appreciate some form of introductory movement or centering exercises to bring everyone physically and mentally into the learning space. A **holistic** approach is essentially the practice of learning with your whole body (Taylor, et al, 2014, p. 135). Holistic approaches include:

- Yoga or stretching
- grounding participants through breathing exercises
- encouraging authentic presence in learning together
- short meditation exercises to focus us in ourselves and in those around us.
- Dancing
- Laughing together

Let people discuss in one-on-one or small groups for several minutes. Some topic ideas:

1. Share a situation where you have witnessed something that made you uncomfortable
2. Tell each other something that makes you anxious.
3. Talk about what you are hoping to learn today

MODULE 2: Bystander Intervention

BYSTANDER INTERVENTION: AN INTRODUCTORY TRAINING

Bystander intervention training does not need to dive too deep into the history of this subject, but trainers would benefit from understanding how this topic has evolved, so a brief history is included here.

Academic study on bystander intervention started with Latane and Darley in the late 1960's and early 1970's. They note in their findings, "terrifying failures of human compassion" (Latané & Darley, 1970, p. 2). This historical starting point for bystander intervention study came after the attack and murder of Kitty Genovese in 1964, outside her apartment in New York. Thirty-eight of her neighbors admit to hearing her scream, going to their windows, and yet, not one person called the police. As a result of this murder, as well as two other bystander-witnessed violent crimes they explain in their book, Latane and Darley launched a study of bystander intervention that sets the stage for how the academic world understands and studies this phenomenon.

The types of intervention that *most* people will face in a city like Portland, Oregon (the target audience for O.P.I.), will involve disgruntled people, domestic conflict, hate speech, oppression, substance abuse, and mental illness, to name a few. However, most previous study on bystander intervention has been focused on emergency situations, mostly of a violent nature (murder, rape, burglary, etc), followed by studies on bullying, and then some cases of hate speech. All of these contribute to creating a foundation for understanding bystander intervention, but leave us stretching to make some connections to everyday practice at a community level.

Opening:

Ask audience to help define bystander intervention. It might be helpful to write our operational definition for people on a whiteboard or a slide. Then discuss how we will be teaching about it - focusing on supporting the person being targeted. Talk about what this looks like, and what it is not (such as de-escalation 101). If this is a longer training, you might have

time to talk about the **five step process people go through when deciding to intervene**, as identified by Latane and Darley, listed here. Details are in the handout on the next page, and can be discussed in a large group.

1. Notice the event
2. Interpret the event as an emergency that requires help
3. Accept responsibility for the situation
4. Know how to intervene or provide help
5. Implement the intervention decision.

Definitions of other important key messages:

Diffusion of Responsibility:

The more people there are, the less responsibility any one person carries. Sadly, this means, the more people present, the more likely no one will help (Sparrow, et al, 2008).

Bystander Effect:

The *more* people who are present, the *less* likely people are to respond to what could be an emergency situation. The bystander effect not only diffuses responsibility in the minds of the witnesses, it actually allows for people to re-interpret what is happening. For example, someone might think, “If no one else is reacting, maybe nothing bad is happening.” This in turn makes people believe they do not have an obligation to help (Bergman, 1985, p. 6).

Pluralistic Ignorance:

The idea that people follow what they believe are unanimous beliefs of the rest of the group. If no one else appears to be reacting, we don't react either (Sparrow, et al, 2008). This is an intentional act, physically surveying others, and in doing so, choosing not to act because of other's inaction. This social phenomenon is remarkable, as it goes against our cultural and moral norms of helping one another (Latané & Darley, 1968). These studies determined that most people feel shame when they react differently in social situations than most other people. The chances of being wrong, and then ending up embarrassed, can influence a decision to get

involved. There are also other factors that can weigh in heavily on someone's decision to act or not, such as the potential for risk, interrupting a busy schedule, and of course, the assumption someone else will help, so we don't need to.

The next page is a sample handout that can be printed and provided at trainings about bystander intervention.

Handout: What is Bystander Intervention?

The historical starting point for bystander intervention study came after the attack and murder of Kitty Genovese in 1964, outside her apartment in New York. Thirty-eight of her neighbors admit to hearing her scream, going to their windows, and yet, not one person called the police. As a result of this murder, Latane and Darley (1970) launched a study of bystander intervention that they call “**terrifying failures of human compassion.**”

Five step bystander intervention model:

1. Notice the event

The first step to deciding if someone will intervene is recognition that something is wrong. A bystander must ask themselves: “Does this look right? Is someone in need?” People need to be paying attention in order to recognize a situation where intervention might be necessary.

2. Interpret the event as an emergency that requires help

We do not always realize an emergency is happening, or we misinterpret the event. When we see someone stumbling around, we might assume they are drunk or mentally ill, not that they are experiencing a heart attack. Similarly, people who evaluate a situation to be a domestic dispute are less likely to get involved - which is easier than asking if someone needs help.

3. Accept responsibility for the situation

In situations of obvious emergency (for example, a car accident) people are much more likely to step in. The studies showed that the *more* people who are present, the *less* likely people are to respond to what could be an emergency situation. This is called the “diffusion of responsibility,” which states the more people there are, the less responsibility any one person carries.

4. Know how to intervene or provide help

Training on bystander intervention (as well as first aid, conflict resolution, and cultural understanding), will teach people to react, despite other people’s lack of reaction.

5. Implement the intervention decision.

This final step in deciding to intervene is perhaps the most important, and takes the most courage. It means doing something. It means asking if someone wants help even if it is not easy.

A note on self care...

Intervening in moments of conflict is stressful. Training and practice will help with stress, but know your triggers, and limits for safety. Afterwards, engage in healthy practices for self care

MODULE 3: Bearing Witness

One thing we can do as bystanders is bear witness. This means advocating for, validating, and listening to someone's experience, and letting them know they are not alone (you are experiencing it with them). This is about standing up and saying "this isn't right, and I am going to do something about it."

Bystander intervention is about the targeted person's needs, desires, and personal power. It is important to understand bystander intervention is about being there for the person being targeted - giving them an ally.

Here are some talking points for bearing witness:

- Ask the room what it means to bear witness in society. Asking questions of the room allows for dialogue and helps us continue conversation about a specific piece.
- Bearing witness is about **observing the facts** - it is not about your interpretation of what is happening, but your interpretation will ultimately determine whether or not you react.
- **Validation:** give truth to someone's experience, rather than isolation.
- As people who want to intervene to prevent violence or protect others, we probably all believe we have a moral obligation to help people if we can.
- Be responsible for the role you play in society - "a snowflake will never take responsibility for the avalanche."
- Sometimes the experience of color is not believed. You can validate this experience for someone.
- Don't rewrite how something happened for them.
- Ask audience for stories about times they either witnessed something and intervened, or wish they had intervened.

MODULE 4: The C.L.A.R.A. Method

The CLARA method is used by Peace Teams to teach about de-escalation. For bystander intervention, we use CLARA to emphasize and practice staying calm in tense situations, and active listening skills. It also allows a brief introduction to learning about nonviolence. The handout for CLARA is attached and credited to those who created it.

CLARA stands for:

C - Calm and Centered

L - Listening

A - Affirm

R - Respond

A - Add Information

Bystander intervention will use only the “C” (and sometimes the “L”). Teaching about staying “calm and centered” is important because intervention will likely be an adrenaline pumping experience where the cognitive brain is not functioning. Sometimes all you can do is help keep yourself and others calm by using these skills.

Talking about the feeling of being escalated allows people to acknowledge intervention is stressful work. It lets people think about their own internal signals for when something bad is happening around them. This module works well with Module 5: Understanding Yourself & Your Triggers. This is how we can bring peace into a moment.

Taking stock of yourself and your emotions might sound selfish, but it’s not. What we are asking people to do is get in touch with what is happening physically in their own body, in order to see if the emotions they have are based on their own personal experiences and issues, or if they are grounded in empathy and compassion for what they are witnessing.

Share ways to stay calm, and ask the room if they can name their techniques for maintain calm. Some ideas include:

- Deep breathing
- Physically recognizing your body anchored to the ground by gravity

- Fond memories
- Smelling the perfume on your arm
- Rubbing your hands together

Practicing these calming tools is important. You can practice regulating your mind and body when you feel escalated: such as when you feel stressed at work, or see violence on T.V.

Activity: The Waterfall

This exercise comes from the sit-ins at all-white restaurants by black Americans, and their white allies. They practiced yelling at one another so that they could prepare for the brutality of what would be said to them in real life.

Have everyone partner up and stand across from one another. For about 30 to 60 seconds have one side yell at the other side (about something simple to start such as dog lovers vs. cat lovers).

This activity takes careful preparation. People can get triggered and need to be given the option to sit out. Be cognizant of who is in front of one another - it is important to recognize and prevent potential triggering from race, gender, or age, for example.

MODULE 5: Understanding Yourself & Your Triggers

This module focuses on knowing your triggers, acknowledging them, and dealing with them later - right now it's about the person being targeted, it's not about you.

If you have a traumatic experience in your past that triggers a reaction in you when you are contemplating intervention, you need to be aware of what is happening inside, as well as take your own safety into consideration (Tolan & Lendrum, 1995, p. 7; Sparrow, et al, 2008).

Furthermore, cities like Portland, OR have a collective memory of trauma associated with bystander intervention. The double murder of two men who intervened to interrupt hate speech on the MAX Light Rail in 2017 sparked a dialogue that stands alongside those of active shooter scenarios around the country. This shared trauma might make an intervention on public transportation very difficult for Portlanders.

Reacting in anger or fear is instinctive when we see an injustice, but it won't help the targeted person in that moment. Your job is to "fight the injustice, not the person" causing the injustice. When you start to feel elevated, this is a time to ask yourself, "why am I feeling this way?" Doing so will allow you to examine your experiences and life's traumas to evaluate if you are able to put these aside and intervene effectively.

Handout: Responding to Triggers

After discussing the above briefly, turn to this handout, provided at the end of this manual (not created by O.P.I. or as a part of this project). This is a good activity either solo or in groups or two or three, giving people enough time to share about their experiences. You can debrief with a larger group discussion that includes talking about different ways to identify if you are feeling triggered, and self care practices that can follow the experience.

"Power of the pause":

This is a tool to regulate yourself when you could be escalating. Learn yourself and what are your *physical* reactions are to your triggers? Accept and process them ahead of time, so that you can bring de-escalation to the moment instead. Put your triggers away in the moment. Be

graceful to yourself. You can name them, acknowledge them, and then put them away to address later in your self care practice. In this moment, be generous to someone else.

Self Care

Self-awareness is imperative to bystander intervention and O.P.I. regularly advocates for self care. Take a few minutes to talk about self-care, honor it, and have people share some of their self care practices with the group.

MODULE 6: The Act of Intervention

We are all here today to learn ways to act effectively when others might need us to intervene, this portion of the training is going to focus on effective intervention techniques.

We are socialized to accept injustice, and told to deal with the things that society has determined are “normal.” Similarly, we learn how we think we “should” respond in life. In order to intervene, you might have to fight this internal socialization. Not acting can traumatize us as well. When faced with an intense situation, the most common reactions are either **fight, flight, or freeze**. Learning about intervention gives us the skills to work past these gut reactions and react. This is a commitment, exercise your courage muscle.

Here are some normal and universally shared processes when deciding about intervention:

“By intervening, I might...”

- Cause a scene
- Offend someone
- Make it worse for the target
- Get hurt
- Have to spend a lot of time

These are all “I” statements. **Remember that you are not there for you, but for the target.** Get over yourself and understand your embarrassment, embrace what you could do to help.

Once you have committed to being an intervener, here are some basic introductory steps:

1. Pay attention - take off your headphones or put away anything in your hands. You want to be able to use your hands if you have to react to protect yourself.
2. Be prepared to film what you see if that is the role you want to take
3. Watch body language
4. Listen to what people are saying, including feelings being shared
5. Make a plan: this can include making allies with those around you. Tell someone what you are doing if you choose to intervene. Be a leader. Ask others to help
6. Stay calm & centered - commit to not escalating the situation

7. **Get permission** - ask the targeted person autonomous questions: “Is there anything I can do for you?” Do not take away someone’s agency, you are not there to save them, but support them.

We are not intervening to solve the problem, just stop the behavior towards the targeted person. Allison Allen-Hall, an O.P.I. board member and co-trainer uses this acronym to talk about dealing with the aggressor, if you have to engage them:

“Don’t S.T.O.A.C. the aggressor”

S - Shame

T - Threaten

O - Order

A - Argue

C - Challenge

Activity: DO’s and DON’Ts Handout

This handout is already being used by O.P.I. It is an excellent guide for people to think through intervention, and should be reviewed in conjunction with the aforementioned intervention discussion on what intervention means in practice. It focuses on giving the target autonomy to make decisions for themselves.

Activity: 3Ds handout

The three D’s is a commonly used way of training about intervention. Going over the three D’s and watching a video or a skit about what each one looks like is a valuable introduction to the Roleplay portion. It gives people ideas about how to react once they make the decision to intervene.

The three D’s are:

D - Distract (*cause a distraction to divert the attention of the aggressor*)

D - Delegate (*ask someone else to intervene or help you in the intervention*)

D - Direct (*intervene in the situation, focusing on the targeted person*)

MODULE 7: Empathy

Empathy is the building block to human connection. This training for empathy is a great tool for bystander intervention. Naming this process to trainees allows for them to see their own growth - as they understand and value their own emotions, they can recognize and care for other's emotions. Practicing empathy is something we can do everyday, so when we encounter someone at their worst, we can hold compassion and humanity for them, and hopefully connect with them if we need to in order to prevent violence. For example, when stuck in traffic or cut off on the freeway, practice empathy by thinking to yourself about what someone else might be going through to make them drive or act selfishly.

Learning to be good empathizers helps us see the importance in **giving space for others to be**, and it create social healing. True empathy, as a process, can be taught in the “**five strands of learning**” from Tolan & Lendrum (1995).

Empathy is:

1. An awareness of one's own feelings
2. Recognizing emotions in others
3. Accepting your own and other's feeling as legitimate and natural
4. Learning how to communicate feelings
5. Separating your own feelings from others' individual experiences.

Activity: Hold a discussion with the group about ways they have experience empathy giving or receiving. Have them journal, draw, or talk in smaller groups about using empathy in the five strands, when we are most frustrated with others.

MODULE 8: Understanding Implicit Bias

People who are interested in being bystander interveners should consider extended training that will help them interact with their own racism and implicit bias. Training on bias and identity will help provide members of the mainstream cultural and social paradigm an understanding of their own socially constructed racism. The social system we operate in is very ethnocentric. We are complicit in maintaining the status quo. Everyday we witness, and even commit microaggressions. Hateful words can be even more harmful and last for generations, causing collective trauma for whole groups of people. This self reflection and understanding is important to help us recognize and respond to a situation we witness that involve racism (Hall, 2010).

Spend some time in this module talking about bias and how it can play out even when we have the best intentions. Talk with the class about how bias plays into our interpretation of the situation, and how we perceive and hold compassion for others.

Who Are You?

Know who you are and understand how the ways you intervening interacts with the dynamic of the situation. Know your own identity and how it could influence a situation. Leverage your power for good. Specifically this means that it might sometimes be better for you to ask someone else to intervene. For example, in some cases it might be better for a woman to interact with a targeted women for example. If that is not possible, be authentic, and be compassionate.

MODULE 9: TOOL BOX

The “Tool Box” is the idea that we are giving you an asset that you get to “take” with you today. People want to be told what they are going to learn, learn it, and then be reminded of it in a “tangible” way. For visual learners, this is important piece - the physical act of pulling out your (imaginary) tool box and seeing all of the different skills you have that can help you in a variety of situations. The tool box module is good opportunity to lean on the experiences and skills people already brought with them (for example, mediation or good listening skills, ability to empathize or hold compassion). Showing people they already have these valuable skills, and then adding to their repertoire is impactful. This part of the training can include miming different tools for visual effect.

This module is meant as a recap of some of the skills discussed already. The potential “tools” we are giving people include:

1. The skills tool box itself! A metaphysical place to carry around and honor your humanitarian toolkit.
2. Calming practices of self-centering
3. Bystander intervention model
4. Bystander Effect
5. Self awareness both internally and externally as a witness / potential intervenere in life
6. The coat-rack for hanging up your triggers in the moment and going back for them later
7. Suspending judgement
8. Empathy (and compassion)
9. A consciousness around bias
10. The three D’s

Stress the practice of these tools. People might feel excited and content having these tools now, but in order to be effective, you have to use them. You might never encounter a situation where you use these tools, but you want to be prepared if you do.

MODULE 10: Role Play & Scenarios

Role play is a key tool used by O.P.I. to give participants a chance to practice bystander intervention. Practicing helps to build muscle and reactionary memory. It is used globally by a variety of fields including counselors, mediators, and law enforcement officials to practice important skills.

“In the context of law enforcement training, role-play procedures have provided a hands-on instructional environment that allows participants to test their ability to perform critical job-related functions under the supervision of expert instructors. In other words, role playing maximizes skill acquisition” through hands-on practice. The participants will gain confidence through instruction, positive and constructive feedback, and critical thinking questions throughout the role play practice (Hasselt, et al, 2008, p. 252).

Hasselt, et al (2008) breaks role play training into three types: 1) tabletop, which allows for practice of dialogues; 2) functional, which allows for training of specific crisis scenarios; and 3) full-scale, which incorporates all stakeholders in a larger event, such as a hostage or active shooter situation that would include multiple first responder agencies. In the field of conflict resolution, we use table top role playing to practice mediation and negotiation skills. In bystander intervention training, we are using functional skill building.

Set up safety

- Comfort vs. safety - being uncomfortable is ok, that is where change happens.
- Practice saying “stop” together
- Ask about skills learned earlier in the day.
- Remember how you stay calm.
- Ask for volunteers for first role plays if time allows
- Give a demonstration if time allows.

***NOTE:** In potentially vulnerable groups a demonstration is valuable. The initial targeted person and attacker should be one of the instructors. Debrief any tension or triggers that might have occurred, if people are comfortable sharing. Remind people this is hard work to practice, and they have the option to opt-out.*

George Lakey recommends three times the amount of time to be given for debriefing than actual front loading and role play. O.P.I. has created their role play practices using this model. More advanced trainings will include more role plays.

Role Plays can be set up in a few ways:

1. As a **whole group** with volunteer participants, spend about one to two minutes acting out a scene and allow for roundtable reflection for about six minutes after. Then repeat.
2. Break into **smaller groups** of about three people each. Give a scenario (this can come from the audience of you can use one of the brief prompts provided below). If there are multiple trainers, put one in each group to observe and help with questions. Or have the trainer walk around to be available if one group needs more guidance. Come back together as a whole group after each role play to discuss and reflect.

Feedback:

Providing individual feedback would be beneficial to participants but is difficult in smaller community trainings. O.P.I. tends to be limited on time and does not always provide one-on-one feedback, but if time allows, this will have high value at the individual level, allowing for validation and reflection for and by participants.

Practice:

Recommend further practice by the community group, either together, or at home with their other networks, families, and friends.

ROLE PLAY SCENARIOS

Type of scenario: Family/ Domestic

You are walking into the grocery store and witness an upset parent and their child. The child is up against the wall and the parent's voice is escalating. He is clearly upset.

Type of scenario: Workplace dispute

A relatively new employee is upset and arguing with a supervisor. He stands up suddenly and his voice escalates in the argument.

Type of scenario: Public argument between strangers

You are riding on the local train and two adult men are arguing over bicycle space.

Type of scenario: Public Hate Speech

You are at a restaurant and someone walks up to a family and tells them they "don't belong in our country" and to "go home."

Type of scenario: Relationship / Transient

You are in a subway and see two people with lots of belongings arguing loudly with each other. They appear to be homeless and a couple. The man is getting very heated.

Closing the Training

It is very likely that this training today was a shorter, introductory training and you did not get to cover in detail all of the material provided in this manual, and people were not able to practice many role play scenarios. So close by expressing a one-day training is not enough to become an expert, and give more options for how to learn more - either through additional trainings or other available resources.

Some final comments to close the day:

- You can make a difference by just choosing to be courageous.
- We cannot account for everything, but we can learn good practices
- Person who is being targeted is now not alone.
- Please don't make this the last conversation you have about Bystander Intervention!

Say goodbye with a quick go-around the room, asking everyone for “one word about how they feel right now.”

Post training:

If desired by the group, you can provide reflection questions for people to read and reflect on or journals about later. If this is a multi-day training, providing time to reflect individually and in small groups is valuable, especially after a long session of role-playing.

O.P.I. Continuing to Grow

Youth Training:

Training around bystander intervention, specifically on understanding and naming the ‘diffusion of responsibility,’ can and should be taught to children as well (Plotner & Carpenter, 2015).

O.P.I. should consider creating a version of this curriculum for schools that want to embrace peace education.

Post Training Debrief for the trainers:

Due to their trainers being primarily volunteers, there tends to be a lack of time available for debrief among trainers. The trainers don’t write down or discuss their personal experiences with each other after each training. As individuals, the trainers learn and grow after each training, but do not often have time to share together and learn from each other’s perspectives. Making time for this practice would be helpful in order to evaluate and improve.

Theatre of the Oppressed

Jeanie LaFrance created the “Theatre of the Oppressed” to show people what oppression looks like and how to be good allies. Learning more about how to integrated these trainings into the work O.P.I. does would be a valuable long-term addition, but is not imperative to introductory bystander intervention training.

Appendix: TED Talk Tips

Entertaining, effective, and professional presenting

TED Talks is an educational speaking series that has gained popularity over the past decade and expanded to thousands of stages across the globe. In an effort to help O.P.I. create trainings that are both captivating and educational, I have pulled some ideas from the TED Talk Guide to Public Speaking by C. Anderson (2017) to share.

Anderson (2017) recommends giving a designated place for you to take the audience, he calls this a “through line.” Telling them where we are going, and an idea of what they are to take away. It’s like a journey, with the speaker as a guide. It’s not that we explicitly have to say what we’re going to show in the end, but we have to give a picture of where we’re going and why.

The ‘through line’ is not the same as the topic. Our topic is bystander intervention, the “through line” is the journey we take to better understand bystander intervention. The Ted Talks give us some ideas on how to get there. The first one is understanding the audience better. Creating a quick model of the audience you intend to speak to, so that you are appropriately prepared. What does this group look like? We need to deal with issues of race and privilege when we talk about bystander intervention. When talking to members of another tribe: put yourself in their shoes. Lastly, build your training for only one person rather than a demographic - doing this will make you more authentic and relatable.

One of the biggest points the Ted Talks make, is the importance of preparation. Especially in short trainings, making sure you give the most efficient information in the shortest amount of time. Most importantly, that you leave your audience with a knowledge that they now keep with them. Namely preparation means: Don’t use a script! You should be practicing enough that you can do something else consciously while giving your talk. Everyone gets nervous in front of people, but knowing yourself and really practicing is what is going to change the impact you make

Attachments:

(attached on the following pages as follows)

- ★ Evaluation Form
- ★ Certificate of Completion
- ★ Draft Contract for Oregon Peace Institute Workshop Services
- ★ List of places to apply for grants

Additional Attachments:

(Previously used Bystander Intervention training documents)

- ★ Montgomery County Civil Rights Coalition (Maryland) Materials:
 - Bystander Intervention Training of Trainers
 - Bystander Intervention Training Handout
 - Bystander Intervention Training
- ★ Outside sourced handouts
 - De-Escalation Techniques *(2001, NASW/MA)*
 - Do's and Don't's for Bystander Intervention *(The People's Response Team and AFSC Chicago)*
 - Responding to Triggers *(credit unknown)*
 - The Three D's *(credit unknown)*
 - Anti-Harassment 101 *(credit unknown)*
- ★ Previously used agendas

Addendum:

- ★ Full Master's project paper by Jennifer Tenorio (2018).