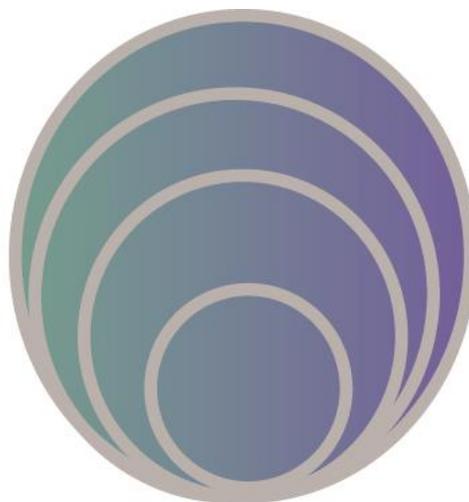


IT'S YOUR BUSINESS!

HBCU BYSTANDER INTERVENTION CURRICULUM



CAMPUS
Technical Assistance
and Resource Project



It's Your Business:
HBCU Bystander Intervention Curriculum

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About Black Women's Blueprint

Black Women's Blueprint is a national civil and human rights organization working to develop a culture where women of African descent are fully empowered and where gender, race, and other disparities are erased. Black Women's Blueprint aims to be an information and resource center regarding all aspects of gender-based violence and other gender violence in communities of African descendants. It provides leadership, consultation, and technical assistance by generating and facilitating the development and flow of information on gender violence intervention and prevention strategies that are culturally relevant and appropriate and are rooted in intersectional analysis. Black Women's Blueprint works to address the causes and impact of gender violence through collaboration, prevention efforts, and the distribution of innovative resources.

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The HBCU Leadership Committee

In drafting this curriculum BWB received valuable input, guidance and insight from all of the OVW's HBCU campus grantees and many OVW non-grantee HBCUs. We especially want to thank the HBCU It's Your Business Curriculum Development Leadership Committee for their commitment to this process:

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Curriculums Reviewed:

It Is Your Business has been influenced by the following curricula: *The Tribal Communities Training Active Bystanders Workshop (Strong Oak)*; *Step Up! NYU, Step Up!*; *the Facilitator's Guide for Bringing In The Bystander™: A Prevention Workshop for Establishing A Community of Responsibility*; *Creative Interventions Toolkit: A Practical Guide to Stop Interpersonal Violence*; *Green Dot Prevention Program*; and *The CDC Gender-based violence on Campus: Strategies for Prevention*.

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Althea Hart, Center of Innovative Strategies for Social Change (CISSC), in partnership with Casa De Esperanza, conducted comprehensive curriculum evaluation via peer review feedback sessions and completed the curriculum based on the feedback from the HBCU peer reviewers.

The Peer Review Sessions were hosted at Southern University and A&M College by the Center for Social Research and at Clark Atlanta University by the Whitney M. Young, Jr., School for Social Work. The attendees included students, faculty and staff from:

- Grambling State University
- North Carolina A&T University
- Bennett College for Women
- Shaw University
- Morgan State University
- Jackson State University
- Hampton University
- North Carolina Central University
- North Carolina A&T University
- Southern University and A&M College
- Clark Atlanta University
- MS Coalition Against Sexual Assault

Special Note

The program attempts to draw from best practices from previous work, much of which is more specifically cited within the curriculum. However, readers of this curriculum are encouraged to read the work of Sara Ahmed, Nicole Fleetwood, Paulo Freire and others who have offered detailed perspectives on how cultural violence is cemented in representational power of media (Fleetwood, 2011), institutional spaces (Ahmed, 2012), and historical teleology (Freire, 2000). These are the earliest prevention and anti-oppression programs and are a key foundation on which the current program builds.

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The OVW Campus Funding to HBCUs and Technical Assistance

Office on Violence against Women (OVW)

Created in 1995, The Office on Violence Against Women (OVW) provides federal leadership in developing the national capacity to reduce violence against women and administer justice for and strengthen services to victims of domestic violence, dating violence, sexual assault, and stalking. OVW administers both formula-based and discretionary grant programs, established under the Violence Against Women Act and subsequent legislation. Funding is awarded to local, state and tribal governments, courts, non-profit organizations, community-based organizations, secondary schools, institutions of higher education, and state and tribal coalitions. Grants are used to develop effective responses to violence against women through activities that include direct services, crisis intervention, transitional housing, legal assistance to victims, court improvement, and training for law enforcement and courts. The recipients of funding work with specific populations such as elders, persons with disabilities, college students, teens, and culturally and linguistically specific populations.

In 1999, Congress created the Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program (Campus Program) in recognition of the unique issues and challenges that colleges and universities face in preventing and responding to these crimes.

The Campus Program supports strategies to prevent, investigate, respond to and prosecute sexual assault, domestic violence, dating violence, and stalking on campus. Campus Program Grant Funds encourage a comprehensive coordinated community approach that enhances victim/survivor safety, provides services for victims/survivors, and supports efforts to hold offenders accountable.

Campus Program Funding to HBCUs

Since the inception of the Department of Justice Office on Violence Against Women (OVW) Campus Grant Program Since the inception of the OVW Campus Program, 600 awards have been made to campuses across the nation, including 60 awards made to 36 different Historically Black Colleges and Universities (HBCUs). Of the 60 awards, fourteen (14) were granted to consortia (a consortium is composed of two or more institutions). The total funding awarded to date to HBCUs is over \$12 Million. In the fiscal year 2018, the Campus Program funded 57 projects, totaling over \$18 million. Since 1999, OVW has made 600 awards totaling \$181,783,367 in grants to address sexual assault, domestic violence, dating violence, and stalking on campus.

Campus Program HBCU Technical Assistance Efforts

As the mechanism for effectively carrying out the mission of the Campus Program, OVW Campus Program Technical Assistance also called the *Campus Technical Assistance and Resource Project* is designed to provide campus program grantees with information, training, and resources to enhance their capacity to address violence against women while effectively implementing grant goals, objectives, and requirements.

Campus Technical Assistance and Resource Project is comprised of a unique subset of multidisciplinary Technical Assistance Providers. This group, selected and supported by OVW because of substantive expertise in campus issues, is designed to help all grantees meet the common, foundational components of the campus program requirements, as well as to meet the broadly variant and often unique needs of a vast array of colleges and universities across the U.S. and its territories. While many of these TA Providers focus on a specific minimum requirement or issue, all are knowledgeable about the general expectations of a campus grant program, the challenges grantees often face, and the coordination of such programs. Technical Assistance is collaborative, culturally relevant, comprehensive, well-informed, responsive to the individual needs of the grantee, and is based on best practices in the field.

Campus Technical Assistance and Resource Project's technical assistance to HBCUs meet the following objectives:

- Provide culturally specific technical assistance, training, and support to Historically Black Colleges and Universities (HBCUs) that are grantees of the OVW Campus Grant Program and assist in implementing grant funded initiatives to address sexual assault, domestic violence, and dating violence on campus
- Enhance the capacity of public HBCUs across the country to identify and employ effective strategies to address violence against women
- Increase the level of information and knowledge on sexual violence, domestic violence, dating violence and stalking on HBCU campuses

About Historically Black Colleges and Universities (HBCUs)

The Higher Education Act of 1965, as amended, defines an HBCU as “... *any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans.*” According to the President’s Board of Advisors on Historically Black Colleges and Universities (2005), many HBCUs were formed to eliminate the adverse residual effects of slavery, plus a century of legally sanctioned discrimination against American citizens of African descent. Only a few colleges dedicated to educating African American students were in existence before the Civil War.

After the Civil War, state governments believed that education was antithetical to slavery, as it would equip Blacks for economic self-sufficiency and political leadership. This prompted education to become a central focus and a liberating force in the abolitionist movement. Education saved citizens from poverty and vice, and prepared them for the adequate performance of their social and civic duties. As a result, through the efforts of missionary societies, philanthropist, the Freedmen's Bureau and African American churches, these institutions began to proliferate.

HBCUs began in the northern states with the establishment of Cheney University (PA), Lincoln University (PA), and Wilberforce University (OH). Wilberforce University (OH) was established by the Methodist Episcopal Church. Morehouse College (GA) was founded by a Georgia Baptist church, and Spelman College (GA) was founded in the basement of a Baptist church by two teachers from Massachusetts. The American Missionary Association founded 11 HBCUs: Berea College (KY), Clark Atlanta University (GA), Fisk University (TN), Hampton University (VA), Tougaloo College (MS), Dillard University (LA), Talladega College (AL), Lemoyne-Owen College (TN), Huston-Tillotson University (TX), College of Charleston (SC), and Howard University (DC). The second Morrill Act of 1890 prohibited the distribution of federal money to states whose criteria for admission to colleges and universities was not based on race or designate a separate land-grant for black people. As a result 19 public Black colleges were founded.

According to the United Negro College Fund (UNCF) 2017 report, *HBCUs Make America Strong: The Positive Economic Impact of Historically Black Colleges and Universities*, as of 2017 of the **5,300 colleges and universities in the United States, 101 are accredited HBCUs**, public and private, concentrated in 19 states, the District of Columbia and the U.S. Virgin Islands. Of those, there are four (4) medical schools: Meharry Medical College (TN), Morehouse School of Medicine (GA), Charles R. Drew School of Medicine and Science (CA), and Howard University School of Medicine (DC).

United Negro College Fund (UNCF) reported in 2014 that HBCUs accounted for only 3 percent of public and not-for-profit private institutions receiving federal student aid, they enrolled 10 percent of African American college students nationwide. And those 10 percent, in turn, accounted for 17 percent of the bachelor's degrees earned by African Americans—and 24 percent of the degrees earned by African Americans in “STEM” fields: science, technology, engineering and math. HBCUs also provide a solid foundation for even higher academic achievement. According to the National Science Foundation, the top eight institutions where African American Ph.D.s in science and engineering earned their bachelor's degrees from 2002 to 2011 were all HBCUs. HBCUs achieve these positive outcomes with fewer resources. The cost of attending an HBCU in 2014 was 27 percent less, on average, than for a non-HBCU.

In 2017, the documentary film, “Tell Them We Are Rising” (*#HBCUrising*, www.hbcuring.com), was released detailing HBCUs impact on American history, culture and identity. It was screened throughout the country at several HBCUs such as Clark-Atlanta University, Morgan State University and Shaw University; in addition to being shown at the Apollo Theater and on PBS Independent Lens. During the documentary, Professor Marybeth Gasmen captures the impact and importance of HBCUs to Black/African-Americans in the following quote:

“Black Colleges were educating future doctors and future lawyers and future teachers and nurses and judges and they were responsible for lifting African-Americans out of poverty and they started to create the black middle class as we know it.”

Mission of HBCUs

The mission of HBCUs have been heavily influenced by W.E.B. DuBois and Booker T. Washington. W.E.B. DuBois Talented Tenth concept promoted the belief that the role of black colleges should work toward building an elite group commonly described as the Talented Tenth. He believed that students should be trained to uplift the Black community becoming doctors and teachers, rather than being limited to trades such as farming and masonry. Booker T. Washington believed in vocational training and suggested that the role of black colleges and universities was to train individuals to fill the manual labor market. The two men debated these views publicly as a strategy to bring more attention to HBCUs. The controversy helped Black colleges find value in including both perspectives by creating learning environments that offered students industrial and liberal arts courses. Shared characteristics of the HBCU mission include:

- Encompass not only the welfare of their students, but the interests of society
- HBCUs deem the following themes critical to fulfill their mission: community service, open enrollment, democracy, citizenship and leadership, social change, concern about health, ethics and values, educational emphasis on Black and cultural studies
- HBCUs invest in Institutional Effectiveness - a systematic and documented process measuring performance against mission in all aspects of the institution
- HBCUs ensure students know their presence is valued, as their enrollment at HBCUs is less likely to be perceived as solely tied to affirmative action or sports scholarships
- HBCUs include international populations representing over 67 difference countries, thereby dismantling the idea that HBCU campuses are not diverse



Section 1 - About the It's Your Business Curriculum

Section 1- About the It's Your Business Curriculum

The “It's Your Business” curriculum was developed in response to a need for a targeted and culturally specific bystander education curriculum that empowered students, faculty, and staff at HBCUs with the skills and strategies to prevent campus gender violence (sexual assault, dating/domestic violence, stalking). This curriculum offers a bystander intervention approach that is reflective of the HBCU culture and historical legacy in civic engagement and social justice.

The It's Your Business curriculum was written in a format to ensure users could quickly access answers to frequently asked questions that were gleaned from the HBCU peer reviewers and interviews; as well as make it user-friendly for users to implement. The curriculum is laid out in 4 sections:

Section 1- About the It's Your Business Curriculum

Section 2- Facilitating the It's Your Business Curriculum

Section 3- Curriculum Activities

Section 4- Bibliography and Appendices

It is highly encouraged for facilitators to read Sections 1-2 before moving forward to Section 3- Curriculum Activities as it will ensure the facilitator has the context to explain the curriculum and be able to clearly explain the activities to participants. We especially encourage reading Sections 1-2 if this is your first time facilitating a curriculum that is based in HBCU history, race and gender, and gender-based violence. Also, if are at an HBCU, but did not attend an HBCU as a student, or if you are utilizing the curriculum at a non-HBCU campus, it is strongly encouraged that Sections 1-2 are reviewed.

Section Descriptions

Section 1-About the It's Your Business Curriculum

This section explains the purpose and rationale for the curriculum in a Q&A format so questions that refer to how the curriculum is intended to be used, why a culturally specific curriculum for HBCUs and the methodologies used to develop this curriculum can be easily found.

Section 2- Facilitating the It's Your Business Curriculum

This section provides important guidance, tips and steps on how facilitators should prepare for implementing the curriculum activities; how to facilitate in a manner that achieves optimum use of the curriculum; recommendations on who should facilitate; and how to establish safe-space for participants.

Section 3 - Curriculum Activities

This section list the curriculum activities and exercises. Directives such as time for the activity, learning objectives, and materials needed to facilitate accompany each curriculum activity.

Section 4 – Bibliography and Appendices

This section has additional readings, resources for facilitators to refer to as a resource; as well as a summary of the HBCU interview questions/answers that occurred during the information gathering phase of the curriculum.

Curriculum Rationale - Q&A

Why a focus on HBCUs to develop a Bystander Intervention curriculum?

HBCUs occupy a unique place in America's history of the establishment of institutions of higher education. Historically Black Colleges and Universities are the only institutions in the United States that were created for the express purpose of educating Black people. These institutions were established during the decades after the Civil war until 1964. Until the mid-1960s, HBCUs were, with very few exceptions, the only higher education option for most African-Americans. HBCUs have maintained an inherent responsibility to uplift the overall condition of Black/African-American people and strengthen the communities in which they live within, which puts them in an ideal position to cultivate a culturally specific bystander intervention program. For example, HBCUs have historically fostered a solidarity and haven among anti-violence advocates and social justice activist both within and outside Black/African American communities to organize and strategize solutions to address injustices against the Black/African-American community (i.e. organizing of Civil Rights protest such as sit-ins, freedom riding, Black Lives Matter demonstrations such as Die-Ins, Free Jena 6 March, Women's marches, social media campaigns such as #WeKnowWhatYouDid #nomoredeadwomen #westandwithkap).

What is the “It's Your Business” curriculum?

The “It's Your Business Curriculum” for HBCU campuses is a starting point for developing prevention curriculums for HBCUs. Considering it is a starting point, it may not meet every need or expectation of a campus. Before performing the activities in Section 3, please read the following highlights of what the curriculum is intended to be and how it is intended to be used below:

- Built upon HBCU's shared commonality, which is It's history of countering and intervening in social injustices against Black/African-American people
- Reinforces HBCU history is not exclusionary, as it is a part of American history just as music, pop culture, or the constitution

- Defines culturally specific to mean using a specific cultural framework for a community, population, or organization that is similar in, but is not limited to, traditions, identity (i.e. gender, religion, race) or region
- Does not provide training on the dynamics or definitions of gender-based violence nor the fundamentals of prevention
- Acts as a companion to curricula and training on the dynamics of gender-based violence and prevention education
- Was developed for students, but can be and is encouraged to be taught to faculty and staff
- Demonstrates how a culturally specific bystander intervention program can be developed to counter gender-based violence
- Used the research based approach and frameworks - Center for Disease Control (CDC) socio-ecological model for prevention and Black Women's Blueprint's adaption of that model
- Is grounded in and guided by the principles of collectivism. Collectivism is a key characteristic of African American racial identity, is an individual's concern with the advancement of the group to which he or she belongs

What is the goal of the curriculum?

The goal of this curriculum is to teach strategies that go beyond teaching students to keep each other safe to guiding and encouraging them to confront learned intergenerational cultural beliefs and unpack structurally constructed messages, social norms, and individual actions that make violence possible by connecting them to the systemic systems of oppression that created the social norms that perpetuates gender violence; but also the historical social actions that have countered violence overall in the black/African-American community. The curriculum is to be used a tool to motivate students to identify the value in each other to the extent they are motivated to engage on each other's behalf to prevent gender-based violence by being inspired by the events and actions HBCUs have historically employed to counter social injustices against their community members on and off campus.

Curriculum Terms- Q&A

What is gender-based violence?

The 2013 United Nations Commission on the Status of Women as gender-based violence (GBV) involves the use and abuse of power and control over another person and is perpetrated against someone based on their gender identity, gender expression or perceived gender. Violence against women and girls is one form of gender-based violence. It also has a disproportionate impact on LGBTQ (lesbian, gay, bisexual, transgender, queer, questioning, intersex) and other gender

identities across the spectrum and gender-non-conforming people. Examples of gender-based violence include-

- physical violence
- gender-based violence(including rape, sexual harassment, and sexual exploitation)
- emotional and psychological violence (including threats and intimidation)
- stalking

What is Prevention?

Prevention is broken down into three types- primary prevention, secondary prevention, and tertiary prevention-

- **Primary prevention** is preventing violence before it occurs
- **Secondary prevention** address the immediate needs of a survivor after an assault
- **Tertiary prevention** strategies that address longer-term follow up and support

Prevention efforts should ultimately decrease the number of individuals who perpetrate gender-based violence and the number of individuals who are victims. Many prevention approaches aim to reduce risk factors, promote social norms and behavior change and promote protective factors for gender-based violence.

What is Bystander Intervention?

Bystander intervention is a prevention strategy. The goals of bystander prevention strategies are to change social norms that accept violence and empower individuals to intervene with peers to prevent gender-based violence from occurring. This approach teaches potential bystanders that they have a role in changing the culture that tolerates gender-based violence and how to safely intervene in potentially harmful situations.

Awareness vs Prevention – Q&A

What is the difference between prevention and awareness programming?

Prevention goes beyond awareness raising, it works to shift cultural norms and behaviors that perpetuate gender violence. Awareness of gender-based violence is a critical part of building support for primary prevention efforts; however, awareness alone does not create the necessary changes in attitudes or behaviors that lead to gender-based violence. Outreach is very closely connected to awareness, but outreach is focused on helping victims and educating the general public on how they can find services if they or someone they know are victims of gender-based violence. See the examples as follows:

- **Awareness/Outreach examples include:**
Telling the community about the dynamics of gender-based violence and where to access services for victims i.e. an example of Awareness Events-Denim Day, Take Back the Night, Walk A Mile In Her Shoes, Clothesline Project, Silent Witness, Slut Walk, Ribbon Campaign

- **Risk Reduction examples include:**
Teaching individuals skills to reduce their risk of being victimized i.e. self-defense, carrying pepper spray or flash light, do not accept drinks or rides from strangers
- **Primary Prevention examples include:**
Changing/addressing the underlying root causes of gender-based violence such as attitudes, beliefs, cultures, or systems

The Scope of Campus Gender-Based Violence – Q&A

What is the scope of the problem?

Gender-based violence is a serious problem that can have lasting, harmful effects on victims and their family, friends, and communities. Young women 16-24 are the largest group that experience gender-based violence in the United States. One in four women will be impacted by domestic violence throughout their lifetime and one in five women will be sexually assaulted during the college years.

Violence in general and gender-based violence impacts the health and overall wellness of women throughout the lifespan. Gender-based violence increases their risk of long-term health consequences such as to one's reproductive health, the risk of sexually transmitted infections (STIs) including HIV/AIDS, and post-traumatic stress disorder (PTSD). Violence can have lifelong impacts on one's physical and mental health such as:

- Chronic physical or mental illness
- Depression and anxiety
- Substance use
- Unintended pregnancy
- Sexually transmitted infection
- Social isolation

All of which impacts a student's capacity to perform well academically, socially, and in some cases athletically when they have been harmed during their college career. According to the CDC 2010 National Intimate Partner and Sexual violence Survey, men and women who experienced rape or stalking by an intimate partner in their lifetime were more likely to report frequent headaches, chronic pain, difficulty with sleeping, activity limitations, poor physical health and poor mental health than men and women who did not experience these forms of violence. Women who had experienced these forms of violence were also more likely to report having asthma, irritable bowel syndrome, and diabetes than women who did not experience these forms of violence.

According to the article, *Ending Violence Against Women at Historically Black Colleges and Universities: Generating a Movement*:

Despite the progress made and extensive research published on violence against women, gaps in the research continue to exist on how to address ending violence against women at Minority Serving Institutions (MSI) and HBCUs at-large. The gap in research makes it difficult to fully understand the sexual assault experiences of African American students in general. Strategies to address the health needs of survivors and ending violence against women on college campuses are no one-size fits all; to be effective they must not only “culturally competent” but also be “socially competent” to reach youth and young adults.

Race/ethnicity has historically played a role in the perception and response of gender violence. As Shana L. Maier, shared in *Rape Victim Advocates' Perception of the Influence of Race and Ethnicity on Victims' Responses to Rape*”, according to advocates, victims of color are more likely than white victims to remain silent about their victimization, are less supported by members of their community, and are more likely to be blamed for bringing shame on their family, member of their peer group or unwanted attention to their campus community.

Although, there are limitations in studies and reports of gender violence amongst Black/African-American persons let alone HBCUs, what we do know is that gender-based violence impacts disproportionately black/African-American women and LGBTQ identifying person(s) at staggering numbers:

- According to the 2010 National Intimate Partner Violence and Sexual Violence Survey (NISVS), 9.5% had been stalked and 41.2% of Black women had been physically abused by a partner during their lifetime
- According to the 2013 FBI's Supplementary Homicide Report, 453 Black females were murdered by males in single victim/single offender homicides. Of black victims who knew their offenders, 56 percent (211 out of 375) were wives, common-law wives, ex-wives, or girlfriends of the offenders
- 44% of lesbian women, 61% of bisexual women, and 35% of heterosexual women experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime (*2010 National Intimate Partner and Sexual Violence Survey*)
- Approximately 1 in 5 bisexual women and nearly 1 in 10 heterosexual women have been raped by an intimate partner in their lifetime (*2010 National Intimate Partner and Sexual Violence Survey*)
- 4 in 10 gay men and nearly half of bisexual men and 1 in 5 heterosexual men have experienced gender-based violence other than rape in their lifetime. This translates into

nearly 1.1 million gay men, 903,000 bisexual men, and 21.6 million heterosexual men (2010 National Intimate Partner and Sexual Violence Survey)

- 30 % to 50 % of transgender people experience intimate partner violence at some point in their lifetime compared to 28 to 33 percent in the general population (*the Intimate Partner Violence and Sexual Abuse Among LGBT People, The Williams Institute, 2015*)

In addition, although the statistics among women is higher than any other group, gender-based violence happens to men. However, due to the silence, shame and stigma around assault or abuse of boys and men it is under-reported, therefore it is believed that the rates are statistically higher:

- 1 in 18 men have been stalked by an intimate partner during their lifetime to the point in which they felt very fearful or believed that they or someone close to them would be harmed or killed (*CDC 2010 National Intimate Partner and Sexual Violence Survey*)
- 1 in 4 men (28.5%) in the United States have experienced rape, physical violence, and/or stalking by an intimate partner in their lifetime (*CDC 2010 National Intimate Partner and Sexual Violence Survey*)
- Male rape victims and male victims of non-contact unwanted sexual experiences reported predominantly male perpetrators. Nearly half of stalking victimizations against males were also perpetrated by males. Perpetrators of other forms of violence against males were mostly female (*www.lin6.org*)
- Researchers have found that 1 in 6 men have experienced abusive sexual experiences before age 18. And this is probably a low estimate since it doesn't include noncontact experiences, which can also have lasting negative effects. (*www.lin6.org*)

Methodology – Q&A

What Methodology was used to help develop the curriculum?

Field Work

The findings from Black Women's Blueprint's (BWB) interviews, workshops, and focus groups with HBCUs foreground every part of this instructional manual. Starting in the spring of 2014 and ending in the summer of 2015, BWB engaged 57 HBCUs across 17 states to collect qualitative campus violence-related data. This data, intended to inform the HBCU bystander intervention curriculum development efforts, offers meaningful insight into the multifaceted interaction between the individual, relationship, community, and societal factors that influence all harm-doers, victims, and bystanders in cases of sexual assault or other gender-based violence on college campuses.

BWB's research objectives were four-fold:

1. Gauge the needs and experiences of HBCU OVW grantees with bystander intervention programming (mainstream or specific to Black/African American communities).
2. Determine BWB's knowledge base and document experience around possible primary prevention structures, casual or formal, that may already be in place at HBCU campuses using the CDC's Social Ecological Model of individual, relationship, community, and societal knowledge, willingness and participation.
3. Determine the core instructional components requisite in an effective, culturally relevant bystander intervention curriculum that will enhance HBCU grantees' capacity to prevent violence against women on campus.
4. Determine where tactics and strategies from diverse localities can be put in conversation with each other in hopes of adding to existing frameworks of bystander intervention curricula and violence prevention services.

In the interest of achieving the above, BWB employed five staff interviewers to collect qualitative data from 118 HBCU students, administrators, and other relevant staff. Identifying information was not collected in the interest of maintaining participant confidentiality. Instead, interviewers used a coding system where each HBCU campus was assigned a number and each HBCU participant received a corresponding number and letter. This process was conducted uniformly and served to ensure the capacity of all participants to candidly share their opinions, actions, and experiences regarding gender-based violence without fear of repercussions.

Interviewers used a combination of focus groups and individual interviews to collect information. In total, BWB conducted 29 individual interviews and 12 focus groups to inform their analysis. The use of focus groups and/or individual interviews as qualitative data collection tools varied from campus to campus. Collection tool decisions, made at the discretion of the interviewer, were based on the number of interviewees participating per campus and the availabilities of those participants. Interviewers trended towards employing both data collection options per campus.

Social-Ecological Model**Center for Disease Control (CDC) Social-Ecological Model**

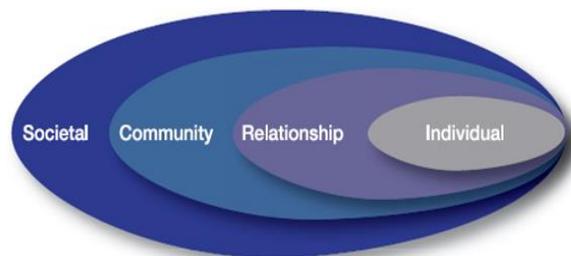
BWB employed the CDC's Social-Ecological model for comprehensive prevention strategies to formulate the foundation of the curriculum. This model focuses on the interaction between the individual, relationship, community, and societal factors that influence harm-doers, victims, and bystanders in the prevention of violence. Most bystander intervention models work at multiple levels in accordance with the Centers for Disease Control and Prevention's (CDC) Social-Ecological Model¹ depicted below. The Social-Ecological Model as the framework for

¹ Center for Disease Control and Prevention Social-Ecological Model
<https://www.cdc.gov/violenceprevention/overview/social-ecologicalmodel.html>

prevention addresses the multifaceted interaction between individual, relationship, community, and societal factors that influence all perpetrators, victims, and bystanders of gender-based violence.

1. **On the individual level**, certain factors will determine whether or not a bystander is active or passive, depending on his/her own knowledge, skills, and self-efficacy.
2. **On a relationship level**, a bystander may be more likely to intervene if he/she has a supportive social circle.
3. **On a community level**, bystanders may be more likely to intervene if the school, church, or other social environment encourages intervention.
4. **On the societal level**, bystander intervention can begin to change social norms and expectations about what is considered acceptable behavior in society.

CDC Social-Ecological Model



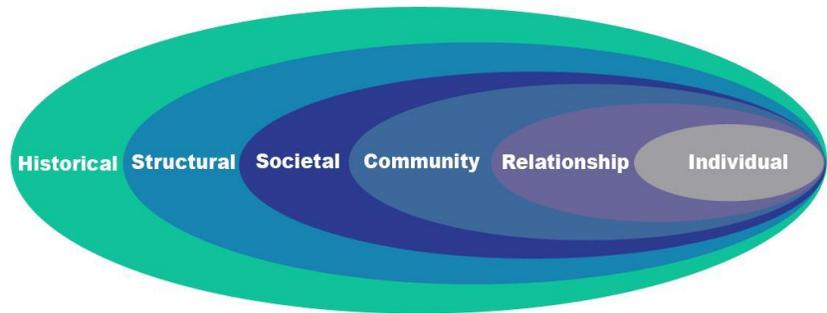
BWB – Expansion of the CDC Social Ecological Model

Based on critical information garnered through one-on-one interviews and focus groups with staff and HBCU students, as well as what BWB learned from communities of color with legacies of slavery, this culturally specific curriculum indirectly utilizes the strategies of the Spectrum of Prevention that formulate a comprehensive approach to the public health problem of gender-based violence within a lens informed by the lived experiences of Black/African Americans, a lens steeped in Critical Race Theory.

As such, BWB recognized structural and historical factors as equally central to the social-ecological model. BWB delved more deeply into the covert factors that affect behavior that is beyond the control of the individual. With the addition of those factors, Black Women's Blueprint expanded the CDC social-ecological model to include **2 additional levels- Structural and Historical**. This expansion is especially important in the context of today's Black/African American population who continue to experience the negative impact of institutionalized discrimination.

1. **BWB Expansion – On a structural level**, bystanders may be more likely to intervene if structural factors are addressed within the context of bystander intervention.

Evidence/Research: Bystanders may contend with structural factors and systems that have long been an influence on the ways in which they respond to intra-community violence or violence

BWB Social-Ecological Model

against women and may be more likely to intervene if bystander intervention strategies are positioned within a broader context of ensuring community rights. Legal research covering more than 50 years of court-room proceedings and acquittal data shows a direct link between repeated incidents, beyond a person's control, that occur at structural levels and how it impacts victims, bystanders, or harm-doers from Black communities response to sexual assault and other forms of gender-based violence (e.g. whether they report or intervene).

At the **societal level**, bystander intervention deals with internalized and interpersonal beliefs and behavior, whereas at the structural level bystander intervention addresses gender-based violence from a systemic viewpoint, the policies and practices and patterns of institutions, for example. Bystander intervention at the structural level would go beyond changing social norms and expectations to changing how institutions and in turn society, behave and govern themselves. For example, engaging in advocacy and policy work to prevent gender-based violence is a bystander intervention strategy at the structural level.

2. **BWB Expansion- On a historical level**, bystanders may be more likely to intervene if they understand the particular history that is relevant to their communities and can develop a new sense of regard for themselves and others based on that history of violence.

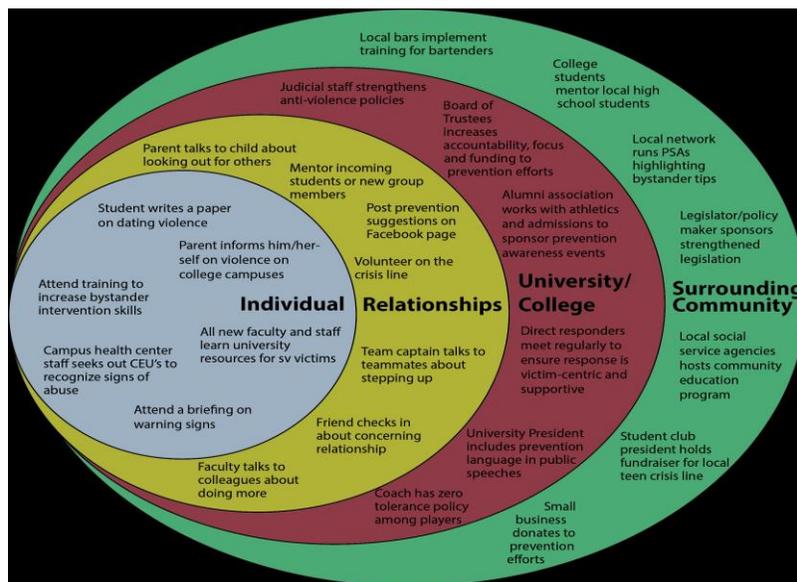
Evidence/Research: What is evident in the work of Black Women's Blueprint is that for many Black women, men, and transgender persons, sexual assault occurs along a continuum and across their lifespan. It is also multi-generational. Additionally, there are racial and cultural implications that should be articulated especially within Black/African American communities, as inextricably linked to a historical context –one which often solidly informs and shapes the personal and political priorities for what gets addressed within these communities.

At the **historical level**, the tactics one uses for bystander intervention would be chosen based on what is likely to be an effective and safe strategy given how the African American community, and sexual violence,, in particular, has been dealt with over generations. For example, due to the often tense relationship between African Americans and authority figures such as police officers, a bystander might first choose to seek help from a community advocate or organization before calling the police.

How does the social-ecological model apply to college campuses?

Alteristic (www.alteristic.org), formerly known as Green Dot Bystander Intervention Program, adapted the CDC social-ecological to college campuses in the image below from the perspective of “one person, one choice, different levels of impact.” It is explained as follows:

“Individual actions carry influence and create change across all levels of the socio-ecological model. Regardless of the level, ultimately change is created when an individual takes a specific action. The scope of the influence – from individual to societal – is determined by the access and sphere of influence of the individual. Mateo, the freshmen college student makes the single choice to write a paper on violence prevention, increasing his knowledge and making an impact at the individual level. Paul, a team captain, makes the single choice to have a conversation with his teammates about the importance of getting involved in prevention efforts, making an impact at the relational level. Chair of the Faculty Senate proposes that all faculty include a statement of safety and prevention on their syllabi, impacting the university level. Juanita, president of the alumni association, makes the single choice to organize a training for students, parents, and alums impacting at the community level. One person, one choice, different levels of impact.”





Section 2 – Facilitating the It's Your Business Curriculum

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The “It is Your Business” curriculum was designed to specifically to address bystander intervention strategies at HBCUs. It is designed to be easy to understand, interactive, and user-friendly curriculum. Each session of the curriculum includes notes to the facilitator, learning objectives, and materials needed for the session.

Time and Number of Participants

Each activity includes the time to be allotted for each learning activity. Each session in its entirety is designed to be between 90 - 120 minutes in length, but sessions can take more or less time depending on the vitality and topic of discussions, role plays, etc. Please allot yourself ample time to prepare for the facilitation of the sessions to ensure you are comfortable, as well as knowledgeable about the curriculum. Because all groups and campus communities are diverse, facilitators will need to be flexible with the learning activities that are relevant to the campus community.

The sessions require a minimum of six (6) participants. Groups with fewer than six participants make it difficult to conduct group activities that are essential to the experiential learning process. For the maximum number of participants, the recommendation is no more than a maximum of 50 participants; however, if more are in attendance it is strongly encouraged to have multiple facilitators.

The Facilitator

To facilitate means to “make easy”. Making it easy is the role of the facilitator who enables participants to confidently build on their current strengths to learn new strategies. Facilitators can be program directors, faculty, administrators, and students. The step-by-step format of the curriculum makes it easy to follow.

The curriculum works best if someone from your campus is the facilitator. Facilitator(s) need to be someone who can act as an anchor for the process of intervention, who can help walk participants through different parts of this curriculum, and relate the curriculum to the individualized culture of the campus. The facilitator role can be taken on by more than one person. The facilitator does not have to be a professional or someone who is an expert on gender-violence, but needs to have a foundational understanding of campus gender-based violence and HBCU culture. The Facilitator must be clear-headed, act within the values and guidelines of the group.

Cultural messages like “*mind your business*” and “*don't snitch*” can be very powerful, especially if one has received these messages throughout their life. It is the role of the facilitator to help the participants process the impacts of these messages. The facilitator is expected to guide participants through exploring the issues around gender-based violence on their campus

and how to choose the best bystander intervention strategy when the times comes. **Remember, if your voice is heard more than the other participants, we are not accomplishing the intent of the curriculum.** It is required without exception for facilitators to:

- Have a good rapport with the student participants, prior to facilitating the curriculum
- How to prepare and execute each session activity as outlined and makes appropriate modifications to fit the campus and participants as needed (see curriculum modification)
- A thorough knowledge of the curriculum, as well as a foundational understanding of gender-based violence, prevention, and bystander intervention is required
- Provide leadership throughout the facilitation of the session activities without taking control, instead guide participants through self-discovery as they analyze behaviors, choices, increase knowledge of HBCU history and understand the concepts of bystander intervention
- Create a safe space for participants to share confidentially, practice self-care, be respected for their experience and identity i.e. racial, religious, gender identity or expression, and provided accommodations for the persons with disabilities
- If there are limitations to confidentiality, share as soon as possible with participants
- Is aware of and has addressed their own biases around topics such as gender-based violence, gender expression and gender identity, race and religion, and any other discriminatory attitudes that may hinder the goal of the curriculum from being achieved and compromises the safety of participants
- Reflects the culture, race, and/or gender identity of the participants
- Requires participants and facilitators of the curriculum have a working knowledge of gender-based violence and prevention. If that knowledge is not present consider doing this curriculum as a companion to an on gender-based violence and/or prevention training
- Be mindful it is very important not to alienate anyone by tending towards labeling men as the rapists and women as the victims in these situations. This dichotomy demonizes men and reinforces the idea that women are weak

Section 2a- Preparing to Facilitate the It's Your Business Curriculum

Please review all the information in this section. **DO NOT SKIP or JUST SKIM OVER.** It is vital to your preparation and implementation of each session to read this part of the curriculum before facilitating the session activities.

As you read each session, **DO NOT SKIP the DIRECTIVES, FACILITATOR NOTES or DESCRIPTIONS and START THE ACTIVITY.** It is imperative to implement the sessions as outlined as it ensures participants will adopt the intended understanding of how to be effective bystanders and the adherence to victim/survivor safety is maintained.

Activity Modification

Facilitators may tweak the sessions to meet the needs of their campus communities. This may include rearranging the learning activities or adding a new question in the dialogue sections of the curriculum. Facilitators may also use different cultural references that are more relevant to their campus communities.

HOWEVER, if the modifications result in the session activity(s) being completely altered or if there is no resemblance to the original activity, please do not present as a part of the “It's Is Your Business” curriculum. Facilitators are cautioned from adding new learning activities that are not included in the curriculum. Even though the new learning activities may be culturally relevant, when new elements are added, facilitators are reinventing the curriculum. As a result, the evaluation process may be inconsistent and challenging and out of scope with the purpose and intent of the curriculum.

Preparation

Preparing to facilitate the “It's Your Business Curriculum” is not intended to be high maintenance; which is why **Section 1** is outlined in a Q&A format to allow users to refer back for explanations about the curriculum with more ease; and a brief description with time, facilitator notes and materials needed is provided before each activity. In starting the preparation, strongly consider the following:

- What should participants know before this training i.e. definition of the gender-based violence (sexual assault, dating/domestic violence, stalking)?
- Is a pre-training on dynamics gender-based-violence required or does the training need to be done in coordination with a subject-matter expert such as a victim advocate?
- Will the session activity(s) require a counselor or advocate to be present?
- Will a working definition for bystander intervention, gender-based violence, etc. be required?
- Does an overview of the curriculum need to be provided? If so, flip back to Section 1

Introduction for Activities

General introduction of session activities should include the following:

- Name, Department, and contact information of facilitator(s)
- Express why the curriculum is being facilitated to the group (i.e. campus is committed to preventing campus gender -based violence, the campus has the OVW Campus grant)
- Describe the curriculum. You may consider the blurb below (**please note you can change this blurb as desired to fit your audience**):

Our campus (name of campus) is implementing strategies to prevent gender-based violence on campus. Gender-based violence includes gender-based violence including sexual harassment, dating/domestic violence, and stalking. We will be using the It's Your Business curriculum as one strategy. This curriculum was made specifically for HBCUs. It motivates bystander intervention by focusing on the common thread of HBCUs which is our long rich history of bystander intervention at the onset of social injustices. The social injustice we are focused on in the curriculum is gender-based violence – gender-based violence including sexual harassment, dating/domestic violence, and stalking.

Creating Safe Space and Self-Care

Creating a safe space and self-care are important practices for every session activity. However, it needs to be especially emphasized for activities that prompt participants to share personal stories or experiences. If there are limitations to confidentiality, please let your participants know at the beginning.

Self-care is of the utmost importance during each and every session activity you facilitate. The material you will be presenting may be triggering for participants in different ways, especially for those who are survivors of and not limited to sexual violence, stalking, or dating/domestic violence. For this reason, we advise having counseling or support, such as having an advocate in the room or contact information for community and campus victim services providers. You may schedule breaks such as 2-3 minutes for participants to regroup, especially if the dialogue during the activities included disclosures or debates.

As participants share bystander experiences, remind them that situations could arise or have taken place that they do not have control over (*i.e. danger is apparent, trauma response such as flight, freeze, fight, or age such as a child not able to stop abuse by a parent or care giver*); therefore, judgment of a participant not intervening should be stopped immediately.

Expect to field tough questions, but remember that you do not have to be the expert. As mentioned, your role as a facilitator is to get your group of participants thinking about the issues and holding space for them to consider their own reactions in a positive way and exposing them to strategies.

Facilitators must establish guidelines for safe discussions (e.g. community agreements). Below are some examples of guidelines:

- Respect other's viewpoints
- One mic
- Use "I" statements
- Confidentiality
- Be mindful of language
- Intent is not magic
- Take space, make space
- Self-care
- Lean into discomfort

Closing or Wrapping-Up of Session Activities

The general closing of any of the activities rather it is following facilitation of an individual activity or after facilitating two (2) or more activities; consider either of the two (2) blurbs below to close or wrap-up (**please note you can change this blurb as desired to fit your audience**):

*Being an active bystander **does not mean** that you should risk your personal safety, or that you need to become a vigilante. There are a range of actions that are appropriate, depending on you and the risky situation at hand. Remember, if you are ever worried for the immediate safety of yourself or others, you can decide to leave the situation and seek outside help – **that's still bystander intervention!***

or

*Ask everyone to close their eyes, sit quietly for a few minutes to do some deep breathing, and internally reflect on what was discussed today. **Tell** them to take one last deep breath and open their eyes when they are done. **Thank** them (i.e. "thank you for being here," "thank you for participating," "thank you for sharing your experience").*

Consider these questions to use for closing an activity:

- What did you learn about bystander intervention?
- Did you learn anything about yourself or about your peers?
- Do you feel motivated to intervene as a bystander?
- Do you feel equipped to intervene as a bystander?

****Always provide participants your campus and community resources i.e. victim services on-campus and off-campus, how to report or seek help****



Section 3 - Curriculum Activities

Throughout the session activities, the curriculum uses historical references throughout the examples, scenarios and activities; for an explanation, refer back to the goal of the curriculum-

The goal of this curriculum is to teach strategies that go beyond teaching students to keep each other safe to guiding and encouraging them to confront learned intergenerational cultural beliefs and unpack structurally constructed messages, social norms, and individual actions that make violence possible by connecting them to the systemic systems of oppression that created the social norms that perpetuates gender violence; but also the historical social actions that have countered violence overall in the black/African-American community. The curriculum is to be used a tool to motivate students to identify the value in each other to the extent they are motivated to engage on each other's behalf to prevent gender-based violence by being inspired by the events and actions HBCUs have historically employed to counter social injustices against their community members on and off campus. (pg. 9)

With that understanding, it is understood that participants, especially students, may need examples in pop culture, current events, or directly on their campus or in the surrounding community to connect with the session activity. It is recommended that facilitators could do the following:

- 1) Include current events that have taken place on your campus or in your state, city or neighborhood. You can inquire with your local police department, state coalition, rape crisis center, domestic violence shelter, child advocacy center, medical center or attorney general's office for statistics, reports, cases, or incidents that have gotten media attention
- 2) Ask students about events that have involved gender-based violence that is currently, for instance on their social media timelines, or being addressed in entertainment (i.e. movies, television shows, music)

To assist you with generating some ideas below is a list of some current events that have taken place in pop culture and in media 2017-2018:

- Nas (hip hop artist) ex-wife Kelis (singer) shared that she experience domestic violence through out their marriage.
- Fabulous (hip hop artist) was accused by longtime girlfriend and mother to his children of physical violence and threats to her immediate family. At the time of this publication, the couple is still together.
- Miles Ahead, a biography film, on the life of Miles Davis, a renowned jazz musician, revealed that the renown jazz musician was abusive to at least one of his wives
- #MuteRkelly movement was enacted by women activist calling for the removal of the singer's music from streaming services, radio stations, and for concert promoters to stop booking his shows. Several women, including his ex-wife, publically disclosed physical and sexual abuse. A recent documentary on Youtube showed women sharing that the

singer solicited teenagers the high school and McDonald's in his old neighborhood in Chicago. R. Kelly released a song called "I Admit" detailing the accusations

- #MeToo movement, which was started on-line by activist, Tarana Burke, galvanized women in Hollywood to disclose publicly experiences of sexual harassment and gender-based violence from men in power in Hollywood (example- Harvey Weinstein, Russel Simmons, Kevin Spacey, Matt Lauer, Tavis Smiley)
- Bill Cosby, the 80-year-old, that has been known as "Americas Dad" was accused by up to 60 accusers. In May 2018 he was found guilty of sexual assault of one victim. At the time of this publication, he had not been sentenced
- Nate Parker (actor), during the release of his film, Birth of A Nation (a story based on Nat Turner's slave rebellion), had a rape case from his college years publicized, where he was the accused, but acquitted. However, the impact caused a reaction that prohibited the success of the film and damage Parker's career
- Ray Rice (NFL player) was caught on film abusing his wife Janay Rice. It showed him punching her unconscious. As a result, Ray Rice was suspended and the NFL was donated millions of dollars to organizations focused on the prevention of gender violence. The couple is still together
- K. Michelle (singer), during the first season of Love and Hip Hop Atlanta, disclosed she was beaten a popular music producer. It was leaked to the media that the producer was Memphitz. The producer career was damaged, although he claimed that he never abused the singer
- Dr. Dre (music producer creator of Beats by Dre) released a statement apologizing for the women he hurt after the bio-pic from former girlfriend and mother of one of his children Michel'le was released on Lifetime showing the abused she endured by Dr. Dre and the documented abuse of hip-hop journalist Dee Barnes
- **2017 -2018 Films-** Roxanne Roxanne on Netflix; Michel'le biopic "Surviving Compton: Dre, Suge and Michel'le; and When Love Kills: The Falcia Blakely Story tell real life stories of gender-based violence

Please note, including a current event that students may find more relatable is not permission to modify the curriculum. Instead, it is encouraging facilitator(s) to add to the session activities events that will help the message resonate more stronger.

Remember as mentioned, **if the modifications result in the session activity(s) being completely altered or if there is no resemblance to the original activity, please do not present as a part of the "It's Your Business" curriculum.**

Session 1: It is Your Business to Intervene

*****Each activity can stand alone and be facilitated individually*****

This session is designed to introduce the concept of bystander intervention. The activities will help participants explore the reasons they do or do not intervene by probing into the history of bystander intervention by HBCUs and black/African-Americans. This session discusses fear as a barrier and as a motivation to intervene on others' behalf and provides guiding dialogue for participants to identify problems on their campus as it relates to gender-based violence.

Facilitator Note: Make sure to remind participants, rather bystander intervention is active or passive it is still intervention. The goal is to shift the social norm around response to gender-based violence to do something, not remain silent verbally or in action.

Activities (estimated time for all 155 minutes)

- **Activity 1 – Four Corners (20 min)**
- **Activity 2 – Reasons We Do or Don't Intervene (15 min)**
- **Activity 3 – Defining Social Norms (30 min)**
- **Activity 4 – The Fear is Real (30 min)**
- **Activity 5 – Case Analysis: No Snitching (45-60 min)**

Session 1 Objectives

Participants will:

- Analyze reasons they do or don't intervene
- Process the feeling of doubt or safety when intervening
- Analyze their ability to intervene on behalf of other students
- Understand the impact of gender-based violence on campus
- Understand and practice intervening skills

Activity 1- Four Corners

This activity is a facilitator lead group activity that requires movement. An open discussion follows to share what was learned about why a participant would or would not intervene and what influenced that decision. This is a good activity to introduce the concept of bystander intervention. The activity is in two parts, the first part provides general statements to prompt intervention or not; the second part focuses on statements on gender-based violence. This activity will aid participants in getting comfortable with the term bystander intervention from a generalized perspective.

In this session, facilitators are encouraged to allow the group to be honest about why they would not intervene. Let the participants know that there are no wrong answers.

Materials

- Three Corners makers
- Markers and tape
- Flipchart sticky paper

Activity Steps

1. **Place** signs around the room:
Sign 1- "I will intervene"
Sign 2 -"I will not intervene"
Sign 3- "Unsure about intervening"
2. **Explain:** This session was designed to analyze the reasons we do or do not intervene.
3. **Say:** During the Civil Rights Movement, our ancestors suffered consequences to make sure we had equal rights including equal access to public facilities, equal opportunity in employment, housing, and education, as well as the right to vote. This movement was led by people like you. Students like you that saw injustice and intervened.

Currently, we have similar movements that are being led or have been led by students such as #blacklivesmatter #metoo #takeaknee #freejena6 #dieins and #sayhername (*consider asking what other movements students have been leading recently or in the past*)

4. **Say** I will read several statements. Participants will indicate if they would intervene, will not intervene or is unsure about intervening by walking to and standing next to the sign that conveys how they feel. For statements that generate discussion, we will give 1 minute to discuss among your group. After the discussion nominate one person to deliver that feedback to the entire group.

Facilitator Note:

- ⇒ Be conscious of the time you allow the groups to have for discussion. Also you want to maintain participant attention, if the discussion runs too long participants may get distracted.
- ⇒ Be cautious of discussions that may spark heated debates or disagreements, if this happens refer back to the Ground Rules.
- ⇒ Consider only allowing 2 groups to share or allow discussion only for the statements that generate the most response.

5. Read aloud the statements (*you may shorten or add to statements*)

It is my business if...

- I see a stranded car on the road.
- I see someone cheating on a test.
- I hear someone crying in the bathroom stall next to me.
- I hear yelling from my neighbors or roommates upstairs
- I see a couple arguing in the student union.
- I observe a woman yelling at her child.
- I see a child in a locked car with windows up on a hot day.

6. **Ask:** How did you determine whether something was your business or not?
7. **Ask:** How do you think race or gender influenced your decision?

Part2

8. **Say:** Now we will do the activity again requiring a little bit more analysis
9. **Say:** Directions are the same, participants will walk and stand next to the sign that conveys how they feel.

Read aloud the statements (*you may shorten or add statements*)

It is my business if....

- My roommate constantly complains about all the “f-gs” (gay slur) in the school.
- I see a guy at a party leading an intoxicated girl to the bedroom
- I see a teacher or staff person doing unwanted groping of a student
- I see a person trying to get away from someone that is being sexually aggressive on the dance floor
- I see someone walking being verbally harassed with sexual comments
- I see a couple arguing and that escalates to one partner hitting the other
- I observe a guy putting something in a girl’s drink.

Ask:

- How did you determine whether something was your business or not?
- What are the consequences when we make those distinctions?
- How do you think race or gender influenced your decision?
- What would have to happen for you to decide a situation is actually your business to intervene?

Activity 2: Reasons We Do or Don’t Intervene

This activity is focused on group discussion for participants to identify moments they intervened or did not intervene. Participants will share these moments with the group and be guided by the facilitator.

In this session, facilitators are encouraged to allow the group to be honest about why they would not intervene. Let the participants know that there are no wrong answers.

Facilitator Note: *this session activity includes participant sharing of personal experiences with bystander intervention, which may be a trigger for some or generate some heated discussion. Please refer to the Beginning Session Facilitation-Safe Space and Self- Care*

Materials

- Stack of 8 ½ x 11 paper
- Markers and tape
- Flip chart sticky paper

Activity Steps

1. **Ask** participants to take a brief moment to reflect. They may close their eyes. **Encourage** participants to think back to their earliest memory of standing up to someone. **Give** them the following prompts:
 - Perhaps it was a bully at school who was bothering you or another student
 - Maybe you were protecting someone else (a friend or family member from being abused,

Think about why you chose to intervene. Think about how it felt at that moment. How did it feel after you stood up to the person?

2. **Say:** Now think back to a moment when you wish you could have stood up to someone but didn't.
 - What stopped you?
 - What got in the way?
 - How did it feel not to stand up to that person?
 - How does it feel now?
3. **Ask** participants to break out into groups of three and discuss their own personal experience with bystander responsibility. In their groups, participants should:
 - Think of examples when they intervened
 - Think of examples when they did not intervene
 - Think of examples when they saw someone else intervene
 - Think of examples when someone intervened on their behalf

Discuss in the group what factor (s) played a role in determining if you chose to intervene or not

- Recognizing urgency or danger for the victim
 - Being uncertain about the situation (i.e. are they playing or is this serious, do they really need help)
 - Relationship to the victim or to the perceived harm-doer
 - Personal safety
 - Unsure if you have the skills or capacity to intervene
4. **Reconvene** and **ask** volunteers to share
 5. **Ask-** To help get the conversation going or to help encourage more dialogue ask the following:
 - What did you discover personally about your motivation to intervene?
 - Did anyone have moments that made you think what you would do differently or if another situation presented its self again to intervene, you would intervene or not intervene?
 - What might be some cultural, religious, political, ethical, relational, situational, civic motivations to intervene or not intervene?

Activity 3: Defining Social Norms

This activity explores social norms within the black/African-American community and HBCU campuses. The definition that we use for social norm is- a pattern of behavior in a community or culture that is accepted as normal and to which an individual is expected to conform to.

Social norms sometimes can create patterns of behaviors, attitudes, and beliefs in an environment in which all individuals are not treated equally. These norms allow a person or group to have power over another.

As you all have learned about the dynamics of gender-based violence, it is power and control that one partner (s) exhibit's over another partner(s). It usually occurs when there are power differences between people, such as position in work or organization, economically, class, gender or ability (*i.e. able-bodied person possible power differential to a disabled person*). Some social norms include: portraying individuals as sexual objects versus full human beings; using force or abuse to control or manipulate; or enforcement of strict gender or racial stereotypes to justify the discrimination or maltreatment of a specific group of people.

Materials

- Flip Chart Paper
- Markers

Activity Steps

Write out the categories listed below. You can add more categories or change the categories to relate to your participants. There are examples provided if you need to list examples to get the conversation started or to add to the list as the activity proceeds.

- Raising Children
- Dating, Marriage/Family
- Intimate Partner Violence,
- Sexual Violence
- Gender Norms

Ask participants to share what they believe the social norms for are for black/ African Americans. Using flipchart paper write out the participants responses.

Raising children

- physical punishment is acceptable or part of punishment
- children do snitch or tattle-tale
- if someone hits you at you school, hit them back

Dating

- Women should be passive
- Men want ladies in the streets and freaks in the bedroom
- Men should pay on dates and if they do, they expect sex
- Women should always look and act respectable
- You are a player if you date a lot of women (this is applicable to LGBT)

- You are a slut if you date a lot of men (this is applicable to LGBT)
- Men are expected to have “game”

Marriage/Family

- Men should always be the provider in the family
- Black women are the caretaker
- Black women put others first
- Black women stand by their men no matter what

Intimate partner violence

- Men don't hit women
- Women can hit men
- Women should be obedient to men
- Partners should be ready for sex all the time
- Saying no means you keep trying harder
- Arguing and aggression is a natural part of a relationship
- Violence is a normal way to handle problems in a relationship

Sexual Violence

- Women allow themselves to be raped
- Gender-based violence is about lust or uncontrollable attraction
- Sexy clothes make “women” rapeable
- Men that are sexually assaulted are gay

Gender Norms

- Men are dominant and strong
- Crying for men is a sign of weakness
- Black women are strong and cannot be victims
- It's the role of the man to dominate
- Even if the Black woman works as the provider, she should always elevate the black man.
- Anger and rage is a natural part of masculinity
- Women who are THOTS (*that hoe over there*) should always be disrespected

Say Norms are highly influential in shaping individual behavior. Social norms can protect against violence, but can also perpetuate violence.

Say Failure to stick to the rules can result in consequences to people socially, such as exclusion from the group. A common rule is that neutrality is seldom an option, either you are in or you are out.

Say Social norms often inhibit bystanders from intervening. If it's seen as part of the norm, it's not perceived as a problem. Thus no intervention is required. For example, calling someone a “hater” if they step in to stop sexual harassment/assault or abuse.

Discussion questions

Say We outlined social norms generally for our community, now lets narrow down what does social norms are for our HBCU campus.

- What are the social norms when it comes to intervening in gender-based violence at on HBCU campus?

***Facilitator Note:** (you can write responses on flipchart paper)*

- As mentioned, a common rule is that neutrality is seldom an option. What happens to campus members who are neutral?
- What are the consequences of resisting or questioning the social norms on campus?

Activity 4: The Fear is Real

The activity guides participants through the fear that hinders bystander intervention. To explore the origin of that fear within the Black/African-Americans, participants will learn about how fear was a tactic used during slavery and continued after slavery to prohibit black people from intervening against discrimination.

Materials

- Flip chart paper
- Markers

Activity Steps

1. **Say:** Although the goal of bystander intervention is to move people to take action in their communities and HBCUs have a legacy of producing and providing a safe space for cultivating some of the most renowned bystanders in history, Black/African-American people have experienced tragic consequences for being bystanders.

Many people continue the legacy of our ancestors of intervening in challenging or dangerous situations, but oftentimes bystanders in our communities are immobilized by fear. If we were to look further in history, the consequences for intervening included physical violence such as whippings, rape, and ultimately murder.

2. **Consider presenting** the following information on PowerPoint slides:

Consequences of bystander intervention and the enslaved:

- The enslaved were considered property and had no rights. As a result, there were no safeguards to protect them from sexual violence.
- Enslaved people who were bystanders were rendered powerless to protect the people they loved.

- The risks of intervening took many forms including torture, mutilation, whippings, isolation and imprisonment, being sold away from loved ones, and ultimately death.
 - Because the enslaved were considered as property and not people, they could not testify in court against the abusers. Consequently, even if they wanted to intervene, the laws did not protect them.
 - Routine acts of violence such as rape and lynching were used as tools to support ideas of racial and gender superiority. These violent acts were seldom met with accountability by those that caused these violent crimes.
 - Black people were silenced, intimidated, and threatened into silence. Nevertheless, people stood up against the threats and intimidation. Many risked their lives to address and stop wrongdoings.
3. **Ask:** What are the similarities of consequences then and consequences now?
 4. **Ask:** What are some modern day examples of fear tactics being used to keep black/African-Americans from being bystanders? *After hearing responses, mention police brutality, overrepresentation in the justice system.*
 5. **Say:** Think back to examples of when you wanted to intervene but were afraid to do so. How has fear influenced your ability to intervene? What did you fear most?
 6. **Say:** Fear can protect us and motivate us to take action. The purpose of fear is not to stop us, but to warn us of challenges ahead so that we are prepared.
 7. **Ask** Considering the risk to personal safety, what do you think motivated these well-known interrupters of social injustices against Black/African-Americans to overcome their fear?

Say Rosa Parks (Alabama State University), Martin-Luther King, Jr. (Morehouse College), Ella Baker (Shaw University), Stockley Carmichael (Howard University) and Julian Bond (Morehouse College) each went to HBCUs. How do you think HBCUs helped them intervene against social injustices (i.e. Julian Bond and M.L.K were activist while students) What has their legacy given back to HBCUs?

Facilitator Note: Add activist from your campus to make specific to your campus. *Although students may not know these civil rights leaders please do not skip this part, instead use as a teaching moment.*

Activity 5- Case Analysis: No Snitching

This case analysis is graphic and a true story. It can be triggering, therefore, **please refer to the Section 2b: Preparing to Faciliate the It's Your Business Curriculum's Creating Safe Space and Self-Care.**

Materials

- Copies of the case (optional)

Activity Steps

Say Why do we sometimes intervene and other times turn a blind eye projecting the belief that “it is not my business”? In previous activities, we have explored how we historically have intervened for the purpose of protecting the members of our campus and our community. However, we also have practiced an attitude of “It’s Not My Business” in reference to bystander intervention.

Say the case analysis is about sexual assault and is a true story. It may be upsetting to some of you. Feel free to do whatever it is you need to do to take care of yourself, there is no judgment.

Share Jane Doe

On October 28, 2009, a 15-year-old girl attended her Homecoming Dance at Richmond High School outside San Francisco, CA. But what began as a night the teen girl was looking forward to at her high school dance soon became a nightmare, when the 15 year old became victim to a horrific two and a half hour gang rape.

At around 9:30 p.m., the girl was waiting for a ride from her father after leaving the dance. Before he got there a friend from school invited the girl to join a group of people hanging out and drinking across from the school. The teen joined in on the drinking, but passed out quickly after.

She was raped and beaten, by as many as six boys for two and a half hours, while as many as 15-20 others stood and watched, some jeering, some took photos and video of the assault; not a single one of them called for help or intervened. Instead, bystanders went back into the dance to tell others, those that came out watched or participated in the rape.

Police were finally called by someone who overheard people discussing the incident. When the police arrived, they found Jane Doe abandoned under a bench half-naked, unconscious and in critical condition.

Jane Doe was airlifted to the hospital and was hospitalized for four days.

Response from the students as to why students did not intervene:

- *"People are saying it's her fault because she got drunk. But that could have been me. They beat her up and no one did anything to help her."*
- *The kids who watched were scared to tell, afraid that "snitching" would make them targets.*
- *They thought the girl was a willing participant; that it might be a gang initiation ritual. Guys get "jumped in" to gangs, girls get "sexed in," some said.*
- *They didn't intervene because they didn't know the girl and didn't feel compelled to help a stranger. On a big, racially mixed campus like Richmond, you stick with your own and mind your business.*
- *They were simply so shocked their minds went blank*

Ask: What are your immediate responses or thoughts about this case

Ask: Before this session activity, had you heard of this story? Has anyone heard of a story similar to this one, not as severe, happening?

Ask: What do you think the social norms are that influenced these students to not intervene, but take pictures/video? What role does technology play in hindering intervention?

Ask: What role do you think gender/race have on the decision to not intervene?

Ask: Are the reasons these students did not intervene resonate as true to why people do not intervene?

If you do this activity following the “Fear is Real” activity try connecting what was discussed and learned about bystander fear. An example would be:

Going back to what we learned about fear in the previous activity. Is there a connection to the fear tactics that were ingrained in black/African-Americans during slavery and the Civil Rights era, playing out in this story? Do we fear intervening because we were taught to be fearful back then? (See if a student makes the connection to the history of people overcoming that fear to defend the rights and protections of black/African-Americans

Session 2: Our Historical Legacy of Bystander Action

This session utilizes interactive activities to help participants explore the rich history of civil rights activists who attended HBCUs. Civil Rights activists are introduced as active bystanders who, despite potential consequences, advocated to end extreme inequalities. Participants discuss and analyze the tragic consequences of intervening, particularly during the Civil Rights Movement era.

The goal of this session is to help participants understand the rich history of activism at HBCUs. As a result, participants see intervention as part of their history. Consequences and fears are analyzed using historical events. Although these events happened in the past, facilitators can encourage participants to share current events to make the connection. Facilitators will have an understanding of HBCU’s rich history of social justice.

Activities (estimated time for all 120 minutes)

- **Activity 1 – HBCU Culture (30 min)**
- **Activity 2 – Consequences and Benefits (30 min)**
- **Activity 3 – Case Analysis- Recy Taylor (45-60 min)**

Session 2 Objectives

- Understand the values of HBCUs
- Understand the rich history of civil rights activism at HBCUs
- Make a connection between civil rights and bystander intervention
- Discuss the consequences and benefits of intervening
- Learn about and analyze the story of Recy Taylor

Activity 1: HBCU Culture

*****Each activity can be facilitated individually*****

This activity begins the session to get the participants thinking about their campus values, campus culture and how these aspects produced HBCUs history of intervening against social injustices. By getting those to acknowledge their campus values and campus cultures it will accomplish the goal of valuing themselves and valuing each other, a cornerstone of motivating bystander intervention.

Materials

- Time keeping device
- Blank cards
- Flipchart paper

As you can see, the examples provided in this session activity are general. Please add information about your HBCU make it relatable. Also, mixing information that is specific to your HBCUs with the general HBCU information broadens the lens on this session activity on values and culture.

Activity Steps

1. **Introduce** the session by highlighting the rich history of HBCUs in the United States. **Present** information showing the success of HBCUs in producing business executives, engineers, federal judges, and doctors. Lastly, be sure to **mention** civil rights leaders who attended HBCUs including Ella Baker, Medgar Evers, Rosa Parks, Stokely Carmichael, etc. Include the leaders that have come from your campus.

Important information to include:

- The family-oriented atmosphere at HBCUs reaffirms pride in one's identity and community. It also cultivates strong intergenerational bonds and linkages.
- Students at HBCUs rely heavily on and often establish strong relationships with their faculty members who become life-long mentors.
- HBCU campuses serve as a safe haven for students to be challenged academically, and to also build communities where they find appreciation and encouragement.

- Many students attend HBCUs to get the “HBCU Experience”. This experience embraces African American oral traditions, arts and language, mannerisms, family, and community ties.
 - Networks provide leadership development, longstanding relationships, and a bridge to professional affiliations such as Black professional associations, student leadership organizations, and Black Greek letter organizations.
 - The low teacher-student ratio provides individualized attention and increases accountability
 - Black colleges and universities have a rich history of social justice, particularly in the Civil Rights Movement. Ida B Wells, who attended Shaw University, led efforts against rape and organized anti-lynching campaigns. She wrote about violence against Black men and women, focusing on lynchings, but she often highlighted all atrocities committed against black people. In an era when it was most dangerous to intervene, Wells found the courage to do so.
2. **Ask** participants: Why did you attend an HBCU?
 3. **Ask** What is an example of our HBCU culture?

Facilitator Note: Use the following quotes to assist with the conversation on HBCU culture

Homecoming at an HBCU is not a homecoming. It's a family reunion, a block party, a cookout, a kick back, a fashion show, a festival, a black power rally, a revival, an oasis, a physical and spiritual baptism in blackness

(HBCU Society Instagram Page)

How Howard University Shaped Chadwick Boseman's Career

“To spend 4 years at a place and have the culture of that place direct your mind and purpose I know what that is. Howard was one of those places that was created after slavery to sort of to catch the enslaved African up with the rest of the country. It's purpose was create teachers and ministers to improve the African Am situation. I think a similar thing happen with me at Howard as a theater student because you as theater student because you as a theater student you study Shakespeare, Pinter and Beckett, when I went to Oxford I studied those things. I think at Howard you would be pressed to focus on August Wilson, Rob Penny, Susan lord parks a myriad of black play writes and writers who essentially writing the African-American, African experience.. they are writing what you are actually doing because I am going to be playing black characters even if the character is written to be white and I end up playing I am still black. But Howard and any other historically black college that feel like they have a great theater programs it allows you to learn that experience while you are in school and be confident in it and you don't ever to walk out and go oh I have to find that I am in the real world now and make that shift. They taught me Shakespeare, Pinter and Beckett but now here I am I have to bring myself to the table”

Campus Lately (campuslately.com)

Chadwick Boseman on Black Panther and Howard University Experience

The Howard Experience is where you see people of color from all – you see the diversity of blackness. It's people from the Caribbean people from many different countries in Africa. You see the differences in people within the states you have classmates from London and France. You have everything possible in that experience. And so the weird thing about this is that always I thought I would never have a black experience quite like that ever again and here I am now in this movie (Black Panther.)

– ABC Nightline (abcnews.go.com)

4. **Ask** What are the values of your Campus community? **Document** responses on flip-chart. Be sure to **add** the following values: (a) leadership (b) service (c) social justice; (d) community
5. **Ask** How do these values motivate you to value the safety of your fellow classmates that you would intervene to prevent them from being harmed?
6. **Ask** participants: When thinking about gender-based violence and intimate partner violence on campus, how does the community respond to gender-based violence and intimate partner violence? Are the responses aligned with the values and culture of the campus?

Activity 2: Consequences and Benefits

Facilitator Note: **DO NOT DO ACTIVITY 3 WITHOUT ACTIVITY 2.** Because Rosa Parks' anti-gender-based violence work is introduced in Activity 2 goes in depth in Activity 3, these 2 activities must be done together. Although there is leeway with Activity 2 being done as a stand alone, **DO NOT DO ACTIVITY 3 WITHOUT ACTIVITY 2.**

Description

This session activity explores the consequences and benefit's to intervening analyzing the work of civil rights activist. Participants learning the motivation for these activists and who currently on their campus demonstrate that same leadership.

Materials

- Flip Chart Paper
- Markers

Activity Steps

1. **Say** to participants: The goal of bystander intervention is to move people to be empowered, active bystanders.
2. **Ask** participants: Have you heard about bystander intervention? Ask for volunteers to share.

3. **Explain:** Bystander Intervention is a strategy for the prevention of various types of violence including bullying, sexual assault, domestic violence, dating violence, and stalking. It is based on the fact that people make decisions to intervene on other people's behalf.

A bystander is a witness, someone who knows what is happening and is in a position to take action.

A passive bystander is someone who shows acceptance of what is happening or even joins in, leading to the perception that the actions are accepted or approved.

4. **Ask** participants: What does it mean to be an Active Bystander?

After hearing responses, **explain:** Active Bystanders take the initiative to help someone who may be a target for harm. They do this in ways that are intended to avoid verbal or physical conflict. Active Bystanders also take the initiative to help friends, who are not thinking clearly, from becoming offenders of crime.

5. **Say:** Civil rights activists who were part of an HBCU community were active bystanders. Many risked their lives and suffered consequences because they truly believed in eradicating inequality. Those who were participants sometimes risked being kicked out of school or being jailed.
6. **Say:** During the Jim Crow era, Rosa Parks was responsible for collecting testimonies and investigating acts of rampant gender-based violence committed against Black Women. She led local and national coalitions and urged the African American community to speak out against sexual violence. Through her efforts, Ms. Parks exhibited the characteristics of an active bystander. She took initiative to help those who were targets for sexual violence. Although her work had major impact on the anti-gender-based violence movement, her contribution is mainly attributed to the Montgomery Bus Boycott.

Ask: What are the reasons for this oversight?

Ask: What are the implications of this omission in history?

Divide the group into two. **Distribute** flip chart paper to each group and **instruct** each group choose an activist from the Civil Rights era or currently. For current activist, you can mention - Yara Shahidi, Marc Lamont Hill, Dr. Umar Johnson, Jessie Williams, Naomi Wilder, and Shawn King.

Instruct the group to make a list of the consequences and benefit's for that particular activist.

Allow time for discussion. **Bring** the groups back together and **review** the lists.

Say: Students from HBCUs sparked the flame to begin the civil rights movement to improve the lives of Black folks.

Ask: Who in our community is sparking the flame?

Ask: Who on campus sparks the flame?

Ask: Can you see yourself as a leader on campus who becomes an active bystander? Why or why not?

Ask: What are some of the consequences and benefits one might face on campus?

Activity 3: Case Analysis: Recy Taylor

Facilitator Note: **DO NOT DO ACTIVITY 3 WITHOUT ACTIVITY 2.** Activity 2 can stand alone, but we recommend because of Rosa Parks anti-gender-based violence work is introduced in Activity 2 and goes in depth in Activity 3, these 2 activities must be done together. Although there is leeway with Activity 2 being done as a stand-alone, **DO NOT DO ACTIVITY 3 WITHOUT ACTIVITY 2.**

Facilitator Note: DO NOT rush through this case analysis; ensure there is enough time allotted for this session activity.

Description

The story of Recy Taylor is not a story that has been told often in the various stories about neither the Civil Rights Movement nor the anti-rape work of Rosa Parks. This is an important case analysis for students as it teaches untold history and guides them through a discussion on the fear of intervening. It also provides discussion around race and gender, and how those factors impacted bystander intervention as well as why this story has not often been told, nor the anti-rape work of Rosa Parks.

Materials

Copies of the cases (optional)

Activity Steps

- **Say:** Remember we shared that Rosa Parks was an anti-rape advocate for black women during the Civil Rights era. One the most well-known cases she worked on was the Recy Taylor Case.
- **Ask** participants: Who is Recy Taylor?
- **Indicate** to participants that the story is about sexual assault and might be upsetting. **Let** them know that they should feel free to do whatever it is they need to do to take care of themselves, without judgment.
- **Share** the story of Recy Taylor.

RECY TAYLOR, 1944

On September 3, 1944 in Abbeville, AL, Recy Taylor was walking home from church with her friend Fannie Daniel and Daniel's teenage son West. A car pulled up on the side of the road with seven armed white men. One of the men, Herbert Lovett, accused Taylor of cutting "that white boy in Clopton this evening". This was a false accusation, as Taylor had been with Daniel all day. The seven men kidnapped and forced Taylor into their car at gunpoint and drove her away to a patch of trees on the side of the road. They raped her and threatened to kill her. Daniel reported the kidnapping to the police and identified the driver of the car as Hugo Wilson. Later, Wilson identified the other men and admitted to "carrying her to the spot" where she was gang raped. The police did not arrest the other men and fined Wilson \$250.

The community was outraged and reported the event to the National Association for the Advancement of Colored People (NAACP) in Montgomery, Alabama. The NAACP sent in their best investigator, Rosa Parks. Ms. Parks had been a strong activist, organizing African Americans to protect black women and girls from sexual assault during the Jim Crow era. She formed the Alabama Committee for Equal Justice for Ms. Recy Taylor (CEJRT), which gathered national support with chapters throughout the United States. The group included members such as W.E.B. Dubois, Mary Church Terrell, Countee Cullen, Langton Hughes, etc. The campaign to bring justice for Taylor was one of the first instances of nationwide protest and activism among African Americans.

Although some of the men admitted the rape to authorities, two grand juries declined to indict them. Charges were never brought against Taylor's assailants. In 2011, the Alabama House of Representatives apologized on behalf of the state "for It's failure to prosecute" the assailants.

- **Ask:** Before this session, had you heard of this story?
- **Say** Recy Taylor died at December 28, 2017 at the age of 97.
- **Say** Oprah Winfrey at the 2018 at the Golden Globe Awards, during her acceptance speech of the Cecil B. DeMille Award in which was first black woman recipient, told Recy Taylor's story during the speech.
- **Say** This story and more history around anti-gender-based violence work during this time is told in the book *At The Dark End of the Street: Black Women, Rape, Resistance- A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power*

Discussion Questions

- Who were the bystanders in this scenario?
- What are the implications of this scenario as it relates to racism, sexism, and sexual assault?
- In what ways has this event and others impacted the relationship between the justice system and African Americans? How has that experience with the justice system encouraged victims to remain silent and not report or hindered from intervening?
- What are modern day examples of this scenario? (examples: #metoo movement)

Session 3: Strategies for Interventions

*****Each activity can be facilitated individually*****

This session includes several activities you can use to put into practice bystander intervention strategies. Each session activity can stand alone, so we encourage you to pair any of these activities with the activities in Sections 1-2. It is your choice of what scenario is the best compliment for that selected section activity.

The following are strategies for bystander intervention this curriculum uses – the SAFE Strategy, the 4 D's to intervention and Thoughts Before Intervening. They are described as follows-

Black Women's Blueprint's SAFE Strategy

Being an active bystander **does not mean** that you should risk your personal safety, or that you need to become a vigilante. There are a range of actions that are appropriate, depending on you and the risky situation at hand. Remember, if you are ever worried for the immediate safety of yourself or others, you can decide to leave the situation and seek outside help – **that's still bystander intervention!**

To help bystanders intervene and practice, Black Women's Blueprint created the SAFE Strategy:

S-Safety is the first rule. Make sure you and the other people are safe. Evaluate the situation to determine the people involved and what your options are.

A- Allies or other people will help you intervene. Recruit friends to help you step in. When you work together with someone or several people, your safety is increased.

F- Friendly approach is always better than being aggressive. Use a caring, non-threatening approach to intervene. You may use humor to diffuse the situation or try to relate in a positive way without causing more harm.

E- Emergency services can be an appropriate resource to help you with the situation and make sure everyone is safe.

To intervene is to recognize the importance of the value of someone else's safety and body that you will do or say something by

The 4 Ds for Bystander Intervention

Green Dot, Inc. developed 3 Ds to demonstrate the variety of strategies you can use when making the choice to intervene. This strategy allows the bystander to decide the intervention this best for them. In addition, we have a 4th "D" part which is Defend. Therefore, for the bystander intervention strategy it is **Direct, Delegate, Distract and Defend**

Direct

Directly inserting yourself into a potential situation that is harmful to you're a member of your campus and stopping it by addressing those who are involved.

- *Asking someone who seems uncomfortable or unsure if they are ok.*
- *Pulling your friend away from someone who keeps pushing drinks on them.*
- *Telling your friends that you think their joke about sexual assault or being exhibiting abusive behavior is offensive.*

Delegate

If you feel unsafe or uncomfortable stepping in yourself, getting someone to intervene for you who might be more equipped or better able to handle the situation.

- *Calling the Department of Public Safety when it looks like a verbal argument might turn physical.*
- *Asking your roommate to check on a friend who keeps missing class because they're closer with that person than you are.*
- *Asking someone that is a member of the same organization and athletic team of the "harm doer" or of the person being harmed to intervene.*
- *Alerting a member of residence life staff that a hallmate hasn't been in class lately and you are worried.*

Distract

Defusing a potentially harmful situation by distracting those involved and interrupting.

- *Breaking up a heated argument by pretending you lost your key card and asking to borrow one from someone involved.*
- *Accidentally spilling a drink on the person who keeps forcing your drunk friend to dance with him.*

Defend

Being a bystander requires support to be courageous enough to intervene passively or actively. Defend is offerings support to bystanders that have chosen to intervene, especially when doing so at a personal risk.

- *Supporting a bystander that is intervening by also intervening or telling others that were right for intervening and not ridicule them for intervening.*
- *Support organizations on campus that are working to educate the campus about gender-based violence and motivate students to be bystanders by defending their mission against those that negatively criticize*

Activities (estimated time for all 160 minutes)

- **Activity 1 – Role Play 1 (30 min)**
- **Activity 2 – Role Play 2 (30 min)**
- **Activity 3 – Bystander (45 min)**
- **Activity 4 – The Grab Bag (40 min)**
- **Activity 5- It Is My Business to Intervene Pledge (15 min)**

Objectives

- To apply various bystander intervention strategies
- To exercise those strategies with different exercises and scenarios
- To determine what strategy or the mix of strategies works best for you or a situation

Activity 1: Role Play 1**Materials**

- Stack of 8 ½ x 11 paper
- 4 D's for bystander intervention
- SAFE approach

Activity Steps

Say: In order to intervene effectively, you must notice what is happening and register it as a problem. If you see a situation but it does not look like a problem to you, you are likely not to intervene. This is why it is important for us to pay attention to our surroundings, to our peers and community members, and to not turn a blind eye to situations that look shady or give us pause. As members of the HBCU community, we each need to take personal responsibility. However, since taking personal responsibility for someone else, perhaps someone you don't even know, can be risky, intervening can be either direct or indirect. But no matter what the intervention, you must do so only if it is safe for you and safe for the target of sexual or interpersonal violence as well

Say: Once you have decided to take personal responsibility, you can then decide on how you will help, either indirectly or directly, and what strategies you will use. If you choose to intervene indirectly, you have many options. You can contact someone who knows the person, let someone else who is nearby know, call family members or friends, the school hotline or medical facility, etc. and have them deal with the situation. If you decide to intervene directly, you have options such as speaking directly to the victim, engaging the harm-doer, creating a distraction, or getting the victim out of the situation, among others.

- 1) You can be creative and come up with your own interventions as long as they are safe solutions.
- 2) **Say:** You should know the numbers on campus that you can call, the faculty and staff in whom you can confide, buildings and facilities that provide resources for people in trouble, etc. Please familiarize yourself with these at some point so that you have a game plan should a challenging or dangerous situation ever come up for you or someone on your campus.
- 3) **Say:** The earlier you intervene, the better. However, sometimes it can be better to intervene later, often when the situation is unsafe or uncomfortable at the moment but there is still something you can do. Exercise your judgment.
- 4) **Say:** There are no easy answers, but if you remain aware, know your resources, and feel confident in your ability to intervene (either indirectly or directly), you can help prevent gender-based violence on campus.

- 5) **Say:** We discussed earlier why we do or don't intervene, and how fear plays in our decisions. Now that you know more about intervening, let's practice how to do so.
- 6) Introduce the 4 D's of intervening and the SAFE approach. Now we will practice these strategies with a scenario
- 7) **Ask** for 3 volunteers. They can be of any gender. Take the volunteers outside the room and **explain** the following scenario. **Ask** the volunteers if they are comfortable with potential touching that may happen during the role play. It is perfectly acceptable if a person would rather not be touched.

Scenario: Your roommate is a social butterfly and loves to attend as many campus parties and events as possible. Homecoming weekend brings new faces and the best parties to campus, and they are hyped for the possibilities. You and your roommate go to the first party together. After a couple of drinks have started to loosen them up, the roommate starts dancing with someone cute. The person is clearly feeling the dance, and your roommate is enjoying themselves, but the person they're dancing with starts drunkenly pulling at your roommate trying to lead them away from the party.

- 8) **Assign** each person a role and explain what they should do.
 - Bystander ("You"): Do nothing
 - Target (your roommate): interact with the guy, but your feelings about him are ambiguous
 - harm-doer: interact with the roommate and focus on no one else
- 9) **Explain** to the three volunteers that they will do the role play once, and after the first run through the facilitator will ask the audience-
 - what did you see
 - did anyone see something that could be done differently by the bystander

Facilitator Note: Refer the participants back to the 4 D's of intervening and the SAFE approach. Allow the participants to share other ways they would intervene that is outside of the 4 D's. Remember, the goal is to shift the social norm around response to gender-based violence to do something, not remain silent verbally.

- 10) **Repeat the scenario this time with the Bystander using one of the intervention strategies.**
- 11) **Ask** any of the following questions to the participants to stimulate discussion:
 - What did the second person do that the first did not?
 - Was their technique effective?
 - Would this work in the real world?
 - What other interventions could the bystander have chosen?
 - Is it scary to intervene in such a situation when we are not sure what the person wants or is feeling?

- How did it feel to watch the scenario playing out before you?
- Have you seen any similar situations in your own lives?

Ask volunteers:

- How did it feel to be in that scenario?
- Thank the volunteers, have them return to their seats

Activity 2: Role Play 2

Materials

- Stack of 8 ½ x 11 paper
- 4 D's for bystander intervention
- SAFE approach

- 1) **Say:** Let's do a role play to practice our intervention action steps.
- 2) **Ask** for 3 volunteers. They can be any gender. Take the volunteers outside the room and **explain** the following scenario to them.
 - Scenario: The weather is starting to get warm, but you notice that one of your friends continues to wear long sleeve shirts and pants. They are not one to cover up, and they love warm weather, so this seems a bit odd to you. One day after class you notice your friend's partner outside the door. When your friend walks up to them, the partner starts shouting and getting visibly agitated. Your friend looks to the side pretending to be disinterested, but they seem to be shaking.
- 3) **Assign** each person a role and explain what they should do.
 - Bystander ("You"): Do nothing
 - Target (your friend): pretend to not be paying attention to your partner's antics, although you are
 - harm-doer (the partner): focus on no one else but your partner who just got out of class
- 4) **Ask** the volunteers if they are comfortable with potential touching that may happen during the role play. It is perfectly acceptable if a person would rather not be touched.
- 5) **Explain** to the three volunteers that they will do the role play once, and after the first run through the facilitator will 1) ask the group what they saw, 2) ask if anyone sees something that could be done differently, and 3) ask if someone would like to take the place of the bystander to intervene in the manner they suggest. When a new person volunteers to take the bystander's place, the role play will be done again with an intervention.
- 6) **Bring** the volunteers back inside, and **explain** to the group that they will do a role play that could be potentially upsetting to others. Remind the participants that they can do whatever it is they need to do to take care of themselves, without judgment. Then **instruct** the volunteers to begin the role play.

- 7) After the role play has been run through twice, **thank** the volunteers, have them return to their seats, and **discuss** what the participants did/saw.
- 8) **Ask** any of the following questions to stimulate discussion:
 - What did the second person do that the first did not?
 - Was their technique effective?
 - Would this work in the real world?
 - What other interventions could the bystander have chosen?
 - Is it scary to intervene in such a situation when we are not sure what the person wants or is feeling?
 - How did it feel to be in that scenario?
 - How did it feel to watch the scenario playing out before you? Have you seen any similar situations in your own lives?
 - **Thank** the volunteers, have them return to their seats

Activity 3: Bystander

Materials

- Copies of Scenario
- 4 D's for bystander intervention
- SAFE approach

Distribute scenarios to small groups. After each group to discuss their scenario among themselves. Tell them to decide which intervention strategy would the use, answer the following questions

1. **Ask:** What intervention strategy would you use?
2. **Ask:** Which strategies were challenging to use? In what context?
3. **Ask:** Which strategies were easier for you to use as a bystander?

Facilitator Note: *The scenarios has language that might be unacceptable at some schools. Please exercise judgment when determining whether or not to use this example.*

Scenarios

Scenario 1: Shawn and Rita have hooked up a couple of times before. At a school party, you observe that Rita is drunk. She is so drunk that she is stumbling and can hardly stand. You notice Shawn is trying to engage with Rita. He then tries to usher her to the door to leave with him. You're not sure if Rita is struggling away or if she is just too inebriated.

Scenario 2: Your friend knocks on your door in the middle of the night. She wants to show you something. She is crying and looks upset. She walks you to her door where you see a homophobic slur in red paint scrawled across it. Your friend identifies as a lesbian. As you try to comfort your friend, two participants walk by and laugh while pointing at her door.

Scenario 3: You are at a party with your friends. One of them approaches you and points to a room. He tells you there's a THOT is in the back room. Your friend also says that other guys are now taking turns running a train on her. He asks you to come with him to the room.

Scenario 4: You're at an off-campus party. The DJ is a hit, everyone is dancing and having fun, and the jungle juice is flowing. You overhear someone talking about a girl throwing up in the bathroom. You go see what's going on, and you see guys you don't know coming out of where the girl is, you find the girl passed out and half-dressed.

Scenario 5: You and some friends are at a get-together in your cousin's apartment. He's an easygoing, down-to-earth person and has invited people over to celebrate his birthday. Later in the night, you see him being pulled into his bedroom by an upper-class guy he has had a crush on for the past year. The guy is assertive about what he wants to happen, but he doesn't seem into it.

Activity 4: The Grab Bag

HBCUs create a family oriented atmosphere that reaffirms pride in one's identity and community. It also cultivates strong intergenerational bonds and linkages. The campus serves as a safe haven for students to not only be challenged academically, but to also build communities where they find an appreciation of who they are.

Say HBCU campuses are seen as a safe haven for students. In order to be a safe environment, we must intervene. In doing so, we are following the footsteps of those who came before us. To create safer communities we must

- Find ways to support each other as bystanders to intervene
- Increase sense of safety on our campuses
- Create an environment in which student feel compelled to protect each other in a safe and comfortable manner

Say In this next activity, participants will get to practice specific ways to take action to prevent sexual assault as a bystander using one of the intervention strategies. Introduce the activity as a group activity called A Grab Bag.

Ask participants to get into groups of three (3). Facilitator hands out bags to each group. In the bags are statements (*provided on the next page*) with specific ways to take action to prevent gender violence as bystanders.

In their group, each group member picks a statement from the 'grab bag' and practices ways to intervene. Facilitator walks around the room to observe groups and offer suggestions or feedback. After the activity, return everyone back to the larger group and discuss ways they intervened.

Say

- Were there ways that were more or less challenging than others?
- How did it feel to practice in the group?
- Were your peers helpful?
- How can we continue to show members of our communities that they are valued?

Grab Bag Statements: (Cut out each square and place in a grab bag)

If I know or suspect that a friend is in an abusive relationship (physically, sexually, or emotionally)	If I see someone who appears to be following someone or watching or stalking or any voyeurism, or anything that makes me uncomfortable	If my friend, professor, father, brother, boyfriend, girlfriend, mother, sister explains that women “say ‘no’ when they really mean ‘yes’,”
How I would talk to my friends about seeking and receiving verbal consent	How I would account for the people I came with If I choose to leave a party early	If I suspect that my friend has been drugged
If I saw someone intoxicated and left behind by her friends	If I see someone spike another person’s drink	If I see a friend take an intoxicated person up the stairs
If I hear individuals using sexist, rape jokes, homophobic, derogatory words	If I hear someone say, “She deserved to be raped,”	If I see commercials or ads exploiting women, people of color or LGBTQ people
How I inform my friends about gender-based violence and hate crimes in our community	If I suspect that my friend is in an abusive relationship	If I suspect a friend has been sexually assaulted
If I hear someone yelling and fighting, and it is not safe for me to intervene	If I see a friend grab, push or insult someone	If my campus doesn't hold events or forums about violence and social justice
If my campus holds events or forums about violence and social justice	If I notice someone has a large bruise	If I see a person sexually assaulting another person
If someone needs my help and I don’t have the answer	If someone appears upset	If my friend tells me they hurt someone physically

Activity 5 : It is My Business to Intervene Pledge**IT IS MY BUSINESS TO INTERVENE! Pledge**

Discuss the mission of HBCUs. Black colleges share some of the following themes that are critical to fulfill their mission: community service, open enrollment, democracy, citizenship and leadership, social change, concern about health, ethics and values, educational emphasis, and black studies.

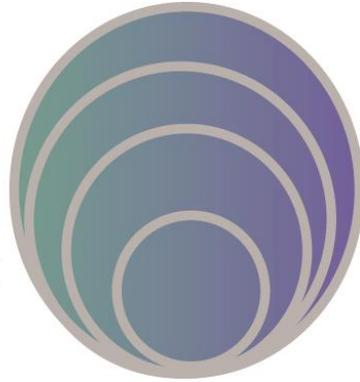
- HBCUs define their mission as encompassing not only the welfare of their students, but the interests of a society.
 - Students at HBCUs are equipped with resilience to institutional practices and barriers that seek to minimize their training and their status.
 - HBCUs have a dual responsibility to position and prepare their students for future success. They are obligated to meet the same curriculum standards as predominantly White institutions while simultaneously offering Black/African Americans an education that is culturally relevant.
 - At HBCUs, comfort and self-acceptance are valued because students are in the numerical majority. There is no burden to represent all Black/African Americans or the threat of racial stereotyping.
 - At HBCUs, Students can be themselves and know their presence is valued. Their opinions are respected, appreciated, and excellence is assumed of them. You can be yourself and be at ease with the knowledge that your presence is valued, your opinions are respected and appreciated, and that excellence is assumed of you.
 - HBCUs create a microcosm that embodies cultural inclusion and cultural relevance.
1. **Invite** participants to join you by standing up. **Read** each pledge statement.
 2. **Ask** participants to respond with

It Is My Business to Intervene
(As loud as they can) after each statement

IT IS MY BUSINESS TO INTERVENE Pledge

- When I hear or see sexist jokes that objectify women and girls I will say: IT IS MY BUSINESS TO INTERVENE!
- When I hear or see homophobic/transphobic jokes that encourage fear, hate, or harm towards LGBTQ people, I will say: IT IS MY BUSINESS TO INTERVENE!
- When I recognize a situation in which affirmative consent has not or cannot be given, I will say: IT IS MY BUSINESS TO INTERVENE!
- When my friend hits their romantic or sexual partner, I will say: IT IS MY BUSINESS TO INTERVENE!
- When I see someone spiking someone else's drink, I will say: IT IS MY BUSINESS TO INTERVENE!
- When I see or hear humiliating initiation activities, I will say: IT IS MY BUSINESS TO INTERVENE!

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Section 4 - Bibliography and Appendices

Section – 4 Bibliography and Appendices

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Appendix A:

Black Women's Blueprint – HBCU Interview Questions

- 1) ***On the individual level***, certain factors will determine whether or not a bystander is active or passive, depending on his/her own knowledge, skills and self-efficacy.
 - a) *Facilitator Note: These are questions which get at actual information for writing the curriculum pieces dealing with individual bystander action and motivation for those actions.*
 - i) What would need to change in people's minds on your campus to get them to step up when they think someone is likely to engage in sexual assault, dating, domestic violence or stalking?
 - ii) In your experience, what else stops students on HBCUs from intervening in cases of potential rape/sexually assault? *Facilitator's Note: Lack of information, fear, don't want to snitch, loyalty to black brothers, black male endangered, the girl is probably going to be ok.*
 - iii) On education approach - In your experience, how is primary prevention education best received/best absorbed by students?
 - iv) How do you think information should be disseminated? What are some recommended mediums (e.g. smart phone apps, campus events, YouTube, open mic, face to face, class)?
 - v) How would you target potential offenders with prevention/bystander information? Why?
 - vi) How would you target potential victims with prevention/bystander information?
- 2) ***On a relationship level***, a bystander may be more likely to if he/she has a supportive social circle.
 - a) *Facilitator Note: These are questions which get at actual information for writing the curriculum pieces dealing with how we hold each other accountable and how we engage or challenge each other when something is wrong?*
 - i) How would you talk about accountability with your students? OR How do students talk about accountability with each other?
 - ii) How do you believe the idea of consent is understood by campus community?
 - iii) How do you think the idea of sexual violence, dating violence, stalking is understood?

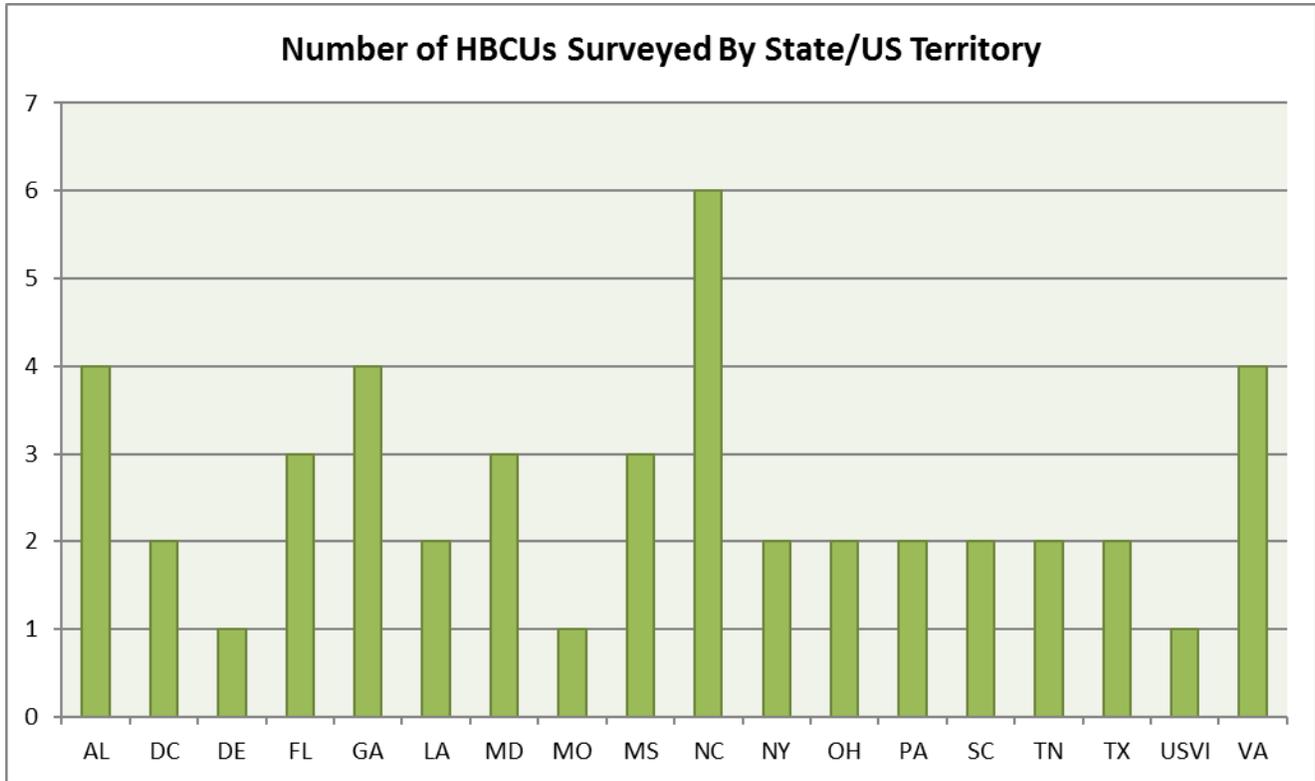
- iv) What are some ways friends, teammates, and others should be encouraged to engage offenders or potential offenders?
 - v) What are some ways friends, partners and others or should be encouraged to engage victims or potential victims in potential violent situations.
 - vi) Have there been any campus conversations or situations where the concept of “no snitching” or “snitches get stitches” have come up? How would you respond?
- 3) **On a community level**, bystanders may be more likely to intervene if the school, church or other social environment encourages intervention.
- a) *Facilitator Note: These questions address what can be included in curriculum re: campus or community-wide interventions.*
- i) Who on your campus is considered to have more capacity to intervene before or during an incident of domestic violence, sexual assault, or incident of dating violence happens: RA, campus police, friends, professors, local establishments, athletes, etc.?
 - ii) How do community members de-escalate situations? Prevent situations? How about on campus? Is it a physical practice? Is it communal? Is it individual?
 - iii) Given the context of your campus community, how do folks get to know each other? In what ways do you think HBCUs can promote a sense of community for students? (e.g. promoting an environment where students know each other and are invested in stepping in, in the event of a situation).
- 4) **On the societal level**, bystander intervention can begin to change social norms and expectations about what is considered acceptable behavior in society.
- i) If you were to design an effective sexual assault prevention program what would it look like? (e.g. what kind of information and skills would you want to learn to help keep others safe from domestic violence, sexual assault or stalking?
 - ii) What kind of printed/audio/visual resources (e.g., ideas, blogs, etc.) do you think would help HBCU students be more comfortable with intervening?
 - iii) How would you use technology? Can social media play a role in prevention or bystander intervention on campus? How?
 - iv) How would you talk about violence that occurs off-campus, in families, in people’s communities in the curriculum? Is there a place for talking about that?
 - v) How would you change social norms/reject rape culture, including sexism and address factors that perpetuate rape.
- 5) **On a structural level**, bystanders may be more likely to intervene if structural factors are addressed within the context of bystander intervention.
- a) *Facilitator Note: BWB CDC Model Expansion Evidence/Research - HBCU students who are victims/survivors as well as bystanders may contend with structural factors and systems that have long been an influence on the ways in which they interpret and respond to intra-community violence or violence against women and may be more likely to intervene if bystander intervention strategies are positioned within a broader context of ensuring community rights. Legal research covering more than 50 years of court-room proceedings and acquittal data show a direct link between repeated incidents beyond a person’s control, that occur at structural levels do impact how victims, bystanders or “perpetrators” from Black communities respond to gender-based violence respond to sexual assault and other violence.*

- i) What are some of the specific cultural or historical factors that can function as assets/benefits to help promote a culture of intervention (of having each other's back) on college campuses? (e.g. idioms, proverbs, historical ways of interacting, community responsibility practices, etc.)
 - ii) What are some barriers (if any) to bystander intervention you believe exists that are as a result of our history as Black/African Americans?
 - iii) In terms of help seeking behavior- what are the ways you've seen people from our communities seek help? How about students on campus?
 - iv) What are some cultural tools and references, stories/narratives, music, art, if any, which can be incorporated into the curriculum to make it culturally specific?
- 6) ***On a historical level***, bystanders may be more likely to intervene if they understand internalized affirmation of consistently denied, particular histories relevant to their communities and can develop a new sense of regard for themselves and others based on that history of violence and oppression experience by both perpetrators/harm doers and by survivors and bystanders.
- a) *Facilitator Note: BWB CDC Model Expansion Evidence/Research - What is evident in the work of Black Women's Blueprint is that for many Black women, men and transgender persons, sexual assault occurs along a continuum and across their lifespan. It is multi-generational. There are also racial and cultural implications that should be articulated especially within African American communities as inextricably linked to a historical context, a context which often solidly informs and shapes the personal and political priorities for what gets addressed within these communities.*²
- i) Are there any federal, state or local policies that make it more difficult to address or prevent violence against women on campus? Make it difficult to address accountability? Make it more difficult for survivors? What are they?
 - ii) What are some systemic changes you would make that you think would help reduce and/or eliminate violence against women on campus?
 - iii) What is your sense of how criminal justice (including on-campus or off-campus) intervention is received by students?
 - iv) What are some ways we can talk about criminal justice, police, and other systems involvement within the curriculum that takes into consideration, some of the historical and systemic conflicts with criminal justice?

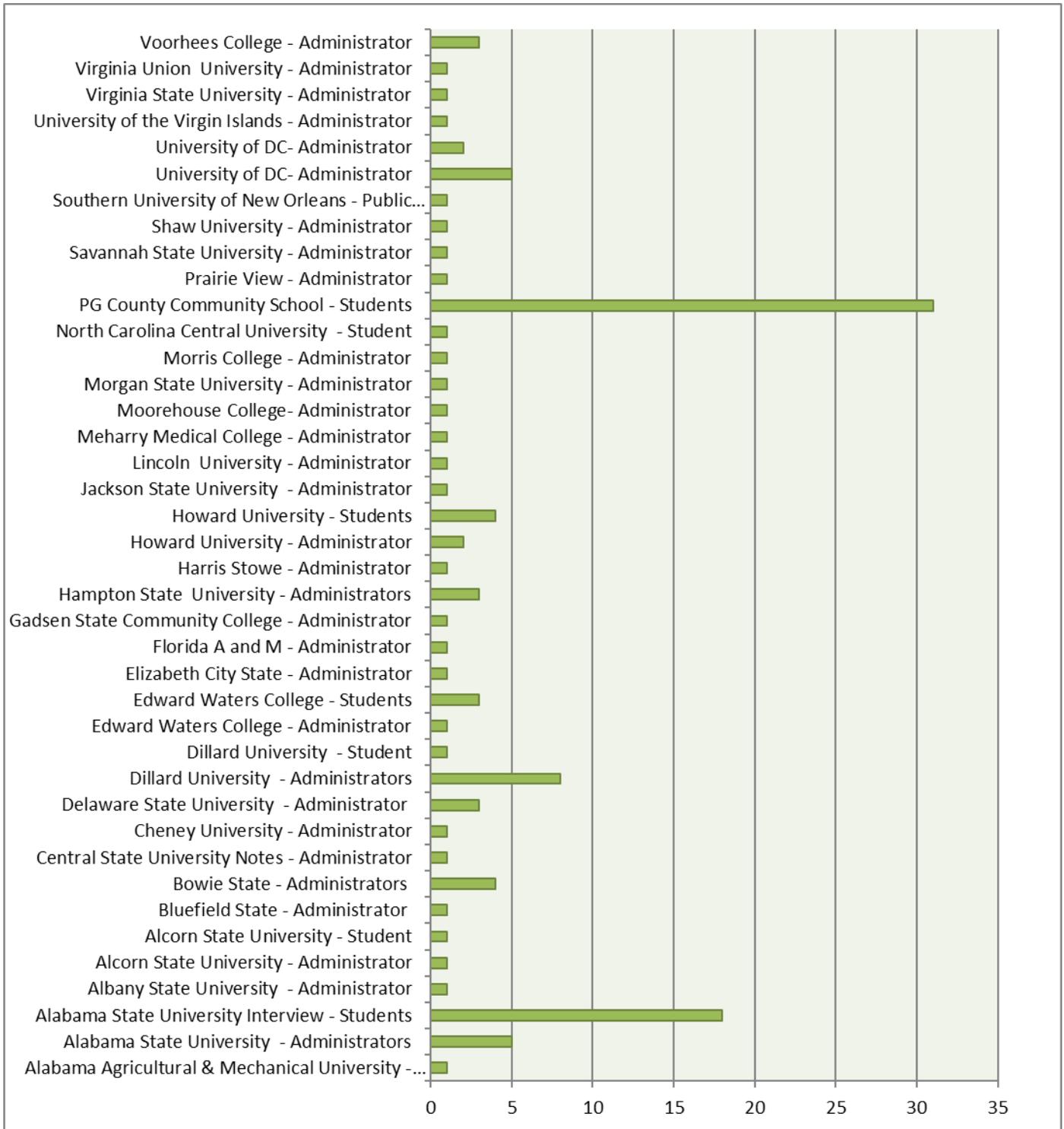
The responses to the above, which are detailed in the Analysis section of this document, provided a robust sample which served to inform BWB's HBCU engagement and bystander intervention curriculum development efforts; expand BWB's knowledge base around existent campus prevention structures; and further develop BWB tactics and strategies around violence prevention services. Thus, BWB successfully fulfilled their research objectives.

² Dr. Kristie Dotson 2015, "Tracking Epistemic Violence, Tracking Practices of Silence," published in *Hypatia*, in which she coined the terms "testimonial quieting" in order to theorize what happens "when an audience fails to identify a speaker as a knower" and "testimonial smothering," which "is the truncating of one's own testimony in order to insure that the testimony contains only content for which one's audience demonstrates testimonial competence."

Appendix B: HBCU Survey Numbers By State/Territory



Appendix C: BWB Research Participants By School and Participant Type



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