



CAMPUS AMBASSADORS

TRAINING MANUAL

FOREWORD

In the environment of higher education, where vibrant minds converge and knowledge takes root, the imperative to cultivate safe, supportive, and empowering environments is paramount. This training manual, meticulously crafted for campus organizing, proactive bystander intervention, and first aid psychosocial support, emerges as a beacon of guidance in fostering communities that prioritize the well-being of every individual.

The complexities of campus life demand a proactive and collective approach—one that transcends conventional boundaries and embraces a culture of mutual responsibility. This manual, a testament to collaborative efforts, equips organizers, bystanders, and caregivers with the knowledge and skills necessary to navigate the delicate terrain of interpersonal dynamics.

As we delve into the intricacies of campus organizing, we recognize the pivotal role that individuals play in shaping the culture and climate of educational institutions. The power of collective action, amplified by informed strategies and

empathetic interventions, lays the foundation for a campus that thrives on respect, inclusivity, and shared responsibility.

Proactive bystander intervention emerges as a cornerstone in the prevention of harm, offering a practical roadmap for individuals to step forward and create a protective shield around their peers. Empowering bystanders is not just a directive; it's a call to action—one that acknowledges the agency we all possess in shaping the narrative of our shared spaces.

First aid psychosocial support, a vital dimension of this manual, recognizes that our campuses are not just centers of academic pursuit but also crucibles of personal growth. In times of emotional distress, equipped individuals can provide the essential support needed to navigate challenges and emerge stronger.

As we embark on this journey through the pages of knowledge, let us be catalysts for change, advocates for empathy, and champions for a campus culture that thrives on shared responsibility.

ACKNOWLEDGEMENT

In extending my gratitude for the creation of this comprehensive training manual on campus organizing, bystander intervention, and first aid psychosocial support, I want to express sincere appreciation to the exceptional individuals who have played pivotal roles in bringing this resource to fruition. To the dedicated contributors whose expertise and unwavering commitment have infused this manual with depth and practicality, your impact is immeasurable.

This manual is a testament to the collaborative spirit that drives positive change. The tireless efforts of researchers, educators, and advocates have harmonized to create a guide that not only imparts crucial skills but also fosters a culture of empathy and proactive assistance.

Special thanks to those who understand the profound significance of empowering individuals with the tools to intervene effectively in critical situations. Your collective endeavor has given life to a training manual that goes beyond instruction, aiming to cultivate a community where bystanders are catalysts for positive transformation.

May this manual serve as a beacon, guiding individuals towards becoming informed, compassionate, and effective interveners in the complex landscape of bystander intervention, first aid, and psychosocial support.

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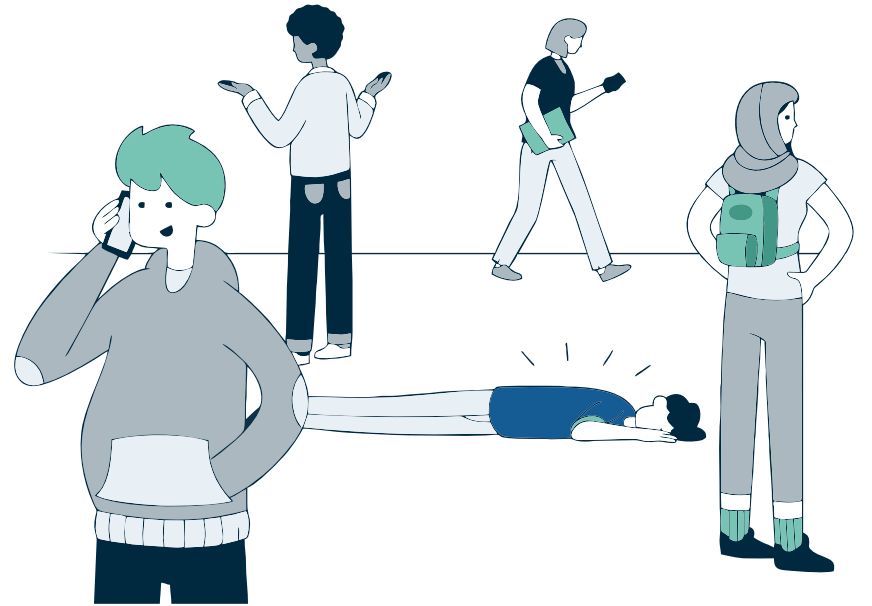
MODULES

- Bystander Intervention
- First Aid Psychosocial Support
- Campus Organising



BYSTANDER INTERVENTION

- Who is a Bystander?
- Bystander Intervention
- Case Studies
- Bystander Effect
- How to Intervene as a Proactive Bystander



WHO IS A BYSTANDER?

Bystanders are individuals who witness violence or learn about an incident of violence and are in a position to prevent, interrupt, or intervene in the incident.

Bystanders are not directly involved in an incident of violence but have the choice to intervene, speak up, or do something about it.



BYSTANDER INTERVENTION

- Bystander intervention is recognizing a harmful or potentially harmful incident/situation and choosing to act/respond in a way that positively influences the outcome of the incident/ situation of sexual harassment and other forms of violence.
- It emphasizes that EVERYONE has a role to play in ending sexual harassment and assault.
- It empowers EVERYONE to effectively and safely intervene in situations with an identified situation of sexual assault, harassment, inappropriate acts, and behaviors.



CASE STUDY 1

Mathilda is a 200-level student in Venue State University. One day after lecture, you notice that as she walked out of a class, a group of boys started catcalling and whistling at her. One of the guys went further by walking towards her to smack and squeeze her buttocks. The guys formed a circle around her, jeering and passing comments at her.



How will you respond to the situation?

CASE STUDY 2

A friend confides in you of experiencing sexual harassment by a lecturer who insists that the student have sex with him/her in exchange for a good grade.



How will you intervene?

CASE STUDY 3

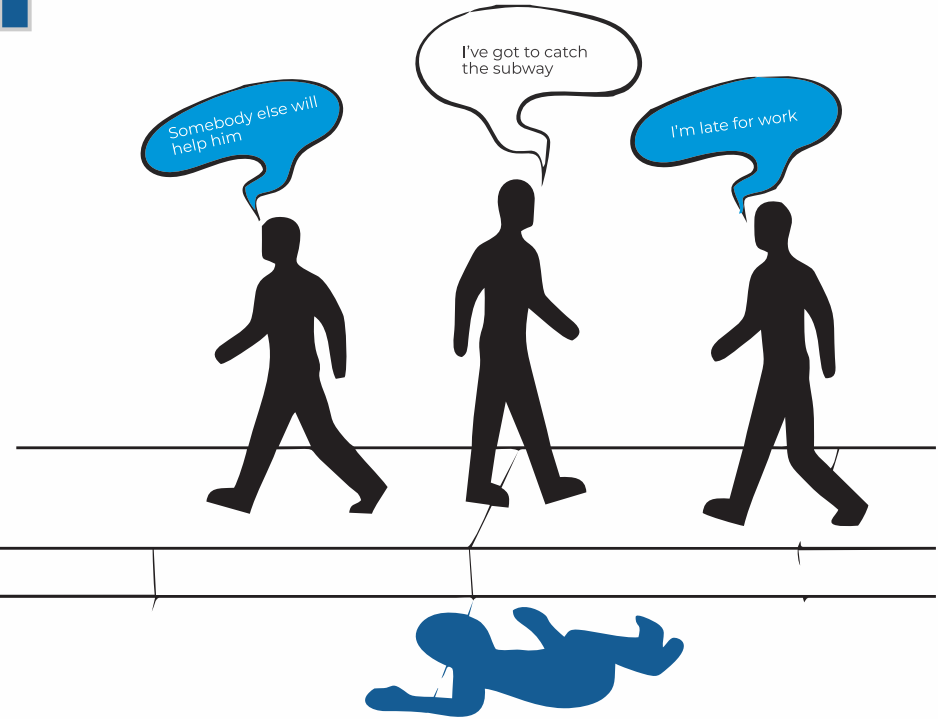
You are at a party where you observe a female who appears to be intoxicated, dancing and staggering. A short while after, you noticed a guy walk up to her, start dancing with her and groping her.



How will you respond?

THE BYSTANDER EFFECT

The bystander effect is a psychological phenomenon where individuals are less likely to offer assistance to someone in need when others are present.



CONTRIBUTING FACTORS TO BYSTANDER EFFECT

DIFFUSION OF RESPONSIBILITY:

This occurs when bystanders assume that someone else will take responsibility for helping, leading to a decreased sense of personal obligation.

PLURALISTIC IGNORANCE:

This is where they mistakenly believe their own feelings or perceptions are different from those of others in the group, leading them to conform to the perceived inaction of others.

SOCIAL INFLUENCE:

Bystanders look to others that determine how to behave in a given situation. If nobody is taking action, individuals may interpret this as a signal that help is not needed or that the situation is not as serious as it appears.

The bystander effect negatively impacts individuals in need and society as a whole. It reduces the risk of personal safety, diffuses responsibility, reinforces apathy and inaction, and erodes social cohesion.

HOW TO INTERVENE AS A **PROACTIVE** BYSTANDER

1

RECOGNIZE SIGNS
OF ACTS THAT ARE
SEXUAL
HARASSMENT

2

IDENTIFY THAT
THE VICTIM IS AT
RISK AND THAT
INTERVENTION IS
APPROPRIATE

3

DECIDE THE MOST
APPROPRIATE
APPROACH AND SAFEST
WAY OF TAKING
RESPONSIBILITY TO
INTERVENE

4

IMPLEMENT THE
DECISION TO
INTERVENE SAFELY IN
THE BEST INTEREST
OF THE VICTIM

DO NO HARM!!!

5 D'S OF PROACTIVE BYSTANDERS

1

DIRECT ACTION

Step in, call out the wrong behavior and ask victim if they are okay

2

DISTRACT

Interrupt the situation by diverting attention of those behaving inappropriately toward something else to diffuse the situation e.g., Can you come with me to assist me with a task?

3

DELEGATE

Speak to other persons to assist you in intervening

4

DISCUSS

If you are in a safe position, you could speak to the harasser/offender this make the person see the wrong.

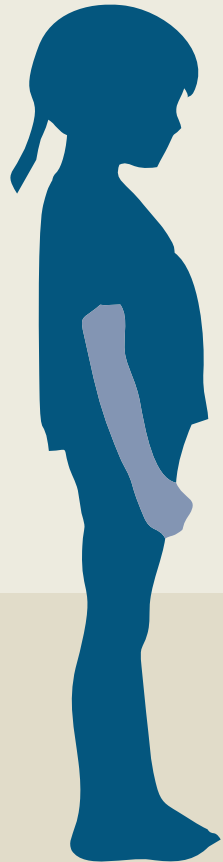
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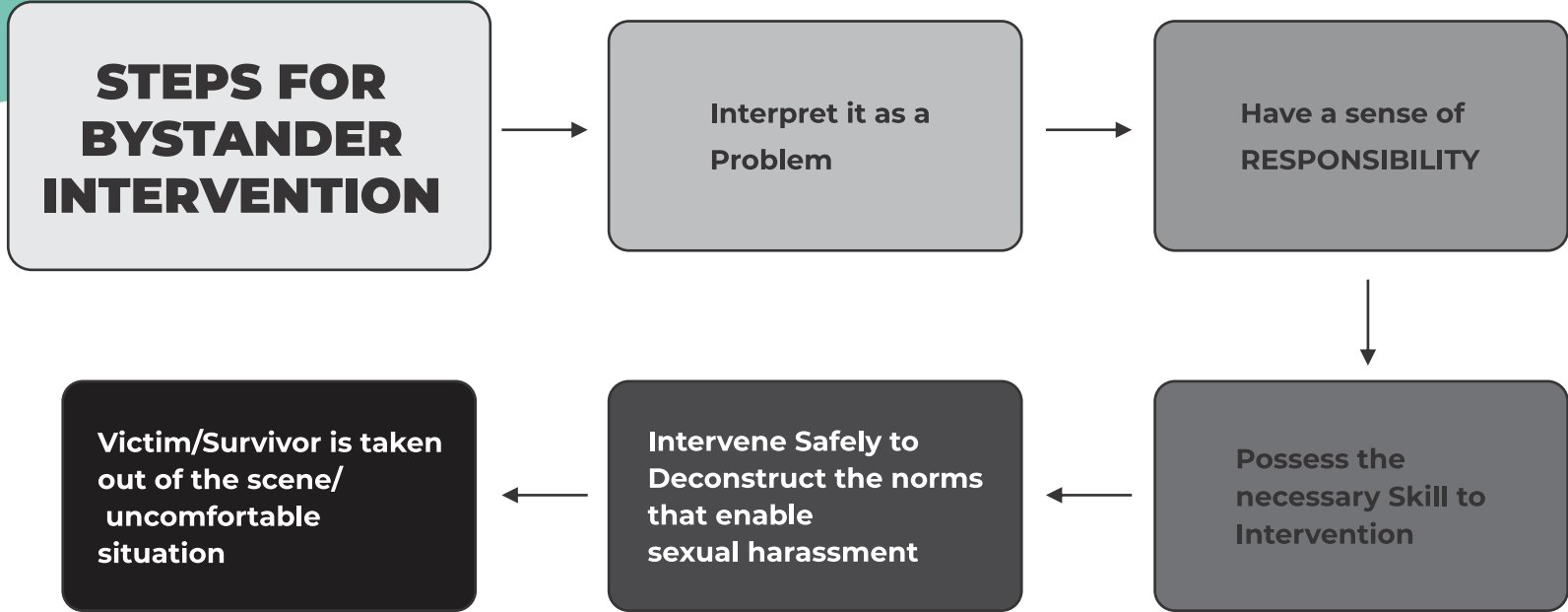
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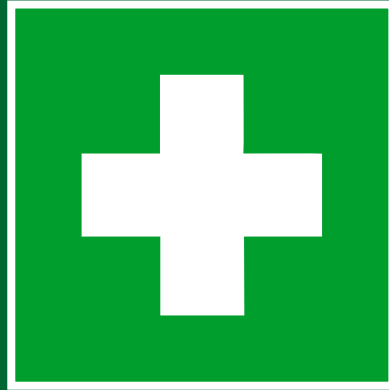
After observing the event, check in on other people involved e.g, I saw what happened. Are you okay?

PURPOSE OF BYSTANDER INTERVENTION

1. To stop sexual violence
2. To discourage victim blaming and make sexual harassment a collective problem rather than an individual problem.
3. Build an ally and a good support system for a victim to know that they are not alone.
4. To help change the social norms within the campus that normalize sexual harassment and enhance the understanding that the norm is to intervene in cases of sexual assault or harassment.







FIRST AID PSYCHO-SOCIAL SUPPORT FOR SEXUAL HARASSMENT SURVIVORS



First Aid Psychosocial Support is the immediate and temporary social and emotional assistance provided to individuals or communities in distress to preserve life, prevent further harm, and promote recovery.

It focuses on addressing the social, emotional, and mental wellbeing of individuals who have experienced traumatic events, such as assault, sexual harassment or gender-based violence.



Psychosocial

The term 'psychosocial' refers to the dynamic relationship between the psychological dimension of a person and the social dimension of a person.

The psychological dimension includes the internal, emotional and thought processes, feelings and reactions.

The social dimension includes relationships, family and community network, social values and cultural practices.



ROLE PLAY

In a case where your roommate comes in crying, fidgeting, and you asked her what the problem is, and she narrates how she has just been sexually harassed by a guy on her way back from lectures that evening.

What would be your next line of action as a concerned friend and roommate?

When providing first aid psychosocial support, you should keep in mind three action principles:

LOOK, LISTEN, LINK!





CARE FOR IMMEDIATE NEED

7 KEY COMPONENTS





HOW TO PROVIDE FIRST AID PSYCHOSOCIAL SUPPORT TO INDIVIDUALS WHO HAVE EXPERIENCED SEXUAL HARASSMENT.

1. Create a Safe and Supportive Environment:

- Ensure privacy and confidentiality to help the survivor feel safe and comfortable.
- Demonstrate empathy, active listening, and nonjudgmental attitudes.
- Reassure the survivor that they are not to blame for what happened.



HOW TO PROVIDE FIRST AID PSYCHOSOCIAL SUPPORT TO INDIVIDUALS WHO HAVE EXPERIENCED SEXUAL HARASSMENT.

2. Validate the survivors experience:

- Acknowledge the survivor's feelings and emotions without downplaying or dismissing them.
- Validate their experience by emphasizing that sexual harassment is never acceptable and that they have the right to feel upset, angry, or distressed



HOW TO PROVIDE FIRST AID PSYCHOSOCIAL SUPPORT TO INDIVIDUALS WHO HAVE EXPERIENCED SEXUAL HARASSMENT.

3. Active Listening and Emotional Support:

- Encourage the survivor to share their thoughts and feelings about the incident.
- Practice active listening by giving them your full attention and maintaining eye contact.
- Offer emotional support through comforting words, reassurance, and physical gestures such as a hand on the shoulder (if appropriate and welcomed).



HOW TO PROVIDE FIRST AID PSYCHOSOCIAL SUPPORT TO INDIVIDUALS WHO HAVE EXPERIENCED SEXUAL HARASSMENT.

4. Provide information and option:

- Educate the survivor about available resources, such as counseling services, support groups, or help lines.
- Explain their rights, including reporting options and legal remedies, if desired.
- Allow the survivor to make informed decisions and respect their choices throughout the process



HOW TO PROVIDE FIRST AID PSYCHOSOCIAL SUPPORT TO INDIVIDUALS WHO HAVE EXPERIENCED SEXUAL HARASSMENT.

5. Survivor Support Center

- Help the survivor understand common reactions to sexual harassment, such as feelings of shame, guilt, anger, or fear.
- Normalize their reactions by letting them know that their responses are valid and understandable given the circumstances.
- Share information on the potential psychological and emotional effects of sexual harassment and reassure them that recovery is possible

ROLE PLAY

In a case where your roommate whom you provided first aid psychosocial support to, got traumatized about the incidence.

What will be your next line of action as a trained first-aid psychosocial support provider?



When providing first aid psychosocial support, you should keep in mind three action principles:

LOOK, LISTEN, LINK!



CAMPUS ORGANISING

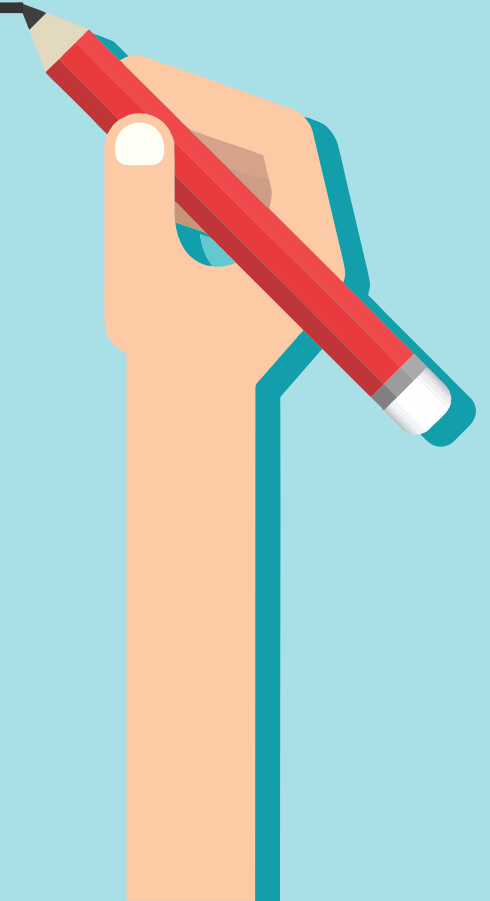
WHAT IS ORGANISING?

This is the act of coordination, cooperative efforts and campaigns carried out by members of a particular group to promote the interests of their community.

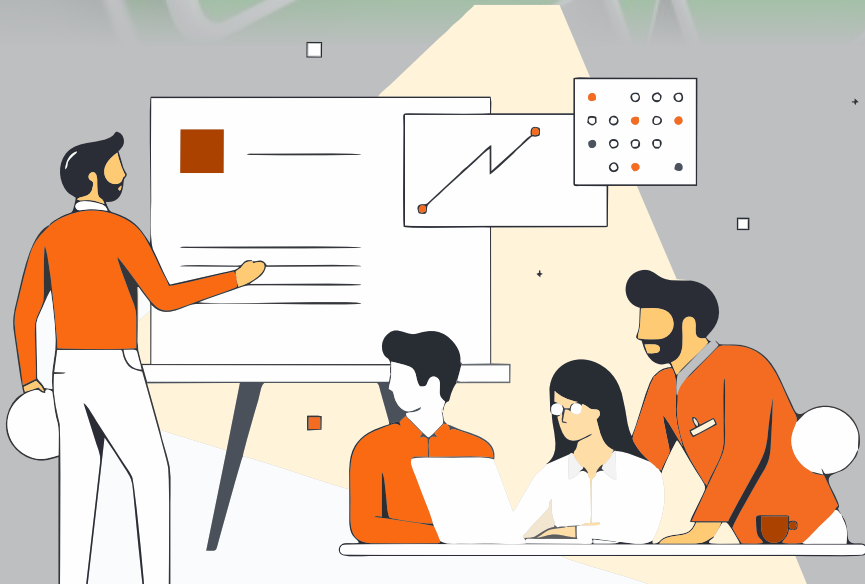


WHAT IS STRATEGIC PLANNING?

This is the art of formulating community/organizational strategies, implementing them, and evaluating their impact based on organizational objectives.



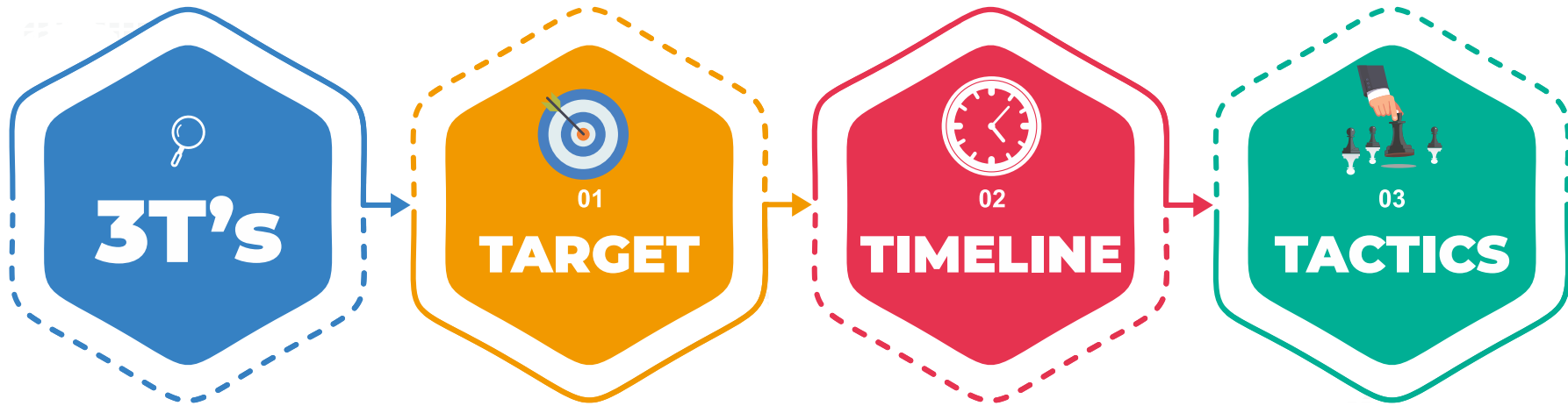
Strategic Planning



WHY DO YOU NEED A STRATEGIC PLAN?

- It highlights the goal to be achieved.
- It creates a road map for the achievement of the goal which is subject to periodic review as the climate and membership evolve.

COMPONENT OF A STRATEGIC PLAN





IDENTIFY THE TARGET

This involves series of actions such as power mapping, historical culture of related activism, what can be done differently and individuals that could influence the duty bearer/decision maker.

UNDERSTANDING THE POWER DYNAMICS

Identify the decision maker who has the most power and analyze in order of support from left to right, identify secondary targets and draw lines in order to connect the targets.



SET TIMELINES

Break your demand into short, medium and long term and set a timeline of different milestones to be achieved per term goal.

POSAS FOR TIMELINE

When and where are decisions on this issue made?
when are decision makers vulnerable?
When can you get the most publicity?
When is your team the strongest?
When are other groups organizing events on or off campus?



TACTICS

Tactics are the activities, actions, steps, initiatives, measures that make up your campaign.

DEFINING FACTORS

Factors that define tactics include available resources, class target, your team in terms of size, diversity and representation.

CATEGORIES OF TACTICS

Base Building Tactics:

This is the type of tactics which is aimed at building your supporter's base.

Educational Tactics:

This is aimed at sensitizing people on the issues on campus and your goal.

Power Tactics:

These are actions and steps your team, partners and allies take to mandate your targets to concede to your demands



EXERCISE ON TACTICS

Have a critical look at the various activity elements across the 3 categories of tactics and subsume them under the most appropriate.

Email collection, protest, petition signing, posters, event interruption, press release, articles, story telling, strikes, forums, townhall meetings, public hearing, law suits, blogs, road blockage, bulk SMS, rallies, survivors personal angle stories

CASE STUDY 1

Beatrice is a female student in your department who has been harassed. She had complained to the head of department, however three weeks after the incident, nothing has been done.

Beatrice has approached you as a student leader to complain about this.

What tactics will you deploy as a campus ambassador to address this injustice?



- **AVAILABLE RESOURCES**

An inventory of available and required resources needs to be taken and this includes human, financial, material and technical resources.

- **SWOT ANALYSIS**

Identify your strength, challenges you face, that could limit the group. Map out a plan to assess the challenges and build forward.

- **RESOURCE MOBILIZATION**

This entails how resources can be raised and expanded to reach more people.

- **WORKING WITH THE MANAGEMENT**

Observe the administrator carefully, understand their priorities and think about how and if you and your team will work with them

- **SECURING A MEETING**

Take notes, discuss possible outcomes of meetings beforehand, establish that no one can speak unilaterally for the group, assign one person to initiate triggers.

- **COMMUNITY ASSESSMENT**

This entails an in-depth analysis of constituents, allies and opponents.



GEN▶**DER**
MOBILE