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**FSL Well-Being Team: Bystander Intervention Facilitator Training**

*Overview: Thank you for serving as a facilitator for Bystander Intervention Training for the FSL Well-Being Team! This training should be* ***1 hour*** *in length and be interactive in nature. Please prompt students to as questions throughout the presentation and ask follow-up questions to their responses throughout the program. Additionally, this facilitator guide is relatively generalized outside of the scenarios so please feel free to add context/ examples based on your specific chapter.*

**1.** Slide One: **WELCOME** Check-In a. Let your members know that they must scan the **QR code and complete the pre-test.**

b. Before beginning, confirm they have all completed it.

**2.** Slide Two: **“Bystander Intervention: Taking Care of What Matters by Taking Care of Each Other”**

Tell your members a little bit about the new FSL Well-Being Team, who we are, and what we are doing. Explain why you are facilitating this training.

“Most of us got this training last year, but it’s not enough to just see it once. Every year, we need to be reminded of the importance of intervening in certain circumstances.”

1. Feel free to share something like this as “The why:”  
    “The reason that you are all here to receive this training is because bystander intervention is sisterhood/ brotherhood. There are countless situations that you may face as a Greek students, where taking action could **change the trajectory of someone’s college experience**. We hope that through this training, you will continue to feel more confident in your ability to intervene.”

**3.** Slide Three: **Through This Training You Will...** **(1 Minute)**

1. Identify the 3D’s and how to apply them to bystander intervention
2. Learn how to safely intervene in peer relationships
3. Know at least 2 resources available on campus to contact for help

a. Remind your members that this knowledge will increase their confidence in intervening in these situations.

b. Expectation Setting: remind your members to be present and engage. Encourage them to ask questions if they have them, and even if you don’t have the responses in the moment you will get the answer for them. Explain that this is intended to be interactive, not just you talking at them.

**4.** Slide Four: **Bystander Intervention Video** **(3 Minutes)**

**ENABLE CONTENT AT TOP RIGHT OF PRESENTATION** (or the video will not play)

Introduce the video by addressing the following:

1. This training is more than just information that you get and then walk away from. We want to give you the skills you need to help your brother, sisters, and the Bulldog community, because **we all are 25% of the undergraduate population**. Before we jump into the content, you all will hear from Greek leaders on this campus about why they believe bystander intervention is important. “Even if you saw this video last year, it serves as a good reminder.”
2. TEST the video before you present to make sure it works!

**5.** Slide Five: **Who is a bystander? (2 Minutes)**

* 1. Ask your members who a bystander is.
  2. Get responses until you feel like they are on the right track. (ideally 1-2 responses)

**6.** Slide Six: **Bystander Definition** **(1 Minute)**

a. Have a member read the definition: “a person who observes a behavior that is unacceptable and could be potentially harmful to another person’s health or well-being.”

He’ll be OK…, I guess he’s drunk, I’m sure someone else….

b. This person does not do anything to intervene. Explain that what they see in the scenario on the screen is individuals deciding that they don’t need to intervene for various reasons.

c. Explain that we have all been in this situation, and here’s why…

**7.** Slide Seven: **Reasons That People Don’t Intervene** **(1 Minutes)**Similar to what was shared in the video, here are common reasons why college students don’t intervene.

1. **Have someone read out loud the reason that people don’t intervene.**

“Many people fail to intervene out of fear - fear of consequences, retaliation, or how others will view them. When in reality, intervening is the most admirable thing you can do in the spirit of brotherhood and sisterhood.”

"People don't intervene due to fear of backlash. In college, your reputation is all you have, and some people may feel as if they'll be looked at differently or labeled a snitch, when in reality they could be saving the future of Greek life."

“Often times students choose not to intervene for fear of getting in trouble, not knowing that acting in the moment matters most.”

“One reason that causes someone to not intervene is the thought that 'someone else will surely step in,' or it's 'not their problem.' However, if all bystanders are expecting someone else to intervene, the situation will not get resolved."

**8.** Slide Eight: **Common Reasons That People Don’t Intervene** **(2 minutes)**

Explain that these are **common reasons** that people don’t intervene and elaborate in the following ways:

a. **The Bystander Effect:** Note that this is what they saw in the previous graphic where someone said, “I am sure someone else...” This happens because people believe that when there are other people around, someone else will help them.

Feel free to give an example here that is relatable for them:

You may be walking around in the Junction and see someone sitting on the ground by themselves, or laying in the grass, and think, “I am sure one of their friends is coming to help,” or “maybe they are just waiting for their Uber.”

b. **Lack of Empathy:** Note that sometimes when we don’t know a person we can feel like it’s not our problem. That’s when we need to remember that you are part of a family- the Bulldog family & a brotherhood/sisterhood.

c. **Fear of Personal Safety:** Note that there are going to be situations that you are fearful to intervene in. An example of this could be that if a fight breaks out, you probably shouldn’t just jump in the middle of it. That’s why throughout this training we will talk about different ways to intervene, including delegating to other people.

e. **Identity & Power Dynamics:** This can be a very real challenge in intervening. If you are in a space where a power dynamic exists, or your identity is not the majority, it can be challenging to step up and intervene. Two examples of this could be being a new member in an organization being hazed by an older member, being the only female present in a group of males, or being the only person of color in a group of white people.

**9**. Slide Nine: **What Harm Can Be Caused if You Don’t Intervene?** **(3 Minutes)**

**Ask your members what harm can be caused if they don’t intervene:**

1. Get 2-3 responses
2. If they do not give examples like someone can be hurt both physically and mentally, or your organization’s reputation can be harmed, organization can end up on probation. Make sure you address these.
3. Acknowledge that recognizing that not intervening can cause harm is important and that now you want to talk more about college student’s desire to stop harm by intervening.

**10.** Slide TEN: **You should say or do something when fellow students are experiencing…** **(4 Minute)**

1. Explain that we want to provide context around the national campus climate for believing that students should say or do something when they see their fellow students experiencing certain behavior:

**Hazing, Bias, Unhealthy Alcohol Use, Servitude, Mental Health Concerns, Sexual Assault & Dating Violence, and Drug Use**

b. Share the following:  
 Some of the highlights of what people are witnessing within the different types of behavior is:

**Hazing** behavior that was most commonly witnessed is drinking rituals, being humiliated or yelled at, acts of personal servitude, being sleep deprived, and wearing embarrassing articles of clothing.

**Bias** behavior most commonly witnessed is jokes or comments reflecting group stereotypes, teasing someone in a way that reflects stereotypes, and making stereotypical assumptions about a person.

**Mental Health** includes uncharacteristic behavior for that person, any sign that the person’s mental health has been impacted. Look for signs of isolation, overconsumption of alcohol, impulsive behaviors, sudden changes in mood or behavior, excessive worry, trouble concentrating.

**Unhealthy Alcohol Use** includes peer pressure drinking, binge drinking, drinking games, drinking as part of a group initiation, or using other drugs with alcohol.

**Servitude** getting someone's meals, serving as their driver, unsolicited errands, favors, etc to prove membership. Social isolation: not being allowed to spend time with other people/groups. Embarrassing activities: wearing an article of clothing against their choice, having someone ask another person uncomfortable questions.

**Sexual Assault and Dating (or intimate partner) Violence** these are just two of the type of sexual misconduct that were assessed.

1) For sexual assault the most common behaviors witnessed were fondling (which is touching a person’s private body parts – like their butt, boobs, or genital areas, without explicit consent), and taking advantage of someone’s intoxicated state to engage in sexual activity with them.

2) For dating intimate partner violence the most common behavior witnessed was controlling behaviors like wanting to know where someone is and limiting their access to see other people, emotional abuse like humiliation, insults, or threats, making someone feel afraid, whether that be in person, on social media, or via phone, and stalking which was defined as a persistent pattern of unwanted contacts.

**Drug Use** includes the use of marijuana, cocaine, and party drugs like ecstasy and Molly. Also using prescription drugs that don’t belong to you, like getting Adderall or another prescription from someone else, mixing drugs and alcohol, etc.

c. Make sure to mention at the end that these are all very real and possible examples here at State. People are seeing behaviors and believing that they need to intervene, they just may not have the confidence, or desire to follow through with intervention. These are a issues/situations where you may need to intervene, even if its just by having a conversation with the person.

**11.** Slide Eleven: **Active Bystander** **(1 Minute)**a. Read through the definition of an active bystander: An active bystander is **someone who sees a potentially harmful situation and intervenes safely to reduce or remove that harm.**

b. Recognize that if college students believe they should be intervening that we hope through this training that they will have the knowledge they need to **feel more confident** in helping their brothers, sisters, and other State students.

**12.** Slide Twelve: **When you see something, where do you start? (2 minutes)**

a. **Recognize the situation**- you start by paying attention to potential or occurring risks.

Recognize the situation and use your knowledge to interpret what is happening as a

problem.

b. **Analyze your options**- the second step is to analyze your options. This means to

determine a way that feels comfortable to respond using a safe intervention. We will talk

about the 3 D’s in just a minute.

c. **Take action!-** the third step is to take action. It is important that you follow through with the intervention you decide on to respond safely.

Ask before moving to next slide if they know what the 3 D’s are

Get 1-2 responses before you move on

**13.** Slide Thirteen: **Ways to Intervene...The 3 D’s** **(1 Minute)**

a. Describe what the 3D’s are and give examples for each.

1. **Direct:** This would be walking up to your brother or sister and telling them that they’re too drunk and that you’re going to take them home. This also might occur at a later date- after a situation that you need to talk to this person about.
2. **Distract:** This would be if you see your brother/ sister looking uncomfortable with someone else, asking another chapter member to help you distract them by asking one if they want to go to the bathroom and the other to come with you somewhere else.
3. **Delegate:** This would be asking a security guard, advisors, or someone in chapter leadership to assist with intervening. Again- this step may occur at a later date.

**14.** Slide Fourteen: **Can You Think About a Time You’ve Been An Active Bystander**? **(3 Minutes)**

1. Ask the audience to share a time that they’ve been an active bystander.

a. Get 1-2 responses.

1. Feel free to share this or a personal example: A member of our Greek community shared that one time she was outside after a party in the Junction/at a Fraternity house and she saw a woman being held up and walked out by two men. She felt in her gut that she needed to check in on the situation, so she directly intervened by going up to the woman and asking if she was okay. When she went up to her, she described that the men were her two friends and that she was okay. This is an example of direct intervention.

**15.** Slide Fifteen: **Intervening Safely** **(1 Minutes)**a. Recognize that before we jump into scenarios where you all will discuss how you can intervene, we want to talk about how to intervene safely. Discuss the items on the slide:

1. **Intervene early:** before a risky situation becomes a crisis or has everlasting impacts on someone.
2. **Get support from others:** don’t be afraid to go get someone else like a chapter leader, advisor, or security guard.
3. **Assess the risk involved:** make sure you understand what the potential risks are. **Don’t directly intervene in a situation where you could be hurt/ impacted negatively. Never be afraid to call 911**
4. **Frame your concern from care:** If you are intervening in a sensitive situation, always make sure to approach it from a caring lens. Explain that you are just looking out for your brother/ sister because you care about them and want what’s best for them.

**16.** Slide Sixteen: **Let’s Apply the Knowledge (30 Seconds)**Let the students know that now we are going to apply what you have learned. Explain that they will see three highly likely scenarios. Then, you will ask the following questions about the scenarios:

1. **What are the biggest issues in the scenario?**
2. **Why do you think people didn't intervene?**
3. **At which point(s) in the scenario could someone have intervened?**
   * 1. **Who are these people?**
     2. **How could they have intervened? (Consider the different ways to intervene based on the 3Ds)**
4. **What resources exist on campus that could help the individual(s) involved**

**Pro Tip:** Copy and paste the questions under each scenario along with the pertinent resources.

**17.** Slide Seventeen: **Content Warning** **(2 Minutes)**Provide the content warning to the group, and let them know that while discussing the scenarios they need to leave the space that’s totally okay.

**The following scenarios contain information that may be difficult for individuals to discuss. Should you need to remove yourself from the space, please do so.**

**18-20.** Slides Eighteen, Nineteen, & Twenty: Scenario 1, Scenario 2, Scenario 3

**Options for Scenarios:**

* 1. **Create your own scenarios.** Add scenarios based on the topics most relevant to your chapter. Topics covered must include hazing, sexual misconduct, and unhealthy alcohol use. I highly suggest incorporating all issues from slide 10. You can add more scenario slides, if needed.
  2. **NPHC/MCG-** Your Presentation comes with the scenarios used at the New Member Retreat. You can use the scenarios provided, create your own, or use the scenarios in Appendix A.
  3. **See Appendix A for the Scenarios used in the New Member Experience Course. A**dd these scenarios to your presentation.

**Ask for volunteers to read the scenario aloud, ask the questions, then encourage conversation around the answers.**

**21-27.** Slides Twenty-One through Twenty-Seven: **RESOURCES**

* 1. Encourage students to take a picture of the resources on both slides and acknowledge that these are just a few of the many resources that exist on campus based on the topics we discussed.
  2. Briefly discuss the resources.
  3. Explain that there is a lot more they can learn about these topics and to reach out to the offices/teams at the bottom to request programming.

**SEE ADDITIONAL DOCUMENT: BYSTANDER INTERVENTION POLICIES AND ADDITIONAL RESOURCES.** I have included these pages from the New Member Experience Student Handbook to provide more information and content on resources and attached this file to your Bystander Intervention email.

**28.** Slide Twenty-Eight: **THANK YOU** Post-Test **QR code**

a. Thank the students for being there and for their engagement. Let them know that you hope that this program is just the start to their commitment to looking out for their brothers, sisters, and fellow Bulldogs. **Let them know that after they complete the assessment, which will be part of their attendance requirement.**

**29.** Slide Twenty-Nine: **Any Questions? Tell your members if anyone is interested in joining the FSL Well-Being Team, please contact me!**

**30.** Slide Thirty: My Information

**Appendix 1: Scenarios from the New Member Experience Course**

**Scenario 1:**

Members of Xi Upsilon Zeta (XYZ) fraternity at Mississippi State decided to have

a party at their fraternity house. They posted a message in the chapter GroupMe and sent

a message to Alpha Beta Chi (ABC) sorority suggesting that it would be a great way for the

members to get to know each other. XYZ’s New Member Educator posted in the chapter

GroupMe and asked the pledges to come early to set up for the event. One of these new

members was Chris. When he arrived, Chris’ Big shared his fifth of Fireball. Feeling pressured to drink to fit in, Chris drank most of the fifth of Fireball and had several Natty Lights. As it got later, Chris’ big found him asleep on a couch. He woke Chris up and he seemed “pretty messed up” (not speaking clearly, couldn’t keep his eyes open, and couldn’t stand up). His big sent him home in an Uber alone.

* 1. Biggest issues: Servitude- new members coming early; peer pressure drinking; being sent home alone
  2. Why ppl didn’t intervene:
     1. They don’t want to be “that person” that ruins the fun.
     2. Power dynamics – new members may not have the confidence to stand up to their big/ older members because of power dynamics.
  3. When could someone have intervened?
     1. When Chris is found on the couch, he could have worked with sober monitors to delegate getting him home/ help if he was exhibiting signs of alcohol overdose. They should not have sent him home alone in an Uber, but rather with a sober brother.
  4. Resources: Care & Concern Referral, Chapter Leadership

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**Scenario 2:**

Brooke, a new member of ABC sorority, blacked out after being provided alcohol

at a pregame at the Vista and then at the Fraternity house. All she can remember is being

carried by someone upstairs in the house to one of the member’s rooms. The next morning,

Brooke woke up in a bed in the XYZ house without clothes on. Not sure of what happened,

Brooke called her roommate to come get her.

* 1. Biggest issues: members providing alcohol to new members; unhealthy alcohol use; potential sexual assault
  2. Why ppl didn’t intervene: Consider different ways to intervene based on the 3D's
  3. When could someone have intervened?
     1. Who? New or current members- anyone who saw her being overserved or carried upstairs
     2. How?
  4. Resources: OFSL, Medical Amnesty Policy, University Police, Student Counseling Services, Office of Survivor Support, Care & Concern Referral

**Scenario 3:**

Ali, a new member of ABC sorority, gets a text from her Big inviting her and her

friends to their house in the District to pre-game. When Ali and her friends arrive, there are

around 25 sorority members present. On the counter in the kitchen, there are several boxes

of wine, cans of White Claw, and an open handle of tequila. A sister who lives in the house

walks in and tells Ali and her friends to help themselves. Ali, never having been a drinker in

high school, is anxious to fit in with her new sisters and quickly drinks an entire cup of wine.

A handle of tequila is being passed around the room and a member who is a junior, yells out that all of the new members need to drink up while singing their sorority drinking song. Ali takes the bottle and swallows the alcohol a total of 5 times before passing it onto the next person.

Biggest issues: common source alcohol, peer pressure drinking, hazing; pre-game is viewed as an organizational event (there were 25 women from the chapter there)

* 1. Why ppl didn’t intervene: Power dynamics – the new members are most likely nervous to stand up to older members
  2. When could someone have intervened?
     1. Who? Older members
     2. How? An older member could have intervened when the bottle of tequila was being passed by new members by stopping the activity from happening directly or by taking the bottle of tequila away.
  3. Resources: OFSL- hazing education/reporting, learning about what constitutes an organizational event (potential probation)

**Scenario 4:**

You and your friends are at an off-campus apartment when one of

them accidentally consumes too much alcohol within a short amount of time.

This person decides to stand on a ledge and ends up falling to the ground

hitting their head hard enough to knock them unconscious.

* 1. Biggest issues: Unhealthy Alcohol Use
  2. Why ppl didn’t intervene: Fear of getting in trouble; Fear of Intervening or not knowing how
  3. When could someone have intervened?
     1. Who? Friends
     2. How? Call 911
  4. Resources: Medical Amnesty Policy, Call 911

**Scenario 5:**

It is an 11 am kickoff and many of your friends have decided to

start early tailgating in the junction at 9 am. You realize this will not be a

good outcome the next few hours while noticing your friends have not eaten

breakfast and decided to go straight to the alcohol. You tell your friends to eat

some food afterwhile and they do but they continue to drink. Eventually it is

time to go into the game and you see your friend unconscious sitting in a chair

at a tent.

* 1. Biggest issues: Unhealthy Alcohol Use
  2. Why ppl didn’t intervene: Don’t want to be bothered- remind them that taking care of each other can ruin your day! And that is OK!
  3. When could someone have intervened?
     1. Who? The FRIENDS
     2. How? Stay with their friend, make sure they are ok (Direct Intervention)
  4. Resources: Call 911, University Police

**Having a supportive conversation:** If you feel like you are able to have this conversation, here are some helpful guidelines:

Find a time: Give yourself plenty of time to chat  
Find a place: Comfortable and private  
Be specific: Refer to specific incidences that concerned you  
Ask open-ended questions: This will help facilitate open conversation rather than yes/no responses  
Active listening: Give the person your undivided attention by giving them space to speak, asking clarifying questions, and reflect what they've said by paraphrasing to ensure that you understand ("what I am hearing..."). Also, make sure that your body language is supportive.  
Beware of unintentional personal bias page23image5796032

If they are ready for change, consider next steps: Help them identify support (family, friends, mentors, etc), resources (on or off-campus services), and develop an action plan) Remember that it’s their choice and responsibility, not yours - you cannot force their readiness to change.