



Sexual Health Education Instructional Materials Review

Curriculum Title: Bringing in the Bystander

Year Published: 2018

Publisher: Soteria Solutions

Website: www.soteriasolutions.org

Full or Supplemental: Full

Grade Level: Secondary

Student Population: General

Duration/Number of Lessons: Seven 45-minute lessons

Format and Features: Digital plus 2 printed guides

Evidence-based/informed: Yes

National Standards Alignment: not evident

Healthy Youth Act Compliance: Yes

AIDS Omnibus Act Compliance: N/A

Bias Free Materials: Yes

Primary Topical Areas (Check all that apply)

- | | |
|---|---|
| <input type="checkbox"/> Abortion | <input type="checkbox"/> Identity/Orientation |
| <input type="checkbox"/> Abstinence | <input type="checkbox"/> Online Safety |
| <input type="checkbox"/> Access to Services | <input type="checkbox"/> Pregnancy & Reproduction |
| <input type="checkbox"/> Anatomy and Physiology | <input type="checkbox"/> Puberty/Adolescent Development |
| <input type="checkbox"/> Communication/Decision-making | <input type="checkbox"/> Refusal Skills |
| <input type="checkbox"/> Condom Use | <input type="checkbox"/> STD Prevention |
| <input checked="" type="checkbox"/> Consent | <input type="checkbox"/> Other |
| <input type="checkbox"/> Contraception | |
| <input checked="" type="checkbox"/> Healthy relationships | |
| <input type="checkbox"/> HIV Prevention | |

Reviewer Comments:

Reviewer 202

Bringing in the Bystander is a comprehensive curriculum that has promising and extensive modules that I believe would be effective in preventing sexual and relationship violence.

The curriculum has several stand-out qualities including providing training for teachers (or whoever is presenting the curriculum), as well as support for facilitators while they are doing the instruction. Additionally, the facilitator's manual itself is very detailed with very easy-to-follow directions. The content builds on itself, with a foundation being developed early on ("what is relationship and sexual violence?") expanding further with sexism and gender stereotypes and culminating in the final, seventh lesson with the students creating an action plan for positive bystander intervention.

Bringing in the Bystander touches on some of the most important protective factors for sexual violence perpetration which include: believing prevention is possible (that it is not an inevitable part of life), that a deconstruction of gender roles is key, and that a far-reaching community response that believes we all have a role to play, regardless of gender, is necessary for prevention. I would love to see this curriculum implemented in Washington high schools.

Reviewer 206

Bringing in the Bystander is a very strong curriculum - it is youth-centered and visually appealing without being cheesy, and provides great support for facilitators through scripts, training, and helpful hints. It also provides multiple opportunities in each module to make the curriculum relevant and tailored to a more specific audience or communities. The content is comprehensive and in-depth, but also manageable enough that students would not feel overwhelmed by the content or need much prior knowledge to comprehend the lessons. The bystander model was very good - there was an equal amount of focus intervening before an incident of violence occurs (calling out rape jokes or gender stereotypes) as well as during or after an incident of violence has occurred, which is very aligned with the idea of primary prevention. I was disappointed that the format of many of the materials would be challenging for students with disabilities due to the reliance on words instead of visual representations, but the materials are conducive to modification if the facilitator wanted to use the curriculum anyway.

Reviewer 203

Overall, I would recommend using this curriculum. It is comprehensive and has a good variety of activities. It feels current and engaging for students. Good use of activities, lecture, slides, videos, scenarios, small group discussion, etc. It explains important concepts in an age-appropriate way and attempts to challenge harmful gender roles and norms. The research outcomes listed (after being tested in 26 high schools) look promising, i.e. students who did the program were using more positive bystander behaviors after a year, compared to the control group.

This program covers the range of behaviors that contribute to gender-based violence, including jokes, sexist remarks, harassment and abuse. It talks about how to challenge societal messaging and teaches lots of factors that contribute to positive vs negative bystander behavior. Positive bystanders are given many options to intervene, first and foremost

encouraging them to assess their own safety, which is critical. They are offered many strategies to be a positive bystander before, during and after an event that seem tangible and realistic. One thing I really like about this curriculum is the respect for participant's autonomy and development. Students are encouraged to be creative with their strategy to intervene. They are encouraged to pick a strategy that is consistent with their personality (i.e. not all students have the confidence and social status to call someone out who is causing harm). When they brainstorm solutions for different scenarios, they are challenged to come up with their own scenario that they have seen or that they could imagine happening realistically.

I would recommend considering using some alternate/ additional media with more diverse characters. Although the curriculum does a good job of teaching that abuse can happen to anyone, it is lacking in illustrating this in its imagery. Of the videos that I was able to review, as well as the real-life scenarios used, almost all feature white characters. It would be important to use media and scenarios that feature a racially diverse group of characters. Even the 3 music videos only feature white artists. You could look for other videos that have more bias-free representation.

Lastly, I think it is important to mention that teaching bystander intervention is considered a best practice in the field of sexual assault prevention. However, it is critical to always put the onus and responsibility for abuse and violence on the person causing harm. That should be mentioned throughout the curriculum. It is not the responsibility of a bystander to prevent violence. Bystanders come in once harm is already happening. True prevention happens when people who cause harm make another decision, when they seek help to make changes, and when the social norms shift around the acceptability of violence. The curriculum does mention this concept and it should be reinforced throughout.