



UniSAFE
ENDING GENDER-BASED VIOLENCE

Supporting Material for Trainer:

Active Bystander Intervention

Online Training

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

For this exercise, the trainer can use either Google Forms or Zoom/Teams/WebX Polls. These questions/polls have to be prepared in advance.

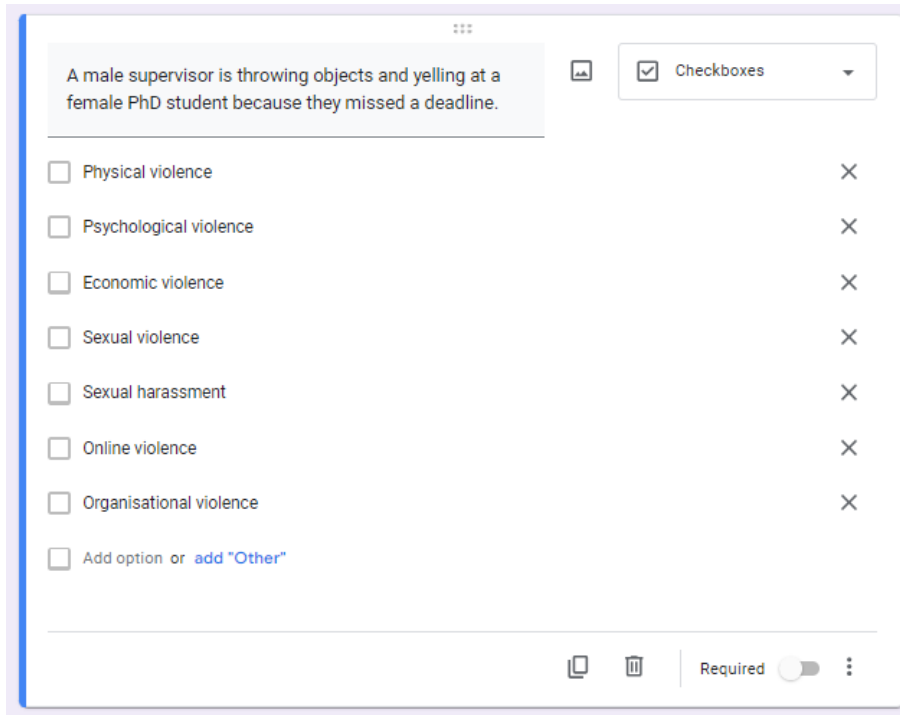
Instructions for option 1: [Google Forms](#)

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, 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 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.



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

☐ Physical violence

☐ Psychological violence

☐ Economic violence

☐ Sexual violence

☐ Sexual harassment

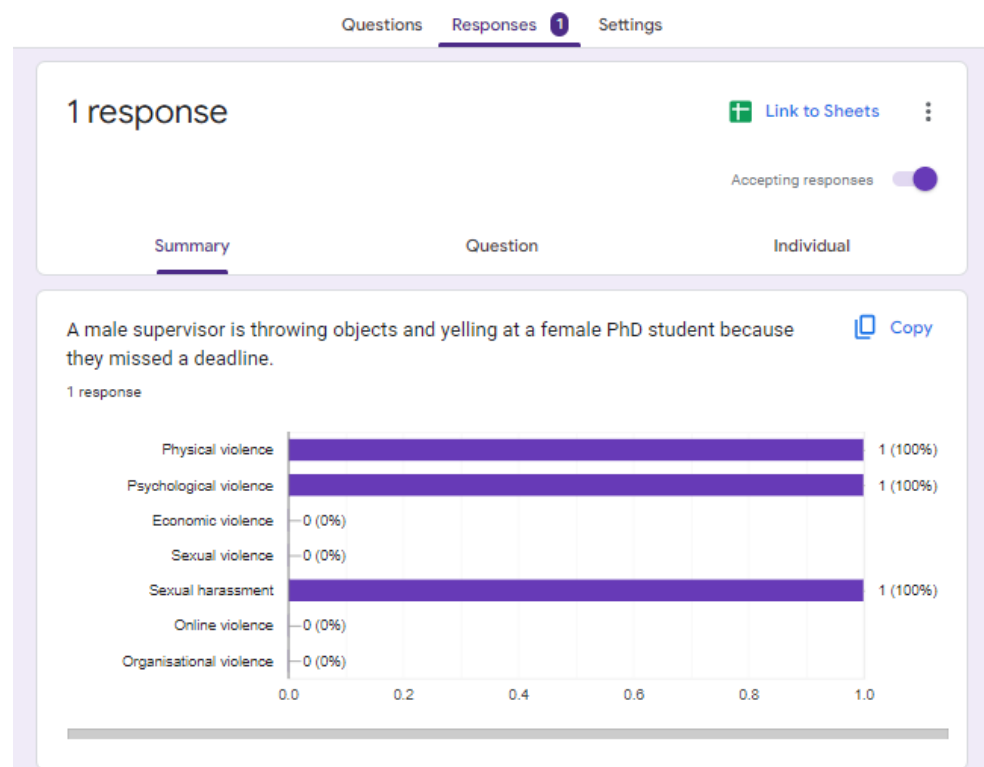
☐ Online violence

☐ Organisational violence

☐ Add option or [add "Other"](#)

Required ☐

4. The trainer will then share their screen and present the results to participants, 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 30 minutes.



Instructions for option 2: Poll ([Zoom](#)/[Teams](#)/[Webx](#))

If the trainer is using Zoom, Teams or Webx to conduct the online training, an alternative option is to use the Poll function provided by these platforms.

Similarly to Option 1, the trainer prepared the Polls in advance.

1. 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”.

Note: Ensure that participants have the option to select more than one answer (the forms of gender-based violence), by using the multiple choice or checkbox function.

2. During the training, the trainer launches each question separately. The participants respond for each question, and they can see the results “live” on their screen.
3. For each question, 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. The total duration of this exercise is 30 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

Slide 12 - Poll Questions for Zoom/Teams/Webx or for asked orally

What percentage of survey respondents do you think have experienced at least one form of gender-based violence since they started working or studying at their institution?

- 12%
- 62%
- 33 %

Slide 15- Poll Questions for Zoom/Teams/Webx or for asked orally

Note: Ensure that participants have the option to select more than one answer (the forms of gender-based violence), by using the multiple choice or checkbox function.

What do you think were the 3 most common reasons for not reporting an incident of gender-based violence?

- I was discouraged from filling a complaint
- I was unsure if the behaviour was serious enough to report
- I was afraid no one would believe me
- At the time I did not recognise the behaviour as violence
- I was concerned that the complaints process would be hard for me
- I didn't think anything would happen even if I reported it
- I was concerned that my harasser would retaliate against me
- I didn't know who to tell
- I was uncomfortable talking about the experience

Exercise 2: Description of Ds as a reminder

Distraction is a subtle and creative way to intervene. Its aim is simply to derail the incident of harassment by interrupting it.

Delegation is asking a third party for help with intervening in harassment.

Documentation involves either recording or taking notes on an instance of harassment.

Delay is checking in with the person to see if they are OK after the incident is over.

Direct is about assessing your safety first and then speak up about harassment. Be firm and clear.

How to cite this document?

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