

BYSTANDER ROLE

MODULE
4



"Microphone" KINLEY

When you held my hand that night and
said "don't you worry," I thought I was the
chosen one. But you led me to the field and you
kissed me so fast, I couldn't find my legs
to run.

And the smell of your cheap cologne started
to burn my stomach when I said "no"
a thousand times.

You were a pirate in the night. You took
something that was mine. How do you
live your life thinking that
is alright?

And if you come to my show, I think
you should know, I'm gonna call you out.
For the rest of my life, you're
on my mind, but I've got a microphone.

My body went cold, I had to look away
I was frozen in time, I felt a tear fall



THE "MICROPHONE" PROJECT

CONTENT

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GRADE 9 – BYSTANDER ROLE

♥ Please Note: In addition to providing care for others, it is important for teachers and educators to practice self-care and seek support, if needed. Supports include Employment Assistance Program (EAP) or the resources listed in *Information for People in an Abusive Relationship: A guide to finding services that can help you*: <https://www.princeedwardisland.ca/en/publication/information-people-abusive-relationship>

Please refer to your school guidelines and policies about disclosures and mandatory reporting.

General Curriculum Outcomes

Grade 9 WELLNESS CHOICES-General Curriculum Outcome

Students will make responsible and informed choices to maintain health and to promote safety for self and others.

Personal Health

Students will be expected to

- identify several risks associated with use of alcohol, cannabis, and other drugs

Sexual Health

Students will be expected to

- describe coping strategies when experiencing different rates of physical, emotional, sexual, and social development
- identify the four basic types of sexual assault
- describe the consequences of sexual assault on a victim and those people associated with that victim
- determine “safer” sex practices
- develop strategies that address factors to prevent or reduce the risk of STIs and HIV

• Grade 9 RELATIONSHIP CHOICES-General Curriculum Outcome

- Students will develop effective interpersonal skills that demonstrate responsibility, respect, and caring in order to establish and maintain healthy interactions.

Interactions

Students will be expected to

- identify and categorize various types of abuse
- develop an awareness of the warning signs of abusive relationships and available community support
- distinguish between abusive relationships and healthy relationships
- gain an understanding of the complex societal and individual factors that perpetuate abuse
- identify safe and effective alternatives to abusive behaviour
- determine effective support for a friend who may be involved in an abusive relationship, as a victim or as an abuser

During the lesson, did students:

- Identify potentially violent situations where harm can occur? Identify Island resources that can help you if someone has witnessed violence or abuse or been assaulted themselves? (Knowledge)
- Identify ways to respond when they see violence occurring? Feel empowered as bystanders to take action to prevent violence? (Skills)
- Think about the impact of acting as a positive bystander, and the impact of not acting to prevent violence? (Attitudes)

GOALS

During the lesson, students will be able to:

- Understand how taking action as a bystander can help prevent violence (Knowledge)
- Identify ways to safely intervene as a bystander (Skills)
- Recognize their responsibility as a bystander (Attitudes)

CONTENT AND TIMING

This module has been designed to be delivered as a 45-60 minute lesson. However, this timeline can be extended for deeper discussion.

Slide 1: Title Slide

Slide 2: Safer Space Agreements

Slide 3: KINLEY's "Microphone" Music Video Group Discussion of Bystander Role and Sexual Assault

Slide 4: Who is a Bystander?

Slide 5: Recognizing When to Take Action

Slide 6: Bystander Safety

Slide 7: Taking Action Looks Like

Slide 8: "Make It Your Business - When You Witness A Sexual Assault" – video class activity

Slide 9: Six Steps to Taking Action

REQUIRED MATERIALS

PRESENTATION / SLIDES:

- Internet access for embedded videos (alternatively, videos can be downloaded and saved before beginning this lesson)
- Whiteboard or flip chart

VIDEOS:

- KINLEY's "Microphone" Music Video <https://www.youtube.com/watch?v=1Un1SeqIYTg> (8:35)
- "Make It Your Business Video" – "When You Witness Sexual Assault" <https://www.youtube.com/watch?v=v4hWbKdWbZ0> (5:03)

HANDOUTS:

- PEI Advisory Council on the Status of Women Purple Ribbon Campaign resources: http://www.gov.pe.ca/photos/original/acsw_prc18_stu.pdf
- Time to step up. Be ready to prevent violence against women.
- PEI Advisory Council on the Status of Women Infographic: (<https://peiacsw.files.wordpress.com/2017/11/2017-eng-bystander-infographic.jpg>)
- How safe is it for me to help when I see signs of abuse or violence?

LESSON PLAN

PREAMBLE

BACKGROUND INFORMATION FOR EDUCATORS ON THE IMPORTANCE OF BYSTANDER INTERVENTION

Previous prevention efforts have primarily focused on the victim and the perpetrator AFTER sexual violence has taken place. Bystander intervention broadens the opportunity for intervention to the behaviours of others (i.e., friends, families, teachers, clergy and witnesses) so that efforts can be made to intervene BEFORE sexual violence occurs.

The bystander approach is an ideal prevention method because:

- **It discourages victim blaming** - Often the dialogue around the prevention of sexual violence leans toward what the victim *should* have done, or *can* do in the future. Including bystanders in prevention efforts shifts the responsibility from the victim to the community as a whole.
- **It offers a chance to transform social norms** - With this collective responsibility comes the ability to change norms. Research has shown social norms play an important role in preventing violence (i.e., drinking and driving interventions such as MADD include slogans such as “friends don’t let friends drink and drive”).
- **It shifts responsibility from the victim to everyone** - Previous prevention efforts focused on the assumption of men as perpetrators and women as victims of sexual violence. Bystander intervention extends the responsibility to all people to prevent sexual violence.

HOW TO INTERVENE: 6 STEPS TO TAKING ACTION

1. **Notice** that something is happening
2. **Recognize signs** of abuse or violence in what is happening
3. **Take responsibility** for providing help
4. **Assess safety:** the victim’s, the aggressor’s, yours, and others’ nearby
5. **Decide how to help** in a way that keeps you and the people around you safe
6. **Take action** to help

THINGS THAT MAY PREVENT BYSTANDERS FROM TAKING ACTION

- Presence of other witnesses
- Uncertainty of situation
- Perceived level of urgency or danger for victim
- The setting of the event
- Feelings and attitudes
- Relationship to victim and/or perpetrator
- Relevant skills/experience

One of the easiest characteristics to influence is relevant skills. *Bystanders who feel the responsibility to intervene and understand how to act are more likely to do so. This is the characteristic WE can influence and empower.¹

¹Trabachnick, J. (2008). *Engaging Bystanders in Sexual Violence Prevention*. National Sexual Violence Resource Centre: Pennsylvania

LESSON PLAN

♥ Having discussions about sexual assault and consent may be upsetting for students who may be survivors of sexual assault or have friends or family members who have experienced assault. If someone appears upset during this lesson, it is important to refer them to your school counselor or administrator.

SLIDE 2: SAFER SPACE AGREEMENTS

Sexual health education works best in classrooms where there is a mutual feeling of trust, safety and comfort. Safer Space Agreements help create these feelings from the start. Safer Space Agreements that work are:

- appropriate for your students' age and developmental stage
- agreed upon by everyone
- well explained so that students are very clear about what is expected
- posted clearly in your classroom
- referred to at the beginning and throughout the module

MAKE SAFER SPACE AGREEMENTS WITH YOUR CLASS

Communication agreements work better when students are involved in creating them. The list does not have to be long. You can use 5 or 10 bullet points that are broad enough to cover the key messages you want students remember. Some examples you can use as a guide are:

- respect each other
- it's okay to pass
- questions are welcome
- use respectful language
- listen when others are speaking
- classroom discussions are confidential
- speak for yourself
- respect personal boundaries
- be sensitive to diversity, and be careful about making careless remarks
- it's okay to have fun

LESSON PLAN

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SLIDE 3: KINLEY “MICROPHONE” VIDEO - WHOLE GROUP DISCUSSION OF BYSTANDER ROLE AND SEXUAL ASSAULT

BACKGROUND INFORMATION FOR EDUCATORS

Kinley Dowling’s song and subsequent video “Microphone” have received much acclaim for bringing attention to the problem of sexual assault and its victims. It is about KINLEY’s own sexual assault that happened at her high school prom after-party.

In the years following the attack, Dowling feared running into her assailant in her small Prince Edward Island community or, after she began performing and touring with her band (Hey Rosetta!), on the road.

“What I always imagined ... is what would I ever do if I saw him in the crowd. I would want to punch him... ‘You don’t have that right anymore. I have the power again.’ And I [thought], ‘I probably shouldn’t do that.’ Then I was like, I am going to write down how I feel and write a song and it’ll blow up and he’ll have to hear it all the time.” -- Kinley Dowling

Anger is one of many reactions to sexual assault. It is a normal reaction. After acknowledging the shame and anger she had been carrying with her over the years, KINLEY decided to express her rage through her art. “Microphone” tells the chilling story, sadly all too familiar to many, in a powerful anthem that resonates with survivors of sexual assault everywhere. KINLEY and Jenna MacMillan (the director of the “Microphone” music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.



LESSON PLAN

SLIDE 4: WHO IS A BYSTANDER

BACKGROUND

- Each day we are a bystander in one way or another to a spectrum of events that perpetuate sexual violence. The spectrum can range from witnessing a joke about rape, to being present during an occurrence of sexual harassment or assault. Sometimes we act, and sometimes we do not. How can we increase the number of times and situations in which we choose to act?
- Messages about bystander intervention can focus on empowering students to recognize that they can have a positive impact by taking action.

ACTIVITY

1. Refer to the slide for examples of who is a bystander and ask students to think of examples from their own life.

LESSON PLAN

SLIDE 5: RECOGNIZING WHEN TO TAKE ACTION

BACKGROUND

When to intervene:

The misconception about bystander intervention is that it is only about intervening in an instance of rape or sexual abuse. There are often hundreds of remarks, harassments and other types of abuse that lead up to what we think of as sexual violence.

Range of Behaviours:

- We need to think of sexual violence as a continuum of behaviours ranging from age-appropriate, respectful, and safe behaviours to sexual abuse, rape and violence. The opportunity for intervention often lies where coercion, harassment and other inappropriate behaviours are present. (The Touch Continuum, Anderson, 2000)
- **Sexual Harassment:** A form of discrimination. Any conduct, comment or gesture or contact of a sexual nature likely to cause offence or humiliation. (Human Rights Commission of Canada)
- **Coercion:** Using manipulation against someone until they give in. Coercion is not consent. Looks like pressuring, threatening, intimidating, blackmailing, guilt-tripping. (www.consented.ca/consent/coercion/)

LESSON PLAN

SLIDE 6: BYSTANDER SAFETY

BACKGROUND

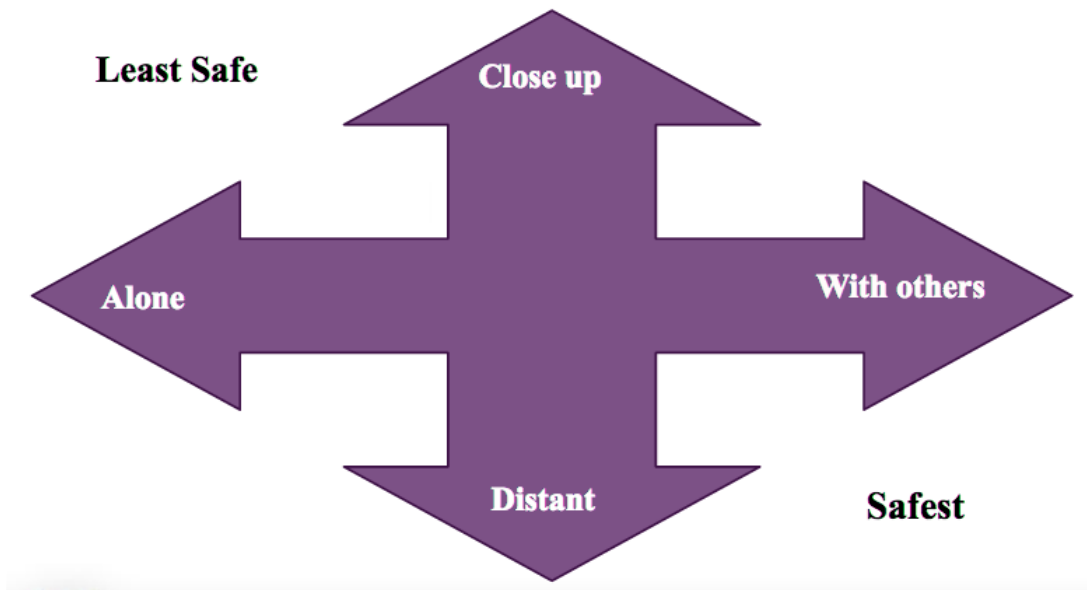
Bystander Safety

Intervening in situations of bullying, abuse and violence can be dangerous. Helping from further away is often safer. Getting others to help and acting together is safer.

This diagram shows the **safest** → **least safe** ways to help:

- **Safest:** with others and at a distance
- **Least safe:** alone and up close to the event

Bystander Safety Diagram



LESSON PLAN

SLIDE 7: TAKING ACTION LOOKS LIKE

BACKGROUND

Examples of Prosocial Bystander Intervention:

- Not joining in on an inappropriate joke
- Believing a victim
- Understanding consent
- Getting help
- Naming the abuse
- Educating yourself
- Being the best you can be
- Reporting someone online
- Blocking someone online
- Telling a trusted adult
- Documenting the incident
- Asking a person if they are ok
- Distracting the person who is harassing
- Calling 911

ACTIVITY

1. Review the slide with your students
2. Brainstorm with students other ways to be a prosocial bystander

LESSON PLAN

SLIDE 8: MAKE IT YOUR BUSINESS VIDEO - WHEN YOU WITNESS A SEXUAL ASSAULT

BACKGROUND

When we see a situation of bullying, abuse, coercion or sexual violence, there is almost always something we can safely do to help. As bystanders, we all share responsibility to take action.

It is important to acknowledge that choosing not to intervene is a decision with consequences. By intervening, we can help prevent the serious physical and emotional harm resulting from sexual abuse.

Important to note for bystander personal safety:

It is important to consider safety as a bystander. Situations of violence and abuse can be dangerous. The person who is experiencing the violence is least safe of all, but bystanders can be in danger too. Acting to help from further away is safer. Getting others to help and acting together is safer. But not acting doesn't make anyone safer.

ACTIVITY

1. Show “Make It Your Business” video (#5 – “When You Witness a Sexual Assault”)
<https://www.youtube.com/watch?v=v4hWbKdWbZ0>
2. In pairs, have students talk about what stood out for them in the video.
 - In what ways did the bystanders in this video help by intervening?
 - Using the Bystander Safety Diagram from the video (and in slide 6), give examples of the safest ways bystanders can help.
 - As a bystander, what are other powerful, small, safe actions that could have a huge impact in a threatening situation?

LESSON PLAN

SLIDE 9: SIX STEPS TO TAKING ACTION

Time to step up. **Bystanders** have a critical role in preventing violence.

Six steps to taking action when we see signs of sexual abuse or violence:

1. **Notice** that something is happening
 - **Recognize** signs of abuse or violence
 - **Take responsibility**
 - **Assess safety**: the victim's, the aggressor's, yours, and others nearby
 - **Decide** how to help
 - **Take ACTION**

HANDOUTS:

ACSW Purple Ribbon Campaign resources:

(https://peiacsw.files.wordpress.com/2017/11/acsw_prc17_stu.pdf)

- Don't Stand By. Stand With.
- Ways Youth Can Help End Violence

ACSW Infographic:

(<https://peiacsw.files.wordpress.com/2017/11/2017-eng-bystander-infographic.jpg>)

- How safe is it for me to help when I see signs of abuse or violence?
- YWCA resources: (<http://notokay.ca/#>)
 - EVERYBODY. EVERY DAY. SAY ITS #NOTOKAY.

SELF-REFLECTION FOR EDUCATORS

DURING THE LESSON:

- Were Safer Space Agreements being followed?
- Were students willing to share meaningful reflection and thoughts?
- Were students engaged with the resources?
- Were any students visibly upset or affected by the module?
- Were you adequately prepared and resourced to handle the emotions and discussion that took place?
- What will you change for future classes with this group?
- What will you change for future use of this lesson?

ACKNOWLEDGEMENTS

Generous thanks to Kinley Dowling for her talent and strength to write, sing and perform the “Microphone” song and to Jenna MacMillan, Maria Campbell (and Kinley) for the creation of the “Microphone” video and their contributions to the creation to this resource.

These resources have been developed through the Premier’s Action Committee on Family Violence Prevention Youth Engagement Working Group, particularly the task team that was created to lead this work:

Michelle Harris-Genge, Interministerial Women’s Secretariat
Maribeth Rogers-Neale, Department of Education, Early Learning and Culture
Michelle Jay, PEI Advisory Council on the Status of Women
Eileen Conboy, PEI Rape and Sexual Assault Centre
Angele Desroches, PEERS Alliance

The Task Team appreciates the contributions of the health teachers from across Prince Edward Island who participated in a workshop to provide feedback on the modules:

Kellie Steele, Stonepark Intermediate
Logan Roche, Vernon River Consolidated
Kendra MacLellan, Summerside Intermediate
John Murphy, Birchwood Intermediate
Maria Lavoie, Gulf Shore Consolidated
Bethany Toombs, Parkside Consolidated (Guidance Counselor)

Thanks to Ellie Langston and Michelle Bliss who also participated in this workshop..

NOTE:

Parts of this module are reproduced or adapted from resources developed through Alberta Health Services with permission of Alberta Health Services.

EDUCATOR RESOURCES

SLIDE #1

SAFER SPACE AGREEMENT

- ✓ **Classroom discussions are confidential**
- ✓ **Speak for yourself**
- ✓ **It's okay to pass**
- ✓ **Questions are welcome**
- ✓ **Listen when others are speaking**
- ✓ **We will be sensitive to diversity and careful with our remarks**
- ✓ **It's okay to have fun!!**

SLIDE #2

KINLEY "MICROPHONE" VIDEO



<https://www.youtube.com/watch?v=1Un1SeqYTg>

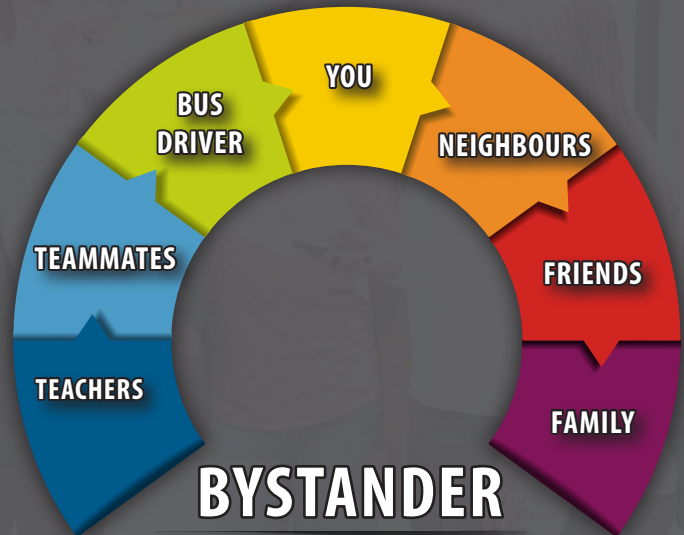
EDUCATOR RESOURCES

SLIDE #3

WHO IS A BYSTANDER?

Every day we are bystanders (*i.e. witnesses*) to events and situations that contribute to sexual violence!

These are opportunities to *take action* and have a *positive impact!*



SLIDE #4

RECOGNIZING WHEN TO TAKE ACTION

Act when you witness behaviour that is 



Healthy and Respectful

Appropriate/
Mutual

Inappropriate/
not mutual

Harassment/
Coercion

Sexually
Abusive

EDUCATOR RESOURCES

SLIDE #5

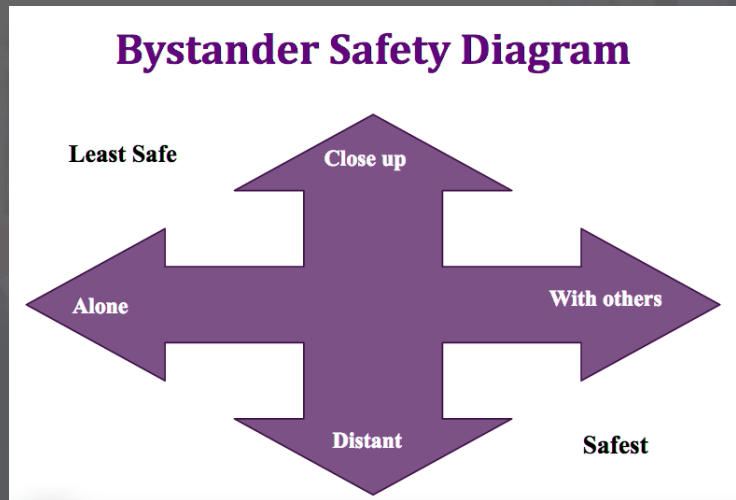
BYSTANDER SAFETY

There are ways that we can keep ourselves safe when taking action!

This diagram shows the **safest** to **least safe** ways to help:

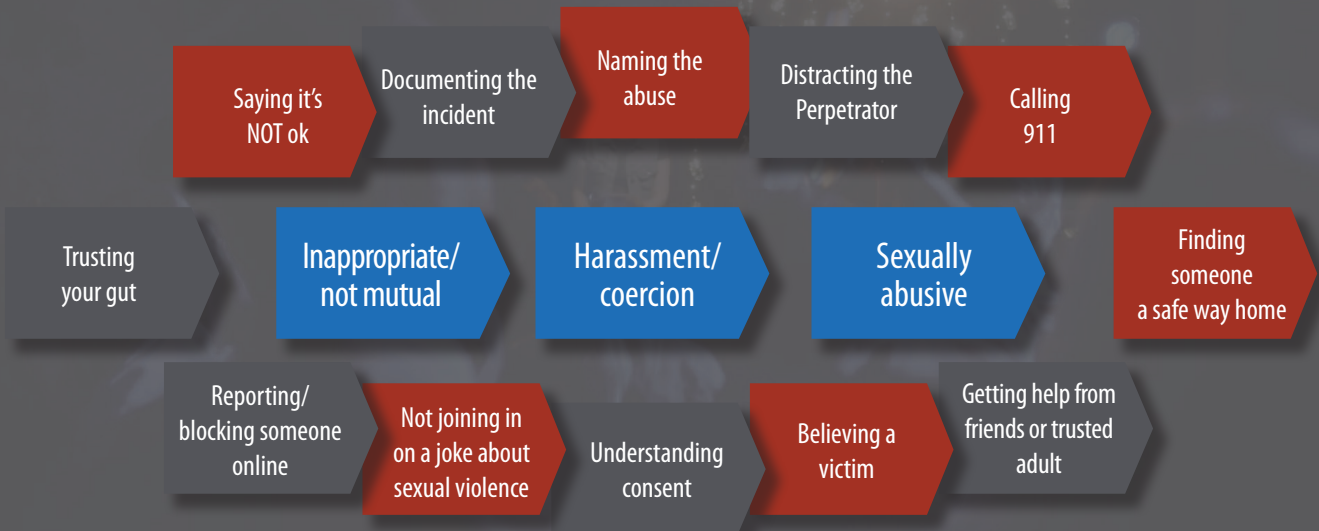
Safest: with others and at a distance

Least safe: Alone and up close to the event happening



SLIDE #6

TAKING ACTION LOOKS LIKE:



EDUCATOR RESOURCES


SLIDE #7

MAKE IT YOUR BUSINESS



<http://www.fvps.ca/makeityourbusiness/#open-overlay>

SLIDE #8



**6 steps to
TAKING
ACTION**

- 1. Notice** that something is happening
- 2. Recognize signs** of abuse or violence in what is happening
- 3. Take responsibility** for providing help
- 4. Assess Safety:** the victim's, the perpetrator's, yours, and others' nearby
- 5. Decide how to help** in a way that keeps us and the people around us safe
- 6. Take action** to help!

EDUCATOR RESOURCES

DESCRIPTION OF SCENES IN "MICROPHONE" MUSIC VIDEO BY JENNA MACMILLAN

1. KINLEY IN THE FIELD

REFERENCE:

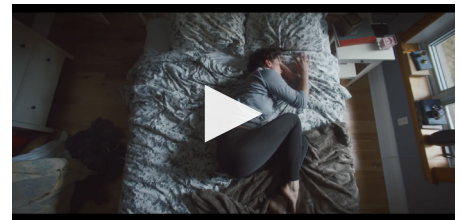
These images are a reference to KINLEY's testimonial. In her story, she was wearing a hoodie and had changed out of her prom dress. We decided it would make the image more powerful to have KINLEY still in the prom dress but with a hoodie over top.



2. WOMAN IN HER BEDROOM

REFERENCE:

This character and scene is a reference to the victim impact statement that the survivor read out loud in the Brock Turner rape trial. She described in painful detail how difficult it was for her to sleep after the attack. In her victim impact statement, she also spoke of the courage of the two male bicyclists who interrupted the attack and stayed with her until help arrived while forcibly refusing Brock Turner to flee the scene. In order to help her sleep in the months after her attack, she placed an image of two bicycles on her ceiling and it helped her sleep. We translated this visual into a mobile which transitions to the friends around KINLEY on bikes. This victim impact statement was one of the biggest inspirations for the scenes I chose for the video. I could not shake that statement nor could I shake KINLEY's testimonial.



3. MAN NEAR DUMPSTER

REFERENCE:

This is another reference to the Brock Turner rape trial as the assault took place beside a dumpster. It is also a reference to the fact that male survivors are often forgotten in the narrative around sexual violence prevention and I wanted to highlight sexual violence in the LGBTQ2+ community as well.



- According to one study, 1 in 5 LBG individuals in Canada experience physical/sexual violence in an intimate relationship, with bisexual women reporting this type of violence most often followed by gay men, lesbian women, then bisexual men. *
- According to the Centre for Disease Control (CDC), 26% of gay men and 37% of bisexual men experience rape, physical violence, or stalking by an intimate partner, compared to 29% of heterosexual men**

*<http://sacha.ca/resources/statistics>

**<https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

4. GROUP OF BIKERS

REFERENCE:

The people on bikes who surround KINLEY are a reference to our own communities of support. They could be your given or chosen family or any support network of your choice. In the video, these friends support KINLEY in non-violent and non-confrontational ways. They love her and are there for her. They take her lead on how she wants to cope. It is a wake-up call for the public to rally around these survivors and be quiet no more. We used a bike as a visual because it is referenced directly in the song and in a lot of the imagery in her music. It is also another nod to the survivor in the case mentioned above. The bicycle is used as a theme throughout the video.



5. WOMAN IN BATHROOM

REFERENCE:

This is a reference to the number of sexual assaults that take place in public spaces around the world. For instance, the brutal and horrific rape of a Delhi woman on a bus. We also wanted a woman of color in the video to represent survivors of color. For example, for every African American woman who reports a rape, at least 15 African American women do not report.* Approximately 60% of African American girls experience sexual abuse by age 18.* According to a 2014 study, about 22% of African American women reported being raped and 41% experienced other forms of sexual violence.* African American women students in various academic settings who reported experiencing rape: 16.5% in a high school sample and 36% in a college sample.*

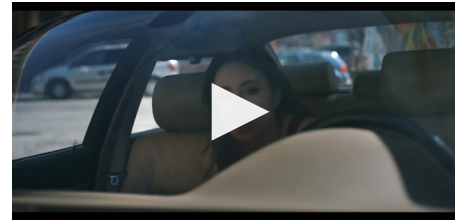
**<http://endrapeoncampus.org/new-page-3/>*



6. WOMAN IN CAB

REFERENCE:

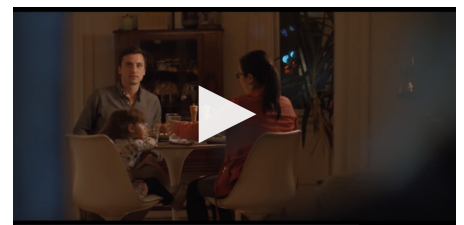
This is a visual nod to the survivor in the Sexual Assault case against a cab driver in Halifax. The infamous quote in that trial from the judge was “Clearly a drunk can consent”.



7. FAMILY IN THE HOUSE

REFERENCE:

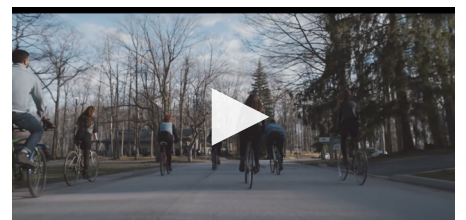
This is a reference to perpetrators who commit violence and try to forget it rather than face it. It is a reference to KINLEY’s attacker who she calls out in the song and who she mentions in her testimonial.



8. CAMEOS FROM FRIENDS IN VARIOUS PLACES

REFERENCE:

I chose these images to represent the many faces of survivors of sexual assault and the many places where these crimes can occur.



9. KINLEY IN CONCERT WITH SURVIVORS

REFERENCE:

The final scenes of the video represent that sexual assault does not have to define our future; our voices are louder together. The image of KINLEY looking into the camera is both a message to her attacker that she will no longer be silenced but also an invitation to share her microphone.



10. BIKE IN THE FIELD

REFERENCE:

The image of the bike in the field represents our hope that survivors can reclaim the physical and emotional space where the assault takes place. That they can own it and be released from it.



ACTIVITY

1. Show KINLEY “Microphone” music video:
<https://www.youtube.com/watch?v=1Un1SeqIYTg>

You may want to inform your students that the “Microphone” YouTube video is in two parts: first, there is a first-person account from KINLEY detailing the night of her assault. This leads into the music video.

2. Debrief the KINLEY “Microphone” video with your students. What stood out for them the most?

Debrief questions could include:

- Describe the behaviour of the perpetrator in the video. At what point did the activity move from consensual to a sexual assault?
 - In the video, KINLEY says, “How can you live your life thinking this is alright?” What are the lifelong ramifications of sexual assault – on the victim, the perpetrator, and bystanders?
3. Share with students the following testimonial from a friend of Kinley’s who was also at the field party on the night of the assault (may be copied and distributed as a handout).

« I was at the prom party with Kinley. We were close friends, part of a group that had spent the night traveling in a limo. We spent most of our time at the party mingling together but were separated when some older boys had approached us. When I was reunited with my friends, they were upset. [A friend] told me an older boy had raped Kinley, and he hadn't used a condom. I was sickened, angry, and tried to comfort her. The party wasn't over yet, and we were stuck until our rides came. We sat near the exit, waiting. I was grateful when the sunlight finally came and our parents arrived. My heart was broken for Kinley, who was in shock. She was quiet, pale, and cold. She was firm that we not tell her parents. I wanted her to go to the hospital to be examined and get emergency contraceptive. She agreed to let me take her. When I arrived at her house, she was taking a long time in the shower, so I waited in her room quietly, hoping her parents wouldn't ask questions. We went to the hospital and received medical help, but she would not seek legal justice for the assault. She asked us to keep it a secret.

For years, it was a secret we carried for her, but we didn't forget about it. Kinley held firm on not wanting to tell anyone but felt she would one day tell her story in a song. When "Microphone" was released, there was a sudden floodgate of feelings with our friends and family finding out what we had kept quiet. I had felt guilty over letting the "girlpack" get separated and not being there to stop it from happening. I felt like I had disappointed our parents for not telling them. I felt like I had failed in getting Kinley to talk about it all those years earlier. I was so angry at the guy for doing this to Kinley, and for getting away with it. But I was grateful she had found her way of talking about it. »

- Describe the actions of Kinley's friends. How were their actions helpful? What would you do as a friend of Kinley's? What actions can a friend take to be helpful to someone who has been sexually assaulted?
- How could other people have intervened positively in the situation shown in the video? Could other people attending the field party have taken action to prevent sexual violence? Is intervening to prevent sexual violence riskier for some people than for others?
- Recognizing that the perpetrator is the only one responsible for sexual assault, what can others do to assist a victim of sexual violence?
- What would be some safety considerations for the person(s) taking action to prevent the violence? Are there ways to be a positive bystander both before a sexual assault occurs and afterwards?

EDUCATOR RESOURCES

SUPPORT RESOURCES

Please refer to your school's guidelines and policies about disclosures and reporting.

Share with students some resources that can help people who have been sexually abused and those who have witnessed or are supporting someone who has been sexually abused:

If you are in immediate danger call 911

If you are affected by any form of family or sexual abuse, or if you suspect someone you know may be please refer to the following resources for help or support:

PEI Rape and Sexual Assault Centre website (<http://www.peirsac.org/>). They have a Teen Talk section on their website, and are also available on Facebook.

Kids Help Phone 1-800-668-6868

To find out more about being a positive bystander, contact the Advisory Council on the Status of Women and ask about their purple ribbon campaign to end violence.

<http://www.gov.pe.ca/acsw/index.php3?number=70101&lang=E>

To find out how men can take responsibility for male violence on PEI, go to ManUp:

<https://www.peimanup.ca/>

If you have a friend who has shared with you they have experienced sexual abuse you can support them by being a good friend: listen to what they have to say, believe them, do not force them to talk about it, and offer to help find professional counselling if that is something they want.

Remember to take care of yourself too and get support from a parent or trusted adult.

STUDENT HANDOUTS

Don't Stand By. Stand With.



Everyone has a part to play in preventing violence against women. As bystanders, what can we do? When we see signs of bullying, abuse, or violence, we can safely intervene to help.

What does it mean to “stand with” people who experience violence?

When we think of “bystanders” to violence we often think of witnesses, standing on the sidelines doing nothing.

But what if everyone who witnessed bullying, abuse, or violence acted and intervened in some way to make a positive difference?

Taking action when we see signs of violence is *standing with* the people who experience violence. Even small actions can make a difference. A small action could even save a life.

With every action to help, together, we can build a community ready to take a stand against violence.

Six steps to taking action when we see signs of abuse or violence

1. **Notice** that something is happening
2. **Recognize** signs of abuse or violence in what is happening
3. **Take responsibility** for providing help
4. **Assess safety**: the victim's, the aggressor's, yours, and others' nearby
5. **Decide how to help** in a way that keeps us and the people around us safe
6. **Take action to help**

Safety First

Situations of bullying, abuse, and violence can be dangerous. The person who is experiencing the violence is least safe of all, but bystanders can be in danger too. Acting to help from further away is safer. Getting others to help and acting together is safer. But

not acting doesn't make anyone safer.

Choosing *not* to do something is a decision with consequences. Allowing violence to happen can cause serious harm to the target and the people around them.

Everyone has a part to play

Everyone deserves a life free of bullying, abuse, and violence.

Everyone has a part to play in preventing violence. Everyone can contribute to creating a *community of responsibility*, where violence is not welcome.

- **Believe** survivors
- **Add your voice** to those taking a stand against violence
- **Hold accountable** those who choose to act in a violent way

Bystander Safety Diagram

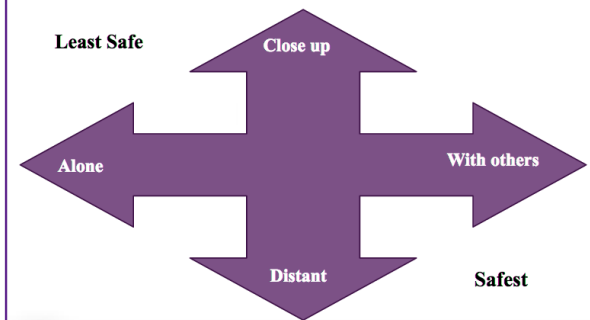


Diagram from *Bringing in the Bystander*®

Some do's and don'ts when we see signs of bullying, abuse, or violence

Do trust your instincts and your sense of right and wrong, and act.

Don't convince yourself a hurtful behaviour is okay just because no one else is speaking out.

Do know that you have a lot to offer – just by offering your help.

Don't assume someone else could do a better job of helping.

Do stand with the person who is experiencing bullying, abuse, or violence, by acting to help.

Don't stand by and let bullying, abuse, and violence happen.

Don't stand by. Stand with.

When we see a situation of bullying, abuse, or violence, there is almost always something we can safely do to help. We all share responsibility for stopping violence and abuse.



Campagne du ruban violet contre la violence 2017-2018 Purple Ribbon Campaign Against Violence



Everyone has a part to play in preventing violence against women. **Don't stand by. Stand with.**
Tout le monde a un rôle à jouer pour prévenir la violence envers les femmes. **N'en restez pas là. Soyez là.**

STUDENT HANDOUTS



Ways Youth Can Help End Violence

As a young person who is concerned about bullying, abusive, or violent behaviour, what can I do to help?

Acting to prevent or address violence does not always look like one heroic act. There are actions we can choose that fit our own safety, our personal style, our relationship with the victim or abuser, and the situation we witness. Taking action to help can save a life.

DON'T STAND BY, STAND WITH VICTIMS

- **Ask** someone you are concerned about if they are okay. Help them feel less alone.
- **Listen and believe** when someone tells you they experience bullying, abuse, or violence.
- **Trust your instincts**, if you sense someone isn't safe. If you see, hear, or suspect violence, get help. Don't put yourself in danger.
- **Get help** from an adult you trust, like a parent or teacher or school counsellor.
- **Support victims** - not bullies or abusers. Don't blame victims. Abuse, bullying, and violence don't happen because victims deserve it or because they are "asking" for it.
- **Speak out** against media images that glorify violence and against jokes, insults, and stereotypes that demean and disrespect women, children, or others.

LOOK OUT FOR SIGNS OF ABUSE

Unhealthy dating behaviours (blaming a dating partner for all the problems, acting jealous, isolating them from friends, trying to control them, excessively texting them, pressuring them for sex, insulting and demeaning them, threatening to hurt themselves or someone else)

Bullying behaviours (punching, shoving, or hurting people physically, hurting people emotionally or sexually, spreading rumours, using social media to hurt, keeping certain people out of a group, teasing, "ganging up")

If you witness or suspect child abuse, it is mandatory to report it to Child Protection at 1-877-341-3101. If you suspect abuse or neglect of an older person, contact Adult Protection at 902-892-4790.

FOR MORE INFORMATION

Premier's Action Committee on Family Violence Prevention Prince Edward Island
stopfamilyviolence.pe.ca

BE PART OF THE SOLUTION

- **Be the best "you" you can be** - reject roles as a "boy," "girl," "woman," or "man" that limit your choices and identities.
- **Recognize your role** in prejudices that harm people - sexism, racism, classism, ableism, heterosexism, and more. Take responsibility for changing your own attitudes and actions.
- **Choose** to express feelings in non-violent ways.
- **Speak out about violence** with your friends, classmates, family, neighbours, teachers, and community. Encourage someone who acts violently to get help - but only if you are really sure you are safe to do so.
- **Learn more** about women's rights, human rights, and equity - today and in history, in your neighbourhood and around the world.
- **Respect people of all genders** and sexualities - their bodies, minds, and spirits - equally. Treat everyone with respect and fairness.
- **Volunteer** with organizations that are actively working to end violence.

NEED HELP?

Kids' Help Phone
1-800-668-6868

PEI Victim Services
Charlottetown 902-368-4582
Summerside 902-888-8218

PEI Family Violence Prevention Services
fvps.ca 1-800-240-9894

Chief Mary Bernard Memorial Women's Shelter
cmbmws.morriscode.ca 1-855-287-2332

PEI Rape and Sexual Assault Centre
www.peirsac.org 1-866-566-1864

IN IMMEDIATE DANGER
911

STUDENT HANDOUT

"MICROPHONE" Handwritten lyrics by KINLEY

When you held my hand that night and said "don't you worry,"
I thought I was the chosen one.
But you led me to the field and you kissed me so fast.
I couldn't find my legs to run.

And the smell of your cheap cologne started to churn my stomach.
When I said "no" a thousand times.
You were a pirate in the night.
You took something that was mine.
How do you live your life thinking this is alright?

And if you come to my show, I think you should know, I'm gonna call you out.

For the rest of my life, you are smeared on my mind, but I've got a microphone.

My body went cold, I had to look away.

I was frozen in time, I felt a tear fall from my face.

I hoped someone would come and save me and I'd ride away forever.

Never to remember.

You were a pirate in the night.

You took something that was mine.

How do you live your life thinking this is alright?

And if it happened to me now, I would bash your head in.

I would scream at the top of my lungs. I'd go get all of my friends.

And if you come to my show, I think you should know, I'm gonna call you out.

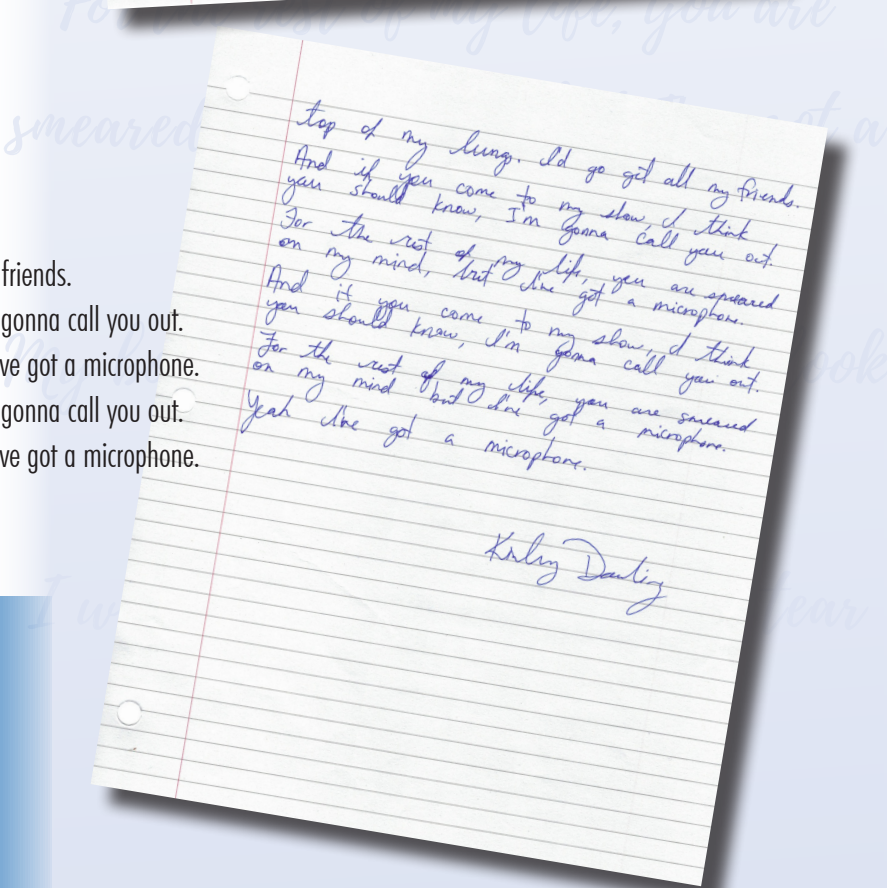
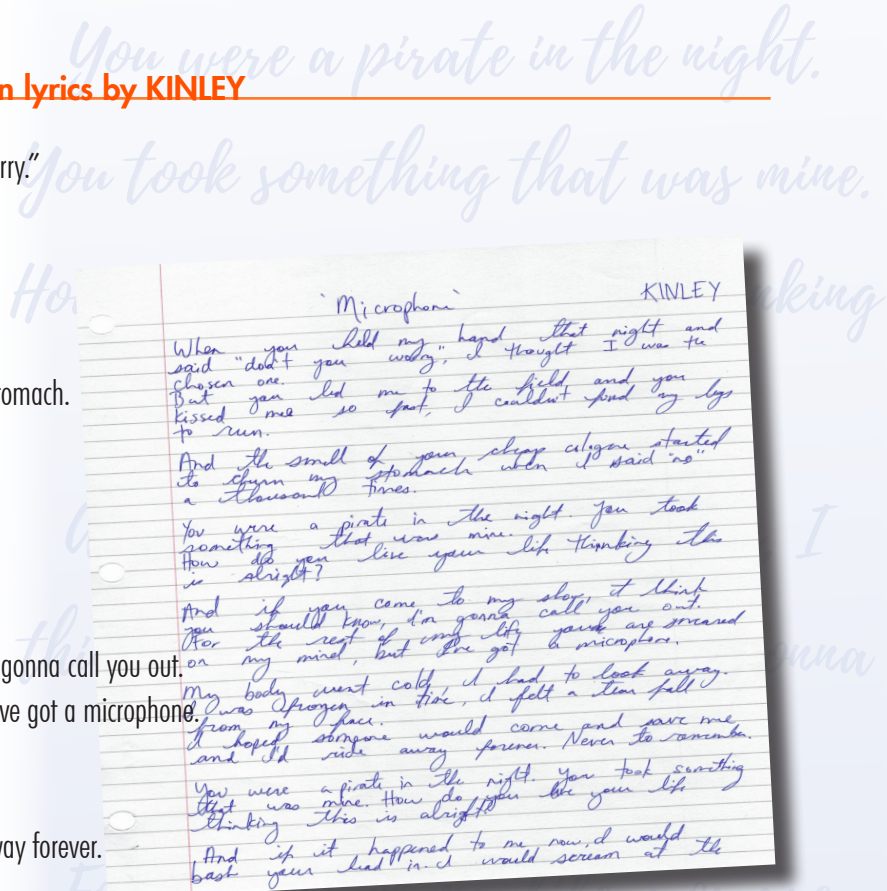
For the rest of my life, you are smeared on my mind, but I've got a microphone.

And if you come to my show, I think you should know, I'm gonna call you out.

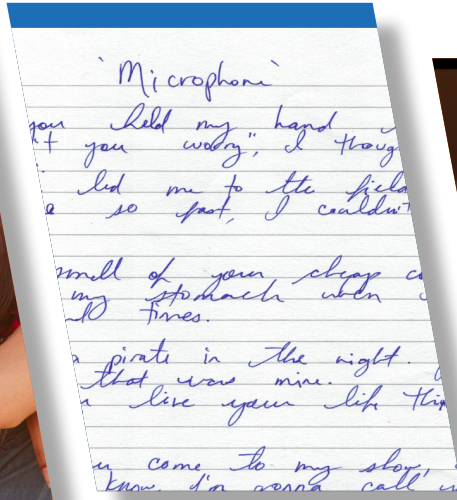
For the rest of my life, you are smeared on my mind, but I've got a microphone.

Yeah, I've got a microphone.

KINLEY and Jenna MacMillan (the Director of the "Microphone" music video) worked out a dramatic way to portray the fallout of her assault and of other cases in the media at the time, with a hope of delivering a positive message to victims.



THE "MICROPHONE" PROJECT



BYSTANDER ROLE