

**Making a Difference:  
Your Role in Sexual Violence Prevention  
Workshop Facilitator’s Guide**

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## Introduction and Instructions

### Workshop Introduction and Objectives

We've created this workshop with primary prevention in mind. Research indicates that when people know how to recognize inappropriate behavior and know what to say or do in that situation, they are more likely to act. Teaching adults how to intervene safely is a promising approach to sexual violence prevention. In this presentation, the three main objectives are:

- 1) Teach how to recognize a range of behaviors related to sexual violence, from healthy and safe to abusive and violent.
- 2) Give specific examples of how to speak up or intervene safely in inappropriate or potentially harmful situations.
- 3) Guide individuals in practicing the skills related to recognizing inappropriate behaviors and taking action to stop them.

For more information on the bystander approach, order or download ([www.nsvrc.org](http://www.nsvrc.org)) the NSVRC publication, *Engaging Bystanders in Sexual Violence Prevention*, written by Joan Tabachnick. A PDF version is available at:

[http://www.nsvrc.org/\\_cms/fileUpload/Engaging\\_Bystanders.pdf](http://www.nsvrc.org/_cms/fileUpload/Engaging_Bystanders.pdf). Using many of the principles in this book, the workshop provides an introduction on how individuals can make a difference by taking action.

### General Instructions

The PowerPoint workshop provided here includes 19 slides. We encourage you to adapt the slide show for your purposes, including adding examples and information specific to your own community or target audience or deleting slides that don't fit your purpose. Each slide includes a "Notes" section at the bottom with talking points to assist facilitators. The presentation should take about 1 hour, depending on speed of presentation and the amount of discussion. While the slide show is fully customizable, we request that you include the Acknowledgments slide to give recognition to NSVRC and to Joan Tabachnick, our collaborator on this project.

For tips on planning a community workshop and recruiting an audience, please visit [http://www.nsvrc.org/saam/campaign\\_tools.aspx](http://www.nsvrc.org/saam/campaign_tools.aspx). For tips on approaching workplaces to hold a

workshop, refer to the Workplace Outreach Guide included on the 2009 SAAM campaign CD and in the 2009 Campaign Packet.

Please contact the NSVRC at 1-877-739-3895, ext. 118 or [resources@nsvrc.org](mailto:resources@nsvrc.org), if you have any questions about the presentation, or would like assistance tailoring the presentation to your needs.

## Slide Text and Slide-Specific Notes

Please also refer to the PowerPoint slide show for notes associated with each slide. To print individual slides with notes, choose the “Notes pages” option when you select “Print”. In **bold print** below, you will see the key points that we encourage you to convey for each slide.

### SLIDE 1: TITLE SLIDE

Talking Points:

- Welcome! Thank you for joining us today.
- My name is \_\_\_\_\_ and I am here today from \_\_\_\_\_.
- We are here today to discuss a tough topic - sexual violence - in honor of April, Sexual Assault Awareness Month. We are going to focus on the many things we can all do to make our communities safer.
- **We want this to be interactive**, so we encourage you to participate to the extent you feel comfortable.
- Before we start, there are a few things I’d like to mention:
  1. We want to respect everyone and everyone’s opinions. Let’s try not to interrupt each other.
  2. We are here to learn so please raise your hand if you have a question and I will do my best to answer it.
  3. Feel free to get up and move around or step out of the room when you need to.

*Facilitator’s Note: You may want to insert a statement about respecting each other’s privacy when sharing private stories and examples. However, if you are presenting to a workplace, this may not be feasible. We suggest you speak with the employer about privacy and confidentiality in the workplace before including this type of statement in your presentation.*

### SLIDE 2: INTRODUCTION (1)

Slide text:

- In 1964, 38 people witnessed the rape and murder of Kitty Genovese outside of her NYC apartment.
- The attack lasted for over half an hour.
- No one intervened.

### Talking Points:

- Let's use a story to start our conversation.
- You might have heard this story before. This case got researchers and the public thinking about why people don't step in, whether they stop when they see a car accident, see something in the checkout line, intervene when a kid is being bullied, or any number of situations.
- **Why do you think these 38 witnesses did not say or do something?**
- *Some answers might include:*
  - They didn't know what to do
  - They were scared of the attacker
  - They did not take it seriously
  - They didn't think it was their business
  - They didn't really know what was going on
- Those are good answers, and valid concerns for someone witnessing a violent crime.
- Of course, this is a very extreme example. It is unlikely that you will see something like this.
- However, it introduces the main idea of our presentation today: that **while it can be hard to step in when you see something wrong, it IS possible and can make a big difference.**
- Now let's look at a less extreme situation where someone did step in and do something.  
(Next slide)

### SLIDE 3: INTRODUCTION (2)

#### Slide text:

Two women were talking on the sidewalk when a car pulled over and the passenger door opened. Inside, a man and woman were arguing loudly. The woman tried to get out of the car, but the man pulled her back in and sped away. One of the women witnessing the event called the police on her cell phone and reported the car's license plate number.

#### Talking Points:

- This story sounds very different. It is a lot less extreme and violent. This might be something that you can imagine happening to you.
- **Have any of you ever been in a situation where you witnessed something dangerous or inappropriate? What did you say or do?** (*Solicit stories from audience*)

*Presenter's Note: many people will probably have stories so try to limit sharing to 2-3 individuals, depending on your timeframe. You may want to brainstorm with your co-workers, family, and friends to come up with good examples to offer in case the audience struggles.*

- One woman was driving and witnessed a violent argument between a man and a woman in a parking lot. It looked like maybe the woman was being hit. She dialed the police to report the incident when she got home.
- A man noticed a crowd of cars pulled over to the side of the road. A crowd of teenage boys were violently attacking another boy. The man pulled over, got out of his car, and distracted the teens by yelling and telling them the police were on the way. In the few minutes they were distracted and yelling at the man, the young victim was able to escape.
- There are a few important points to mention related to these stories:

1) You will notice that individuals chose to react in different ways. Some got physically involved and some chose to call for help. It is always important to **consider your own safety** if you choose to intervene to help someone else.

2) These situations all involved physical violence, or appeared to involve outright violence. There **are other behaviors to look out for that may not involve physical violence**. We'll talk more about that later.

3) In some of these stories, there were multiple people witnessing the act. We have a tendency to look at how others are reacting to a given situation before we react. One person's failure to act can cause a chain reaction; the whole group then fails to respond in a helpful way. This also works in reverse. One person's action can cause a chain reaction for engagement, for showing you care, for protecting each other from difficult or even violent situations.

- At the beginning, we said this presentation would be about preventing sexual violence, so we want to apply what we've just talked about – people getting involved when they see or hear something problematic – to sexual violence. Before we move on, let's briefly define sexual violence.

#### **SLIDE 4: WHAT IS SEXUAL VIOLENCE? (1)**

Slide text:

- Any sexual act without consent.
- Consent cannot be obtained when someone is:
  - A minor
  - Incapacitated
  - Has certain disabilities
- Includes rape, fondling, grabbing someone sexually, sexual harassment, stalking, domestic and dating violence, and many other behaviors.

Talking Points:

*Instructor's Note: To best address the complex issues surrounding legal age of consent and alcohol use, we encourage you to look up laws in your state, since they differ significantly. Visit the American Prosecutor's Research Institute at <http://www.ndaa.org/apri/programs/vawa/statutes.html> for a listing of state statues related to violence against women. Both issues are very tricky and complex, so you may want to follow up later with anyone with specific questions.*

#### **SLIDE 5: WHAT IS SEXUAL VIOLENCE? (2)**

Slide text:

- Affects 1 in 6 women and 1 in 33 men in their lifetime.
- Hard for us to see as a problem affecting us personally.

Talking Points:

*Facilitator's Note: For this slide, we recommend using the statistics to determine the number of victims for the audience you are speaking to. For example, for Workplace A, with 150 employees, you might say "Your business has 150 employees, which means that statistically speaking, 25 women and 5 men have been victims." Then pose the question, "Even though you now know how the statistics apply to your own workplace, it can still be hard to see sexual violence as a problem affecting us personally. Why do you think that is?"*

- (SV is hard to see as a personal problem) Because we feel safer if we believe sexual violence only happens to certain types of people, behaving in certain ways, rather than accept that it could happen to us or someone we love.
- Unfortunately, the reality is that acts of sexual violence, and behaviors that increase the risk for sexual violence, go on around us all the time. The first step in preventing these acts is to look at this issue in a new way: **let's expand our focus from just the victim and perpetrator and look at the individuals and groups that exist around an act of sexual violence** (*next slide*).

Statistics Citation:

- Tjaden P, Thoennes N. Extent, nature, and consequences of intimate partner violence: Findings from the National Violence Against Women Survey. Washington (DC): Department of Justice (US); 2000. Publication No.: NCJ 181867. Available from: URL: [www.ojp.usdoj.gov/nij/pubs-sum/181867.htm](http://www.ojp.usdoj.gov/nij/pubs-sum/181867.htm).

**SLIDE 6: WHO IS IMPACTED?**

Slide text: *Image of various groups of people impacted by SV*

Talking Points:

- Acts of sexual violence involve a victim and perpetrator. However, **there are many people around these two individuals who might be able to react when we see troubling behaviors, before they become sexually violent.**
- Who might these people be?
  - Friends
  - Family members
  - Co-workers
  - Neighbors
  - Strangers
- **All of these individuals (and groups) have a role in prevention** when they learn to recognize inappropriate sexual behaviors and say or do something to stop or prevent them.
- You might be wondering how to recognize inappropriate behaviors. Let's look at some examples and think about whether or not they are inappropriate. (*Next slide*)

**SLIDE 7: WHAT MIGHT IT LOOK LIKE?**

Slide text:

A woman pressures her partner to have sex.

A boss sends out an email with a "blonde joke" to employees.

A man grabs a stranger's behind in a bar.

Construction workers make comments about a woman's body as she walks by.

Two teenagers kiss in the mall.

Talking Points:

- *Instructions:*
  - *Click to bring up each example separately.*

- *Ask audience to decide if this behavior might be inappropriate/sexual violence. How would they know?*
- **This is pretty tough.** In these examples, sometimes you didn't have enough information to decide if something was wrong or not. That might be true in real life, too. It might help to think about these behaviors as falling on a continuum or range. (*Next slide*)

## SLIDE 8: RANGE OF BEHAVIORS

Slide text: *Image of continuum*

Talking Points:

- This slide shows a range of behaviors, from healthy and normal to violent and abusive. We'll talk more about specific behaviors in a moment, but let me make a few key points first:
  - 1) It is important to differentiate here between "sexuality" and "sexual violence". Remember that there are many healthy, normal sexual behaviors that are appropriate. Sexual violence occurs when one individual crosses the line without permission. **Context can often be the distinguishing factor between what is healthy and normal and what is inappropriate and threatening.** Something may be mutually flirtatious, but when it is between the boss and an employee in the workplace, it is no longer appropriate to the situation.
  - 2) The arrow is two-sided because behaviors can move along here. **It is possible for us to recognize and help stop harassment before it becomes sexual assault.** Likewise, if something is harassment, but the offender stops when asked, the behavior could become appropriate. We want to think of this as fluid.
- Now that we've gone through some specific examples and given you this range to think about, let's talk about what you might do if you have noticed a behavior and think something might be wrong.
- Some of us might be more comfortable saying something to the victim (or potential victim). Here are some things you could say to a victim or potential victim. (*Next slide*)

Citation: Anderson, Cordelia. (2000). The Touch Continuum: Part of a Risk Reduction Curriculum. SIECUS Report. Volume 29, Number 1, 24-27.

## SLIDE 9: WHAT CAN I SAY OR DO? (1)

Slide text:

"Do you need help?"

"Do you want me to call someone for you?"

"What can I do to help you?"

"Can I walk you home?"

"Do you want me to talk to so-and-so for you?"

"Is everything OK?"

"Should I call the police?"

"Are you alright?"

Talking Points:

*(Click to bring up each individual question)*

- Can you think of some others? Can you think of an example from your life where you have offered help to a victim? How might these questions be different for someone you are close to, versus someone you don't know?
- By asking these kinds of questions, you show you care about someone else's well-being. Sometimes, that can make a big difference to a person who feels scared or uncomfortable. Validating their feelings of being used/insulted/assaulted/violated is important.
- It also **indicates to other people in the area (including the potential abuser) that you are paying attention and want to help**; this helps avoid what we talked about earlier, where an entire group does nothing because no one initiates action.
- Helping the victim or potential victim is certainly important. But let's talk about your options when it comes to dealing with the person making the offensive comment or behaving inappropriately. **While the first concern should always be safety, there are situations where you may decide that speaking up is a safe option.**
- The person acting inappropriately might be someone you know and care about; a friend, co-worker or even family member. It can be really uncomfortable to call someone out on behavior you disagree with. Here are some things you might say to the offender *(Next slide)*

#### **SLIDE 10: WHAT CAN I SAY OR DO? (2)**

Slide text:

“What you said earlier really bothered me...”

“I don't like what you just did.”

“I know you well enough to know that you would not want to hurt someone...”

“I wonder if you realize how that feels/comes across.”

“How would you feel if someone did that to your sister?”

“I am saying something because I care about you...”

Talking Points:

- Can you think of anything else?
- We mentioned earlier that preventing sexual violence is about more than just the victim and the perpetrator. **Prevention involves people immediately around and connected to potential victims and potential perpetrators. However, it is sometimes easier for individuals to take action if there is a policy or procedure or even a social norm to get more involved.** Here are some questions we can ask ourselves about our larger environment and community. *(Next slide)*

#### **SLIDE 11: IN YOUR WORKPLACE**

*CUSTOMIZE: In keeping with the 2009 SAAM theme, we have focused this slide on a workplace setting. However, we encourage you to customize this slide depending on your workshop audience. For more specific actions, see below. Contact the NSVRC at 1-877-739-3895 for help adapting the workshop to your audience.*

Slide text:

- What is my company's sexual harassment policy? Does it protect victims from retaliation by abusers?
- How can my workplace collaborate with our local rape crisis center to learn more about this issue?
- How can my company demonstrate to our employees and customers that we care about promoting respectful, healthy relationships?

Talking Points:

- These things won't happen immediately. Changing communities, organizations, and institutions takes time and work. But we know that it can make a big difference. One quick example to think about is the "Friends Don't Let Friends Drive Drunk" campaign, created by the Ad Council in the 1980s. By slowly changing our attitudes about drunk driving and encouraging us to say something to potential drunk drivers, this campaign contributed to a 10% decrease in alcohol-related fatalities between 1990 and 1991.
- **This is the same idea we are getting at with sexual violence prevention: we can say or do small things that, over time, make a big difference.**

Reference: Ad Council: [www.adcouncil.org](http://www.adcouncil.org); under Historic Campaigns. You can also download videos of the PSAs for many current and past campaigns, but make sure you obtain permission.

### **Other options for slide text:**

In your community:

- What services are available to victims of sexual violence?
- Does my place of worship have policies that protect against harassment and abuse?
- Do my elected officials support local, state, and/or national legislation that provides funding for prevention efforts?

In your school:

- Does my local school talk to children about healthy, respectful relationships?
- Does my school teach children how to recognize bullying and what to do?
- Does my school provide training for teachers on recognizing and responding to sexual harassment and sexual violence among students?

### **SLIDE 12: LET'S PRACTICE**

Talking Points:

- We've introduced the roles that individuals and organizations have in preventing sexual violence. A big part of making this work is to practice what we might say or do in real life situations. Let's take the remaining time to go through a scenario and talk about our options.

### SLIDE 13: INTERACTIVE EXERCISE

Slide text:

Imagine... You are working in a store. Your 39-year-old boss makes some comments to you about a 16-year-old girl in the store. He begins to flirt with her. When she leaves, he laughs and says it's really fine since it's only flirting.

*CUSTOMIZE: Feel free to insert your own scenario, or choose from the list of other options included in this Guide.*

*Instructions: Read the scenario out loud, or pass out copies of the scenario to the audience. The following two slides are optional for inclusion in the presentation. They are provided here to guide you as you facilitate conversation about the scenario. **The two most important things to discuss are:***

- 1) *What concerns you about the situation?*
- 2) *What can be done?*

### SLIDE 14: DISCUSSION QUESTIONS (OPTIONAL)

Slide text:

- What did you see or hear that concerns you?
- How does the situation affect you? Someone else?
- What are the risks if you act? Is it dangerous?

### SLIDE 15: DISCUSSION QUESTIONS (OPTIONAL)

Slide text:

- What are my options?
- Can I talk with someone else in a more appropriate position to do something?
- Are there any other resources I need?

### SLIDE 16: TAKE-HOME POINTS

Slide text:

- **You** have a role to play in preventing sexual violence.
- There are many opportunities all day long to make a difference in small ways.
- There are many ways to speak up or take action, not just one “right” way.
- Always consider the consequences; if there is immediate danger, call 911.

Talking Points:

- Let's just quickly summarize some of the main things we talked about today.
- **What else are you taking away from the conversation?**

### SLIDE 17: RESOURCES

Slide text:

- (INSERT LOCAL INFORMATION HERE)
- National Sexual Violence Resource Center (NSVRC)
  - Toll Free Phone: 1-877-739-3895
  - Email: [resources@nsvrc.org](mailto:resources@nsvrc.org)
  - Website: [www.nsvrc.org](http://www.nsvrc.org)

*CUSTOMIZE! Be sure to insert your organization's contact information so that participants know where to turn if they have questions or need help.*

Talking Points:

- This is just the start. We hope you have learned something today that will help you in your life. If you are interested in learning more about any of the things we talked about today, please check out these resources.
- Remember that your local rape crisis center can provide information and counseling services if you or someone you love are in need.

**SLIDE 18: ACKNOWLEDGMENTS**

- This presentation was developed in collaboration with Joan Tabachnick, an expert on bystander involvement and author of the book *Engaging Bystanders in Sexual Violence Prevention*.
- Order a free copy of the book from the NSVRC: 1-877-739-3895.
- For more information, email [resources@nsvrc.org](mailto:resources@nsvrc.org) or visit [www.nsvrc.org](http://www.nsvrc.org).

**SLIDE 19: THANK YOU & QUESTIONS**

**Good Samaritan Laws**

Participants may question you about Good Samaritan laws at some point in the workshop, especially when discussing the responsibility that individuals have to help others in need. These laws are designed to protect bystanders who become involved from legal liability. In the U.S., these laws often apply only to off-duty medical personnel who offer care to a victim. They are designed to protect the individual from a lawsuit if they are unable to provide sufficient medical care to the victim. Rarely do these laws require bystanders to intervene. However, in a few states (currently Minnesota and Vermont), there are laws on the books that require providing “reasonable assistance.” This may mean calling 911. In preparing for your workshop, you may want to find out the Good Samaritan laws in your state or locality so you can provide the audience with specific information.

References:

Medi-Smart. Nursing Legal Issues: Good Samaritan Statue. Retrieved 11/14/08 from <http://www.medi-smart.com/gslaw.htm>.

National Conference of State Legislatures. (1999). Help Your Neighbor- It's the Law. Retrieved 11/14/08 from <http://www.ncsl.org/programs/pubs/399HELP.HTM>.

Less Stress Instructional Services. Legal Database. Retrieved 11/14/08 from <http://www.cprinstructor.com/legal.htm>. (Contains laws from each state.)

## Kitty Genovese Story

Ms. Genovese was a 29-year-old New York City resident who was brutally murdered outside her apartment in 1964. She was attacked twice. During the first attack, it was reported that a neighbor did yell out at the attacker, who then fled. Kitty crawled into the hallway of her apartment building. However, the assailant returned ten minutes later, at which point he continued to stab her and sexually assault her. A neighbor called 911 after the second attack concluded. Ms. Genovese died en route to the hospital. Approximately a dozen neighbors reported hearing noise, but did not identify it as an attack.

The public reaction to the assault led to academic research into what became known as the “bystander effect”, or the tendency for people to fail to take action if they believe there are other witnesses who may act.

*Presenter’s Note:* You may notice in reading the above paragraph description that the information on the presentation slide seems misleading. While there may have been 38 neighbors, very few actually saw or heard anything at all. And in fact, two of them were concerned enough to yell out or call 911. However, the story on the slide was reported in the New York Times when the crime occurred and is often the story we hear when educated about the bystander effect, which is why we have included it here. If you have time during your presentation, you may want to go over some of the details of the case and ask the audience to identify places where people did indeed intervene and/or how this might be different if it happened in 2009 instead of 1964 (use of cell phones, etc.), as well as how the bystanders who did notice something might have been able to do things differently (e.g., calling 911 upon the first attack). If nothing else, having the details will allow you to answer any questions and follow up with audience members who may be interested in knowing more.

### References:

Gado, M. The Kitty Genovese Murder. Retrieved 11/14/08 from [http://www.trutv.com/library/crime/serial\\_killers/predators/kitty\\_genovese/1.html](http://www.trutv.com/library/crime/serial_killers/predators/kitty_genovese/1.html)

## Alternative Bystander Scenarios

### Any Audience

- You are driving your teen son and his friends home from a movie and one of them says to the rest, “yeah, you know she is always is up for it, I can’t wait to ‘hit that’ Saturday night!” (or “yeah, my uncle’s bachelor’s party is this weekend, and my dad’s gonna get us all set up for what we really need...”).
- You see a man and woman in the supermarket checkout line begin to argue. He yells at her for what she has bought, how much she wants to spend, and how she cooks. He continues to yell and begins to criticize how she looks. You see the woman cringe at the yelling, but she makes no effort to leave.
- Your friend tells you about how a six-year-old boy neighbor is pushing her five-year-old daughter into playing “pants down” games. The daughter is uncomfortable with doing what the boy wants, but is not sure what to do. Your friend teaches her daughter to say “no” and to call her whenever it happens. She wants to know if there is anything else she should do.
- You are dancing in a bar with a group of friends. A young man joins your circle of dancers and begins to monopolize one woman’s attention. It is loud, so you can’t hear what they are saying to each other. He has moved in the way of seeing her face, cutting her off from the rest of your group.
- It is Friday night and you are walking by the local movie theatre with a group of friends. A male friend of yours spots a beautiful woman. He makes some loud comments about her body and starts to hassle her. (*Adapted from Banyard, Plante, and Moynihan, 2005*)
- You and some friends are out at a bar on a Friday night. When you came in you noticed a woman at the bar sitting alone. A bit later in the evening you notice her again now sitting with a man who keeps moving closer to her and buying her drinks. She looks uncomfortable and keeps moving her chair a bit further back while looking around the bar. A bit later you notice that she stands up and tries to walk away. He follows her and puts his arm on the wall to talk to her further but it looks like she’s cornered. (*Plante, Banyard, Moynihan and Eckstein, 2002*)

### Workplace-Specific Scenarios

- You are working in a food co-op. Your boss who is 39 years old makes some comments to you about a 16-year-old-girl in the store. He begins to flirt with her. When she leaves, he laughs and says it's really fine since it is only flirting.
- At the water cooler you hear a group of coworkers talking about the “slutty way the new temp is dressed and acts towards the men coming in.”
- At a team meeting, the boss goes on and on about what he did over the weekend, the women he met, the sex he had.

- A co-worker forwarded you an email from his superior. In it, she makes it sound like he'll be rewarded with a raise if he agrees to go on a date with her. He asks you what he should do.

## Campus-Specific Scenarios

- You are home from college for the winter break. At 8 o'clock on a Saturday morning a close female friend calls you crying. You ask her what has happened and she says someone came into her dorm room last night. She reluctantly tells you that she woke up to find a naked man on top of her. She is afraid to tell her parents because she didn't lock her door and believes she is at fault. (*Plante, Banyard, Moynihan and Eckstein, 2002*)
- As you enter a residence hall at your college, you see a couple stumbling down the hallway. Their hands are all over each other in a clearly sexual way. A few minutes later, you hear a struggle, then loud voices and yelling coming from the room they entered.  
(*Adapted from Banyard, Plante, and Moynihan, 2005*)
- You are walking down the hall to catch the elevator to go to your room. When you pass a dorm room on the first floor you hear a man and a woman yelling at each other, they are really going at it. The man is calling the woman a "slut" and other names.  
(*Adapted from Katz, 1994, 2000*)

### References:

Katz, J. (1994, 2000). *Mentors in Violence Prevention (MVP) Trainer's Guide*. Northeastern University's Center for the Study of Sport in Society.  
Website: <http://www.sportinsociety.org/vpd/mvp.php>

Plante, E.G., Banyard, V.L, Moynihan, M.M, & Eckstein, R.P. (2002). *Bringing in the Bystander: Establishing a Community of Responsibility Facilitator's Guide*. University of New Hampshire. Website: <http://www.unh.edu/preventioninnovations/projects/bystander/>

Banyard, V. L., Plante, E., & Moynihan, M. M. (2004). Bystander education: Bringing a broader community perspective to sexual violence prevention. *Journal of Community Psychology, 32*, 61-79.

## Presentation Tips

### Before your presentation

- Practice helps. Talk through your presentation to see how much time you use for each slide and to familiarize yourself with the content.
- Familiarize yourself with the group you are talking to, if possible (e.g., if it is a workplace, you may want to find out about their existing policies related to sexual harassment.) This may help you deal with any questions and tailor examples to your audience.

- If you feel the presentation will take longer than the time allotted, remove the slides you feel are least important.

### **On-site Preparation**

- Plan to get there a few minutes early to set up and test the equipment.
- Dress appropriately for your audience.
- Turn off your cell phone.
- Verify the time you have allotted; and stay within that time.

### **Public Speaking**

- Talk at a natural, moderate rate of speech.
- Speak to the person farthest away from you to ensure your voice is loud enough to project to the back of the room.
- Don't read the slides aloud. Your audience could read all the slides without you! The slides should only serve as cues to remind you what you really want to say.
- Don't turn your back to the audience. Carry a printout of the notes pages with you so you don't have to turn around to read the screen.
- Show some enthusiasm. Nobody wants to listen to a dull presentation. On the other hand, don't overdo it. How would you explain your ideas to a friend?

### **Dealing with the Audience**

- Some questions for the facilitator may be too specific or personal. It's ok to politely refuse to answer.
- If you aren't sure of an answer to a question, offer to find the information and follow up later.
- If the audience becomes distracted or the discussion wanders off the topic, politely redirect the conversation. It's ok to remind the audience that you are here to discuss a particular topic and only have a limited amount of time.

References:

Mike Splane. (2006). PowerPoint Presentation Advice. Retrieved 11/14/08 from [http://www.cob.sjsu.edu/splane\\_m/PresentationTips.htm](http://www.cob.sjsu.edu/splane_m/PresentationTips.htm);

A Research Guide for Students. Chapter 3. Presentation Tips for Public Speaking. Retrieved 11/14/08 from <http://www.aresearchguide.com/3tips.html>

## Additional References and Resources

Banyard, V.L. (2008). Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence. *Violence and Victims*, 23, 83-97.

- Additional research articles related to bystander intervention: [PDF](#).

Bringing in the Bystander™. Prevention Innovations. University of New Hampshire.

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