



# Resource Package:

**A Comprehensive Guide to Ending Violence**



## Imprint

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Sara Bubak, Saša Đorđević

**Publisher:**

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Sarajevo  
May, 2025.

This Manual was developed with the aim of strengthening professional support for trainers of intervention training of young leaders in implementing activities and raising awareness of bystanders in preventing various forms of violence, under the title “Bystander Intervention Training Manual for Youth Leaders”, with the support of the Step by Step organization and UNFPA.

# The Power of the Bystander:

## A Trainer’s Handbook for Violence Prevention

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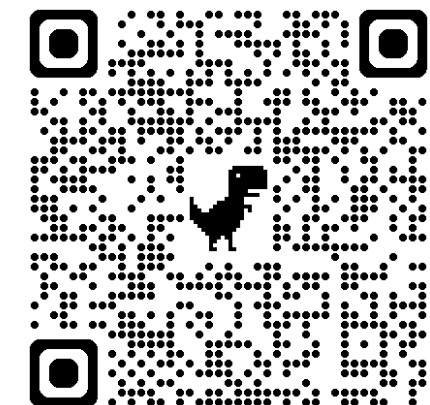
Sarajevo  
December, 2024.

### Description

- ▶ The handbook “The Power of the Bystander: A Trainer’s Handbook for Violence Prevention” provides tools and strategic guidelines for trainers working with young leaders in violence prevention.
- ▶ It is designed to support bystanders in shifting from a passive role to an active one in preventing conflict.
- ▶ The handbook contains seven in-depth chapters covering theoretical foundations, recognition of violent situations, and appropriate responses.
- ▶ It also offers practical advice on building support networks and engaging in collective action against violence, both in person and in digital spaces.
- ▶ This edition is intended for the general public as well as professionals, offering a theoretical framework for effective interventions in various contexts of violence.

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## What's inside

### The Life of a Bystander

The purpose of the session is for the participants to define the challenges they face when encountering different life situations and to name personal resources that help them emotionally cope with stressful situations.

#### ACTIVITY 06 The Life of a Bystander

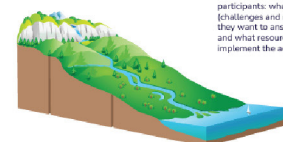
For activity 6, prepare:

- A4 paper
- Felt-tip pens

**Instruction:** The "Life of a Bystander" activity uses the natural metaphor of a river to illustrate one's life journey. The stages of the activity present the participants' diverse and chronological life experiences, similar to a river flowing from the high

world (mountains) into the ocean. Along its winding path, the quality and character of the flow will vary from place to place, from instance to instance.

As an introductory activity, it serves to determine the starting positions of the participants: what they bring with them (challenges and resources), what questions they want to answer during the training, and what resources they need to actively implement the activities to prevent and



#### Interventions in Substances Abuse Situations

##### Scenario 1:

During a night out with friends, one of your friends orders an alcoholic drink even though she is underage. The waiter brings her a drink.

##### Questions

- How do the people involved in this situation feel?
- What would you do if you were in this situation? What wouldn't you do?
- What could be the consequences of your action/inaction?
- How can young people be supported to make responsible decisions about alcohol and drug abuse?
- How can schools and parents educate about the dangers of drug abuse?



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- Preface: Bystander Power
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- Green Oasis
- The Life of a Bystander

- Resolution Through Naming
- Circles of Violence
- Bystander Intervention
- Agenda
- Links
- Literature

# Handbook for Citizens:

## A Bystander Doesn't Have to Stay Passive – Strategies for Preventing Violence

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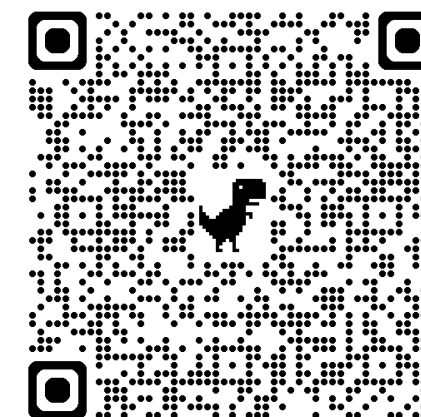
December, 2024.

### Description

- The "Handbook for Citizens: A Bystander Doesn't Have to Stay Passive – Strategies for Preventing Violence" provides fundamental methods and strategies that bystanders can use to prevent violence and harassment.
- It is organized into seven chapters, covering types of interventions, identification and assessment of situations, and tactics for effective action.
- Special focus is placed on the emotional well-being of bystanders and the development of a support network.
- The handbook also provides detailed guidance on adapting intervention strategies to various settings—from schools and workplaces to public spaces and digital environments—making it a valuable resource for a wide range of users, including educational institutions, NGOs, and the general public.

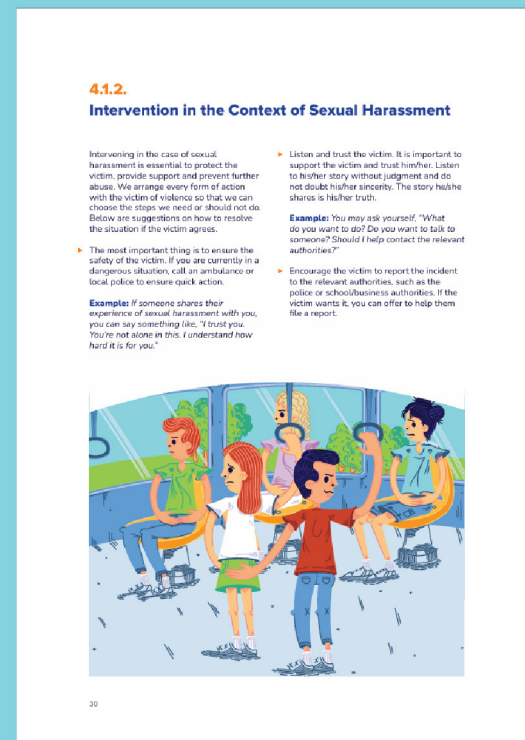
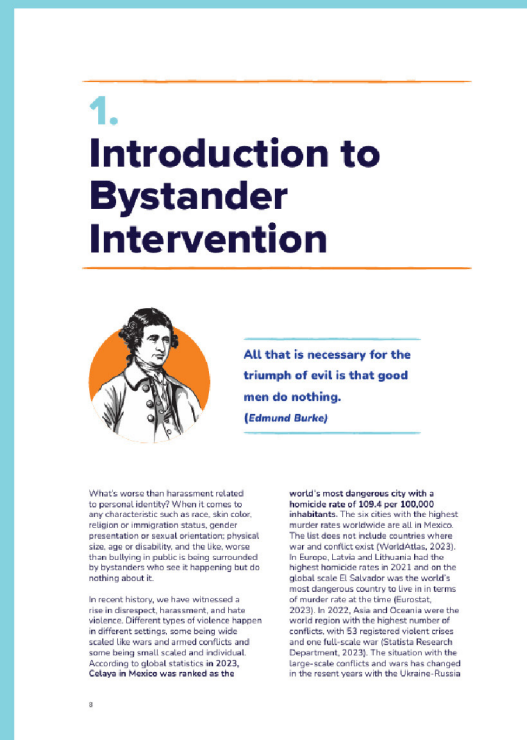
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## What's inside



## Contents

- Introduction to Bystander Intervention
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- Recognizing and Assessing the Situation
- Taking Action - All 5D Tactics
- Self-Care and Emotional Well-Being of Bystander Who Intervenes
- Building a Bystander Intervention Support Network
- Adapting Bystander Intervention Strategies to Different Settings
- Literature



# The Power of the Bystander:

## 10 Situations of Violence Where Your Response Matters

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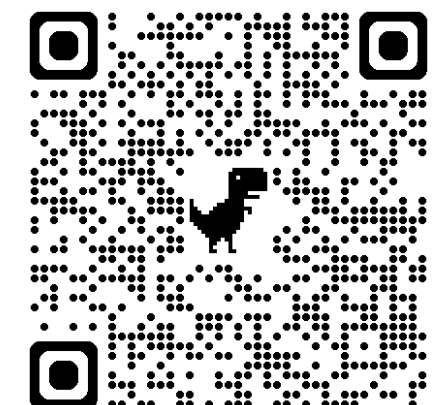
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### Description

- ▶ The handbook “The Power of the Bystander: 10 Situations of Violence Where Your Response Matters” provides ten concrete examples of situations in which bystanders can recognize and apply strategies to prevent violence and harassment.



# What's inside

## What to Do in Case of Peer Violence

According to the American Psychological Association (APA) Dictionary of Psychology, "bullying is a form of aggressive behavior in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words, or more subtle actions. The bullied individual typically has trouble defending himself or herself and does nothing to 'cause' the bullying. Cyberbullying is verbally threatening or harassing behavior conducted through such electronic technology as cell phones, email, social media, or text messaging".

Psychologist Olweus suggests that for a bullying intervention program to be successful, schools must do the following:

- Place primary responsibility for solving the problem with the adults at school rather than with parents or students.
- Project a clear moral stand against bullying.
- Include both system-oriented and individual-oriented components.
- Set long-term and short-term goals.
- Target the entire school population, not just a few problem students.
- Make the program a permanent component of the school environment, not a temporary remedial program.
- Implement strategies that have a positive effect on students and on the school climate that go beyond the problem of bullying.



### Scenario 1:

A student in elementary school is exposed to physical violence by an older student on a daily basis. An older student hits him and forces him to give him his pocket money. The victim is afraid to report the violence because he is afraid of revenge and isolation from his peers.

### Suggested bystander interventions:

- Distract:** The next time you find yourself as a bystander, go approach the victim. If you are a student, ask him: "Can you come and help me with my homework? I really need help." or "Hey, do you happen to know where I can find materials for the next class? Would you be kind enough to come with me and help me find it?" or "Look at this video that I just saw! It's wild!" If you are a teacher, say: "Students, what do you think about having a lecture outside today?" or "Hey, thank you for recommending that book the other day. It is great, have you finished it?" If you are a parent try: "Could you show me the way to the sports hall? My daughter is waiting for me there."
- Delegate:** Seek help from the adults if you are a student (teachers, pedagogues, psychologist, administration or parents). If you are a parent, make sure to seek help from the school administration and pedagogical and psychological service. Think about including government institutions, if needed, like social services.
- Document:** Make a picture/video that you could use as a proof of the situation and only use it as such! Write down who was present in the situation as other bystanders - they can serve as witnesses.
- Delay:** To delay, you can ask: "What is happening? How are you feeling? What can I do for you?" or "Can I bring you anything, food or water? Is it okay if I bring help?"
- Direct:** If it is safe enough for the victim and yourself, try confronting the perpetrator. Say: "I am witnessing this for the second time. What you are doing is not okay. You are hurting him and this must stop."



### Scenario 1:

In public transport, a man inappropriately touches a woman in front of him. You notice that she is aware of it but looks scared to react in public.

- Distract:** Approach the woman and pretend that you know her. Say: "Hey, we haven't seen each other in such a long time. How are you?"
- Delegate:** Ask a person next to you to react, explaining that you don't feel safe enough to do so.
- Document:** Take a picture of the abuser. If it is too "obvious" and you fear further escalation, write down the description of the abuser, what time it happened and the number of the vehicle in which it happened. Try to provide as much information as possible. You can offer it to the victim as the information to be shared with the authorities.
- Delay:** Try to stand between the abuser and the victim. Ask the victim if she is okay, what she would like to do and if she wants you to react in a specific way.
- Direct:** Be vocal about what is happening if the victim is okay with that. Say: "What you are doing is sexual harassment. Or, if you do not stop immediately I will call the police."



### Scenario 2:

A group of your friends during a school break sends explicit and unwanted messages to a boy you go to class with. He is sitting on the stairs alone, visibly upset.

- Distract:** Find a thing that will interest your friends more than harassing the boy, like a video or a hot topic about your favorite famous person.
- Delegate:** Go approach the boy's closest friend and ask for help. Make a strategy on how to approach the situation - one can intervene directly and confront the abusers, while another one can offer help to the boy. Include the adults (teachers, pedagogues or psychologist) if the victim agrees.
- Document:** Discreetly take a picture of the content and the abusers, making sure that the victim's identity is safe. Use these materials only to seek further help and as evidence. Ask the victim to keep screenshots of the messages as evidence.
- Delay:** Wait to come home to ask your parents for help, while protecting the identity of the victim.
- Direct:** Confront your friends. State your values and boundaries. Say: "As I remember, our group's value is respect. What you are doing is not showing respect for our classmates. It is a form of abuse. I am not sure if I want to stay in such an environment and I think I might report this to our school management."



Embassy of Italy  
Sarajevo

