

Stepping Up To Violence Prevention

OSDFS 2011 National Conference

Peggy Glider, Ph.D.
University of Arizona
Campus Health Service



Key Program Elements

Variety of educational modalities used to reach a range of learners:

- Interactive (snowball survey)
- Videos (ABC What Would You Do? Videos)
- Role plays/discussions (scenarios) that are age appropriate and relevant
- Give aways (e.g., sunglasses)
- Supporting media

Don't Be Shady.....Step Up!



BE the **CHANGE** you want to see in the world

– Mahatma



Life's most persistent and urgent question is

WHAT ARE YOU DOING FOR OTHERS?

– Martin Luther King, Jr.



Each person must **LIVE** their life as a model **FOR OTHERS**

– Rosa Parks



Step Up. Speak Out. End

Step Up. Speak Out. End

Step Up. Speak Out. End Violence.

The Bystander Effect

Phenomenon in which someone is less likely to intervene in an emergency situation when others are present than when he or she is alone.

The 5 Decision Making Steps

1

Notice the event

2

Interpret the event as a problem/emergency

3

Assume personal responsibility

4

Know how to help

5

Step Up!

Focus on **S.E.E.**

- **SAFE** Responding
 - Choose a course of action (direct or indirect) that best ensures the safety of those involved.
- **EARLY** Helping
 - Before it becomes a problem, crisis or disaster.
- **EFFECTIVE** Helping
 - Implement specific helping skills depending on the situation and avoid harmful helping.

Perspective Taking

The ability to identify with the feelings, thoughts, and beliefs of another person.

In order to take the perspective of another person:

- Imagine how the person thinks and feels.
- Imagine being in the same situation.
- Imagine that you are the other person.

Scenario: Sexual Assault

You are at a party and notice one of your male friends talking to a young woman. They seem to be having a good time but it is clear that the woman has had too much to drink.

At one point your friend walks by you and says he is going to get her “one more” and “that should be enough.” A few minutes later you see him put his arm around the young woman and start to lead her upstairs. What do you do?

Scenario: Relationship Abuse

You are leaving school when you walk by a good friend and hear her crying. In the past, she has shared with you that her boyfriend yells at her, humiliates her, and always wants to know where she is and who she's with. She also says he won't let her do things she wants to do. It appears she has some fresh bruises around her eye and on her arms. What do you do?

Age-Appropriate Adaptations

- Less power point and more interaction/discussion with younger students (up to middle school)
- Use language that is age-appropriate and meaningful
- Videos – ensuring developmentally appropriate language and content
- Use scenarios that are age-appropriate and make sure that discussion questions will be understood and meaningful
- With high school students (maybe middle school), encourage peer involvement as facilitators (with adult supervision) to reach more students

Resource

- <http://www.box.net/shared/n5dlb865q5>

This contains all of our power point slides, examples of scenarios (for college), evaluation instruments and media

Contact Information

Peggy Glider, Ph.D.

Coordinator, Evaluation and Research

University of Arizona, Campus Health Service

glider@health.arizona.edu

520-621-5973