



BYSTANDERS



CAUTION

This presentation contains videos
with potentially disturbing contents.

BYSTANDER EFFECT: WHERE DID IT COME FROM?

- 1964 New York murder of young woman
- 38 bystanders were alleged to have done nothing
- Bystander Theory was attempt to explain

Kitty Genovese Story

<https://youtu.be/BdpdUbW8vbw>

KITTY'S STORY WAS ULTIMATELY DEBUNKED

- There weren't "38 witnesses"
 - It was all publicity
 - Except for two witnesses who actually did nothing.
- Does that mean it doesn't happen?
- This video is from **May 2016**.



It still happens:

<https://youtu.be/A-sx5Xr4cFA>

WHAT'S GOING ON??

<https://youtu.be/wW2xszD-zBM>



IT ONLY TAKES ONE.
ONE PERSON, ONE ACT.

<https://youtu.be/4gZOFUHLYwg>

INACTION IS A PROBLEM

<https://youtu.be/A-37sLiiEKA>



WHAT WOULD YOU DO? REALLY.

https://youtu.be/WnOt1ZSp_tw

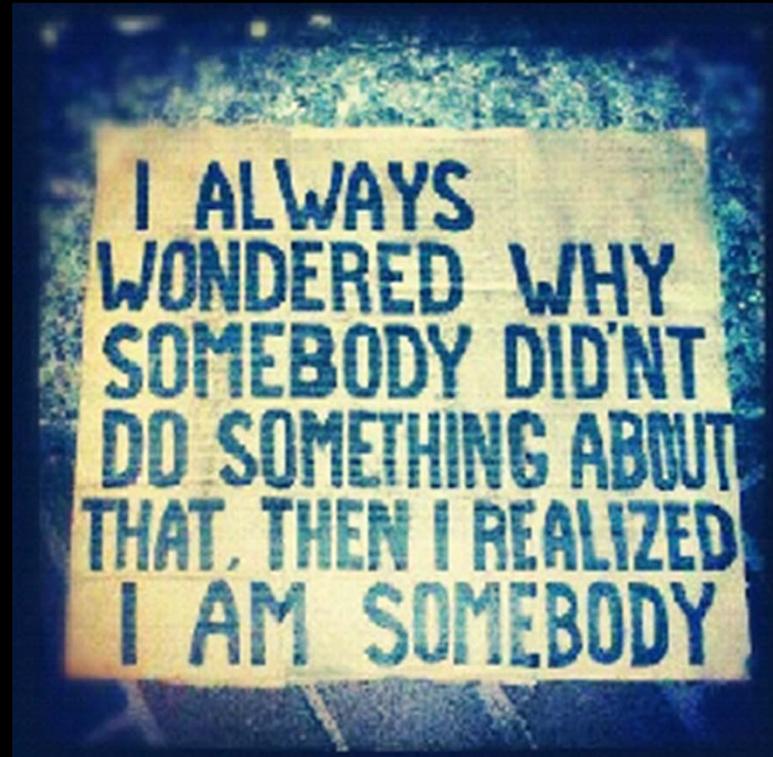
HOW QUICKLY CAN YOU CHANGE THINGS BY INTERRUPTING?

https://youtu.be/3dNpW7LO7_g

FACTORS TO OVERCOME BYSTANDER EFFECT

- **Witnessing Helping Behavior**
 - Seeing you help makes others more willing.
 - Examples work.
- **Be Observant**
 - We don't help because we don't notice.
 - Pay attention.
- **Be Skilled and Knowledgeable**
 - Practice intervention or emergency skills.
 - Don't wait.
- **Guilt**
 - Feeling guilty can spur action.
- **Personal Relationship**
 - More likely to help those we know.
 - If you need help
 - Make eye contact
 - Small talk
 - Single out individual and ask directly
- **See Others As Deserving of Help**
 - Help more likely if we think they "deserve it."
 - Broke because unemployed or lazy?
 - Empathy, no blaming.
- **Feeling Good**
 - We feel good when we help
 - "Do good, Feel good."

INTERVENTION STRATEGIES





INTERVENTION STRATEGIES

- The key to a safe and positive intervention is to **remain calm and friendly**.
- Aggressive interventions increase the stress – and the risks.



THE "STAR" CONVENTION

- **STOP**

- Hold it!
- Go slow, don't take sides.
- If we do intervene our initial reaction may be to sail into the ruck and physically separate the parties, take the side of the victim and attack whoever we think is the aggressor. This is the role of the angry bystander intervening big on muscle, little on wisdom.

- **THINK**

- Take a moment to think! There are risks to most interventions, especially if they are potentially, or actually, violent.
- Stepping up to situations effectively and safely requires imaginative rehearsing - and some practice over time.

- **ASSESS**

- Know what to do. Practice!
- Our presence will make a difference and simply being nearby may be enough.
- However, there comes a moment when we decide to intervene in the situation.

- **RESPOND**

- "Hi. Is there anything I can do to help?"
- After assessing the situation, and taking into account other people who may be involved, especially children, then it's time to step up, be friendly and become an active bystander.

<http://bystander-interventions.com/index.html>



INTERVENTION STRATEGIES: BEFORE YOU MOVE

- **Set boundaries** — do not make excuses for the person or otherwise enable them.
- **Consider frequency**, duration and intensity/severity when evaluating a situation.
- **Determine the problem** if you can from a the point of view of the victim — their motivation, ability and environment.
- **Identify the red flags**; Anticipate problems.

INTERVENTION STRATEGIES: YOUR INTERVENTION

- **Move closer** to the action.
- **Listen** and give respectful attention, especially for children.
- **Be sensitive**, understanding and non-judgmental.
- **Be calm**. Don't shout, threaten, patronize, insult or 'pull rank'.
- **Ask neutral questions** in the spirit of 'finding out'.
- **Don't apportion blame/responsibility**.
- **Don't tell people what to do** or not to do, use signals/suggestions.
- Express your own feelings/beliefs but **don't get into an argument**.
- **Be prepared to discover you've misread** the situation and apologize.

"Bystander Intervention" published by the Stanford University:
<https://studentaffairs.stanford.edu>

INTERVENTION STRATEGIES: WHEN YOU'RE IN IT!

- **ASK THE QUESTION**

- If you see someone who looks like they are in trouble, ask if they are ok.

- **DON'T LEAVE THEM ALONE**

- Ensure that friends who are incapacitated don't leave without you or go to secluded places with someone.
- If a person is trying to get you to leave so that they can take advantage of someone, refuse to leave the area or call the police.

- **SILENT STARE/ BODY LANGUAGE**

- You don't have to speak to communicate. Sometimes a disapproving or concerned look can be far more powerful than words.

- **USE "I" STATEMENTS**

- Three parts:
 - 1) State your feelings,
 - 2) Name the behavior,
 - 3) State how you want the person to respond.
- Focuses on your feelings rather than criticizing the other person.
- Example: "I feel ____ when you _____. Please don't do that any more."

- **HUMOR**

- Reduces the tension and makes it easier for the aggressor to hear you. Do not undermine what you say with too much humor. Funny doesn't mean unimportant.

INTERVENTION STRATEGIES: WHEN YOU'RE IN IT!

- **"BRING IT HOME" (EMPATHY)**

- Prevents someone from distancing themselves from the impact of their actions.
- EXAMPLE: "I hope no one ever talks about you like that."
- Prevents them from dehumanizing their targets as well.
- EXAMPLE: "What if someone said your girlfriend deserved to be raped, or called your mother a slut?"

- **"WE'RE FRIENDS, RIGHT..."**

- Re-frames the intervention as caring and non-critical.
- EXAMPLE: "Hey, Dave. As your friend, I've got to tell you that your tee-shirt isn't doing you any favors, it's killing your rep with the ladies. Do yourself a favor and don't wear it again – chuck it out."

- **GROUP INTERVENTION**

- There is safety and power in numbers.
- Best used with someone who has a clear pattern of inappropriate behavior where many examples can be presented as evidence of their problem.

- **DISTRACTION/INTERRUPTION**

- Most effective for street harassment. Snaps someone out of their "sexist comfort zone."
- EXAMPLE: Ask a man harassing women on the street for directions or the time.

- **PROVIDING INDIVIDUALIZED NORMATIVE FEEDBACK**

- (i.e. "most people our age don't think it's ok to...")

DISCUSS

- What have you seen at work?
- How did you deal with it?
- Are you satisfied with how you dealt with it?
- How would you handle it differently?



End

