

Be an Aggie on the Dot Against Interpersonal Violence Supplement

Recommended Week: 11-14

Note: While this supplement is optional, we highly encourage you to facilitate it in your class following the required Healthy Relationships Curriculum. The required Healthy Relationships Curriculum will be implemented anytime during weeks 7-10, and is a prerequisite to this supplement. Please contact [Health Promotion](#) for any questions regarding this supplement.

Description

During this lesson, students will understand safe and effective ways to serve as an active bystander through lecture, activity, and discussion. Students will also become better equipped with knowledge and skills to actively respond as a bystander when hearing about or witnessing an act of interpersonal violence.

Learning Outcomes

By the end of this lesson, students will be able to:

- Identify the Three D's as bystander intervention strategies that can be used when hearing about or witnessing an act of interpersonal violence.
- Describe how to safely respond as an active bystander to interpersonal violence situations using the Three D's intervention strategies.
- Identify campus and community resources available to support individuals who have experienced interpersonal violence.

Connection to Intended Course Outcomes/Class Objectives

- **Self-efficacy:** Students' personal belief to be able to intervene in an interpersonal violence situation is affected by acquired knowledge and skills. In this lesson students will gain increased knowledge and skills to respond as an active bystander by learning about the Three D's, discussing with their peers how they could intervene in various scenarios using the Three D's.
- **Self-awareness:** Not everyone will share the same perspectives and experiences when it comes to responding as an active bystander in interpersonal violence. Students must be willing to acknowledge different opinions in order to engage in meaningful dialogue about this topic.
- **Sense of purpose:** It is important for individuals to learn transferable skills of how to intervene as an active bystander in their community. As students grow within their fields of study and prepare for their professional and personal lives, it is important they know how to respond should they see or experience interpersonal violence.
- **Actively engaged:** Students can engage on campus and in the community by responding as an active bystander, attending Green Dot or STAND Up training, making interpersonal violence prevention a part of their philanthropy, or simply volunteering their time to a local organization.



- **Socially integrated:** Students will navigate many different types of relationships during their time at Texas A&M University. This lesson gives students the knowledge and practice to take action when they or someone who they know is experiencing interpersonal violence.

Preparation, Materials, & Facilitators and Peer Mentors

Preparation

- Review the Bystander Intervention Supplement Lesson Plan
 - Be familiar with implementation before class
 - Direct any questions regarding this lesson plan to [Health Promotion](#)
- Review the Healthy Relationships Curriculum Website for Resources
 - Understand the basic purpose of bystander intervention
 - Review reporting procedures

Materials

- Option A (Classroom Delivery)
 - Bystander Intervention Supplement PowerPoint
 - Bystander Intervention Supplement Activity PDF
 - Healthy Relationship Curriculum website
 - <https://sites.google.com/tamu.edu/huhealthyrelationships>
 - Community Resources
- Option B (Virtual)
 - Zoom
 - Be able to use the Zoom breakout room feature
 - Be able to use the Zoom share screen feature
 - Bystander Intervention Supplement PowerPoint
 - Bystander Intervention Supplement Activity PDF
 - Healthy Relationship Curriculum website
 - <https://sites.google.com/tamu.edu/huhealthyrelationships>
 - Community Resources

Facilitators and Peer Mentors

- Topic Sensitivity: Discussing how to be a bystander to interpersonal violence can be sensitive for students who have experienced or witnessed dating violence, domestic violence, sexual assault, sexual harassment, and/or stalking. We advise that you preface your instruction with the following language:
 - “Today, we are going to take a look at various Interpersonal Violence scenarios. You will be working in small groups to discuss how individuals can respond as



active bystanders. This can be a difficult topic to address, especially for those in the room who might have been directly impacted by interpersonal violence. As

we engage with the topic today, please be respectful in your dialogue and interactions with each other. If you feel that you need to take a break to give yourself some space from the content, please feel free to do so”

- **Mandated Reporting:** Please remember that as a faculty or staff member who is teaching this course, you are required by law to report any disclosure of sexual harassment and/or sexual violence that occurs on our campus to the Department of Civil Rights and Equity Investigations (Title IX). Rarely will a student disclose this to you during classroom discussion. However, some may come to you during office hours to discuss a current or past abuse. In any instance, it is important that you tell your students about being a mandated reporter before they potentially disclose to you. If you were to wait and tell a student this information after a disclosure, they may be subject to an investigation in which they were not prepared to participate

Civil Rights and Equity Investigations
Title IX Coordinator: Jennifer Smith, J.D.
Email: CivilRights@tamu.edu
Phone: 979-458-8407
Location: Medical Sciences Library, Suite 007

- **Difficult or Controversial Questions:** Please directly connect your student(s) with Health Promotion and/or Civil Rights and Equity Investigations (Title IX) if you are asked any question about this topic that you (1) are uncomfortable answering; (2) don't know how to answer. We will follow-up with you and the student(s)

Instruction Overview

Time Description	
10 Minutes	Introduction of Bystander Intervention
30 Minutes	Bystander Intervention Scenarios
10 Minutes	Community Resources



Facilitator Instructions

- Text in regular front are talking points and should be read out loud to students. ● Text in *italics* are notes for the instructor and should NOT be read out loud to students. ● Text in **bold** are questions for debrief or reflection and should be read out loud to students to encourage group discussion or sharing of ideas.

Prior to Class	
	<i>Review all content provided in the lesson plan and on the Bystander Intervention Supplement PowerPoint.</i> <i>Read each scenario so you know what potential scenarios will be discussed in class.</i> <i>Instructor selects the delivery method for class</i> ● <i>Option A - In Class Implementation</i> ○ <i>Provide all students with the Bystander Intervention Supplement Activity PDF by emailing students the PDF prior to class, or by printing the Bystander Intervention Supplement Activity PDF (one per student).</i> ● <i>Option B - Virtual Implementation</i> ○ <i>Provide all students with the Bystander Intervention Supplement Activity PDF by emailing students the PDF prior to class or sending students the link at the beginning of class using the chat feature of the Zoom meeting.</i>
Introduction to Bystander Intervention	
10 minutes	Delegate. The first D, Direct, is doing something directly to address the situation to either the person being harmed or the person doing the harm. An example of Direct to the person being harmed is asking them if they are ok, asking if they need help, or can I stay or come with you. An example of Direct to the person doing the harm is telling the person doing the harm “Hey stop what you are doing”, asking them “What are you doing?” saying “Leave them alone”, or “Hey that’s my friend.”



	The second D, Distract, is creating a distraction to alleviate the situation. An example of Distract is spilling your drink on them and saying “OMG, I’m so sorry I just spilled my drink all over you!” or “Hey I am a freshman student, can you help give me directions to the Memorial Student Center” or just start randomly shouting “AAAAAAAAAAAAAAAAAAAAA!!!!” (<i>Pronounce like TAMU Football AAAA</i>). The third D, Delegate, is finding someone who can help if you do not feel comfortable intervening. An example of delegating is asking a friend, an upperclassman, a resident advisor, faculty member, the hosts of a party, or your parents and telling them your friend is in trouble and you need their help. As an active bystander you can use one of the Three D’s to intervene in a violent situation and help our fellow Aggies. Does anyone have any questions before we transition to today’s activity? <i>Address any questions</i> Let’s apply these four strategies to some scenarios.
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Bystander Intervention Scenarios	
30 minutes	<i>Small Group activity.</i> <i>Next slide “Bystander Intervention Activity”</i> Today we will review various scenarios in small groups to discuss how we can use the Three D’s to respond to interpersonal violence situations. The scenarios we will read today are adapted from real-life experiences of students who have experienced interpersonal violence. Some of the scenarios may be difficult to read and talk about for some individuals. Not everyone in this room is going to have the same perspective on how to



act as an active bystander. Be mindful of this as you work together, and be respectful in your dialogue. If you feel that you need to take a break to give yourself some space from the content, please feel free to do so.

For this activity, each small group will be assigned one of the four strategies an active bystander could use to intervene in an interpersonal violence situation: Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate.

I will read the scenario and give everyone 3 minutes in your groups to discuss how you would be an active bystander using the strategy your group is assigned. Be sure to be realistic in your discussions. I have provided you all with a copy of the Bystander Intervention Activity that you can utilize to write in your group's notes. Once you are in your groups, select one person to be the spokesperson for your group to report back what your group came up with.

Option B: When you are being transported to your breakout room be sure to read the title of your room so you know which strategy your group is being assigned.

You have 3 minutes to think of ways to respond as bystander, here is the scenario:

Next slide "Scenario 1"

Read the first scenario

Scenario 1:

"One of your friends, Taylor, has recently started dating someone new, Jordan. You are hanging out with Taylor at their house and Jordan comes over. You notice that Jordan regularly cuts Taylor off in conversations, makes jokes at their expense, and makes negative comments about Taylor's clothes or body."

Option A: Break students into 4 small groups applicable to class size. Assign groups one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate). Display and read the first scenario from the PowerPoint aloud to your students:

Option B: Using the breakout rooms, break students into 4 equal groups applicable to class size. Label the groups one of the four D's (Direct to the



person being harmed, Direct to the person doing the harm, Distract, and Delegate). Send the first scenario from the Bystander Intervention PowerPoint in the chat box for all groups to read and discuss. Send students to their breakout rooms.

After 3 minutes

Option A: Pull up the fillable PDF activity to be able to type in the group's responses when they are shared.

Option B: Share screen with the fillable PDF activity so you can type in the group's responses when they are shared.

Ask the students the following: **Can the spokesperson from direct to the person being harmed share aloud how they would react in this scenario?**

Type group's responses into the appropriate cell in the scenario 1 chart.

Possible answers:

- Ask them "Are you ok?"
- Tell them "You are worthy"
- Let Taylor finish their conversations, "What were you saying Taylor?"
- Tell Taylor, "Jordan's jokes are rude, you do not support them." • Ask Taylor, "Is it time for Jordan to leave?"

Ask the students the following: **Can the spokesperson from direct to the person doing the harm share aloud how they would react in this scenario?**

Type group's responses into the appropriate cell in the scenario 1 chart.

Possible answers:

- Say "Hey you are being rude to Taylor, what are you doing?" • Say "Stop being mean to my friend."
- Say "Hey that is my friend, and they are worthy."
- Say "Hey stop making jokes about Taylor."
- Say "Hey stop cutting off Taylor, they were talking."
- Say "Hey are you leaving soon?"



Ask the students the following: **Can the spokesperson from delegate share aloud how they would delegate in this scenario?**

Type group's responses into the appropriate cell in the scenario 1 chart.

Possible answers:

- Tell a friend of yours
- Tell a friend of Jordan's
- Tell another friend of Taylor's
- Call an older sibling or family member for guidance

Ask the students the following: **Can someone share aloud how they would distract in this scenario?**

Type group's responses into the appropriate cell in the scenario 1 chart.

Possible answers:

- Yell "Hey let's do an aggie yell!"
- Say "Taylor! We forgot we have a study group in half an hour!"
- Play a song and ask them "Have y'all heard this awesome song?"
- Tell Taylor "I want a sandwich and can you help me in the kitchen?"

Great answers everyone!

Ok for our second scenario your group will be assigned a different strategy: Don't forget to select one person to be the spokesperson for your group to report back what your group came up with.

Option B: Don't forget to read the title of your breakout room while you are being transported so you know which strategy your group is assigned.

You have 3 minutes to think of ways to respond as bystander based off your assigned "D", here is the scenario:

Next slide "Scenario 2"

Read Scenario 2



Scenario 2:

"Outside of Evans Library you notice a couple arguing loudly, and one begins to grab and hit the other. The situation is continuing to escalate."

Option A: Break students into small groups applicable to class size. Assign groups a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate). Display and read the second scenario from the Bystander Intervention PowerPoint aloud to your students:

Option B: Using the breakout rooms, break students into equal groups applicable to class size. Label the groups a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate). Send the second scenario from the Bystander Intervention PowerPoint in the chat box for all groups to read and discuss. Send students to their breakout rooms.

After 3 minutes

Option A: Grab the attention of the groups while keeping them in their small groups.

Option B: End the breakout room sessions for everyone to be back into the Zoom meeting.

*Ask the students the following: **Can the spokesperson from direct to the person being harmed share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 2 chart.

Possible answers:

- Ask them "Are you ok?"
- Say "Hey friend! Did you still want to walk to the MSC for panda with me"
- Ask them if they need help.

*Ask the students the following: **Can the spokesperson from direct to the person doing harm share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 2 chart.



Possible answers:

- Tell them "Hey, leave them alone!"
- Say "Hey we can see you!"
- Say "Seems like you are hurting them, you need to stop what you are doing"
- Say "I am going to record you and put you on the internet, and you will get in trouble"

Ask the students the following: Can the spokesperson from delegate share aloud how they would react in this scenario?

Type group's responses into the appropriate cell in the scenario 2 chart.

Possible answers:

- Call someone in the library for help
- Gather strangers that are watching to create a plan to intervene
- Call a friend to help you.

Ask the students the following: Can the spokesperson from distract share aloud how they would react in this scenario?

Type group's responses into the appropriate cell in the scenario 2 chart.

Possible answers:

- Bump into them on "accident"
- Start yelling or screaming at the top of your lungs.
- Walk in the middle of them, and act like you are trying to get to the library
- Can you give me directions to the MSC please?

For the third scenario your group will be assigned a different strategy: Don't forget to select one person to be the spokesperson for your group to report back what your group came up with.

Option B: Now remember when you are being transported to your breakout room to read the title of your room so you know which D your group is being assigned.

You have 3 minutes to think of ways to respond as bystander based off your strategy, here is the scenario:



Next slide "Scenario 3"

Read Scenario 3

Scenario 3:

"You've noticed after your chemistry class that your friend's ex-partner is always waiting outside of their class, and your friend seems to be uncomfortable."

Option A: Break students into small groups applicable to class size. Assign groups a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate). Display and read the first scenario from the Bystander Intervention PowerPoint aloud to your students:

Option B: Using the breakout rooms, break students into equal groups applicable to class size. Label the groups a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate). Send the second scenario from the Bystander Intervention PowerPoint in the chat box for all groups to read and discuss. Send students to their breakout rooms.

After 3 minutes

Option A: Grab the attention of the groups while keeping them in their small groups.

Option B: End the breakout room sessions for everyone to be back into the Zoom meeting.

*Ask the students the following: **Can the spokesperson from direct to the person being harmed share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 3 chart.

Possible answers:

- *Ask them "Are you ok?"*
- *Ask them "Hey do you want to go get some coffee and talk?"*
- *Offer to walk them to their next class so they are not alone*
- *Ask them if they want you to go with them to talk to someone, at Counseling and*



Psychological Services, Title IX office, University Police Department, or a faculty/staff member.

*Ask the students the following: **Can the spokesperson from direct to the person doing harm share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 3 chart.

Possible answers:

- *Tell them "You shouldn't be here."*
- *Say "What's your deal, you all aren't together anymore. Stop showing up outside their class."*
- *Tell them your classmate was absent today or left class early.*
- *Tell them the professor knows they are here.*
- *Ask them if they need help finding something.*

*Ask the students the following: **Can the spokesperson from delegate share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 3 chart.

Possible answers:

- *Tell the professor*
- *File a Tell Somebody report anonymously*
- *Tell your classmates friend in class*

*Ask the students the following: **Can the spokesperson from distract share aloud how they would react in this scenario?***

Type group's responses into the appropriate cell in the scenario 3 chart.

Possible answers:

- *Act like you and your classmate have a study group after class.*
- *Bump into them and push them to another direction*
- *Pretend like you know your classmate and they ditched you earlier*

Ok last scenario: Your group will be assigned a different strategy. Don't forget to select one person to be the spokesperson for your group to report back what your group came up with.



Option B: Now remember when you are being transported to your breakout room to read the title of your room so you know which D your group is being assigned.

You have 3 minutes to think of ways to respond as a bystander based off your strategy, here is the scenario:

Next slide "Scenario 4"

Read Scenario 4

Scenario 4:

"Jessica has been asked to be on standby to provide her friends a ride home from a party. Her friend Peyton calls and asks to be picked up. When she shows up, Peyton gets into the car with a woman that Jessica has never seen. Peyton instructs her to take them both back to his apartment, but the woman, who is clearly intoxicated, protests."

Option A: Break students into small groups applicable to class size. Assign a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate) to each group. Be sure each group gets an opportunity to practice using all four strategies. Display and read the first scenario from the Bystander Intervention PowerPoint aloud to your students:

Option B: Using the breakout rooms, break students into equal groups applicable to class size. Label the groups a different one of the four D's (Direct to the person being harmed, Direct to the person doing the harm, Distract, and Delegate) to each group. Be sure each group gets an opportunity to practice using all four strategies. Send the second scenario from the Bystander Intervention PowerPoint in the chat box for all groups to read and discuss. Send students to their breakout rooms.

After 3 minutes

Option A: Grab the attention of the groups while keeping them in their small groups.

Option B: End the breakout room sessions for everyone to be back into the Zoom meeting.

*Ask the students the following: **Can the spokesperson from direct to the***



person being harmed share aloud how they would react in this scenario?

Type group's responses into the appropriate cell in the scenario 4 chart.

Possible answers:

- Ask them "Are you ok?"
- Say "Hey do you want to go get some pizza?"
- Tell them "Here's some water, maybe you should drink some." ● Tell them "I can take you home after I drop off Peyton." ● Ask them "Can I order you an Uber?"

Ask the students the following: Can the spokesperson from direct to the person doing harm share aloud how they would react in this scenario?

Type group's responses into the appropriate cell in the scenario 4 chart.

Possible answers:

- Tell them, "Leave her alone, she can make her own decisions." ● Ask them, "Why are you pressuring her to do something she doesn't want to do."
- Tell them, "I am taking you home first then I will take her home." ● Tell them, "I am ordering you an Uber to take home by yourself instead."

Ask the students the following: Can the spokesperson from delegate share aloud how they would react in this scenario?

Type group's responses into the appropriate cell in the scenario 4 chart.

Possible answers:

- Tell Alex's other friends
- Talk to friends of the woman
- Tell your friends
- Talk to a trusted peer mentor



	Ask the students the following: Can the spokesperson from distract share aloud how they would react in this scenario? Type group's responses into the appropriate cell in the scenario 4 chart. Possible answers: • Pretend like you know the woman and want to catch up alone with her after you drop off Peyton. • Take them to get food instead. • Pretend like Peyton's parents/ guardians were calling you and it is an emergency. • Tell Peyton y'all have a breakfast date with the rest of your friends in the morning and need to stay together tonight. That was our last scenario. Thank you everyone for your participation in our activity today. Now that we have reviewed how we can intervene as an active bystander, let's discuss how we can help support those who have experienced interpersonal violence.
Community Resources	
10 minutes	Next slide "Community Resources" A way we can support those who have been affected by an act of interpersonal violence is connect them with campus resources. The Healthy Relationships Curriculum website contains a list of confidential and non-confidential resources. Confidential resources are those that someone could utilize to discuss their victimization and do not have to worry about the incident being filed as a complaint to the police and/or Texas A&M officials. Non-confidential resources provide advocacy services, but they do result in a formal complaint made to the police and/or Texas A&M. I recommend you all to review the campus resources specific to our campus listed on this website. Here are resources specific to your campus: ---- Share the link with students: https://sites.google.com/tamu.edu/huhealthyrelationships



Open the website to display the confidential and non-confidential resources part of the Healthy Relationships Curriculum Website. Expand the tabs of your campus/school so students can see what these look like. Encourage them to become familiar with these during their time at Texas A&M and to go to this website first if they need information (looking for resources online can become frustrating for students, especially if they are in the midst of a crisis - this website is kept updated so students can think of it as a one-stop to get information they need quickly). ----

As a reminder of two free opportunities on our campus that can be utilized to support individuals who have experienced interpersonal violence are both a part of our Step In Stand Up campaign at Texas A&M:

- Green Dot Bystander Intervention is a skill-building training that will help you understand the effectiveness behind bystander intervention, how to appropriately intervene, and proactively & reactively contribute to the prevention of interpersonal violence
- STAND Up is an interactive training program that teaches individuals how to have trauma-informed discussions with someone who has experienced interpersonal violence. If you're looking for more information on how to support a friend, family member, roommate, etc., this is a great opportunity for you.

Next slide "Connect with Health Promotion"

If you have any questions regarding today's lesson, want to schedule a 1:1 to learn more about interpersonal violence prevention, or want to become more involved in prevention on campus, the Health Promotion office would love to hear from you!! Please feel free to take a picture of their contact information.

Submit Your Feedback

Please take two minutes to complete this survey, and provide us with feedback regarding your facilitation of the *Be an Aggie on the Dot* against Interpersonal Violence curriculum as well as your perception of participants' learning the content by completing this survey:

tx.ag/HU2024AggieontheDotQualtrics





Your responses will help Health Promotion improve future programming and curriculum.

Additional Tools for Instructors & Peer Leaders

Triggered Students

We realize that some students in your classroom may be more personally connected than others to interpersonal violence. Reading through scenarios and/or hearing certain words & definitions can cause retraumatization for students in this situation. Here are some steps to help a student who may experience discomfort or distress during this lesson:

→ Step 1: Do not call out the student in front of his/her/their peers. Instead, take note of what is happening and give that student some space to process on their own terms

- If you are in a physical classroom space, they may leave the room for a moment or ask you if they can step out.
- If you are in a digital environment, such as Zoom, they may turn off their camera or privately message you or the peer leader

→ Step 2: You or your peer leader should gently check on the student

- If you are in a physical space, step outside and ask how they are feeling about the lesson
- If you are in a digital space, message them and ask if they are okay and how they are feeling about the lesson
- In either instance, the student needs to be the one to decide whether or not they want to continue their participation. It is never okay for anyone to force a distressed student to come back into a space by using attendance, participation, or grading policies as motivators

→ Step 3: Determine whether the student wants to or is able to rejoin the activity or discussion

- If so, give them the independence to reenter the physical or digital space
- If not, provide them with information about your campus and community resources: *"I understand and respect that this content is difficult for you. Is there an office or person on campus who you'd like to get you in contact with? I can share a list of resources here on campus and in the community, and that might help you decide whether connecting with or talking with someone is what you want or need right now."*



Regardless of their decision with resources, make sure they are safe or can get to a place (home, friend's house, parents house) where they feel safe.

→ Step 4: Follow-up

- It's encouraged that you check-in on your student, the next day, by sending an email from your university account:

"Howdy [name]: I just want to reach out to make sure you're doing okay after yesterday's Bystander Intervention lesson. Please let me know if there is any way that I can help support you academically as we move through the rest of the semester. I'm including the link to the Healthy Relationships website, which lists all of our campus and community resources. I look forward to seeing you at our next class meeting".

- The student may not respond to your email, but you know they have accurate information should they need or want to seek additional help outside of your classroom.
- Remember: if you have concerns about a student's well-being, even if they don't disclose an experience of sexual assault or sexual harassment, you can still submit an anonymous Tell Somebody report (tellsomebody.tamu.edu). This will allow experts at Texas A&M to follow-up with the student without it being specifically linked to you.

Redirect Strategies

This lesson highlights interpersonal violence scenarios students could encounter. It is common for students to have questions about how they can be an active bystander in consideration with their identities (race, gender, socioeconomic status, religion, values, etc.) social relationships (family, friends, roommates, classmates, coworkers, etc.). Students may also have specific questions about how their identity impacts how they respond as an active bystander. To keep the lesson in focus, here are a few ways you can address these questions without completely getting sidetracked from achieving the intended learning outcomes.

Frequently Asked Questions

Q: My identity could limit my confidence to act as an active bystander, how could I help in an interpersonal violence situation?

A: It is important for a bystander to intervene in realistic and comfortable ways for them. If intervening is unsafe or could cause more harm. You may want to delegate to someone of a different identity that could help in the situation. If you know that your identity could escalate the situation or put you in danger it is best to find someone else who can. It should be noted that our identities can also impact how others may help us. *Example: in communities where there is high distrust of formal resources (such as social services and the police) or where it's looked down upon to involve these types of resources in "personal issues"*



An active bystander (should/can) make one small choice to help the person being harmed. If the bystander chooses to be active however is uncomfortable they can delegate the act onto another individual who is comfortable with intervening.

Example: notifying a faculty or staff member, calling a trusted friend or family member for help, calling a counselor, or notifying another potential bystander

Q: How could a student new to the campus help support individuals who have experienced an act of interpersonal violence?

A: A student who is new to campus and would like to support individuals who have been harmed from interpersonal violence can connect them with campus resources. Campus resources can be found on The Healthy Relationships Curriculum website for confidential and non-confidential resources. This website is always available for students, so if nothing else we encourage you to use it and give the link to anyone you know who might need it. Starting with a confidential resource can be very helpful to delegate an interpersonal violence situation. We always encourage anyone who is experiencing an immediate threat of harm (such as someone attacking them or threatening them with a weapon) to contact 911 to preserve their safety.

