

Response Ability

Transforming Values Into Action

Learning Outcomes

- To understand the barriers that keep bystanders from intervening when problematic behavior arises, including hazing, discrimination, substance abuse, sexual abuse, eating disorders, homophobia, and others;
- To demonstrate proactive strategies for intervention;
- To commit to being a person of “action”, living out organizational/personal values and confronting unhealthy behavior

Audience

This video package was designed for the primary audience of collegiate fraternity and sorority members. Recognizing the significant role a number of other communities play in the development of a healthy Greek community, we also believe that the video has purpose for the following:

- Alumni/Alumnae;
- National/ International staff & volunteers;
- Parents and families of fraternity or sorority members;
- Professional staff at colleges and universities that work with fraternity & sorority life: this would include Greek organization advising staff, conduct officers, housing staff, facilities staff, police officers, and others.

Supplies and Presentation

Gather your audience for a session of at least 90 minutes. Proper display would include a high resolution, wide-screen formatted LCD projector and large screen OR a large, wide-screen television. It is important that audio capabilities are also provided. The audience should be in viewing/audible distance. Audience members should have a pen/pencil and something to write on.

Facilitator

The facilitator can be a chapter officer, advisor, Greek advisor, faculty member, etc. He/She should begin by describing the concept behind the video, the format for the program, expectations for the audience, and providing a definition of bystander behavior. You may wish to have audience read articles or materials related to bystander behavior prior to the program in order to establish a foundation. A suggested introduction, following your typical general welcome, follows:

RESPONSE ABILITY: Transforming Values Into Action is a “reality”-style educational video package that brings viewers to understand how group dynamics can prevent people from taking action to stop dangerous and unhealthy behaviors. And it demonstrates skills to successfully intervene when you witness hazing, drug/alcohol abuse, eating disorders, sexual abuse, offensive language/behavior, homophobia, racism, sexism, or other high-risk or unhealthy behaviors.

The message conveyed is to believe in yourself- have enough self-confidence and healthy self-esteem that you are willing to stand up for what you know to be right. Your moral compass is so well developed that you are not tempted to second-guess yourself. Your principles and your feelings about a situation are most likely shared by others in the group.

Showcased in this video are a group of recent and current collegians from around the country who spent a month together on the Internet discussing bystander behavior and getting virtually related with each other. They then finally convened at a “retreat house” in Sedona, Arizona, where they participated in a dialogue to glimpses into the month on the Internet, was captured on camera and will be seen shortly. The resulting video has- in appearance and feel- documented a real and unscripted event.

SHARE HERE WHY THIS IS IMPORTANT TO YOU – WHAT YOU SAW FOR YOURSELF WHEN YOU FIRST VIEWED THIS VIDEO – WHAT YOU ARE NOW SEEING ABOUT YOUR LIFE AND YOU AS A BYSTANDER.

I'd like to now ask everyone to write down the following questions and keep them in mind as you view the video:

What is bystander behavior?

What are the barriers to intervening? (Hint: there are five.)

What example from the video (successful or not) best shows bystander behavior in action (or inaction)?

What do you think these young men/women went through during this video project?

Finally, please respect everyone's time/space during this video and remain silent. While watching, remember any questions you may have and try to conjure images in your mind, in your world, of bystander behavior. In other words, bring this conversation into your “real” life. Begin by thinking about your chapter and your campus, then everywhere else.

SHOW MAIN VIDEO

(38 Minutes)

PROCESSING

Now is the time to pose some facilitation/processing questions:

Ask what bystander behavior is. Allow for a few comments.

Ask participants to call out and explain a barrier to intervening. Try asking for an example of each of the five barriers.

Ask everyone to call out or state what part of the video showed inaction or action on behalf of others. Ask what their emotional response was and/or whether or not they now have a different view for themselves.

Ask what are some steps people have taken to even begin realizing they are, or could be, a bystander?