

# Fall 2021 NUB Instructor Guide for Module 6b: Awareness & Action (continued)

## Overview and Objectives

In conjunction with Module 6a, the purpose of this class is to provide students with additional knowledge, resources, and tools to create a safe campus community. The majority of this class will focus on students learning bystander intervention strategies to prevent various types of violence and inappropriate behavior from occurring. Given the sensitive topics that were covered in Module 6a, we encourage instructors to be mindful and pay close attention to student responses, which sometimes include offensive jokes about the topic. Additionally, we urge instructors to look to their Peer Mentors for assistance in contributing to the Jackson Katz discussion, and class activity portions of this class.

### Peer Mentor Moments

- Peer Mentors should consult with the instructor prior to this class to determine whether they will lead or co-lead the assignment discussion on Jackson Katz's TED Talk.
- Peer Mentors will assist the student groups in developing scenarios and intervention techniques during the class activity.

### Highlights

- Discuss Jackson Katz video <https://sites.niagara.edu/other/nub/videos/>
- Grade Jackson Katz journal
- Watch microaggressions video <https://sites.niagara.edu/other/nub/videos/>
- Discuss microaggressions
- Classroom Activity: upstander scenarios
- Critical thinking assignment is due.

## Class Outline

There are two approaches for how to teach this material.

- Some people are unfamiliar with these topics and would like all the guidance and help they can get. We recommend Approach One for such people: there's a detailed lesson plan, lecture notes, and a PowerPoint (provided by our very own Drs. Radatz and Beebe) that cover everything in detail.
- Some people chafe at being told what to do, or are opposed to PowerPoints, or don't believe in following detailed lecture notes, and are more comfortable with these topics. Approach Two might be an option for such people: it outlines the key elements that should be covered by everyone who doesn't follow Approach One. Even though Approach Two doesn't provide a full script to follow, it's very important—academically (for the students) and in some cases legally (for you)—that you cover the elements in the outline. This approach is outlined on pp. 5-6 below.

## Approach One: Lecture Notes, PowerPoint, Videos, and Discussion (use with Module 6b PPT)

NOTE: *Twice a week classes only*: Start the class off by having the Peer Mentors discuss any upcoming events on campus that could be used for the engagement assignment, and troubleshoot any problems the students report.

## **I. Assignment 6 Review (p. 164 in handbook) and Discussion (10 minutes)**

Students were assigned to watch (and read) Jackson Katz's TED Talk entitled, "Violence Against Women – It's a Men's Issue." As noted in the "Peer Mentor Moments" box above, prior to the class, the instructor and Peer Mentors should determine whether the Peer Mentors would lead or co-lead the discussion. Instructors should check and document that the journal was completed for grading.

A synopsis of the video: We often think of gender violence as a "women's issue". But women have little control over gender violence, as it is usually men are the perpetrators. Katz thus proposes reframing the discussion as a men's issue, and argues that men need to take a leading role in discussing and advocating around the issue of gender violence (in no small part because women's voices on the topic are often ignored). He also argues that, aside from the perpetrators and victims, there is a huge group of people whose behavior affects gender violence: bystanders. Only a small percentage of people commit sexual assault. But a much larger percentage of people fail to actively resist a culture that tolerates, and perhaps encourages, attitudes and behaviors that are correlated with sexual assault (c.f. the Rape Culture triangle on p. 67 of the handbook). Only some of us will face a serious choice about whether to commit sexual assault. But almost all of us will face a serious choice about whether to be a bystander or an "upstander".

**Some suggested discussion questions (answers provided below each question):**

- **In Module 3b, we examined the concept of unconscious bias. What is the two-part definition of unconscious bias and what kind of unconscious bias does Katz indirectly address in his TED Talk?**
  - Unconscious bias (also known as implicit bias) refers to "the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner."<sup>1</sup>
  - The unconscious bias Dr. Katz's indirectly discusses encompasses how we may be anti-violence in our thinking, but how in our talking about violence we leave men out. In particular, we leave men out of a very important equation (his John and Mary example), out of the discussions about and solutions to ending female victimization. This unconscious bias can also be seen in how we question or blame women for the violence they experience (e.g., Why does she stay with him? What was she wearing? How much did she have to drink?).
  
- **What are some things men (and all people) in the NU community can do to be allies?**
  - Students may have an array of responses, such as:
    - Male students/administrators/faculty/staff speaking up about violence, or attending events related to violence against women (i.e., Take Back the Night, Red Flag Campaign) hosted on campus
    - Males can change how they think about, look at, and talk about women; changing the "locker room" talk, as noted in the rape culture triangle that was reviewed in Module 6a
    - Males can support women who speak up about violence and/or who share their personal experiences with them
    - Males encouraging other males to become allies, as well as males holding other males accountable for their inappropriate behaviors

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<sup>1</sup> This definition, and further information on unconscious bias can be found on the Kirwan Institute For The Study of Race and Ethnicity website: <http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

- NOTE: It might be helpful to have the Peer Mentors highlight some things that are currently happening on campus, such as the annual Red Flag Campaign & Domestic Violence Awareness Event in October (September 27th for 2021), and the Take Back the Night event in April.
- **How do media portrayals of gender roles contribute to violence?**
  - Media representation of males and females largely adhere to traditional gender norms. For example, women are often objectified, judged based on their visual appearance, portrayed as hyper feminine, and expected to fulfill ‘traditional’ female roles, whereas males are often depicted as hyper-masculine, less emotional, and hold more traditional male roles.
  - If students are interested, the instructor and Peer Mentors may want to suggest that students watch two documentaries entitled, “Miss Representation” and “Tough Guise 2” (a documentary by Jackson Katz), as both are available for free through Kanopy Streaming and the NU library.

**Helpful Hints:** Some students may be resistant to the concept that violence against women is a men’s issue. Some students may suggest that it should be everyone’s issue, rather than just a men’s issue. This is true, and totally consistent with what Katz says. He’s just pointing out that men should take a much more prominent and indeed leading role, since it is men that are (usually) the problem. In addition, it might be worth pointing out that:

- Many women have been raising awareness about violence against women; however, as Dr. Katz’s noted women working to end such violence are largely ignored or called “feminazis.” Furthermore, women who report their victimizations may experience victim blaming and/or disbelief from the men in their lives, such as their significant others, doctors, lawyers, police officers, etc.
- The national level statistics collected annually continue to show that males are overwhelmingly the majority of violent offenders. (NOTE: The Bureau of Justice Statistics (BJS), Department of Justice (DOJ), and the Center for Disease Control (CDC) release annual reports on crime and victimization data that continually support this widely accepted claim).
  - In 2010, “approximately 97% of female victims of rape, physical violence, or stalking by an intimate partner had a male perpetrator” (CDC, 2014, p. 51).<sup>2</sup>
  - From 1994-2010, male offenders accounted for approximately 95% of the sexual violence committed against females (DOJ, 2016).<sup>3</sup>

## II. Microaggressions and Conduct Unbecoming of an NU student (3-5 minutes)

The instructor will review the definition of microaggression, and have students turn to pages 70-72 of their handbooks to review common microaggressions. Following this, the instructor and/or Peer Mentors should review conduct that is unbecoming of a Niagara University student. Following the review of (pp. 67-69 in handbook) of a Niagara student, the instructor should segue the class into learning the techniques of bystander intervention. A possible segue may be by posing the following question to the class: “So, what are ways in which we can reduce or eliminate such behaviors from happening within our Niagara community?”

**Helpful Hint:** If time permits, instructors may wish to show the optional video to provide a quick video example of microaggressions. The video example is approximately two minutes. Link to the video: <https://www.youtube.com/watch?v=DWynJkN5HbQ>

<sup>2</sup> Breiding, M.J., Chen, J., & Black, M.C. (2014). Intimate partner violence in the United States – 2010. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>3</sup> Planty, M., Langton, L., Krebs, C., Berzofsky, M., Smiley-McDonald, H. (2016). Female victims of sexual violence, 1994-2010. Washington D.C.: Bureau of Justice Statistics, U.S. Department of Justice.

### III. Teaching Bystander Intervention & Scenario Review (10-15 minutes)

From the segue of conduct unbecoming of an NU student, the instructor should posit that it is important that all students can contribute to a safer community by learning and implementing bystander intervention techniques. The instructor should review the definition of what an “upstander” is, and then move forward with teaching the students the three Ds of bystander intervention. The Peer Mentors should assist the instructor and explain each of the three techniques – Direct, Distract, and Delegate. Definitions for these terms are provided below:

**Upstander:** Someone that intervenes to help reduce or eliminate violent and/or inappropriate acts.

#### THE 3 DS OF INTERVENTION

**Direct:** You intervene directly; take action yourself

**Distract:** You take action to divert attention from the situation

**Delegate:** You enlist or appoint someone else to help in intervening

Following a review of the techniques and their definitions, the instructor and Peer Mentors will go through four scenarios with the students to demonstrate the different techniques. It is recommended that the instructor read the scenario, and then ask the Peer Mentors how he/she/they may handle the situation utilizing the different techniques. The Peer Mentors may choose to use the provided suggested responses at the end of this instructor guide, or come up with their own response for each technique. After the first or second scenario, the instructor and Peer Mentors may pose the question of “what would you do as a [direct/distract/delegate] response to this scenario?” if the instructor wishes to engage the students further.

### IV. Teaching the Fourth “D” of Bystander Intervention (2 minutes)

Upon finishing the scenario exercise with the class, the instructor should teach the students the fourth D of bystander intervention – Delay – as described below:

**Delay:** Following up or checking in with someone when you hear that an incident has already occurred

Please note the following when teaching this technique:

- This technique is to be used only after a student learns of an incident that has previously occurred.
- It is important for the instructor and Peer Mentors to stress that this technique is NOT an option when a potential situation is currently occurring.

**Example of the Delay Technique:** When you return to campus after a weekend spent at home, you overhear some students talking about how your friend, Avery has a black eye and was visibly upset after his ex left his dorm room last night. When you hear this, you make a plan to stop by Avery’s room to check in with him.

Review the definition and example for the Delay technique, and then remind students that it is helpful to always be aware of the resources available to students on and off campus (see handbook pages 50-51).

### V. Class Activity (13 minutes or remaining class time)

For the remainder of the class, the students will work in small groups of 3-4 to develop their own bystander scenarios and responses (i.e., Direct, Distract, Delegate, Delay). Explain to the students that they will have approximately 10-15 minutes to develop a scenario of their choosing related to conduct unbecoming of an NU student (see slide 4 of the PowerPoint). Then, when their planning time is up, the student groups will take turns acting out their responses in front of the class. Please note that this activity is also explained on the accompanying PowerPoint.

The Peer Mentors should walk around and assist the student groups with coming up with ideas and correct responses. Additionally, the Peer Mentors may also participate in a student group role playing if an additional person is needed to carry out the student developed scenario.

If this module requires more time you may use Module 7a to wrap up.

## Approach Two: No Lecture Notes, No PowerPoint, Just Videos and Discussion

Module 6 (Jackson Katz video) Assignment Review and Discussion (10 minutes). Decide ahead of time whether this will be led by the Instructor or the PM. Instructors should check and document that the Jackson Katz journal (p. 164 of handbook) was completed for grading.

1. Some potential discussion questions:
  - a. Do you agree with Katz that if we want to reduce gender violence, we should focus on men, not women?
  - b. In what ways does being an “upstander” (someone that intervenes to help reduce or eliminate violent and/or inappropriate acts) involve analytical speaking and listening?
  - c. What sort of unconscious biases are reflected in our thinking about gender violence?
  - d. What are some concrete ways that students at NU, especially men, can help reduce gender violence?
  - e. How does media portrayal of gender roles relate to our perception (and conscious and unconscious biases surrounding) gender violence?
2. Unintentional Sights (“Microaggressions”) Discussion and Video (8 mins).
  - a. Watch the “microaggressions video” (3 mins), on the NUB website and here: <https://www.youtube.com/watch?v=DWynJkN5HbQ>
  - b. Ask the students why the man’s behavior in the video is offensive.
  - c. Review pages 70-72 of the handbook for other examples of microaggressions, and explain why saying/doing such things can be harmful. (Just pick a few examples—discussing all of them would take too much time.)
3. Bystander Intervention & Scenario Review (15 mins)
  - a. Being an **upstander** (someone that intervenes to help reduce or eliminate violent and/or inappropriate acts) vs a bystander.
  - b. The 3 Ds of Intervention
    - i. **Direct:** You intervene directly; take action yourself
    - ii. **Distract:** You take action to divert attention from the situation
    - iii. **Delegate:** You enlist or appoint someone else to help in intervening
  - c. Scenario Discussion: We suggest that the instructor read the scenarios (located at the end of this guide), and then ask the Peer Mentors how he/she/they may handle the situation utilizing

the different techniques. The Peer Mentors may choose to use the provided suggested responses (also at the end of this guide), or come up with their own response for each technique. After the first or second scenario, if you'd like to increase participation, the instructor and Peer Mentors may ask students what they would do to direct, distract, and delegate in response to the scenario.

4. The Fourth D of Bystander Intervention (2 mins)
  - a. **Delay:** Following up or checking in with someone when you hear that an incident has already occurred
    - i. This technique is to be used only *after* a student learns of an incident that has previously occurred.
    - ii. This technique is NOT an option when a potential situation is currently occurring.
    - iii. Give an example of how to apply this technique (one is provided in the detailed lesson plan below), and direct students to pp. 50-51 of the handbook, where campus resources for such situations are listed.
5. Classroom Activity (10 minutes or remaining class time)
  - a. Break students into 3 or 4 small groups of 3 or 4 to develop their own bystander scenarios and responses (i.e., Direct, Distract, Delegate, Delay) (2 mins)
  - b. Students should have approximately 10 minutes to develop a scenario of their choosing related to conduct unbecoming of an NU student (pp. 67-72 of the handbook).
  - c. Have the student groups take turns acting out their responses in front of the class. (2 mins each, 8 mins total)
  - d. Peer Mentors should offer assistance to all the groups, and may participate in some sketches if needed.

**Note:** If you have questions about any of the above, see the detailed lesson plan above.

## Bystander Intervention Scenarios & Responses

NOTE: Instructors who have students in their class with names incorporated into the scenarios should change the names in the scenarios prior to this exercise to prevent any student from feeling unnecessarily uncomfortable.

### Scenario 1 – Stalking

You and your friends, Mary and Jill, are studying at the library. While studying, you notice Mary is continuously checking her ex-boyfriend, Shane's, social media pages. Mary shares with you that she is keeping track of where Shane is so she can "accidentally" run into him on campus. She excitedly states that she knew he would be at the library this afternoon, and sees him walking into the study area now. Mary starts to get up from the study table to walk towards Shane.

**Direct:** I would respond to Mary by saying, "Hey Mary, it seems that you are very concerned with what Shane is doing, even though he doesn't seem to be interested in you. What's going on with you?"

**Distract:** I would say something like, "Hey Mary, I'm working on this study guide from my Philosophy class – you know – that one you took last semester? Can you help me with this question I'm stuck on?"

**Delegate:** I would write a quick note to Jill and slide it to her (without Mary noticing), and ask her to help distract Mary from walking over to Shane.

NOTE: Please also note that the instructor or Peer Mentors can explain that another action to take in this scenario is to inform Shane of what Mary is doing, and provide him with available resources he has access to on campus and within the community. This would be considered a "Delay" technique, as talking to Shane would be considered an act of "checking in" with someone after you have heard of an incident occurring.

### Scenario 2 – Intimate Partner Violence

During the holiday season, you are shopping at Target for some gifts. As you pass the home goods department, you see Sally (a girl from your English class this semester) and her boyfriend Mitchell in the towel aisle. Mitchell has a firm, twisting grip on Sally's arm, and is loudly telling her that she is not allowed to spend any more of her money on frivolous purchases. Sally looks visibly upset, distraught, and worried.

**Direct:** I would walk up to Sally and Mitchell and tell Mitchell to let go of Sally. I would then make sure that Sally was okay.

**Distract:** I would walk down the aisle towards Sally and Mitchell as if I didn't hear anything, and then say, "Hi Sally! How's it going? Did you finish that paper for English yet?"

**Delegate:** I would walk to the front of the store and search for an associate or manager to help intervene.

### Scenario 3 – Sexual Assault

It is the first week of classes, and you and a few new friends decide to attend a student party off campus. You arrive at the party to find many students drinking and several heavily intoxicated. While chatting with some other students, you see your friends, Carolyn and Mark – both drunk and stumbling up the stairway – headed towards a bedroom.

**Direct:** I would walk up to Carolyn and Mark and try to convince them to head back downstairs. I might try to find them each a safe ride home, or take them myself.

**Distract:** Because I know Mark drove his Honda Civic to the party, I would run up the stairs to catch him and say, “Hey man, I think someone is towing your car—it’s a Civic, right?”

**Delegate:** I would point out the situation, and then ask some of my friends I was talking to for help to get Mark and Carolyn back downstairs. I might ask one friend to get Mark while I got Carolyn, or perhaps I would suggest starting a game and having my friends get Mark and Carolyn to join us.

#### **Scenario 4 – Microaggressions & Social Isolation**

During lunchtime, you and your friend Amy head to Gallagher to grab a sandwich and look over your notes for an upcoming test you both have later in the afternoon. When looking for a place to sit, you notice that several students are avoiding sitting by Alex, a student who stands out as being different from others in many ways. You overhear one student say, “Did you see Alex’s project in class today?” and another student replied, “Yeah, it was so gay!” and then the group of students erupt into laughter.

**Direct:** I would walk up to the students who were visibly making fun of Alex and tell them how inappropriate it was, and how their choice in wording was considered a microaggression.

**Distract:** If I knew the students laughing at Alex, I might go up to them and strike up a conversation about something else, such as the upcoming basketball game, or the Philosophy homework that a couple of us have due.

**Delegate:** I would fill Amy in on what I was witnessing, and then ask Amy to help me distract the students who were making fun of Alex. I would either go with Amy or if I noticed that Alex was aware of what was happening, I would walk over and check in with Alex while Amy approached the other students.

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