



**UniSAFE**  
ENDING GENDER-BASED VIOLENCE

# Supporting Material for Trainer:

## Active Bystander Intervention

### Onsite Training

#### **Exercise 1: Examples of gender-based violence in the context of higher education institutions and research organisations**

Note for the trainer: Gender-based violence, according to UniSAFE's perspective, is defined as a continuum of violence, violations, and violent behaviours and attitudes on the basis of sex and gender and always intersects with other dimensions of inequalities, such as age, ethnicity, disability, and sexuality (Hearn et al. 2020; Bondestam & Lundqvist 2019; Strid et al. 2021). This is explicitly mentioned to you as you may encounter some counter-arguments for the forms of gender-based violence that are recognised for this exercise.

For this exercise, the trainer can Google Forms. The questions in Google Form have to be prepared in advance.

#### **Instructions using Google Forms**

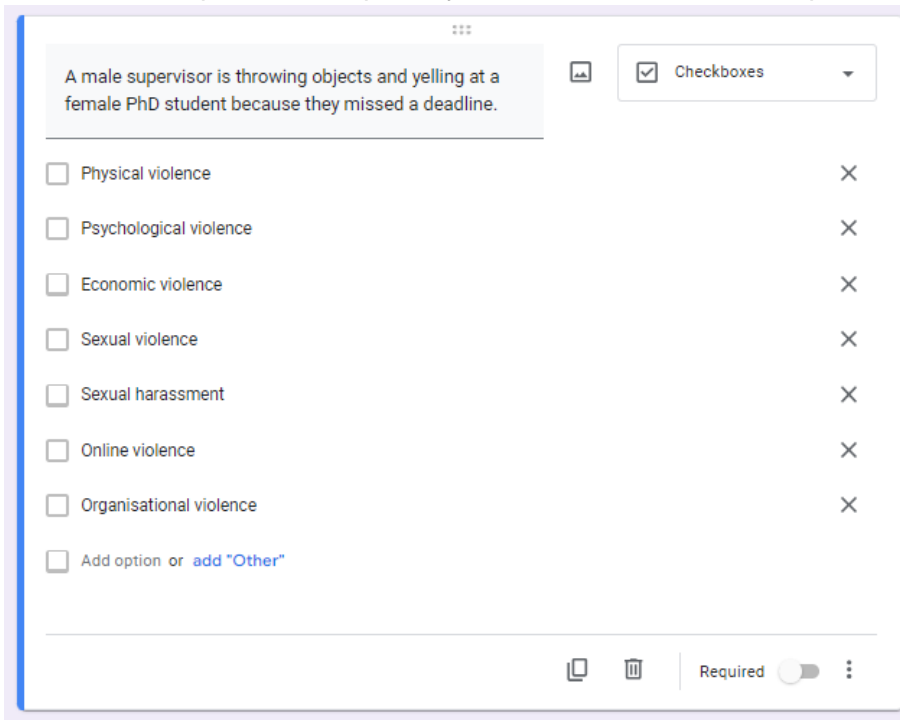
1. Create a new Google form
2. Create "questions" by using the cases presented in the section below, "Examples of cases of gender-based violence", and "answers" the forms of gender-based violence, presented in the section below, "Forms of gender-based violence", as show in the image below.
3. During the training, the trainer will share the Google Form link with the participants (via a QR Code), and will give 10-15 minutes for participants to response to as many questions as possible

Note: Ensure that participants have the option to select more than one answer (the forms of gender-based violence), by using the Checkbox button, as indicated below. Avoid making



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every question mandatory, allowing participants to submit their answers even if they have not responded to all the questions, especially when the allotted time is up.



A male supervisor is throwing objects and yelling at a female PhD student because they missed a deadline.

☒ Checkboxes

☐ Physical violence

☐ Psychological violence

☐ Economic violence

☐ Sexual violence

☐ Sexual harassment

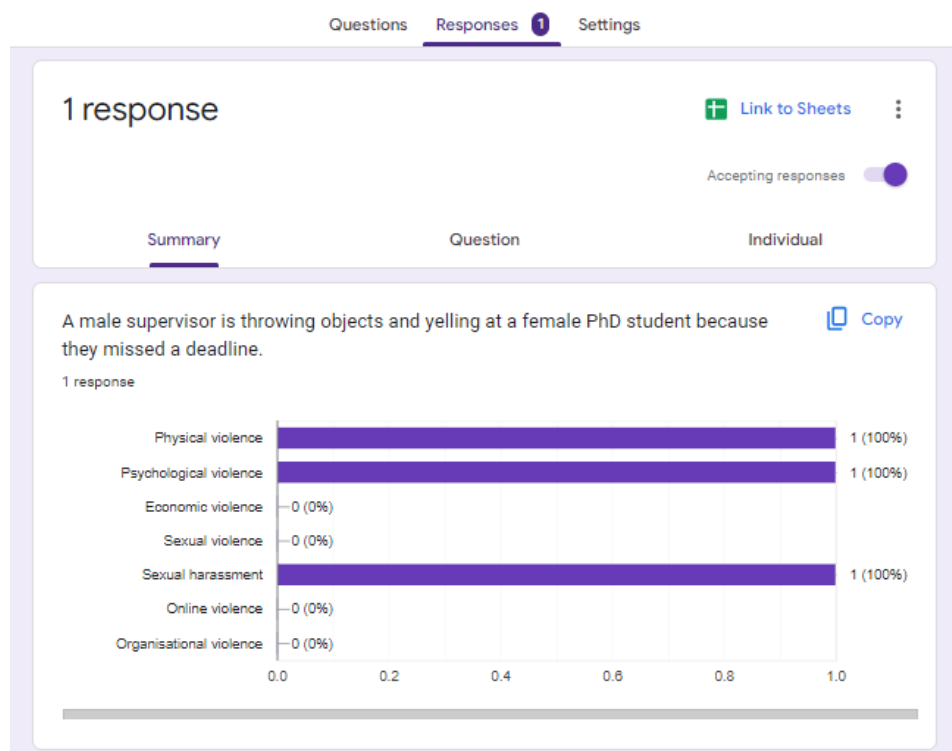
☐ Online violence

☐ Organisational violence

☐ Add option or [add "Other"](#)

Required ☒

4. The trainer will then share the results of their projector, as show below. The results of the Google Form can be seen only by the trainer, by clicking on the second tab named “Responses”, as show in the image below.



5. The trainer briefly provides the correct answer with a short explanation of why each case is or is not the form(s) selected by participants. It is a great opportunity for the trainer to provide examples of different forms that usually create confusion. For this part, you have 15-20 minutes. The total duration of this exercise is 20 minutes.

### Examples of cases of gender-based violence:

- A male supervisor is throwing objects and yelling at a female PhD student because they missed a deadline.
- A professor is inappropriately grabbing body parts of a female student during a conference abroad.
- Students are making sexually offensive and racist comments about the new international student.
- A supervisor is insulting and humiliating a non-binary intern with an impairment.
- A female professor threatens a student to not pass their assignment unless the male student goes out one night with the professor and they 'have breakfast' together.
- A male student is making sexual remarks about the body of their female supervisor/professor and asking questions about their private life.
- A male student shares sexually explicit images and videos of another female student, without their consent.
- Colleagues are withholding information and exclude a female new-comer colleague from conversations and meetings.
- A colleague is commenting on a female colleague's promotion as not fair because her skin colour does not 'fit' in the top management team.
- A supervisor is exploiting mobility/international students by paying them less or denying them benefits that they are entitled to.
- A male colleague is displaying posters, items and screensavers of a sexual nature on their office laptop.
- A supervisor is taking credit for the work of another female colleague during a meeting.
- A non-binary employee is punished or threatened with punishment for speaking out against unfair practices in the workplace.
- A supervisor denies the reality of a female colleague perception and feeling after an argument they had (gaslighting).
- A male manager refuses paying all hours worked because the female employee did not satisfy an inappropriate request he made.
- A female colleague is aggressively coughing towards a non-binary colleague.
- Colleagues are making jokes about a colleague's sexual orientation.
- A student repeatedly asks a classmate to go out on a date although the invitation was previously declined many times.
- A student created a fake social media account to harass a trans-gender student.

- A student picks up a fellow student's mobile phone and sends indecent chat messages to contacts of the fellow student in their name.
- A student uses his cell phone to film female students undressing in the women's changing rooms at the university's sports facility.
- A manager discourages another colleague from reporting an incident of gender-based violence.
- A group of students is humiliating another group of students who are studying in Gender studies, by undermining the legitimacy or importance of their academic field.
- A supervisor is dismissing a report of gender-based violence reported to him/her by advising the victim to "handle the situation on their own".

### Forms of gender-based violence:

- Physical violence
- Psychological violence
- Economic violence
- Sexual violence
- Sexual harassment
- Online violence
- Organisational violence

### Exercise 3: Scenarios for role-playing

The trainer has to print each scenario in the A5 template provided. Depending on the number of participants, the trainer prints scenario cards for every participant. Each team gets a different scenario.

*Note: The trainer is encouraged to change the names of the following scenarios, so they are more applicable and inclusive, according to the context of the training.*

#### Scenario 1:

Character 1 / Offender: Fabian, a male colleague in his mid-30s

Character 2 / Targeted person: Petra, a female employee in her mid-20s

Character 3 / Bystander: Leif, a male supervisor in his mid-40s

Scene: An office setting during working hours.

Script: Petra is working at her desk when Fabian comes over.

Fabian: Hey Petra, looking good today. (He winks at her)

Petra: (uncomfortable) Uh, thanks, Fabian. Can I help you with something?

Fabian: Nah, I just wanted to see you. You know, we should hang out sometime.

Petra: (clearly uncomfortable) I am very busy, Fabian. I don't think I can find time...

Fabian: (insistent) Come on, don't be like that. You know you want to.

At this point, Leif, their supervisor, overhears.

#### Instructions:

Three Volunteers needed:

- Actor 1: Perpetrator
- Actor 2: Targeted person
- Actor 3: Bystander

What's Character's 3 response?

*Note for the trainer: If the scenario is played in plenary, consider the following alternative to highlight power imbalances:*

*Now Leif (the supervisor) is approaching Petra reacting as Fabian in the scenario, and now Fabian overhears. How can Fabian react? How this intervention might be different?*

## Scenario 2:

Character 1 / Offender: Alessandro, a male student in his mid-20s

Character 2 / Targeted person: Professor Lee, a female professor in her late 30s

Character 3 / Bystander: Alina, a female student in her mid-20s

Scene: A university lecture hall

Script: Alessandro is sitting in the front row of the lecture hall, taking notes. Professor Lee is standing at the front of the room, giving a lecture. The lecture ends and some students approach Professor Lee for questions for mid-exams. Alessandro is in line and Alina is behind him.

Alessandro: (Alessandro approaches Professor Lee) Professor Lee, can I ask you something?

Professor Lee: (nods) Of course, Alessandro. How can I help?

Alessandro: (clearing his throat) Well, I was just wondering if you would like to grab coffee with me sometime. You seem really smart and interesting.

Professor Lee: (taken aback) Alessandro, I appreciate the compliment, but I'm your professor. It's not appropriate for us to socialise outside of class.

Alessandro: (insistent) I understand that, but I'm not asking you out on a date or anything. I just want to get to know you better.

Professor Lee: (firmly) Alessandro, I'm sorry, but I can't accept your invitation. It's important to maintain a professional relationship with my students.

Alessandro: (getting angry) Come on, don't be so uptight. I bet you'd have a great time with me.

At this point, a fellow student, Alina, overhears...

## Instructions:

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

What's Alina's response?

## Scenario 3:

Character 1 / Offender: Nikolai, a male co-worker in his early 40s

Character 2 / Targeted Person: Helen, a female employee in her mid-30s

Character 3 / Bystander: Arnold, a male co-worker in his early 30s

Scene: A staff meeting with Helen, Nikolai and Arnold

Helen, Nikolai and Arnold met at the conference room for their staff meeting. Nikolai is sitting across from Helen. The meeting has been going smoothly, but Nikolai suddenly speaks up.

Nikolai: (smiling) Hey Helen, I have a question for you.

Helen: (nodding) Sure, what's on your mind?

Nikolai: (leaning in) I noticed you've been wearing some pretty revealing outfits lately. It's distracting me and the other guys in the office. Could you please dress more conservatively?

Helen: (taken aback) Excuse me? What do you mean? There's nothing wrong with how I'm dressed.

Nikolai: (insistent) I'm just saying, you need to cover up more. You're making it hard for me to concentrate.

Arnold, who is present during the whole conversation, is feeling uncomfortable with Nikolai's comments.

#### Instructions:

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

What's Arnold's response?

#### Scenario 4:

Character 1 / Offender: Charles, a male professor in his late 50s

Character 2 / Targeted Person: Ann, a female administrative support employee in her mid-30s

Character 3 / Bystander: Beatrice, a female post-doc in her early 30s

Scene: Charles and Beatrice (and 1-2 others) are in a meeting room, Ann comes in and goes to Charles to give him the printed documents he asked for. While Ann is standing next to Charles (who is seated), he thanks her for the documents and meanwhile touches her buttock. Ann freezes, takes a step back and leaves the room. Beatrice saw it happen, but others haven't noticed it.

#### Instructions:

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

What does Beatrice do or say?

Note for the trainer: If the scenario is played in plenary, consider the following alternative to highlight power imbalances:

*What if the Professor were female and the same situation occurred. Would Beatrice's response be different?*

### **Scenario 5:**

Character 1 / Offender: Lars, a male member of the maintenance team, in his early 60s

Character 2 / Targeted Person: Yasmina, a female member of the maintenance team, in her mid-30s

Character 3 / Bystander: Anton, a female student, aged 19

Scene: Anton is a bit late for class, but still runs to go to the toilet first. She sees cleaning materials in front of the door and realises that the women's rooms are being cleaned. She hears voices that alert her something may be going on. She looks around the corner and sees that a male member of the cleaning crew is standing close to a female crew member, who is with her back against the wall. He is talking to her in an agitated way. Anton cannot see her face because the body of the male person is blocking her view.

### **Instructions:**

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

What does Anton do?

*Note for the trainer: If the scenario is played in plenary, consider the following alternative to highlight power imbalances:*

*How does Anton respond when Lars's reaction to whatever she says/does is to snap at her "Can't you see these toilets are being cleaned right now? You'll have to come back later!"*

### **Scenario 6:**

Character 1 / Offender: Livia, a female student in her 20s

Character 2 / Targeted Person: John, a male, gay, international student in his 20s

Character 3 / Bystander: Silvia, a female student in her early 20s

Scene: Livia, John, Silvia, and a few other students have gathered at John's house to hang out after classes. Livia is sharing her experience from the party she attended last night. She describes it as being so "gay" and she comments on the style of many women who attended, as dressed "like lesbians". Silvia notices that John feels uncomfortable with these comments.

### **Instructions:**

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

What does Silvia do or say?

### **Scenario 7:**

Character 1 / Offender: Marius, a male master-student in his early 30s



Character 2 / Targeted Person: Eliska, a female undergraduate student in her early 20s

Character 3 / Bystander: Rafael, a male master-student in his early 30s

Eliska and Rafael are having lunch at the university's cafeteria. Marius, who has been sending inappropriate messages and photos to Eliska, is sitting nearby and staring at her while she eats.

Eliska has confided in Rafael about Marius's behaviour, but she's afraid to report him.

Suddenly, Marius approaches Eliska, looking visibly angry, and he starts yelling at her for not responding to his messages. Eliska is stunned and doesn't know what to do.

#### Instructions:

Three Volunteers needed:

- Actor 1: Offender
- Actor 2: Targeted person
- Actor 3: Bystander

How does Rafael react?

### **Exercise 3: Supportive A6 cards for role-playing:**

The trainer has to print the document named "A6 Card" so that each team has one card with the set of all the definitions.

### **Exercise 3: Guidance for trainer**

#### Before role-playing in groups:

- The scenarios are given, and the trainer asks teams to agree on roles
- The trainer explicitly mentions that if someone does not feel comfortable taking a role, to clearly say it. This is a safe space, and everyone will respect their decisions.

#### Before role-playing in plenary:

- The trainer chooses one script to be played in plenary. The trainer gives 2 minutes for the team to think of any arrangements they need to make (use of a desk/chair etc). This will help them feel more comfortable in their role.
- The trainer provides the audience with enough context to understand the scenario (if it takes place in an office, a library, a cafeteria etc.) without spoiling the roles of each actor.
- The trainer encourages actors to use any equipment needed to make their role more realistic (desk, laptop, books). This will help the audience understand the situation better and engage with the character.
- The trainer encourages the audience to think while the role-playing takes place:
  - Who are the different characters? What are their relationships?
  - What are they thinking and what are they feeling? What does their body language say?



***During the role playing in plenary, the trainer is an active listener and observer of the actors. If you notice that any of the actors stares at you and feels uncomfortable, intervene and stop the role playing, without causing a scene.***

After the role-playing in plenary:

- The trainer asks the audience to reflect on the roles played:
  - What was wrong with the behaviour of the offender?
  - Which D did the bystander choose?
  - How did you find the reaction/intervention of the bystander?
  - What would you do differently? *The trainer invites participants who had a different approach to play it out. A new bystander takes the role, and the role-playing is repeated.*

*We advise the trainer to read through the scenarios before the exercise, and consider potential responses with the various Ds. This will make the facilitation of the role-playing easier.*

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