

Exploring Sexual Harassment + The Bystander Effect

A workshop series for youth groups

TOPIC TWO: FROM BYSTANDER TO SAMARITAN



PURPOSE OF TOPIC TWO

To give strategies, ideas and confidence for moving from being a Bystander to a Samaritan, and to brainstorm possible ways to act for situations selected by the group.



ADDITIONAL RESOURCES NEEDED FOR THIS TOPIC

- ➔ Situation Cards from Topic One
- ➔ Pre-prepared Situation Cards
- ➔ Three D's cards
- ➔ Consequence Square
- ➔ Emotion Scripts

} Provided in
Appendix

All text on a pink
background is instructions and
information for the leader.

STEP BY STEP

1. Leader to pre-read material and select activities
2. Bible Study: Matthew 5:38-45
3. Introduction & Recap
4. "I don't know what to do"
 - The Three D's
 - Situation Cards
5. "I'd be embarrassed..."
 - Consequence square
7. Summary and closing prayer

INFORMATION FOR THE LEADER



This topic follows up on Topic One with specific skills useful for speaking up or stepping in when someone needs help. Calming a situation or de-escalating tension is a very difficult skill and this topic is not intended to be a comprehensive course in conflict resolution.

However, there are some introductory tools that will be helpful regardless of the situation you are in. It's important that people find safe ways to do something, even if that is reporting what is happening to someone else, and that people do not feel guilty or overwhelmed if they still find it difficult.

This topic has a large variety of activities and content. There is enough here for two sessions if you were to do all of it. Some of it is quick content delivery, while some activities can take quite a long time.

Most of the activities focus on how to intervene. However, there is a helpful activity around fear of embarrassment (if it turns out to be nothing). Some groups may want to leave this out, or focus on it in a separate session.

Read through and become familiar with each of the activities in order to plan a session of most use to your group.

Check out "Disarming a Robbery With a Glass of Wine" on YouTube, for some background and inspiration around the value of non-complementary behaviour.

BIBLE STUDY: MATTHEW 5:38-45

38-42 "You have heard that it was said, 'Eye for eye, and tooth for tooth.' But I tell you, do not resist an evil person. If anyone slaps you on the right cheek, turn to them the other cheek also. And if anyone wants to sue you and take your shirt, hand over your coat as well. If anyone forces you to go one mile, go with them two miles. Give to the one who asks you, and do not turn away from the one who wants to borrow from you.

43-45 "You have heard that it was said, 'Love your neighbor and hate your enemy.' But I tell you, love your enemies and pray for those who persecute you, that you may be children of your Father in heaven. He causes his sun to rise on the evil and the good, and sends rain on the righteous and the unrighteous.

Q When someone treats you badly, how do you respond?

Q Have you ever reacted in kind - doing nasty things to people who are nasty, yelling at people who yell? What happens when you do that?

Q Vengeance is a popular theme in movies. Why do you think that is so?

Q Why does Jesus call us to an entirely different way of doing things?

Q Is it realistic or crazy?

BIBLE STUDY (SUMMARY)

Complementary behaviour is when we respond to people in a way that matches their approach to us: kindness with kindness, friendliness with friendliness, aggression with aggression.

This is an instinctive way to act, but it sets up a cycle where people continue to respond to each other in a way that escalates the situation.

In Matthew 5 Jesus describes non-complementary behaviour i.e. when someone yells at you and you respond with kindness. Non-complementary behaviour can have a powerful impact. There are many examples of non-complementary behaviour transforming difficult situations.

INTRODUCTION TO THE TOPIC



Q what do you remember about the Bystander Effect from Topic One?

Place the **"I don't know what to do"** and the **"I'd be embarrassed if it turned out to be nothing"** Reason Cards in the center of the group



These are two of the key barriers to speaking up or taking action that we discussed last time.

Let's start with **"I don't know what to do"**. There are three techniques to help us overcome this barrier: Distract, Delegate and Direct Action – **"The Three Ds"**. These techniques are about acting in non-complementary ways, which probably won't come naturally to begin with, but get easier with practice.

Lay out **"The Three D's"** cards and discuss each of them in turn. There are specific activities for Direct Action in the Appendix that may be useful.

THE THREE D'S: DISTRACT



When people are in situations where emotions are high (such as a fight or even an argument) they get caught up in the moment.

Our bodies have a stress reaction of fight or flight. When this happens, directly involving yourself may not be safe. A better strategy is to distract them from the present moment in any way you can imagine e.g. "Hey, do you have the time?" or shouting "FIRE!"

Q What other things could be done to distract people in highly charged situations?

E.g. Run up and ask the bully for help. Offer to buy the people involved a drink or sandwich. Pretend to trip over and hurt yourself... etc

THE THREE D'S: DELEGATE



In some situations, any intervention is too big a job for one person. Delegation brings other people onboard to help. The key is to be specific rather than general E.g 'You in the red coat, call the police!' instead of "Someone call the police. This helps break the bystander effect.

Q When might you need to delegate?

Once the person is safe? Once you have done what you can? When you know you can't act directly?

Q Who do you delegate to?

Delegating to a friend of the people involved might be enough to help break the bystander effect. In other situations you may need escalate further e.g. teacher, police or other authority figure E.g. "Excuse me, but I think your friend might need a hand, could you please check in with them?" instead of "someone should help that person."

THE THREE D'S: DIRECT ACTION



Direct Action includes 4 optional activities on Body Language, Breathing, Tone and Listening, which may also be useful for other purposes (see Appendix).

Direct Action works by taking charge, or by engaging with the instigator personally. E.g. "You need to stop" or "I find those kind of jokes really hurtful." It is hard to do well and only works in certain circumstances. Indirect action, such as calling the police, or seeking help from another authority is always possible, and may be a better option.

If you decide that you have to get directly involved there are some techniques that will make it more likely to go well. Learning the right techniques to calm a situation can be incredibly helpful.

A. Body language: How you hold yourself signals aggression or calm. Aggressive body language can escalate a situation even if your words are calm (non-complementary behaviour).

B. Breathing: Acting calm when you're not is really hard, but breathing exercises can help.

C. Tone: People respond to tone, sometimes even more so than words. Just think about how easy it can be to misinterpret a text message.

D. Active listening: Being attentive and listening for the emotion behind the words.

ACTIVITY: SITUATION CARDS



1. Lay out the Situation Cards that were written during the Topic One session and the supplied situation cards in the Appendix.
2. For each situation, discuss what an appropriate response might be, thinking about the "Three D's". Make sure specific things that people think would be helpful to do or say are included in the discussion.
 - ➔ For your own situations from Topic One, use similar questions to those on the pre-prepared cards.
 - ➔ Make sure you leave plenty of time for this discussion. Brainstorming options makes taking future action easier and more likely.

Notes on the supplied Situation Cards

#1: Bullying

- Bullying isn't just about physical strength. Bullying is emotional and is about fear and power.

#3: Jokes

- Being an ally is really important. Why should it always be up to someone from a marginalised group to stick up for themselves?
- The additional resources in Topic One have a discussion on this that may be helpful.

ACTIVITY: CONSEQUENCE SQUARE



Now let's move on to the second card "I'd be embarrassed if it ends out being nothing": what if you end up saying something and discovering that no one involved needed or wanted help?

1. Discuss which situation cards this is most likely to be a problem for.
2. Get ideas from the entire group about this problem. How can we encourage ourselves to act anyway?
3. Lay out the Consequence Square (Appendix) and discuss using a situation card of your choice.

Q what is a likely outcome of A1 - Speak up, didn't need help? A2 Speak up - did need help?

Q which column has the most serious consequences? Is there a column that you would always want to avoid?

EXAMPLE CONSEQUENCE SQUARE

		A Speak up?	B Do nothing?
And they didn't need help?	1	Embarrassment	Nothing happens
And they did need help?	2	You help someone in real need	Someone is hurt, perhaps for life

It is likely that if you check in with someone to see if they need help and they don't, they will simply remember your thoughtfulness positively.

CLOSING PRAYER



Jesus, friend of sinners
You call us to love our enemies,
To do good to those who hate us,
To bless those who curse us,
And pray for those who treat us badly.

Jesus, teacher without peer,
You have turned the world upside down.*

Grant us courage and grace to also be turned upside down.

*From the New Zealand Prayer Book 12

APPENDIX

DISTRACT

The Three D's #1



DELEGATE

The Three D's #2



DIRECT ACTION

The Three D's #3



DIRECT ACTON A: BODY LANGUAGE



→ Brainstorm all the signs you can think of that a person is:

- Agitated, upset, or angry

- Moving aggressively or quickly
- Clenching fists or jaw
- Stomping
- Large motions with arms
- Crying
- Expressionless

- Calm, relaxed, unthreatening.

- Moving calmly and slowly
- Slightly lower tone of voice
- Smiling
- Nodding gently
- Standing in a centered way (not leaning forward)

→ Activity: Pair up by standing opposite each other in two parallel lines

→ Each person in the pair will take turns acting agitated, upset or aggressive. Each will have a turn noticing their reactions to the aggression.

→ The first person will move towards the second using aggressive body language described above. The second partner will not move and simply notice their own physical responses.

→ Switch roles and repeat. Repeat using actions from the calm list.

Ask everyone
to keep it "symbolic"
rather than highly
expressive.

BODY LANGUAGE (CONT'D)



Q What did you notice in yourselves when you were approached in an aggressive or non-aggressive way?

Suggested follow-on questions: What was it like to stand still and simply notice your reactions in the face of someone's aggressive movements? What was it like to act in the aggressive role? How was the calming part of the activity different?

Q How does this activity help you think about your own body language, reactions and what they communicate in an escalating situation?

Everyone responds to other people. Our actions feed off each other. If both people have aggressive body language the situation will escalate. If one party is calm and unthreatened it will help de-escalate.

- Our bodies' stress responses are powerful and we don't fully control them. But by understanding these, we can make choices that help us calm a situation down, rather than escalating it.
- Acting calm and displaying relaxed body language can help you move from a Bystander to an effective Samaritan.
- Acting calm even if you don't feel it is non-complementary behaviour, and isn't easy! Simple breathing exercises can help a lot.

DIRECT ACTION B: BREATHING

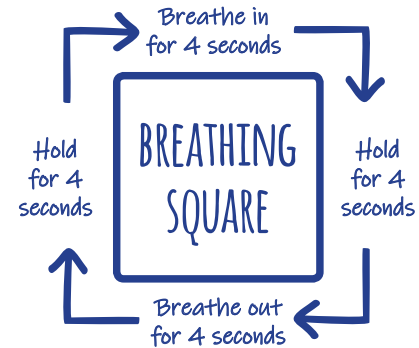


In every situation in which we are trying to do something difficult, such as stepping in to help someone, or speaking up, our body will have a stress reaction. Starting to calm down begins with breathing.

Try the breathing square:

1. Relax your shoulders and breathe in for a slow count of four
2. Hold your breath for a count of four
3. Breathe out for a count of four
4. Hold for a count of four.

Q Did anyone notice anything about their posture, or how they felt?



Let people know that it may be hard to notice any difference when they are already calm, but that it is worth practicing next time they are anxious or worked up about something.

DIRECT ACTION C: TONE



We can tell when someone is wound up even if we can't see them. And we have all experienced getting irritated or losing our temper because of the tone someone uses with us.

Q What happens to your voice when you're upset?

It usually gets higher and faster.

- Try to speak in a lower, duller tone of voice even if you are also agitated.
- When you are talking to someone who is agitated don't give them any TACOS (don't Threaten, Argue, Challenge, Order, or Shame). No Tacos for them, no tacos for you, no tacos for anyone, it just doesn't help.
- Ignore the words and reflect the emotions. If someone says "F&%* off, I hate your stupid face" it is natural to lash back. However, ignoring the words and reflecting on the emotions can change the direction of the interaction.

HELPFUL

"You seem really upset"

"It sounds like you are frustrated"

"You seem unhappy"

UNHELPFUL

"Don't tell me to feck off, please calm down"

"How dare you speak to us like that"

"YOU'RE a stupid face"

DIRECT ACTION D: ACTIVE LISTENING



Listening for emotions

1. Divide into 2 groups.
2. Someone from group 'A' takes an Emotion Script
3. The person who drew the card then uses the script on the card as a starting point to talk to their team for 1 minute, attempting to convey their emotion using body language and tone only.
4. Ignoring the words, team 'A' makes a statement that reflects the emotion being conveyed. They score a point if they guess the emotion correctly.
5. Switch teams, someone from team 'B' draws an emotion and script card and repeats the activity for their team.

Attentiveness

One reason that listening can be hard is that we can understand at 400 words per minute, but only speak at 125 words per minute. This leaves a lot of extra brain space for our minds to wander.

1. Pair up
2. Each person in the pair speaks for 1 minute while the other listens. The listener in the pair tries to listen to what is being said while taking a mental note of how often their mind wandered
3. Discuss what happened and ways to stay focused on what people are saying.

Emotion:

ANGER

Script opening:

My favourite thing to do on holiday is...
I enjoy it because...

Emotion:

GUILTY

Script opening:

One of the things I am most proud of is...

Emotion:

SAD

Script opening:

It makes me so angry when...
The penalty for that should be...

Emotion:

HURT / FRUSTRATED

Script opening:

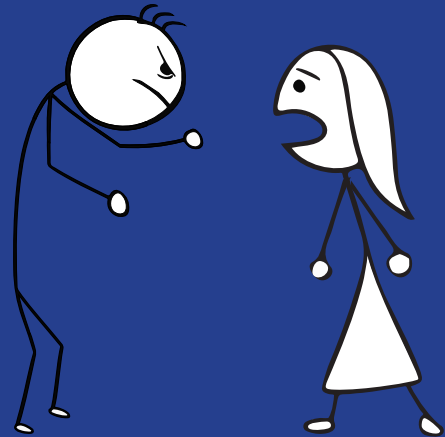
For me the perfect weekend would start
with...



SITUATION #1: BULLYING

A kid on your bus is being picked on by an older person.

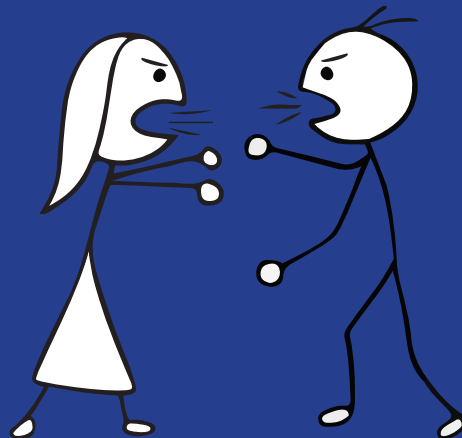
- Q Which of the "Three D's" would you use to respond? Why?
- Q What if it's only the first time you have seen this?
- Q What if this happens every day and seems normal?
- Q What if the boy being picked on is much bigger (more muscular) than the older person?



SITUATION #2: FIGHTING

Two people are fighting, punching and kicking each other.

- Q Which of the "Three D's" would you use to respond? Why?
- Q Does it make a difference if one of the people is a friend?
- Q What if one is clearly beating up the other?
- Q Does it make a difference if you don't know either of them?



SITUATION #3: JOKES

A group of boys are sitting round having a laugh. One of them tells the joke "Why do women get married in white? To match the kitchen appliances!"

- Q Which of the "Three D's" would you use to respond? Why?
- Q If you are a guy, is it your place to intervene or is it a situation that doesn't involve you?
- Q What if...
 - You are part of the group?
 - You overhear the conversation and know the people?
 - You overhear the conversation and don't know the people?
 - The group is made up of girls not boys?



CONSEQUENCE SQUARE ACTIVITY

I wonder if that person
needs help? What if I...

A
Speak up?

B
Do nothing?

And they didn't need help?

1

And they did need help?

2

