



Personal Safety: On the Bus!

On the Bus: Small Group Improvisation Instructions

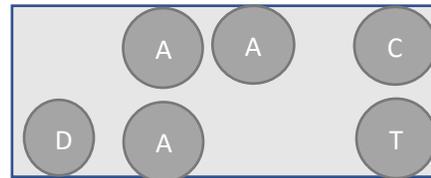
We are going to practice using our assertive verbal skills in a (pretend) public setting, the bus. **In this improvisation activity the goal is to end a potentially dangerous situation and prevent it from escalating.** We will play out the same scenario three times: 1st time, removing yourself from the situation; 2nd time, using the 3-step model of assertive communication; and the 3rd time, making a scene. Let's get started!

1. In your small groups

a. Identify roles per group participant:

- **Bus Driver: (D)** Focus on driving, respond to Target if/when they ask for help
- **Creeper: (C)** make Target feel uncomfortable.
- **Target: (T)** remove yourself from the situation when it feels unsafe.
- **Allies (everyone else in the group): (A)** job is to respond to the target if/when they ask for help.

b. Set up: Place chairs or sit on the ground as if you all are on a bus.



2. Scenario

Bus driver is focused on their job, *Allies* are spread throughout the bus. *Target* gets on the bus and takes a seat on the back. *Creeper*, who has been sitting among the *Allies* moves next to *Target* and begins making unwanted conversation. *Target* uses the assigned style of communication to get to safety. Scene ends once *Target* gets to safety.

- **Scenario 1:** Get up and move to safety when you feel unsafe.
- **Scenario 2:** Use 3- step model of assertive communication.
- **Scenario 3:** Make a scene and ask for help.

3. Debrief

In your groups identify the risks and benefits from each approach.



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Tips for Characters

Creeper

Goal: make Target feel uncomfortable.

Tools: Get up from your seat and get next to Target once they have entered the bus. Ask Target a million personal questions such as: Where do you go to school? Are you dating anyone? Where do you live? Do you come this way often? Why do you smell so good? Can I come with you? You may escalate the situation if target ignores you by leaning in closer.

Target

Goal: Your job in this role play is to use assertive communication when you feel uncomfortable and practice these skills in the scenario.

Tools:

- **Scenario 1:** Get up and move somewhere safe when you feel unsafe.
- **Scenario 2:** Use 3- Step model of assertive communication.
 - **Name it: what is the problem?** Clearly estate what the creeper is doing (i.e. you are asking me too many questions)
 - **Frame it: why is it a problem?** Focus on the action not the person (i.e. I do not like to be chatted to by strangers)
 - **Change it: what do you want them to do differently?** simple and clearly state what actions they need to change. (i.e. I want you to move)
- **Scenario 3:** Make a scene and ask for help. Practice being assertive rather than aggressive, i.e. no cussing, addresses the attacker's behavior not the attacker. "Take your hand off me now!" "Hey, you in the blue shirt, this guy is touching me. Call for help!" "Driver, stop the bus! This guy back here is touching me! Call 911!"

Driver and Allies: Be a passive observer until Target asks for help.



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On the Bus: Teacher Lead Scenes

We are going to practice using our assertive verbal skills surrounded by people, on a pretend bus.

For this activity, the teacher will be acting like a creep by intruding boundaries and asking inappropriate questions. We will need 1 student volunteer whose **job is to practice assertiveness skills to end the situation and to prevent it from escalating.**

Instructor Lead Scenario One: Get up and move when you feel unsafe

Incident breakdown:

- "Creep" asks the student a million personal questions: Where do you go to school? Are you dating anyone? Where do you live? Do you come this way often? Why do you smell so good? Can I come with you? The creep should start off low key so that the student doesn't get up immediately and move.
- The student can answer unobtrusive questions but notices when they are uncomfortable then moves close to the driver or an ally if they made eye contact and they feel safe.

Scenario 1 Group Debrief:

- How long before it got uncomfortable for the student volunteer?
- How effective was it to move away?
- What are risks/benefits of moving away in this scenario?



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Instructor Lead Scenario Two: Use the 3-Step model & make the intruder move

Once again, teacher will be the creep, and 1 student volunteer whose job in this role play is to **practice assertive verbal skills to end a situation and to prevent it from escalating.**

Incident breakdown:

- Creep asks students a million personal questions.
- The student uses their intuition to identify when they feel uncomfortable, and interrupt the creep using the 3-Step Model:
 - o **Name it: what is the problem?** Clearly estate what the creeper is doing (i.e. you are asking me too many questions)
 - o **Frame it: why is it a problem?** Focus on the action not the person (i.e. I do not like to be chatted to by strangers)
 - o **Change it: what do you want them to do differently?** simple and clearly state what actions they need to change. (i.e. I want you to move)
- Creeper may or may not decide to move right away depending on class timing and delivery of the 3-sets.

Scenario 2 Group Debrief:

- How long before it got uncomfortable for the student volunteer?
- How effective was to **Name it, Frame it, and Change it?**
- What are risks/benefits of this scenario?



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Instructor Lead Scenario Three: Make a public scene, and ask for a help from an ally

Teacher will be the creep, and 1 student volunteer whose job in this role play is to **use their assertive verbal skills to end the situation and to prevent it from escalating.**

Incident breakdown:

- Creep asks student personal questions and touches her inappropriately (represented by putting a hand on the shoulder).
- The student makes a scene. **Practice being assertive rather than aggressive**, i.e. no cussing, addresses the attacker's behavior not the attacker.
Tactics Examples: "Take your hand off me now!"; "Hey, you in the blue shirt, this guy is touching me. Call for help!"; "Driver, stop the bus! This guy back here is touching me! Call 911!"
- Creeper may or may not decide to move right away depending on class timing and delivery of public scene

Scenario 3 Group Debrief:

- How long before it got uncomfortable for the student volunteer?
- How effective was to *Make a public scene*?
- What are risks/benefits of this scenario?