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| Time | Activity | Outcome | Trainer Activity | Participant Activity | Resources  |
| 5 mins  | Introduction to Session | Make participants aware of session aims and objectives.Make participants aware of the aims of the project. | **Slides 2-4**Introduce aims, outcomes and session overview as well as content note Explain students can access the Guild Advice Service (drop-in runs from 1-3pm Monday-Friday) if they would like to discuss any issues confidentially with an adviser | Listen to trainer | PresentationFlipchart paper, MarkersBlu- tac, Code of Conduct,UoL Policy on Conduct and Discipline. |
| 5 mins | Icebreaker  | Participants share their perceptions, attitudes and behaviours of and within their sports club/society/ environment.Participants introduced to group work within the environment. | **Slide 5**Ask the participants to get into groups of the same committee/department, if possible. The participants have 1 minute to come up with three values, which show us how their society/department is unique to every other society/department role in the University.Encourage the participants to be creative. Words should highlight their society’s/department’s culture, environment, tradition, and everything else which makes their society/department unique.Observe group dynamics, and ongoing discussion throughout process. Encourage diversity of answers, and encourage participants to really critically think about their society/department’s unique culture.Ask the group to feedback their top 3 words which they feel describes their society/department. Question the group on particular words, for example, banter, craic, ask them toexplain what that means. | Get into groups, made up of members from similar society/department. One member of the group, gets a sheet of paper and a pen. The group has 1 minute to come up with a list of words which describe how their sports society/department role is unique to every other in theUniversity.Feedback the top 3 words which describe the society/department and place the sheet on the window/wall. Answer any questions from delivery staff. | Presentation, flipchart paper, markers |
| 10 mins | Introduction to Sexual Misconduct & RelevantStatistics | Participants are aware of the term sexual misconduct, the difference between legal and University definitions and sanctions.Participants are aware of the changes to the University’ Policy on Student Conductand Discipline.Participants are aware of the University’s stance and action on sexual misconduct.Participants are aware of the prevalence and influences on sexualviolence. | **EXERCISE: Give the groups 2 minutes to discuss the statistics sheet and get them to fill in as a group and feedback**. **Slide 6**Highlight the sexual violence statistics, and discuss whether students were aware or understood of the extent and contributors to prevalence of sexual violence. **EXERCISE: Give the group two minutes to discuss what they think would happen if sexual misconduct/racism/hate crime was reported to the University** **Slide 7-9**Go through background slides and explain the definition of sexual misconduct, and the difference between legal terminologies.Highlight and discuss the change in University of Liverpool policy and the student code of conduct, highlight examples of sexual misconduct. **Slide 10**Also highlight that the Guild has a code of conduct, which all societies members are subject to If someone behaves against the code of conduct the Guild also has a disciplinary process  | Get into groups, reflect on statistics and try to answer. Feed back to facilitator Listen to facilitator.Get into groups, reflect on what University would do if misconduct is reported.Feed back to facilitator Reflect on knowledge of current campaigns, projects or initiatives which the University is currently running to tackle sexual misconduct. Contribute to group discussion if possible.Reflect on knowledge and understanding of sexual misconduct and sexual violence, and ask any questions | Statistic handoutPresentation, flipchart paper and markers. |
| 5 mins | Types of Bystander  | Participants understand different types different types of bystanders.Participants can distinguish between different types of bystanders.Participants feel empowered to tackle sexual misconduct as active bystanders. | **EXERCISE: Give the groups 2 minutes to discuss;****What is a bystander****What is a passive bystander****What is an active bystander****And get them to include examples of each if possible** **Slide 11**Go through the slide and use an analogy, which the participants can relate to; to explain the difference between passive and active bystanders, and give examples of different types of passive bystander behaviours. For example; passive bystanders on their phones to call or record or share an incident rather than being an active bystander, someone who chooses to not intervene etc.**EXERCISE: Ask the group to think of real life examples when they have been bystanders**Discuss how everyone could have their one recognised heroic moment of intervention, but in reality we have unrecognised heroic moments and opportunities to intervene every day. Ask the group to personally reflect on potential moments of everyday heroism through intervention, and moments when they didn’t intervene.  | Listen to facilitator.Feedback answers on types of bystander Reflect on the types of bystanders, and previous situations where participants may have been each of these bystanders and feedback Reflect on your experiences of everyday heroism and the impact small acts of interventions can have on individuals and communities, and personal experiences of choosing when to intervene and when not to intervene |  |
| 10 minutes | Approaches to Intervention | Participants improve knowledge and understanding of different approaches to intervention.Participants improve knowledge and understanding of when interventions can occur. | **Slide 12**Introduce the 4D’s by going through each and explaining The go to **slide 13** to show the video Then go back to slide 12 and ask the group to think of examples (real life if possible for each intervention) DIRECT EXAMPLES – 1) telling the person immediately that their behaviour is unacceptable 2) going up immediately to the victim DISTRACT EXAMPLES – 1) changing the subject entirely e.g. oh my god look at that really cute dog! 2) snack man video 3) intervening with a random question e.g. excuse me, but do you know how to get to Heebies from here?DELEGATE EXAMPLES – 1) telling a bouncer in a club, 2) speaking to a society coordinator, 3) speaking with other committee membersDELAYED EXAMPLES – 1) going up to the victim and checking they are okay, 2) having a conversation with the person who has done something to let them know that it wasn’t okay, 3) telling a member of staff about the incident the next day Highlight the creativity of the intervention, how interventions differ between individuals, situations and the context.Identify that interventions can occur before, during or after an incident and ask for the group to provide an example of an intervention, before, during and after an incident. Reiterate the importance of considering whether to adopt multiple approaches in an intervention; e.g. delayed and delegate, or delayed and direct, always encouraging delayed to check on a victim following the intervention or situation, highlighting the emphasis on creating a culture which supports victims and intention of culture changeEmphasise the importance of bystander interventions only when the bystander feels safe, and if not, emphasise the need for the bystander to reconsider their approach | Listen to facilitator.Reflect on different approaches for intervention and share examples with the group/learn from other’s examples. |  |
| 5 minutes | Being aBystander | Participants improve knowledge and understanding of bystander intervention facilitators, and barriers to approaches.Participants improve knowledge and understanding of the benefits and consequences to bystander intervention approaches. | **Slide 14****EXERCISE Give each group a different type of intervention (on the A3 printed sheets) prepare and get them to write down as many of the following they can think of;**EnablersBarriersPositive ConsequencesNegative ConsequencesGet each group to feed back, encouraging participants to draw on their own experiences or their own knowledge and understanding.Emphasise that the 4 d’s can be mixed and matched depending on the situation and individual and this is absolutely fine. **Slides 15-17**Go through slides highlighting research into positive consequences of bystander intervention | In groups, discuss and write down as many possible answers on the following sheets for the type of intervention the table has been givenENABLERS - what facilitators might there be to help us intervene?BARRIERS - what barriers might there be to stop us intervening?POSITIVE CONSEQUENCES - what are the benefits of us intervening?NEGATIVE CONSEQUENCES - what the potential consequences of us intervening?Encourage all members of the group to get involved within discussion. | Presentation, flipchart paper, markers |
| 30-45 minutes | Scenarios  | Participants can apply their new knowledge and understanding to intervene in varying situationsParticipants gain an insight intosafely intervening in scenarios specific to their background.Participants develop their bystander intervention skills.Participants develop their employability skills; decision-making, critical-thinking, analytical skills, communication, and leadership | **Slide 18**Remind of content note **USE SCENARIOS 5, 2, 3, 3A,3B IN THAT ORDER**Introduce a scenario and highlight the questions, which participants need to address. The participants will have 5 minutes to discuss and answer the questions. For some scenarios, there are progression points, dependent upon the group’s progress/discussion. Add additional progression points or contributing factors to situations to encourage further discussion, e.g. alcohol or drug use, sexual misconduct influenced by discrimination or hate crime.Ask each group to feedback their answers in a 30s sales pitch. Discuss the different approaches adopted with each team, ask questions e.g. have you experienced something similar, wasthere a particular intervention which stood out to you, would you be confident intervening in similar situations in the future, if so, why, or why not?There will be four-five scenarios for the group dependent upon progress for the task. Please see the scenarios for the session, attached on a separate sheet.Work around the groups, encouraging discussion, provoking questions and justification, and adding progression if necessary.Discuss and highlight good intervention approaches which were identified, and link to earlier session content | In groups, using the flipchart paper provided and each situation; Read and assess the situation. Write initial thoughts and feelings about the situation. Describe initial reactions, respond or intervene in the situation. Identify any barriers which might inhibit or change responses/ interventions. Identify any facilitators which might help responses/ interventions. Note any additional considerations, issues, or questions which may arise in the situation.Reflect on the workshop, the new knowledge and understanding and apply these to the situations which are specific to the participants’ sportsteam or club/society/role/environment. | Presentation, post-it notes, pens, flipchart paper and markers. |
| 5 min | Reflection | Participants reflect on what they have learnt throughout the session. Participants can identify personal, sports club, and student-wide action points to tacklesexual misconduct. | **Slide 19**Reminder of support on offer through Guild Advice Service and that we will always take a student-led approach **Slide 20**Introduce the reflective activity, encouraging personal reflection and group reflection.Highlight the potential of participants as bystanders to change campus culture by; challenging perceptions, attitudes and behaviours of others, to make a safer and welcoming campus environment.Encourage groups to reflect upon their specific society/department and the action points which could be implemented, how they will know they have been successful and how they will review their action pointsAlso ask that they complete the feedback sheet explaining we will act on feedback received to make the training as helpful as possible for societiesEnd session on Slide 21 and thank participants for engaging – be available for questions afterwards  | Reflect upon the workshop contents, any learning and how to apply this knowledge or understanding.Personally reflect, and identify 3 things to take away from the workshop.Group reflection to identify action points personally, within sports clubs/societies/roles/environments, and campus-wide. |  |